



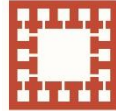
CURRICULUM

BACHELOR OF ARTS (HONORS) IN ENGLISH



DEPARTMENT OF
ENGLISH
VARENDRA UNIVERSITY

VARENDRA UNIVERSITY



বরেন্দ্র
বিশ্ববিদ্যালয়

SPRING 2023

Department of English
VARENDRA UNIVERSITY

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PART A – INTRODUCTION

VISION OF THE UNIVERSITY

The vision of Varendra University is to emerge as one of the leading and premier centers of higher studies in arts, social science, science, engineering and technology. We aim at providing an education of high excellence to our young learners in a congenial and friendly atmosphere, and attracting brilliant students, distinguished scholars, researchers, scientists from home and abroad.

MISSION OF THE UNIVERSITY

The mission of the university is to contribute to national development by producing innovative, skilled, and technologically trained manpower. Ours is a knowledge-based society, and we hope to equip our students with knowledge and skill to face global challenges and become leaders of innovation in different fronts of practical life. The mission of VU also includes the promotion of humanism and peace through liberal education.

QUALITY POLICY

The university is committed to provide outstanding curricular and co-curricular environment that enable our students to hone their abilities and contribute equally to academia, professional workplace and society on a worldwide scale.

**Department of English
Faculty of Arts and Social Science
Bachelor of Arts in English**

VISION

The vision of the Department of English, Varendra University, is to establish itself as one of the most versatile, creative and academically inclined English departments in the academia of Bangladesh. The department, through an approach towards education that has different impact-factors, is fashioned to emerge as a place where intellectuals gather, research is encouraged, literature and theories are discussed and practiced, creativity and criticality are harnessed, the eclectic nature of literary studies is embraced and overall, the atmosphere of an ideal university is maintained where students flourish by developing and showcasing their talents. Because of careful supervision and a tendency towards a sophisticated culture, the Department of English of Varendra University is a place where students come to ensure a meaningful career.

MISSION

| | |
|----|--|
| M1 | Produce graduates with foundational knowledge of English literature and language. |
| M2 | Help students develop their critical faculty so that they can be “aware” citizens of the country. |
| M3 | Inspire students to be creative and at the same time academically sound. |
| M4 | Develop a culture of knowledge in the North of Bangladesh. |
| M5 | Enhance the analytical power of the students. |
| M6 | Work in collaboration with different institutions and departments of other universities. |
| M7 | Establish a bridge between the old world and the modern world through literature and theories. |
| M8 | Produce “gentlewo/men” who will not only be versed with literary knowledge but also with the knowledge of the world. |

Program Education Objectives (PEO)

The Department of English offers Bachelor of Arts (Honors) in English program with concentration in English Literature. This program aims at providing modern and extensive education in English literature, language and language teaching for preparing graduates equipped with knowledge and skills required for professional success in different sectors. The program also aims to train students –

| | |
|------|--|
| PEO1 | To be proficient in listening, speaking, reading and writing in English. |
| PEO2 | To read and write analytically. |
| PEO3 | To think critically, logically and creatively. |
| PEO4 | To enjoy, explain and analyze literary works. |
| PEO5 | To do research autonomously in literature. |
| PEO6 | To understand the major literary movements and periods, authors and their representative works, and critical theories related to English literature. |
| PEO7 | To develop competence in aesthetic appreciation of literature. |
| PEO8 | To understand other countries and cultures. |
| PEO9 | To train them in media communication, film studies, translation work, creative writing, linguistics and English language teaching. |

PEO to Mission Statement Mapping

| MISSION STATEMENTS | PEO1 | PEO2 | PEO3 | PEO4 | PEO5 | PEO6 | PEO7 | PEO8 | PEO9 |
|--------------------|------|------|------|------|------|------|------|------|------|
| M1 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 2 | 2 |
| M2 | - | 3 | 3 | - | - | - | - | - | - |
| M3 | - | 3 | 3 | - | 2 | 3 | 3 | - | 3 |
| M4 | 3 | 3 | 3 | - | 3 | 3 | 3 | 3 | 3 |
| M5 | - | 3 | 3 | - | 3 | - | 3 | - | - |
| M6 | - | - | - | - | 3 | - | - | - | - |
| M7 | - | - | - | - | 3 | 3 | - | - | 2 |
| M8 | - | - | - | 3 | - | 3 | - | 3 | 3 |

Correlation: 3 = High, 2 = Medium, 1 = Low

Program Learning Outcome (PLO)

Students who complete Bachelor of Arts (Honors) in English will be able to –

| | | |
|----|-------|--|
| 1 | PLO1 | Recognize the aesthetic and cultural value of literary works. |
| 2 | PLO2 | Write creatively on multifarious topics. |
| 3 | PLO3 | Think critically and demonstrate their analytical skill through verbal and written engagement. |
| 4 | PLO4 | Write academic essay, assignment, research paper and thesis in accordance with prescribed guidelines. |
| 5 | PLO5 | Trace the origin and development of English language and literature. |
| 6 | PLO6 | Explain major literary movements in the global context. |
| 7 | PLO7 | Analyze and evaluate writings based on critical theories. |
| 8 | PLO8 | Demonstrate English language proficiency. |
| 9 | PLO9 | Explain different aspects of language such as phonetics and phonology, morphology, syntax, semantics and pragmatics. |
| 10 | PLO10 | Apply a variety of instructional methods, techniques and strategies of teaching English language. |
| 11 | PLO11 | Translate literary, academic and research works from English to Bangla and vice versa. |
| 12 | PLO12 | Adapt more effectively in the academia, professional workplace, media and society. |
| 13 | PLO13 | Survey the works of writers, thinkers, artists, linguists, language teaching experts and intellectual communities in the arts and social sciences. |

Mapping of PLOs to PEOs

| PLO PEO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|-----------|-----------|
| PEO1 | | | | | | | | ✓ | | | | ✓ | |
| PEO2 | | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | ✓ |
| PEO3 | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | ✓ |
| PEO4 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | | |
| PEO5 | | | ✓ | ✓ | | ✓ | ✓ | | | | | | |
| PEO6 | | | | | ✓ | ✓ | ✓ | | | | | | ✓ |
| PEO7 | ✓ | | | | ✓ | | ✓ | | | | | | ✓ |
| PEO8 | | | | | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| PEO9 | | ✓ | | | | | | | ✓ | ✓ | ✓ | ✓ | |

Mapping Courses with the PLOs

| Courses | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|----------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| ENG 1100 | | | | | | | | | | | | ✓ | |
| ENG 1101 | | | ✓ | | | | | ✓ | | | | ✓ | |
| ENG 1102 | | | ✓ | | | | | ✓ | | | | ✓ | |
| ENG 1103 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| ENG 1104 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 1105 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 1201 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 1202 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 1203 | | | ✓ | ✓ | ✓ | | | | | | | ✓ | |
| ENG 1204 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | ✓ |
| ENG 2101 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 2102 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 2103 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 2104 | | | ✓ | ✓ | | | | | | | | ✓ | ✓ |
| ENG 2105 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| ENG 2106 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ |
| ENG 2201 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 2202 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 2203 | | | ✓ | ✓ | | | | | ✓ | | | ✓ | ✓ |
| ENG 2204 | ✓ | | ✓ | ✓ | | | ✓ | | | | | ✓ | ✓ |
| ENG 2205 | ✓ | | ✓ | ✓ | | | ✓ | | | | | ✓ | ✓ |
| ENG 2206 | ✓ | | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | ✓ |
| ENG 3101 | | ✓ | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| ENG 3102 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 3103 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 3104 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 3105 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 3106 | ✓ | | ✓ | ✓ | | | ✓ | | | | | ✓ | ✓ |
| ENG 3201 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 3202 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 3203 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 3204 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 3205 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 3206 | | | ✓ | ✓ | | | | | | | | ✓ | ✓ |
| ENG 3207 | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ENG 4101 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 4102 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 4103 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 4104 | | | ✓ | ✓ | | | | | | ✓ | | ✓ | ✓ |
| ENG 4105 | | | ✓ | ✓ | | | | | | | | ✓ | ✓ |
| ENG 4106 | | | ✓ | ✓ | | | | | | | | ✓ | ✓ |
| ENG 4201 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 4202 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 4203 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| ENG 4204 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ENG 4205 | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| ENG 4206 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |

| | | | | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|--|--|--|--|---|---|
| ENG 4207 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | | | ✓ | ✓ |
| BAN 1001 | | | ✓ | ✓ | | | | | | | | ✓ | ✓ |
| CSE 1003 | | | ✓ | ✓ | | | | | | | | ✓ | |

Graduate Profile

Bachelor of Arts (Honors) in English program fully adheres to the prescription of Bangladesh National Qualifications Framework (BNQF). On successful completion of the Bachelor of Arts (Honors) in English program, graduates should be able to-

| Learning Outcome Domains | Level Descriptors |
|--------------------------|--|
| Fundamental Skills | <ol style="list-style-type: none"> 1. demonstrate knowledge and critical understanding of the well-established principles of his/her field of study, and of the way in which those principles have developed; 2. apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context; 3. apply knowledge and skills in addressing issues/solving problems with minimal supervision; 4. evaluate critically the appropriateness of different approaches to solving problems in his/her field of study; 5. support supervision of junior staff via a mentor or a leader/manager; and 6. display advanced digital literacy which is adequate to perform complex tasks and bring about solutions. |
| Social Skills | <ol style="list-style-type: none"> 1. communicate and interact effectively and clearly, ideas, information, problems and solutions as a team to peers, experts and non-experts in Bangla and English; 2. express her/himself fluently and spontaneously in English and Bangla; 3. use language flexibly and effectively for social, academic and professional purposes; 4. produce clear, well structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices in advanced proficiency level of Bangla and English; 5. demonstrate the ability to incorporate entrepreneurial skills in planning daily activities; and 6. display advanced civic literacy and knowledge, exercising civic rights and obligations at all levels as well as participating in changes for the improvement of Bangladesh society |
| Thinking Skills | <ol style="list-style-type: none"> 1. exercise very substantial degree of autonomy and often significant responsibility in making judgments/ decisions towards the management of self, others and for the allocation of substantial resources; and 2. demonstrate professional knowledge and practical skills in both technical and management to lead a team in inexperienced environment. |
| Personal Skills | <ol style="list-style-type: none"> 1. engage in self-direction and self-enterprise skills; 2. demonstrate social, professional, environmental and ethical practice/values; 3. show-case global knowledge and competencies to fulfil employment, entrepreneurial and lifelong learning skills; and 1. contribute significantly to the society. |

PART B – STRUCTURE

Duration of the Program

The duration of Bachelor of Arts (Honors) in English program is four (4) academic years with two Semesters in each year.

Semester System

The program Each semester will consist of 23 weeks (18 weeks for instructions or lectures, 1 week for exam preparation and, 4 weeks for midterm and final examinations). After the end of every final examination, there will be 1 week semester break for the students.

| Semester | Title of the Semester | Duration |
|-----------------|------------------------------|-----------------|
| Semester I | Spring | January–June |
| Semester II | Summer | July–December |

Total Minimum Credit Requirement

Bachelor of Arts (Honors) in English program consists of minimum 140 Credit Hours.

Admission Requirement

1. Total GPA 5 with minimum 2.5 either in SSC or HSC/equivalent is required for admission in Bachelor of Arts (Honors) in English program. But a student having a minimum GPA 2.00 in SSC/HSC/equivalent with total GPA 6.00 or above may apply.
2. Minimum five subjects from O-Level and two subjects from A-Level are required for the admission of new students. Out of seven subjects, students must have obtained B-grade or GPA 4.00 in four subjects and C grade or GPA 3.50 in other three subjects respectively.
3. Total GPA of 5.00 in both SSC and HSC Examinations for the children of the Freedom Fighter.
4. All diploma holders from the Govt. and the UGC or related Council approved Institutions/Institutes will be considered as HSC/Equivalent, and they will have to take usual admission test for any existing programs of Varendra University.

Minimum CGPA Requirements for Graduation

All required credits of the programs should be earned within the maximum length of period.

- a. Minimum CGPA should be 2.
- b. Students having 'F' grade(s) in any course(s) will not be eligible for the degree.

Maximum Academic Years of Completion

A student must complete the program within 7 (seven) academic years.

Program Structure

The courses in the Bachelor of Arts (Honors) in English program are categorized in the following way:

| COURSE TYPE | NUMBER OF COURSES | CREDIT HOUR |
|--------------------|--------------------------|--------------------|
| Orientation Course | 1 | 0 |
| General Education | 3 | 9 |
| English Foundation | 3 | 15 |
| Core Course | 36 | 108 |
| Thesis | 1 | 6 |
| Oral Examination | 2 | 2 |
| Total | 46 | 140 |

Thesis and Non-thesis Stream

- In Bachelor of Arts (Honors) in English program, the students have two options in the final semester: (1) Thesis Path and (2) Non-Thesis Path
- The Academic Committee of the department will decide which students will be placed in thesis group based on the CGPA of 1st–7th semesters.
- Non-thesis group students must take two courses instead of thesis in the terminal semester.

Semester-wise Distribution of Courses

FIRST SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

| Sl. No. | Course Code | Course Title | PoE | Credit | Marks | | |
|---------|-------------|-------------------------|-----|--------|-------|-----|-------|
| | | | | | CIE | SEE | Total |
| 1 | ENG 1100 | Orientation | BAE | 0 | - | - | 0 |
| 2 | ENG 1101 | Listening and Speaking | BAE | 3 | 30 | 70 | 100 |
| 3 | ENG 1102 | Reading | BAE | 3 | 30 | 70 | 100 |
| 4 | ENG 1103 | Writing | BAE | 3 | 30 | 70 | 100 |
| 5 | ENG 1104 | Introduction to Poetry | BAE | 3 | 30 | 70 | 100 |
| 6 | ENG 1105 | Introduction to Fiction | BAE | 3 | 30 | 70 | 100 |
| Total | | | | 15 | 150 | 350 | 500 |

SECOND SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

| Sl. No. | Course Code | Course Title | PoE | Credit | Marks | | |
|---------|-------------|--|-----|--------|-------|-----|-------|
| | | | | | CIE | SEE | Total |
| 1 | ENG 1201 | Introduction to Drama | BAE | 3 | 30 | 70 | 100 |
| 2 | ENG 1202 | Introduction to Non Fiction | BAE | 3 | 30 | 70 | 100 |
| 3 | ENG 1203 | History of England | BAE | 3 | 30 | 70 | 100 |
| 4 | ENG 1204 | Academic Writing | BAE | 3 | 30 | 70 | 100 |
| 5 | BAN 1001 | History of the Emergence of Bangladesh | BAE | 3 | 30 | 70 | 100 |
| 6 | CSE 1003 | Computer Fundamentals | BAE | 3 | 30 | 70 | 100 |
| Total | | | | 18 | 180 | 420 | 600 |

THIRD SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

| Sl. No. | Course Code | Course Title | PoE | Credit | Marks | | |
|---------|-------------|----------------------------|-----|--------|-------|-----|-------|
| | | | | | CIE | SEE | Total |
| 1 | ENG 2101 | Classics in Translation I | BAE | 3 | 30 | 70 | 100 |
| 2 | ENG 2102 | Classics in Translation II | BAE | 3 | 30 | 70 | 100 |
| 3 | ENG 2103 | Romantic Poetry | BAE | 3 | 30 | 70 | 100 |
| 4 | ENG 2104 | Western Philosophy | BAE | 3 | 30 | 70 | 100 |
| 5 | ENG 2105 | Professional Communication | BAE | 3 | 30 | 70 | 100 |
| 6 | ENG 2106 | Bengali Literature | BAE | 3 | 30 | 70 | 100 |
| Total | | | | 18 | 180 | 420 | 600 |

FOURTH SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

| Sl. No. | Course Code | Course Title | PoE | Credit | Marks | | |
|---------|-------------|--|-----|--------|-------|-----|-------|
| | | | | | CIE | SEE | Total |
| 1 | ENG 2201 | 16 th and 17 th Century Drama | BAE | 3 | 30 | 70 | 100 |
| 2 | ENG 2202 | 16 th and 17 th Century Poetry | BAE | 3 | 30 | 70 | 100 |
| 3 | ENG 2203 | Introduction to Language Studies | BAE | 3 | 30 | 70 | 100 |
| 4 | ENG 2204 | Literary Criticism I | BAE | 3 | 30 | 70 | 100 |
| 5 | ENG 2205 | Introductory Literary Theories | BAE | 3 | 30 | 70 | 100 |
| 6 | ENG 2206 | Translation Studies | BAE | 3 | 30 | 70 | 100 |
| Total | | | | 18 | 180 | 420 | 600 |

FIFTH SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

| Sl. No. | Course Code | Course Title | PoE | Credit | Marks | | |
|---------|-------------|-------------------------------------|-----|--------|-------|-----|-------|
| | | | | | CIE | SEE | Total |
| 1 | ENG 3101 | Advanced Reading and Writing | BAE | 3 | 30 | 70 | 100 |
| 2 | ENG 3102 | English Prose: From Bacon to Mill | BAE | 3 | 30 | 70 | 100 |
| 3 | ENG 3103 | 18 th Century Literature | BAE | 3 | 30 | 70 | 100 |
| 4 | ENG 3104 | 19 th Century Poetry | BAE | 3 | 30 | 70 | 100 |
| 5 | ENG 3105 | 19 th Century Novel | BAE | 3 | 30 | 70 | 100 |
| 6 | ENG 3106 | Literary Criticism II | BAE | 3 | 30 | 70 | 100 |
| Total | | | | 18 | 180 | 420 | 600 |

SIXTH SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

| Sl. No. | Course Code | Course Title | PoE | Credit | Marks | | |
|---------|-------------|---------------------------------|-----|--------|-------|-----|-------|
| | | | | | CIE | SEE | Total |
| 1 | ENG 3201 | 20 th Century Novel | BAE | 3 | 30 | 70 | 100 |
| 2 | ENG 3202 | 20 th Century Poetry | BAE | 3 | 30 | 70 | 100 |
| 3 | ENG 3203 | American Poetry | BAE | 3 | 30 | 70 | 100 |
| 4 | ENG 3204 | American Non Fiction | BAE | 3 | 30 | 70 | 100 |
| 5 | ENG 3205 | Dystopian Literature | BAE | 3 | 30 | 70 | 100 |
| 6 | ENG 3206 | English for the Media | BAE | 3 | 30 | 70 | 100 |
| 7 | ENG 3207 | Viva Voce I | BAE | 1 | - | 100 | 100 |
| Total | | | | 19 | 180 | 520 | 700 |

SEVENTH SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH

| Sl. No. | Course Code | Course Title | PoE | Credit | Marks | | |
|---------|-------------|---|-----|--------|-------|-----|-------|
| | | | | | CIE | SEE | Total |
| 1 | ENG 4101 | Shakespeare | BAE | 3 | 30 | 70 | 100 |
| 2 | ENG 4102 | American Novel | BAE | 3 | 30 | 70 | 100 |
| 3 | ENG 4103 | Contemporary Short Fiction in English | BAE | 3 | 30 | 70 | 100 |
| 4 | ENG 4104 | Introduction to English Language Teaching | BAE | 3 | 30 | 70 | 100 |
| 5 | ENG 4105 | Introduction to Cultural Studies | BAE | 3 | 30 | 70 | 100 |
| 6 | ENG 4106 | Film Studies | BAE | 3 | 30 | 70 | 100 |
| Total | | | | 18 | 180 | 420 | 600 |

EIGHTH SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH - Thesis Stream

| Sl. No. | Course Code | Course Title | PoE | Credit | Marks | | |
|---------|-------------|--|-----|--------|-------|-----|-------|
| | | | | | CIE | SEE | Total |
| 1 | ENG 4201 | 20 th Century British Drama | BAE | 3 | 30 | 70 | 100 |
| 2 | ENG 4202 | New Literatures in English | BAE | 3 | 30 | 70 | 100 |
| 3 | ENG 4203 | Human Rights and Literature | BAE | 3 | 30 | 70 | 100 |
| 4 | ENG 4204 | Thesis | BAE | 6 | 60 | 140 | 200 |
| 5 | ENG 4205 | Viva Voce II | BAE | 1 | - | 100 | 100 |
| Total | | | | 16 | 150 | 450 | 600 |

EIGHTH SEMESTER – BACHELOR OF ARTS (HONORS) IN ENGLISH – Non-Thesis Stream

| Sl. No. | Course Code | Course Title | PoE | Credit | Marks | | |
|---------|-------------|--|-----|--------|-------|-----|-------|
| | | | | | CIE | SEE | Total |
| 1 | ENG 4201 | 20 th Century British Drama | BAE | 3 | 30 | 70 | 100 |
| 2 | ENG 4202 | New Literatures in English | BAE | 3 | 30 | 70 | 100 |
| 3 | ENG 4203 | Human Rights and Literature | BAE | 3 | 30 | 70 | 100 |
| 4 | ENG 4206 | African Writing in English | BAE | 3 | 30 | 70 | 100 |
| 5 | ENG 4207 | South Asian Writing in English | BAE | 3 | 30 | 70 | 100 |
| 6 | ENG 4205 | Viva Voce II | BAE | 1 | - | 100 | 100 |
| Total | | | | 16 | 150 | 450 | 600 |

PART C – DESCRIPTION OF ALL COURSES

ORIENTATION

Course Code: ENG 1100
Course Type: Orientation
Credits: 0

Continuous Internal Evaluation (CIE) Marks: -
Semester Mid and End Examination (SMEE) Marks: -
Exam Hours: -

The purpose of orientation is to foster a sense of community that is open, just, nurturing, caring, celebrative, and supportive of excellence in teaching and learning. Orientation class is also designed to enhance the students' intellectual, cultural, social, and spiritual experiences. In addition, it focuses on issues about leadership development, quality of life, and social responsibility. This class also informs the students about the rules and regulations of this university, duties and rights of students in daily academic and related affairs.

This class provides entering first-year students with a background of the extra-curricular aspects of the institution: the history, purpose, organization, policies and procedures of the university. The students are introduced to academic survival skills, library skills, leadership development, study skills, critical thinking, career planning, personal and social development and other relevant areas necessary for a successful university experience. Although no credit will be awarded, attending orientation class is mandatory for all newcomers,

LISTENING AND SPEAKING

Course Code: ENG 1101 (BNQF 0232)
Course Type: English Foundation
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This is an introductory course which aims to introduce students to basic listening and speaking skills and provide them with opportunities for ample practice in both the skill areas. The main goal of this course is to improve students' speaking and listening skills for academic study and everyday conversation. The course focuses on listening practice, communication skills, pronunciation practice, learning strategies, and cross-cultural communication.

Course Objectives: The primary objective of this course is to train the students in listening and speaking for varied purposes. The course intends to familiarize students with presentation skills, good pronunciation and the basic aspects of phonetics and phonology and it will introduce students to groups of sounds, intonation, and phonemic transcriptions. Students will listen and respond to many types of lectures, media, and presentations. They will also study different conversation and speech patterns and will be encouraged to introduce and include creativity into their dialogues.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate their English listening and speaking skills
2. Identify contextual meanings of words
3. Speak to communicate basic information, feelings and opinions in familiar topics
4. Listen and respond to spoken language, including narratives, statements, questions
5. Show ability to face interviews and make presentations
6. Develop skills which will help them to take good notes
7. Begin and continue conversations in small and large groups with good listening signals
8. Hear and speak with correct sounds, rhythm, stress, and intonation

Teaching-Learning Strategy:

- Learner-centered approach will be applied in classrooms.
- Students are made to interact in given real-life contexts; classroom activities include role play.
- A variety of delivery methods including lectures, monitored group work/paired work is used.
- Audio/video clips are used for listening practices.
- Learners are encouraged to talk and contribute to learning environment.
- The classes are challenging enough to make the students believe that their labor will produce tangible results
- Motivational aspect of teaching is reinforced
- At the end of every task essential feedback will be given

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | | | | | ✓ | | | | ✓ | |
| CLO 2 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 3 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 4 | | | | | | | | ✓ | | | | ✓ | |
| CLO 5 | | | | | | | | ✓ | | | | ✓ | |
| CLO 6 | | | | | | | | ✓ | | | | ✓ | |
| CLO 7 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 8 | | | | | | | | ✓ | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|---|
| CLO 1 | Scaffolded Instruction (whole task approach, intention-assisting, expert model presentation), Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Collaborative Learning (Discussion, role play) | Multiple Choice Questions (MCQ) Dichotomous items (True and False) Question & Answer Cloze Gap-filling formats (rational cloze formats) Rearranging Information Transfer Summarizing Continuous assessment (Quiz, Oral Presentation, Video Presentation) Midterm listening and oral exam Final listening and oral exam |
| CLO 2 | Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback) | |
| CLO 3 | Scaffolded Instruction (whole task approach, intention-assisting, expert model presentation), Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Collaborative Learning (Discussion, role play) | |
| CLO 4 | Scaffolded Instruction (whole task approach, intention-assisting, expert model presentation), Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Collaborative Learning (Discussion, role play) | |
| CLO 5 | Direct Instruction (multimedia presentation, guided practice), Collaborative Learning (discussion, role playing, peer assessment, peer instruction, Socratic seminar) | |
| CLO 6 | Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Self-directed Learning (independent practice) | |
| CLO 7 | Scaffolded Instruction (whole task approach, intention-assisting, expert model presentation), Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Collaborative Learning (Discussion, role play) | |
| CLO 8 | Scaffolded Instruction (whole task approach, intention-assisting, expert model presentation), Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback) | |

Course Content:

Listening:

- To follow basic everyday communication on familiar topics:
- Identifying the speakers and the main points in talks (who, relationships, etc.)
- Identifying language functions (the speaker's purpose)
- Identifying and using a range of common expressions
- Identifying and using complex numerical information and date

- Listening for general comprehension (giving the summary after listening to texts/audio clips/video clips)
- Listening for detailed information
- Using information from academic and informal listening passages to answer questions,
- Inferring some situational details including relationships
- Comprehending and following directions on simplified maps, public service announcements in stations, airports, etc.
- Taking notes using a partial outline of short academic lectures and informal listening passages
- Asking for and giving preferences

Speaking:

- To participate in conversations and paired/small group speaking activities:
- Speaking comprehensibly, working on pronunciation elements (word stress, vowels and linking) as needed
- Giving extempore speeches
- Expressing opinions, immediate needs, wants and plans
- Interviewing classmates using wh-questions
- Focusing on encounters, introductions, greetings and goodbyes, invitations
- Giving information, opinions and instructions
- Getting and giving advice and opinion
- Relating simple stories (picture story/everyday activity)
- Making short phone calls seeking specific information
- Using information from academic and informal listening passages to summarize orally and discuss
- Participating in whole class and small group discussions
- Organizing and giving presentations on academic/non-academic subjects
- Debating on local and global issues
- Experiential Learning: short field trips to local points of interests using only English

English Phonology:

- Phonemes and allophones
- Sound (vowel and consonant) recognition
- Connected speech: assimilation, elision, linking, reduction, intrusion, etc.
- Intonation: word stress, sentence stress, accentuation patterns etc.
- Phonemic transcriptions: separate words, continuous speeches
- Different groups of sounds (homophones and homonyms)

Recommended Readings:

Listening:

| | |
|-------------------------|--|
| A. Alderson & T. Lurich | <i>Listening</i> |
| British Council | <i>The Teaching of Listening Comprehension</i> |
| Gillian Brown | <i>Listening to Spoken English</i> |
| Penny Ur | <i>Teaching Listening Comprehension</i> |

Speaking:

| | |
|--|-------------------------------------|
| Christina Latham-Koenig & Clive Oxenden | <i>English File</i> |
| G. Brown & G. Yule | <i>Teaching the Spoken Language</i> |
| G. Ramsey & H. Res-Parnell | <i>Well-spoken</i> |
| L. Jones | <i>Ideas</i> |
| M. Bygate | <i>Speaking</i> |
| R. Ellis & B. Tomlinson | <i>Speaking</i> |
| R. Gower | <i>Speaking</i> |
| R. Nolasco | <i>Speaking</i> |

Pronunciation:

| | |
|---------------------|--|
| A. Barker | <i>Ship or Sheep: An intermediate Pronunciation Course</i> |
| A. C. Gimson | <i>A Practical Course of English Pronunciation</i> |
| A. C. Gimson | <i>An introduction to the Pronunciation of English</i> |
| A. S. Hornby, (Ed.) | <i>The Oxford Advanced Learners' Dictionary of Current English</i> |
| D. Abercombe | <i>Elements of General Phonetics</i> |
| D. Jones | <i>English Pronouncing Dictionary</i> |

| | |
|-------------------------------|--|
| J. D. O'Connor | <i>Better English Pronunciation (text with cassettes)</i> |
| J. Trim | <i>English Pronunciation Illustrated</i> |
| P. H. Hargreaves & G. Seymour | <i>Practical English Phonetics</i> |
| P. Roach | <i>English Phonetics & Phonology: A Practical Course</i> |
| R. Hooke & J. Rowell | <i>A Handbook of English Pronunciation</i> |
| T. Balasubramanian | <i>A Textbook for English Phonetics for Indian Students</i> |
| W. Colson | <i>Practical Phonetics</i> |

READING

Course Code: ENG 1102 (BNQF 0232)
Course Type: English Foundation
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course aims to develop reading as a receptive skill of the students. The purpose of this course is to refresh and reactivate students' previously acquired knowledge of the language leading to better reading skills. In addition, the interactive communicative approach will help them to comprehend and appreciate the course better.

Course Objectives: The primary objectives of the course are to-

- enhance students' reading comprehension
- help students interpret connotations and denotations of words
- teach the organization of sentences in paragraphs and the passages of a text
- facilitate understanding and interpreting figurative expressions
- react to sensory images suggested by words

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate English reading proficiency
2. Identify contextual meaning a word.
3. Identify the main idea and supporting details of a text.
4. Identify inferences and implied details.
5. Distinguish between formal and informal language.
6. Recognize the style of writing.
7. Identify the tone, mood, and intent of the author.

Teaching-Learning Strategy:

- Learner-centered approach will be applied in classrooms.
- A variety of delivery methods including lectures, monitored group work/paired work is used.
- Learners are encouraged to read intensively and extensively and contribute to learning environment.
- The classes are challenging enough to make the students believe that their labour will produce tangible results.
- Motivational aspect of teaching is reinforced.
- At the end of every task essential feedback will be given.

Assessment and Evaluation: Grades will be calculated per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes that | 30% |
| Assignments | 10% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| | | | | | | | | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| CLO | PLO | PLO | PLO | PLO | PLO | PLO | PLO | PLO | PLO | PLO | PLO | PLO | PLO |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|

| | | | | | | | | | | | | | |
|-------|---|---|---|---|---|---|---|---|---|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| CLO 1 | | | | | | | | ✓ | | | | ✓ | |
| CLO 2 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 3 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 4 | | | | | | | | ✓ | | | | ✓ | |
| CLO 5 | | | | | | | | ✓ | | | | ✓ | |
| CLO 6 | | | | | | | | ✓ | | | | ✓ | |
| CLO 7 | | | ✓ | | | | | ✓ | | | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Scaffolded Instruction (whole task approach, intention-assisting, expert model presentation), Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Collaborative Learning (Discussion, peer assessment), Self-directed Learning (independent practice) | Multiple Choice Questions (MCQ) |
| CLO 2 | | Question & Answer |
| CLO 3 | | Dichotomous items (True and False) |
| CLO 4 | | Cloze |
| CLO 5 | | Gap-filling formats (rational cloze formats) |
| CLO 6 | | Rearranging |
| CLO 7 | | Information Transfer (graphs, tables, flow charts, outlines, maps) |
| | | Summarizing |
| | | Matching (and multiple matching) techniques |
| | | Continuous assessment (Quiz) |
| | | Midterm reading test |
| | | Final term reading test |

Course Content:

General reading:

- Types of Reading (Silent and oral reading, intensive and extensive reading, Fluency and reading speed)
- Stages of Reading (Pre-reading, while-reading and post-reading)
- Reading techniques (scanning and skimming)
- Automaticity and rapid word recognition
- Search processes
- Vocabulary knowledge
- Morphological knowledge
- Syntactic knowledge
- Text-structure awareness and discourse organization
- Main-ideas comprehension
- Recalling relevant details
- Strategic-processing abilities
- Inferences about text information
- Summarization abilities
- Making appropriate associations to key phrases.
- Mapping a concept described by a text (making a simple visual graphic).
- Synthesis skills
- Evaluation and critical reading
- Organizational structures/patterns of the reading specimen
- Reading and summarizing fiction (prose)
- Reading and summarizing non-fiction (prose)
- Reading and summarizing poetry

Short stories:

| | |
|--------------------------|------------------------------|
| Anton Chekhov | The Looking Glass |
| Michael Foster | Later |
| William Somerset Maugham | The Ant and the Grasshopper |
| William Sydney Porter | The Romance of a Busy Broker |

Poems:

| | |
|-----------------|------------------------|
| Emily Dickinson | A Route of Evanescence |
|-----------------|------------------------|

| | |
|---------------|---|
| Robert Frost | Fire and Ice, The Road Not Taken, Mowing, Nothing Gold Can Stay |
| W. B. Yeats | Aedh Wishes for the Cloths of Heaven |
| William Blake | Ah! Sun-flower, Earth's Answer, Infant Joy, Infant Sorrow |

| | |
|--------------------|------------------|
| Essays: | |
| Bertrand Russell | How to Grow Old |
| E. M. Forster | Tolerance by |
| Francis Bacon | Of Great Place |
| Plato | Myth of the Cave |
| Ralf Waldo Emerson | Art |

Recommended Readings:

| | |
|--|---|
| BBC Learning English | <i>The English We Use</i> |
| Catherine Wallace | <i>Reading</i> |
| Catherine Walter | <i>Authentic Reading</i> |
| Charles J. Alderson and A. H. Urquhart | <i>Reading in a Foreign Language</i> |
| E. L. Tibbits (Ed.) | <i>Exercises in Reading Comprehension</i> |
| Eddie Williams | <i>Reading in the Language Classroom</i> |
| Jean Greenwood | <i>Class Readers</i> |
| John Milne | <i>Heinemann Guide Reader's Handbook</i> |
| Simon Greenall and Michael Swan | <i>Effective Reading</i> |

WRITING

Course Code: ENG 1103 (BNQF 0232)
Course Type: English Foundation
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: The course emphasizes the study of grammar and composition. It provides an analytical overview of grammar, vocabulary, punctuation and sentence structure to help students improve their writing skills. This course likewise acquaints the learners with proper utilization of composing, like composing all types of letters. It further guides them through the steps of writing essays, from prewriting to definite draft, and discusses various categories of paragraphs and essays.

Course Objectives: This course intends to assist students with improving their composing abilities in English so they can offer their viewpoints and thoughts sensibly and lucidly with credible English. The central focus will be given on phrasing, sentence mechanics, spelling, and a general review of syntactic problems.

Course Learning Outcome: At the end of the course, the students will be able to-

1. Structure sentences with the correct form of verb and tense.
2. Identify all the parts of speech and use them appropriately in sentences.
3. Identify the clause and breakdown the mechanics of a sentence.
4. Use capitalization and punctuation in writing correctly.
5. Apply the techniques of paragraph and essay development.

Teaching-Learning Strategy:

- Learner-centered approach will be applied in classrooms.
- A variety of delivery methods, including lectures, monitored group work/paired work, is used.
- Learners are encouraged to write and contribute to the learning environment.
- The classes are challenging enough to make the students believe that their labor will produce tangible results.
- Motivational aspect of teaching is reinforced.
- At the end of every task, essential feedback will be given.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective weights.

| | |
|--------------------------------------|-----|
| Continuous Internal Evaluation (CIE) | |
| Class Attendance | 10% |

| | |
|---|-----|
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | | | | | ✓ | | | | ✓ | |
| CLO 2 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 3 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 4 | | | | | | | | ✓ | | | | ✓ | |
| CLO 5 | | | ✓ | | | | | ✓ | | | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Scaffolded Instruction (whole task approach, intention-assisting, expert model presentation), Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Collaborative Learning (peer assessment), Self-directed Learning (independent practice) | Multiple Choice Questions (MCQ) Cloze Gap-filling formats (rational cloze formats) Rearranging Information Transfer Summarizing Sentence completion Matching (and multiple matching) techniques Continuous assessment (short essay writing assignment, individual student project) Midterm written exam Final written exam |
| CLO 2 | Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Collaborative Learning (peer assessment), Self-directed Learning (independent practice) | |
| CLO 3 | | |
| CLO 4 | | |
| CLO 5 | Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Collaborative Learning (peer assessment), Self-directed Learning (independent practice, writing project) | |

Course Content:

Writing:

- Unity, order, coherence, cohesion
- The topic sentence and thesis statement
- Techniques of paragraph and essay development
- Techniques of précis and amplification.

Grammar:

- Noun and Pronoun
- Types and structure of words and phrases
- Types and structure of clauses and sentences
- Verb and Phrasal verb
- Adjective, Articles and Determiners
- Adverb and Adverbials
- Preposition and Conjunction
- Transitional words and Phrases
- Subject-verb agreement
- Tense
- Voice
- Making Question (wh question, yes/no question, tag question, embedded question)
- Capitalization
- Common usages of Punctuation

Core Readings:

Anne Cole Brown
 Maurice Imhoof & Herman Hudson
 Raymond Murphy
 Raymond Murphy

Houghton Mifflin English Grammar and Composition
From Paragraph to Essay
Essential Grammar in Use
English Grammar in Use

Recommended Readings:

A P Cowie & Ronald Mackin
 Andrea M. Lunsford, et al.
 Don Schiach
 Hester Lott
 Jahurul Islam
 Jahurul Islam
 Kelley Griffith
 Sadruddin Ahmed

Oxford Dictionary of Current Idiomatic English
Easy Writer
How to Write Essays
Real English Grammar
A Handbook of Paragraph Writing
ABC of English Grammar
Writing Essays about Literature
Learning English the Easy Way

INTRODUCTION TO POETRY

Course Code: ENG 1104 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This is an introductory course that provides a general introduction to the study of poetry. This course is aimed at strengthening students’ understanding of English poetry. The understanding process will range from identifying the figures of speech to valuing poetry either individually or comparatively. This course is designed to enable the students to study different poems by different poets of different ages and traditions. Similarly, this course also offers an intensive study of different rhetoric, literary and prosodic terms.

Course Objectives: The foremost objective of the course is to introduce the students with poetry as a literary genre. This course also aspires to expose different techniques and forms of the poems with special reference to different literary terms. Another important objective of the course is to introduce the students with diction, tone, mood, figures, and structures of poems. This course offers the students to evaluate the poems critically, and consequently, their critical faculties will be developed.

Course Learning Outcome: At the end of the course, the students will be able to-

1. Examine different features, forms and types of poems from different eras critically.
2. Evaluate and interpret different facets of the texts critically.
3. Connect the texts with the contemporary socio-cultural milieu.
4. Understand different layers of meaning in any of the texts.
5. Recognize and identify different formal rhythmic properties of poems and of language as a whole.

Teaching-Learning Strategy:

- There will be lectures along with discussion, group/pair work.
- Learners are encouraged to contribute to the learning environment.
- Students will actively participate in the class discussion.
- Students will give presentation on selected topics from the course.
- Expert lectures by renowned critics will be shown.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective weights.

| | |
|--|-----|
| Continuous Internal Evaluation (CIE) | |
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce/Project | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ |
| CLO 2 | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 3 | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 4 | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 5 | ✓ | | ✓ | ✓ | | | | | | | | ✓ | ✓ |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|--|
| CLO 1 | Direct Instruction (lecture, multimedia presentation), Collaborative Learning (discussion, workshop), Self-directed Learning (peer assessment, project) | Multiple Choice Questions (MCQ) Question & Answer Continuous assessment (Quiz, Oral Presentation, Video Presentation, Assignment, Individual Student Project) Midterm written exam Final written exam |
| CLO 2 | | |
| CLO 3 | | |
| CLO 4 | | |
| CLO 5 | | |

Course Content:

- Rhetoric & Prosody
- Poetry: Theme, structural devices (contrast, illustration, repetition), mood, imagery, tone, principal, verse forms (descriptive, lyrical, narrative, reflective and others), interrelationships, effect, rhetoric

Poems:

| | |
|---------------------|---|
| Adrienne Rich | “Aunt Jennifer’s Tigers” |
| Anne Finch | “A Nocturnal Reverie” |
| Archibald McLeish | “Ars Poetica” |
| Christina Rossetti | “An Apple Gathering” |
| Emily Bronte | “No Coward Soul is Mine” |
| Emily Dickinson | “I Like to See it Lap the Miles” |
| Jonathan Swift | “A Description of the Morning” |
| Langston Hughes | “Rivers” |
| P. B Shelley | “Ozymandias” |
| Robert Browning | “My Last Duchess” |
| Robert Frost | “Stopping by Woods on a Snowy Evening” |
| Ted Hughes | “Pike” |
| Thomas Gray | “Ode on a distant prospect of Eton College” |
| William Shakespeare | “Sonnet 19” |

Core Reading:

Margaret Ferguson, et al. *The Norton Anthology of Poetry*

Recommended Readings:

| | |
|------------------------------|---|
| Bose and Sterling | <i>Rhetoric and Prosody</i> |
| Cleanth Brooks | <i>Understanding Poetry</i> |
| Gopal Mallik Thakur | <i>An Anatomy of Rhetoric and Prosody</i> |
| Greg Johnson & Thomas R. Arp | <i>Perrine’s Sound and Sense: An Introduction to Poetry</i> |
| Griffith Kelly | <i>Writing Essays about Literature</i> |
| H. L. B. Moody | <i>The Teaching of Literature</i> |
| J A Cuddon | <i>Penguin Dictionary of Literary Terms</i> |
| Kathleen Morner | <i>NTC Dictionary of Literary Terms</i> |
| L G Alexander | <i>Poetry and Prose Appreciation for Overseas Students</i> |
| M H Abrams | <i>A Glossary of Literary Terms</i> |
| Marjorie Boulton | <i>Anatomy of Poetry</i> |
| Richard Gill | <i>Mastering English Literature</i> |
| W J D Mordaunt | <i>A Writers Guide to Literature</i> |
| X J Kennedy | <i>Introduction to Literature</i> |

INTRODUCTION TO FICTION

Course Code: ENG 1105 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course is designed to make students familiar with various aspects of fiction. Students will evaluate and critique how a narrative is constructed after completing this course and gather knowledge on several elements of fiction. The study of this course, subsequently, focuses on the following: point of view, plot, structure, characterization, setting, style, narrative technique, themes, context, and contemporaneity.

Course Objectives: The main objectives of the course are to-

- Develop students' faculty of analytical thinking and critical writing.
- Help students develop unique interpretations of the texts.
- Let students assess and critique different aspects of a work of fiction.
- Make it easier to identify the socio-historical and political influence and the connotation of various literary works.

Course Learning Outcome: Upon completion of the course, the students will be able to-

1. Examine different features, forms and types of fictions from different eras critically.
2. Evaluate and interpret different facets of the texts critically.
3. Connect the texts with the contemporary socio-cultural milieu.
4. Understand different layers of meaning in any of the texts.
5. Recognize and identify the thematic and stylistic aspects of different literary pieces.

Teaching-Learning Strategy:

- There will be lectures along with discussion, group/pair work.
- Learners are encouraged to contribute to the learning environment.
- Students will actively participate in the class discussion.
- Students will give presentation on selected topics from the course.
- Expert lectures by renowned critics will be shown.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ |
| CLO 2 | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 3 | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 4 | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 5 | ✓ | | ✓ | ✓ | | | | | | | | ✓ | ✓ |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|----------------------------|---------------------------------|
| CLO 1 | | Multiple Choice Questions (MCQ) |

| | | |
|-------|---|--|
| CLO 2 | Direct Instruction (lecture, multimedia presentation), Collaborative Learning (discussion, workshop), Self-directed Learning (peer assessment, project) | Question & Answer Continuous assessment (Quiz, Oral Presentation, Video Presentation, Assignment, Individual Student Project) Midterm written exam Final written exam |
| CLO 3 | Direct Instruction (lecture, multimedia presentation), Collaborative Learning (discussion, workshop) | |
| CLO 4 | | |
| CLO 5 | | |

Course Content:

| | |
|------------------------|----------------------------------|
| Aali Areefur Rehman | Grandmother's Wardrobe |
| Anton Chekhov | The Bet |
| George Orwell | <i>Animal Farm</i> |
| Graham Greene | The Invisible Japanese Gentlemen |
| James Joyce | Araby |
| Katherine Mansfield | <i>The Garden Party</i> |
| R. K. Narayan | The Financial Expert |
| Robert Louis Stevenson | <i>Dr. Jekyll and Mr. Hyde</i> |
| W. Somerset Maugham | The Luncheon |

Recommended Readings:

| | |
|------------------|--|
| E M Forster | <i>Aspects of the Novel</i> |
| F B Millett | <i>Reading Fiction</i> |
| H L B Moody | <i>The Teaching of Literature</i> |
| L G Alexander | <i>Poetry and Prose Appreciation for Overseas Students</i> |
| Marjorie Boulton | <i>Anatomy of Fiction</i> |
| W J D Mordaunt | <i>A Writer's Guide to Literature</i> |

INTRODUCTION TO DRAMA

Course Code: ENG 1201 (BNQF 0232)

Course Type: Core Course

Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 2.5 Hours

Course Description: This course concentrates on the origin of drama as a literary genre and analyses the basic components of a drama such as plot, structure, action, conflict, dialogue characterization etc. It will help the students to develop their critical faculty by analyzing a text from multiple perspectives. Texts from different periods (from Victorian to Postmodern) will be discussed here by highlighting the major changes taken place over the periods.

Course Objective: The objective of this course is to get the students acquainted with dramas from different periods as well as from different genres (Tragedy, comedy, absurd plays and so on) and to project the changes that has taken place from Victorian period to modern period. This course also enables the students to understand how the social political aspects of a particular time have influence over the texts and they will be encouraged to think critically to analyze the texts.

Course Learning Outcome: Upon completion of the course, students should be able to:

1. Examine different features, forms and types of dramas from different eras critically.
2. Evaluate and interpret different facets of the dramas critically.
3. Connect the texts with the contemporary socio-cultural milieu.
4. Understand different layers of meaning in any of the dramas.
5. Recognize and identify the thematic and stylistic aspects of dramas.

Teaching-Learning Strategy:

- There will be lectures along with discussion, group/pair work.
- Learners are encouraged to contribute to the learning environment.
- Students will actively participate in the class discussion.
- Students will give presentation on selected topics from the course.
- Expert lectures by renowned critics will be shown.

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ |
| CLO 2 | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 3 | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 4 | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 5 | ✓ | | ✓ | ✓ | | | | | | | | ✓ | ✓ |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|--|
| CLO 1 | Direct Instruction (lecture, multimedia presentation), Collaborative Learning (discussion, workshop), Self-directed Learning (peer assessment, project) | Multiple Choice Questions (MCQ) Question & Answer Continuous assessment (Quiz, Oral Presentation, Video Presentation, Assignment, Individual Student Project) Midterm written exam Final written exam |
| CLO 2 | | |
| CLO 3 | Direct Instruction (lecture, multimedia presentation), Collaborative Learning (discussion, workshop) | |
| CLO 4 | | |
| CLO 5 | | |

Course Content:

| | |
|-------------------------------|--|
| G. B. Shaw | <i>Arms and the Man</i> |
| Oscar Wilde | <i>The Importance of Being Earnest</i> |
| J. M. Synge | <i>Riders to the Sea</i> |
| Tom Stoppard | <i>Rosencrantz and Guildenstern Are Dead</i> |
| George S. Kaufman & Moss Hart | <i>The Man Who Came to Dinner</i> |

Recommended Readings:

| | |
|----------------------|--|
| Nigel Alexander | <i>A Critical Commentary on Arms and the Man and Pygmalion</i> |
| Morjorie Boulton | <i>Anatomy of Drama</i> |
| Louis Crompton | <i>Shaw the Dramatist</i> |
| Nicholas Grene | <i>Synge: A Critical Study of His Plays</i> |
| X. J. Kennedy | <i>An Introduction to Drama</i> |
| Walter J De Mordaunt | <i>A Writers Guide to Literature</i> |
| J. L. Styan | <i>The Elements of Drama</i> |

INTRODUCTION TO NON FICTION

Course Code: ENG 1202 (BNQF 0232)

Course Type: Core Course

Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 2.5 Hours

Course Description: The course introduces students to English prose in detail with examples from non-fiction sub-genre. Students will get exposure to different narrative techniques and observe the changes in style, and expression of different authors. Students will examine the texts for figures of speech, structural pattern, use of theme and focus. This course includes both the formal study of literary and narrative devices and critical reading of select literary pieces.

Course Objectives: The foremost objective of the course is to introduce the immense varieties of nonfictional writings to make the students familiar with some unique characteristics of this literary tradition. Another important objective of the course is to train the students in close literary-critical exegeses of the texts. This course also encourages them to apply the ideas derived from the texts in understanding their surroundings and time.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Examine different features, forms and types of non-fiction texts from different eras critically.
2. Evaluate and interpret different facets of the non-fiction texts critically.
3. Connect the texts with the contemporary socio-cultural milieu.
4. Understand different layers of meaning in any of the non-fiction texts.
5. Recognize and identify the thematic and stylistic aspects of non-fiction texts.

Teaching-Learning Strategy:

- There will be lectures along with discussion, group/pair work.
- Learners are encouraged to contribute to the learning environment.
- Students will actively participate in the class discussion.
- Students will give presentation on selected topics from the course.
- Expert lectures by renowned critics will be shown.

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | | ✓ | ✓ | ✓ | | | | | | | ✓ | ✓ |
| CLO 2 | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 3 | ✓ | ✓ | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 4 | ✓ | | ✓ | ✓ | | ✓ | ✓ | | | | | ✓ | ✓ |
| CLO 5 | ✓ | | ✓ | ✓ | | | | | | | | ✓ | ✓ |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|--|
| CLO 1 | Direct Instruction (lecture, multimedia presentation), Collaborative Learning (discussion, workshop), Self-directed Learning (peer assessment, project) | Multiple Choice Questions (MCQ) Question & Answer Continuous assessment (Quiz, Oral Presentation, Video Presentation, Assignment, Individual Student Project) Midterm written exam Final written exam |
| CLO 2 | | |
| CLO 3 | Direct Instruction (lecture, multimedia presentation), Collaborative Learning (discussion, workshop) | |
| CLO 4 | | |
| CLO 5 | | |

Course Content:

Charles Lamb
J.B. Priestly
Martin Luther King
James Thurber
Virginia Woolf
Jonathan Swift
George Orwell

Dream Children: A Reverie.
On Doing Nothing
I Have a Dream
The Rabbits who caused all the troubles
Professions for Women
A Modest Proposal
Shooting an Elephant

R. W. Emerson
E. B. White

Self-Reliance
Once More to the Lake

Recommended Readings:

M. H. Abrams
Kathleen Morner
J. A. Cuddon
X. J. Kennedy
Richard Gill
Griffith Kelly
W. J. D Mordaunt
H. L. B Moody

A Glossary of Literary Terms
NTC Dictionary of Literary Terms
Penguin Dictionary of Literary Terms
Introduction to Literature
Mastering English Literature
Writing Essays about Literature
A Writers Guide to Literature
The teaching of Literature

HISTORY OF ENGLAND

Course Code: ENG 1203 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course explores England’s social and political history from a wide historical perspective. It aims to assist students to learn about England’s political and social history from its ancient times to the Second World War period. It will help the students with acquiring a more profound understanding of historical and cultural references in literary works by studying about major literary ages. Besides, it intends to aware the students about the modern national and international politics and the complex connection that exists between literary growth and political identity.

Course Objectives: Students will be able to

- learn about the origin of the English nation
- gain a deeper understanding of historical and cultural references in literary works by learning about significant literary periods
- come to know about the Anglo Saxon England and Old English period
- acquire knowledge about the English monarchy and the evolution of the parliamentary form of democratic government
- gather knowledge about the unique features of literatures of different ages
- learn about the modern national and international politics and the complex connection that exists between literary growth and political identity

Course Learning Outcome: Upon completion of the course, students should be able to:

1. demonstrate the distinctive characteristics of the literatures of different eras
2. illustrate knowledge of history of England that will assist them understand the context and historical references and significance of literary texts
3. learn how to study, analyze and interpret any text originating from British Tradition
4. better comprehend modern national and international politics and literature, which deals with wars, internecine and religious sectarian disputes, revolutions, and realms.

Teaching-Learning Strategy:

- There will be lectures and discussions
- Students will give presentations on selected topics (group/ individual)
- Necessary feedback will be provided

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |

| | |
|--------------------------|-----|
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|
| CLO 1 | | | | | | ✓ | | | | | ✓ | |
| CLO 2 | | | | | ✓ | | | | | | ✓ | |
| CLO 3 | | | | ✓ | | | | | | | ✓ | |
| CLO 4 | | | ✓ | | | | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment (Presentations, Assignments, Oral Examination) |
| CLO 4 | | Individual Student Project Midterm written exam Final written exam |

Course Content:

- The Anglo-Saxon Period
- The Norman Conquest and Its Impacts
- The Renaissance
- Puritan Period
- Restoration and the Glorious Revolution
- Industrial Revolution
- The Victorian Period
- The World Wars

Course Content:

| | |
|------------------------------|---|
| Thomas Frederick Tout | <i>An Advanced History of Great Britain</i> |
| George Macaulay Trevelyan | <i>The History of England</i> |
| George Macaulay Trevelyan | <i>English Social History</i> |
| John Thorn and Roger Lockyer | <i>A History of England</i> |

Recommended Readings:

| | |
|---------------------------------|---|
| Jacob Bronowski & Bruce Mazlish | <i>Western Intellectual Tradition: From Leonardo to Hegel</i> |
| Herbert Albert Laurens Fishers | <i>A History of Europe</i> |
| Johan Huizinga | <i>The waning of the Middle Ages</i> |
| John Harold Plumb | <i>England in the Eighteenth Century</i> |
| Preserved Smith | <i>The Age of Reformation</i> |
| David Thomson | <i>England in the Nineteenth Century</i> |
| David Thomson | <i>England in the Twentieth Century</i> |
| Basil Willey | <i>The Seventeenth Century Background</i> |
| Basil Willey | <i>The Eighteenth Century Background</i> |
| Basil Willey | <i>Nineteenth Century Studies</i> |
| Ernest Llewellyn Woodward | <i>The Age of Improvement</i> |

ACADEMIC WRITING

Course Code: ENG 1204 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: Writing is the primary mode of academic communication, and as a result, academic writing is the most significant skill in academic settings. Academic writing is a formal writing style used at universities and scholarly journals to transmit ideas, facts, and research to a larger audience. It uses the same writing process as other writings, but it adheres to certain content, structure, and style norms. It is split into two types: student academic writing, which is used as a method of evaluation at universities and in schools as part of the preparation for university study, and expert academic writing, which is scholarly work meant for publication in a journal or book. The main objective of the course is to help students function well in academia by drawing attention to the dos and don'ts of writing for academic purposes.

Course Objectives: The main focus of the course will be on macro-level composition skills such as essay organization, paragraph structure, coherence, and unity, as well as micro-level abilities such as sentence structure, error correction, punctuation, academic vocabulary, and spelling. It will also prepare students for higher-level courses in which research writing is required. It covers fundamental research writing skills, including developing research questions, reading research materials, taking notes, basic digital editing, paraphrasing, summarizing, direct quoting, structuring a research essay, and referencing in MLA or APA style.

Course Learning Outcome: Upon completion of the course, the students will be able to-

1. Identify key points in a lecture and prepare notes
2. Identify research gap and formulate research questions
3. Identify and correct syntactic, semantic and lexical errors
4. Prepare a proper title page
5. Prepare bibliographic entries using MLA/APA style
6. Summarize and paraphrase an academic/research essay
7. Use punctuation marks properly
8. Use direct quotation with proper citation
9. Write a literature review
10. Format a research essay
11. Edit academic and research essays digitally.
12. Use different techniques to collect secondary research materials.

Teaching-Learning Strategy:

- Eclectic method will be used for the classroom instruction, which includes but are not limited to lecture, computer-assisted instruction, seminar discussion, workshop, and assigned readings.
- Active participation of students will be ensured through writing projects and collaborative study sessions.
- Essential feedback will be given during the research skill development and writing workshops.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weight.

| Continuous Internal Evaluation (CIE) | |
|--|-----|
| Class Attendance | 10% |
| Quizzes | 10% |
| Writing Project 1 (Developing Research Question) | 10% |
| Writing project 2 (Literature Review) | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|--------|--|--|---|---|--|--|--|---|--|--|--|---|--|
| CLO 1 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 2 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| CLO 3 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 4 | | | | ✓ | | | | ✓ | | | | ✓ | |
| CLO 5 | | | | ✓ | | | | ✓ | | | | ✓ | |
| CLO 6 | | | | | | | | ✓ | | | | ✓ | |
| CLO 7 | | | | | | | | ✓ | | | | ✓ | |
| CLO 8 | | | | ✓ | | | | ✓ | | | | ✓ | |
| CLO 9 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| CLO 10 | | | | ✓ | | | | ✓ | | | | ✓ | |
| CLO 11 | | | | ✓ | | | | ✓ | | | | ✓ | |
| CLO 12 | | | | ✓ | | | | ✓ | | | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|--------|--|--|
| CLO 1 | Direct Instruction (lecture, computer-assisted instruction, guided practice, corrective feedback), Self-directed Learning (independent practice, peer assessment) | Multiple Choice Questions (MCQ) Cloze Gap-filling formats (rational cloze formats) Rearranging Information Transfer (graphs, tables, flow charts, outlines, maps) Summarizing Paraphrasing Sentence completion Matching (and multiple matching) techniques Continuous assessment (Quiz, Writing projects) Midterm written exam Final written exam |
| CLO 2 | Direct Instruction (lecture, computer-assisted instruction, guided practice, corrective feedback), Collaborative Learning (Discussion, workshop), Self-directed Learning (independent practice, peer assessment) | |
| CLO 3 | Direct Instruction (lecture, computer-assisted instruction, guided practice, corrective feedback) | |
| CLO 4 | Direct Instruction (computer-assisted instruction, guided practice), Collaborative Learning (workshop) | |
| CLO 5 | Direct Instruction (computer-assisted instruction, guided practice), Collaborative Learning (workshop) | |
| CLO 6 | Direct Instruction (lecture, computer-assisted instruction, guided practice, corrective feedback), Self-directed Learning (independent practice) | |
| CLO 7 | Direct Instruction (lecture, computer-assisted instruction, guided practice, corrective feedback) | |
| CLO 8 | Direct Instruction (computer-assisted instruction, guided practice), Collaborative Learning (workshop) | |
| CLO 9 | Direct Instruction (computer-assisted instruction), Self-directed Learning (project) | |
| CLO 10 | Direct Instruction (computer-assisted instruction), Collaborative Learning (workshop), Self-directed Learning (Project) | |
| CLO 11 | Direct Instruction (computer-assisted instruction), Collaborative Learning (workshop) | |
| CLO 12 | | |

Course Content:

- Sentence structure analysis
- Error correction
- Punctuation
- Academic vocabulary (Oxford Academic Phrasal Lexicon)
- Spelling
- Developing research questions
- Reading research materials
- Note taking
- Digital editing and proofreading
- Paraphrasing
- Summarizing
- Direct quoting
- Structuring a research essay
- Referencing in MLA or APA style
- Structure of common academic essays

- Literature review writing
- Collecting secondary research materials

Course Content:

| | |
|----------------------------------|---|
| Adrian Wallwork | <i>English for Writing Research Papers</i> |
| Alan Meyers | <i>Longman Academic Writing Series 5: Essays to Research Papers</i> |
| John M Swales & Christine B Feak | <i>Abstracts and the Writing of Abstracts, Volume I</i> |
| John M Swales & Christine B Feak | <i>Academic Writing for Graduate Students: Essential Tasks and Skills</i> |
| John M Swales & Christine B Feak | <i>Telling a Research Story: Writing a Literature Review</i> |
| Nigel A Caplan | <i>Grammar Choices for Graduate and Professional Writers</i> |
| Penny Hands | <i>Collins Easy Learning Grammar and Punctuation</i> |

Recommended Readings:

| | |
|--------------------------------------|--|
| A. S. Hornby | <i>Oxford Advanced Learner's Dictionary, 10th Edition</i> |
| American Psychological Association | <i>Publication Manual of the American Psychological Association</i> |
| Eric Hayot | <i>The Elements of Academic Style: Writing for The Humanities</i> |
| Jane Straus, et al. | <i>The Blue Book of Grammar and Punctuation</i> |
| K. D. Sullivan and Merilee Eggleston | <i>The McGraw-Hill Desk Reference for Editors, Writers, and Proofreaders</i> |
| Michael Swan | <i>Practical English Usages, 3rd Edition</i> |
| Michael Swan | <i>Practical English Usages, 4th Edition</i> |
| Modern Language Association | <i>MLA Handbook</i> |
| R. W. Burchfield | <i>The New Fowler's Modern English Usage</i> |
| Stephen Howe and Kristina | <i>PhraseBook for Writing Papers and Research in English</i> |
| T. J. Fitikides | <i>Common Mistakes in English</i> |
| William Strunk Jr. | <i>The Elements of Style</i> |

HISTORY OF THE EMERGENCE OF BANGLADESH

Course Code: BAN 1001 (BNQF 0222)

Course Type: General Education

Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 2.5 Hours

Course Description: This course is the study of the Bangladesh liberation war also known as the Bangladesh war of independence and that was a revolution and armed conflict sparked by the rise of the Bengali nationalist movement in what was then East Pakistan in 1971. The course discusses the struggling life of Bangabandhu Sheikh Mujibur Rahman and the other freedom fighters. The course also introduces various freedom movements which happened during 1947-1971.

Course Objectives: The objectives of the course are to –

- Disperse in-depth knowledge about the struggle of liberation war.
- Demonstrate understanding of the philosophies of Bangabandhu Sheikh Mujibur Rahman.
- Introduce the role of India in our liberation war.
- Introduce the dream of our freedom fighters for which they sacrificed their lives.

Course Learning Outcome: Upon completion of the course, students should be able to:

1. Develop their understanding of the history of Bangladesh.
2. Conduct research on the history of liberation war.
3. Compare between the expectation and achievement of our liberation war.
4. Identify the major contemporary issues.
5. Contribute to build a developed country.

Teaching-Learning Strategy:

- There will be lectures along with discussion, group/pair work.
- Learners are encouraged to contribute to the learning environment.
- Students will actively participate in the class discussion.
- Students will give presentation on selected topics from the course.
- Expert lectures by renowned critics will be shown.

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|--|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce/Project | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | ✓ | | | | | | | | | ✓ | |
| CLO 2 | | | ✓ | ✓ | | | | | | | | ✓ | |
| CLO 3 | | | ✓ | ✓ | | | | | | | | ✓ | |
| CLO 4 | | | ✓ | ✓ | | | | | | | | ✓ | |
| CLO 5 | | | | | | | | | | | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|---|
| CLO 1 | Direct Instruction (lecture, multimedia presentation, Collaborative Learning (Discussion)) | Multiple Choice Questions (MCQ) Question & Answer Rearranging Information Transfer (graphs, tables, flow charts, outlines, maps) Summarizing Matching techniques Continuous assessment (Quiz, Oral Presentation, Video Presentation, Individual Student and Group Projects) Midterm written exam Final written exam |
| CLO 2 | Direct Instruction (lecture, multimedia presentation, Collaborative Learning (Discussion), Self-directed Learning (Projects)) | |
| CLO 3 | Direct Instruction (lecture, multimedia presentation, Collaborative Learning (Discussion)) | |
| CLO 4 | Direct Instruction (lecture, multimedia presentation, Collaborative Learning (Discussion)) | |
| CLO 5 | Collaborative Learning (Discussion) | |

Course Content:

- Language Movement of 1952 Primary discussion on Bangla and Urdu language; early stage of movement; Agitation of 1948, 21 February of 1952; Constitutional status of Bangla language.
- Disparity Between Two Wings of Pakistan Economic disparity; Administrative disparity; Political disparity.
- Military Rule of Ayub Khan and Six Point Movement Commander-in-Chief of the Pakistan Army; President of the Pakistan; Constitutional and legal reforms; Background of Six-point movement; Six-point movement; Result of six-point movement.
- Mass Upsurge of 1969 and Yahiya Khan, General Election of 1970 Shorbodolio Chatro Shongram Porishad (All Party Student Action Committee); Democratic Action Committee; Withdrawal of Agartala conspiracy case; Election campaign in East Pakistan, Political condition of west Pakistan; Result of the election and aftermath condition of election.
- Historic Speech of 7 March, Noncooperation Movement, Genocide of 25 March, Mujibnagar
- Government, Overall condition of Bangladesh (From 1971- Today) Importance of 7 march speech; formation of Mujibnagar government; Function of the Mujibnagar government.

Recommended Readings:

K.B. Sayeed

ড. মো. মাহবুবুর রহমান

বশীর আল হেলাল

আতিউর রহমান

Political System of Pakistan

বাংলাদেশের ইতিহাস ১৯৪৭-৭১

ভাষা আন্দোলনের ইতিহাস

অসহযোগের দিনগুলি: মুক্তিযুদ্ধের প্রস্তুতিপর্ব

Leading Case:

Agartala conspiracy case
 Statutes
 Indian Independence Act 1947
 Constitution of Pakistan 1956
 Constitution of Pakistan 1962
 Constitution of Bangladesh 1972

COMPUTER FUNDAMENTALS

Course Code: CSE 1003 (BNQF 0611)

Course Type: General Education

Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 2.5 Hours

Course Description: This course deals with the basic knowledge of Computers, hardware, input and output devices, database, networking, and the Internet. Students will be taught the basics of software as well as they will practice application software - MS Word, MS Excel, and MS PowerPoint in the lab and at home. They will also gain hands-on knowledge about the Internet and Email.

Course Objectives: The course objectives of this course are as to:

- a. Understand the key concepts of computer hardware, software, operating system and networking.
- b. Apply knowledge and skills gained in the lab to effectively use MS Word, MS PowerPoint, and MS Excel.
- c. Apply proper etiquette and techniques to use internet, email etc.

Course Learning Outcome: Upon completion of the course, students should be able to:

1. Demonstrate understanding of the key concepts of computer hardware and software.
2. Apply their knowledge and skills of word processing software.
3. Apply their knowledge and skills of application software for spreadsheet analysis
4. Understanding the use of internet and email.

Teaching-Learning Strategy:

- There will be lectures along with discussion, group/pair work.
- Learners are encouraged to contribute to the learning environment.
- Students will actively participate in the class discussion.
- Lecture notes and lab resources will be provided as course materials
- Laboratory activities include but are not limited to making presentation using PowerPoint and presenting on the spot.

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Lab Work | 40% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | ✓ | | | | | | | | | ✓ | |
| CLO 2 | | | ✓ | | | | | | | | | ✓ | |
| CLO 3 | | | ✓ | | | | | | | | | ✓ | |

| | | | | | | | | | | | | |
|-------|--|--|---|--|--|--|--|--|--|--|---|--|
| CLO 4 | | | ✓ | | | | | | | | ✓ | |
|-------|--|--|---|--|--|--|--|--|--|--|---|--|

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|---|
| CLO 1 | Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Self-directed Learning (independent practice), Lab Work | Question and Answer, Multiple Choice Questions (MCQ), Continuous assessment (Presentations/Assignments/Quiz), Midterm written exam, Final written exam, Lab Tests |
| CLO 2 | | |
| CLO 3 | | |
| CLO 4 | | |

Course Content:

- Hardware and software: Hardware Units of Computer (Input, Output, Memory, Arithmetic Logic Unit, Control Unit), Software and its types, Operating Systems, Types of Computers, Computer Networking, Database Concepts and SQL, Programing Concepts, Number System, E-commerce
- Word Processing: Creating a new document, Document alignment, Font selection, Super Script, Subscript, Paragraph Indentation, Character Spacing, Line Spacing, Editing using cut, copy and paste, Inserting Symbol, Bullet & Numbering, Header & Footer, Border and shading, Page setup, Printing a document, Working with picture and drawing, Auto correction, Find & Replace, Using a spell checker, Using Bengali font, Tables and Columns
- Spreadsheet Analysis: Row and column numbering; Inserting and deleting row and column; Changing row height and column width; Freezing & Unfreezing pane; Paste Special; Auto fill; Working with formulas; Conditional formatting; Cell formatting; Page setup; Sorting; Data Filtering; Chart and graphs
- Presentation Software: Creating slide; Inserting new slides; Viewing slides; Applying design; Slide transition; Animation; Slide Show
- Internet & Email: The use of internet, Searching for information, Downloading appropriate software, basics of email

Recommended Readings:

| | |
|--|---|
| Bappi Ashraf | <i>Mastering MS PowerPoint</i> , Gyankosh Prokashani |
| Dr. M. Lutfar Rahman and Dr. M. Alamgir Hossain | <i>Computer Fundamentals</i> , Systech Publication Ltd. |
| J. Stanley Warford | <i>Computer Systems</i> , Jones & Bartlett Publishers |
| Winn L. Rosch | <i>Hardware Bible</i> , Que |
| Mahbubur Rahman | <i>MS Word</i> , Systech Publication Ltd. |
| Mahbubur Rahman | <i>MS Excel</i> , Systech Publication Ltd. |
| Peter Norton and John Goodman | <i>Inside the PC</i> , Sams |
| Peter | <i>Norton Introduction to Computer</i> , McGraw-Hill Publishers |
| William S. Davis | <i>Introduction to Computers</i> , McGraw-Hill Publishers |

CLASSICS IN TRANSLATION I

Course Code: ENG 2101 (BNQF 0232)

Course Type: Core Course

Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 2.5 Hours

Course Description: This course is designed to help students get acquainted with classical epics from the Western literary tradition. It includes texts from both ancient Greece and Rome. These texts reflect the major components of Classics. They further reinforce the epic conventions and other classical elements. They also help students get aware of the ancient Greek and Roman history and culture. Moreover, the literary products of this course reinforce the influence of Classical features upon English literature.

Course Objectives: The main objectives of the course are to -

- Develop students' insights of the Classical literature.
- present the literary format of the classical tradition.
- help students recognize and analyze the literary style of the classics.
- explain epic conventions.
- Develop an understanding of the Greek Mythology

Course Learning Outcome: Upon completion of the course, the students will be able to-

1. Demonstrate an understanding of the literary and intellectual culture of classical and medieval Western literary periods.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of Greek and Italian long narrative poems.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a long narrative poem.
6. Evaluate and compare various thematic perspectives and styles within classical and medieval Western long narrative poems.
7. Give insights into contemporary global cultural issues comparable to that of the classical and medieval Western long narrative poems.

Teaching-Learning Strategy:

- There will be lectures, digital presentations, and discussions
- Learners are encouraged to contribute to the learning environment.
- Essential feedback will be given at the end of every class.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|---|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer Multiple Choice Question (MCQ) Continuous assessment (Presentations, Assignments, Oral Examination) Individual Student Project Midterm written exam Final written exam |

Course Content:

Homer *The Iliad*, Books 1 & 2
 Virgil *The Aeneid* (Dido Episode)
 Dante *Inferno* (Canto 1-10)

Core Readings:

| | |
|--------------------------------------|--|
| Sarah N. Lawall & Maynard MacK (Ed.) | <i>Norton Anthology of World Masterpieces: The Western Tradition, Vol. 1</i> |
| Richmond Lattimore (Trans.) | <i>The Iliad of Homer</i> |
| Robert Fagles (Trans.) | <i>The Aeneid</i> |
| John Ciardi (Trans.) | <i>The Divine Comedy</i> |

Recommended Readings:

| | |
|----------------------|---|
| A. Lang | <i>The World of Homer</i> |
| C. M. Bowra | <i>From Virgil to Milton</i> |
| C. M. Bowra | <i>The Heroic Poetry</i> |
| E. Hamilton | <i>The Greek Way and the Roman Way</i> |
| F. J. H. Letters | <i>Virgil</i> |
| G. Highet | <i>The Classical Tradition</i> |
| G. Murray | <i>The Rise of Greek Epic</i> |
| George Steiner (Ed.) | <i>Homer: A Collection of Critical Essays</i> |
| H. D. F. Kitto | <i>Greek Tragedy: A Literary Study</i> |
| Harold Bloom | <i>Homer's Iliad: Bloom's Notes</i> |
| J. V. Luce | <i>Homer and the Heroic Age</i> |
| Julia Wolfe Loomis | <i>Virgil's The Aeneid and the Georgics, The Eclogues</i> |
| W. A. Camps | <i>An Introduction to Homer</i> |
| W. F. Jackson Knight | <i>Roman Virgil</i> |

CLASSICS IN TRANSLATION II

Course Code: ENG 2102 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course offers an introduction to the classics from the Western literary tradition. This course includes some of the most prominent plays of the greatest Greek playwrights covering both tragedy and comedy. In addition, this course focuses on select texts to understand various elements and aspects of the texts and the age.

Course Objectives: The primary objective of the course is to introduce the students to the distinctive features of classical dramas. This course also aspires to expose the techniques through which the plays have attained the status of the classics. Another major concern of the course is to show how the classical tradition persists in the contemporary developments in literature and criticism.

Course Learning Outcome: Upon completion of the course, the students will be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the classical Greek period.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of classical Greek plays.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a classical play.
6. Evaluate and compare various thematic perspectives and styles within classical comedy and tragedy.
7. Give insights into contemporary global cultural issues comparable to that of the classical plays.

Teaching-Learning Strategy:

- There will be lectures, digital presentations, and discussions.
- Learners are encouraged to contribute to the learning environment.
- Essential feedback will be given at the end of every class.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|--------------------------------------|-----|
| Class Attendance | 10% |
| Quizzes | 20% |

| | |
|---|-----|
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

The following literary texts will be used in class:

| | |
|--------------|-------------------------|
| Aeschylus | <i>Agamemnon</i> |
| Aristophanes | <i>Lysistrata</i> |
| Euripides | <i>Medea</i> |
| Sophocles | <i>Oedipus Tyrannus</i> |

Core Reading:

| | |
|---|--|
| Sarah N. Lawall & Maynard MacK (Ed.) | <i>Norton Anthology of World Masterpieces: The Western Tradition, Vol. 1</i> |
| Whitney J. Oates & Eugene O'Neill Jr. (Ed.) | <i>The Complete Greek Drama, Volume 1 & 2</i> |

Recommended Readings:

| | |
|--------------------------|---|
| C. A. E. Lusching | <i>Granddaughter of the Sun: A Study of Euripides' Medea</i> |
| C. M. Bowra | <i>Sophoclean Tragedy</i> |
| Edith Hamilton | <i>The Greek Way and The Roman Way</i> |
| G. Murray | <i>Greek Comedy</i> |
| Gilbert Highet | <i>The Classical Tradition</i> |
| Gilbert Norwood | <i>Greek Comedy</i> |
| H. D. F. Kitto | <i>Greek Tragedy</i> |
| Harold Bloom (Ed.) | <i>Modern Critical Interpretation: Sophocles' Oedipus Rex</i> |
| Michael J. O'Brien (Ed.) | <i>Twentieth Century Interpretation of Oedipus Rex: A Collection of Critical Essays</i> |
| T. B. L. Webster | <i>The Tragedies of Euripides</i> |
| Thomas Woodard (Ed.) | <i>Sophocles: A Collection of Critical Essays</i> |
| William Allan | <i>Euripides' Medea</i> |
| William Walter | <i>Sophocles: The Plays</i> |

ROMANTIC POETRY

Course Code: ENG 2103 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course is primarily an introduction to the great poetry of the Romantic period in Britain (1789-1832), with a particular focus on the poems of William Blake, William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley, Lord Byron and John Keats. This course examines works of major English Romantic writers by situating them in their historical context of rapid social change and violent political upheavals. The course offers students the opportunity to recognize the extent to which the Romantic movement of the late eighteenth and early nineteenth centuries transformed European culture and had profound implications for a modern understanding of the self, nature, reason, freedom, and the role of poet as interpreter of all these. Emphasis is placed on the philosophical and theoretical concepts that inform Romantic poetry, as well as on the broad scope of literary forms through which the Romantic poetic imagination expressed itself.

Course Objective: The primary objective of this course is to acquaint students with the socio-cultural currents in Britain during the period and to train them in close literary-critical exegesis of the text. Students will explore the themes, techniques and styles of poets of the period and get acquainted with the similarities as well as the differences among the poets. This course will enable students to apply the ideas derived from the text in understanding their surroundings and time, to stimulate critical analysis through written work and discussion, and to develop them as thinking and receptive readers.

Course Learning Outcome: Upon completion of the course, students should be able to:

1. Demonstrate an understanding of the literary and intellectual culture of English Romantic period.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of romantic poems.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a poem.
6. Evaluate and compare various thematic perspectives and styles within English Romanticism.
7. Give insights into contemporary global cultural issues comparable to that of the poems.

Teaching-Learning Strategy:

- There will be lectures, digital presentations, and discussions.
- Learners are encouraged to contribute to the learning environment.
- Essential feedback will be given at the end of every class.

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |

| | | | | | | | | | | | | | |
|-------|---|---|---|---|---|--|---|--|--|--|--|---|--|
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

| | |
|-------------------------|--|
| William Blake | Songs of Innocence: Introduction The Lamb The Little Black Boy The Chimney Sweeper Holy Thursday Songs of Experience: Introduction Earth's answer Holy Thursday The Chimney Sweeper The Tyger |
| William Wordsworth | Lucy Poems Michael Tintern Abbey |
| Samuel Taylor Coleridge | Ode: Intimations of Immortality The Rime of Ancient Mariner Kubla Khan |
| George Gordon Byron | Dejection: An Ode Don Juan (Canto I) |
| John Keats | Ode to a Nightingale Ode on a Grecian Urn To Autumn Ode on Melancholy |
| P. B. Shelley | Ode to the West Wind To a Skylark Adonais Hymn to Intellectual Beauty |

Core Reading:

Stephen Greenblatt (Ed.) *The Norton Anthology of English Literature*, Vol. 2, 8th Edition

Recommended Readings:

| | |
|-------------------------|--|
| Brothers Notes | <i>Selected Poems and Letters: John Keats</i> |
| C. Thorpe, et al (Eds.) | <i>The Major English Romantic Poets: A Symposium in Reappraisal</i> |
| C. H. Potton | <i>The Rediscovery of Wordsworth</i> |
| C. M. Bowra | <i>Romantic Imagination</i> |
| Cleanth Brooks | <i>The Well-Wrought Urn</i> |
| D. Perkins | <i>The Quest for Performance: The Symbolism of Wordsworth, Shelley and Keats</i> |
| D. V. Eardman | <i>The Illuminated Blake</i> |
| David P. Pirie | <i>Shelley</i> |
| E. E. Bostetter | <i>The Romantic Ventriloquists: Wordsworth, Coleridge, Keats, Shelley, Byron</i> |
| E. J. McCorkell | <i>The Mysticism of Wordsworth</i> |
| G. S. Fraser (Ed.) | <i>Keats Odes: A Collection of Critical Essays</i> |

| | |
|----------------------------|--|
| George M. Ridenour (Ed.) | <i>Shelley: A Collection of Critical Essays</i> |
| Harold Bloom | <i>The Ringers in the Tower</i> |
| Harold Bloom | <i>The Visionary Company: A Reading of English Romantic Poetry</i> |
| Iain McCalman (Ed.) | <i>An Oxford Companion to the Romantic Age: British Culture, 1776-1832</i> |
| J. P. Lilley | <i>Wordsworth's Interpretation of Nature</i> |
| Jack Stillinger (Ed.) | <i>Twentieth Interpretation of Keats's Odes: A Collection of Critical Essays</i> |
| Judith O'Neil (Ed.) | <i>Critics on Keats</i> |
| L. Cookson and B. Loughrey | <i>Critical Essays on Keats: Poems and Letters</i> |
| M. H. Abrams | <i>Mirror and the Lamp: Romantic Theory and the Critical Tradition</i> |
| M. Praz | <i>The Romantic Agony</i> |
| Marilyn Gaull | <i>English Romanticism</i> |
| Michael Ferber | <i>The Poetry of Shelley</i> |
| Murray Cohen | <i>The Poetry of Percy Bysshe Shelley</i> |
| Northrop Fry | <i>A Study of English Romanticism</i> |
| Northrop Fry | <i>Blake: A Collection of Critical Essays</i> |
| Northrop Fry | <i>Fearful Symmetry</i> |
| Penguin Critical Studies | <i>The Poetry of Keats</i> |
| R. B. Woodings | <i>Shelley: Modern Judgements Selections of Critical Essays</i> |
| R. F. Glecker | <i>The Piper and the Bard: A study of William Blake</i> |
| R. H. Fogle | <i>The Imagery of Keats and Shelley</i> |
| Robin Mayhead | <i>John Keats</i> |
| Stuart Curran (Ed.) | <i>The Cambridge Companion to English Romanticism</i> |
| William Wordsworth | <i>Preface to Lyrical Ballads</i> |

WESTERN PHILOSOPHY

Course Code: ENG 2104 (BNQF 0223)

Course Type: Core Course

Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 2.5 Hours

Course Description: The course caters a wide range of philosophical thoughts starting from Plato. Although historically the last major school of thought is “Existentialism”, yet while studying the different schools, other contemporary thinkers also come into discussion. The topics of the philosophical thoughts range from idealism to transcendentalism, to economics and class division, to human existence. The history of human thoughts is also an important aspect because it is necessary to know how ideas have developed throughout the ages. The course “Western Philosophy” is designed in such a way that students can clearly know the chronology of epoch-making thoughts that have ushered the era and the world we live in now.

Course Objectives:

- Literary texts are replete with philosophical insights and ideas. With their orientation to western philosophy, later students can easily relate ideas and understand a text better structurally.
- Students cultivate this critical attitude within themselves that helps them see the world with a clearer vision.
- The course aims at inciting thoughts and in the process, students become better thinkers which in turn help them solve problems with proficiency.
- The impact of Western thought to the Eastern side of the world is obvious. This course helps students understand the cultural diversities and how philosophy from one culture helps another to grow intellectually.

Course Learning Outcome: Upon completion of the course, students are expected to –

1. Discuss the history of philosophy and thinkers
2. Create the connection of philosophy with literature
3. Think critically and analytically
4. Criticize the abnormalities/irregularities in the actual and intellectual world
5. Be informed about the world of wisdom before informing others the same
6. Write analytical essays
7. Appraise the thinkers, both philosophical and literary

Teaching-Learning Strategy:

- a) Lectures, with or without books and/or multimedia presentation.

- b) Showing expert lectures and commentaries by renowned philosophers and theorists.
- c) Students will assume the role of teacher and discuss a topic.
- d) Picture and video prompts for the practice of “interpretation”

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | | | | | | | | | ✓ | ✓ |
| CLO 2 | ✓ | | ✓ | | ✓ | | ✓ | | | | | ✓ | |
| CLO 3 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | | ✓ | ✓ | | | | | | | | | ✓ | |
| CLO 6 | | ✓ | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| CLO 7 | ✓ | | | ✓ | | | | | | | | ✓ | ✓ |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

The following topics will be covered in the course:

- Introduction to Philosophy
- Introduction to early philosophers
- The big three of Greek Philosophy: Socrates, Plato and Aristotle
- Platonism
- Neo-Platonism
- Scholasticism
- The Renaissance
- Rationalism and Empiricism
- Marxism
- Evolutionism
- Pragmatism and Logical Positivism
- Existentialism

Core Reading:

Samuel Enoch Stumpf & James Fieser

Socrates to Sartre and Beyond: A History of Philosophy

Recommended Readings:

| | |
|-------------------------------------|--|
| Albert Camus | <i>The Myth of Sisyphus</i> |
| Aristotle & David Ross (Translator) | <i>The Nicomachean Ethics</i> |
| D. M. Datta | <i>The Chief Currents of Contemporary Philosophy</i> |
| Desmond Lee (Translator) | <i>Plato's The Republic</i> |
| Eckhart Tolle | <i>The Power of Now</i> |
| Evelyn Underhill | <i>The Essentials of Mysticism</i> |
| F. W. Nietzsche | <i>Thus Spake Zarathustra</i> |
| Harrison Barret | <i>Mastering Philosophy</i> |
| Jadunath Sinha | <i>Introduction to Philosophy</i> |
| Jean Paul Sartre | <i>Existentialism and Humanism</i> |
| John Shand | <i>Philosophy and Philosophers</i> |
| Jostein Garder | <i>Sophie's World</i> |
| R J Hollingdale (Translator) | <i>Friedrich Nietzsche: A Nietzsche Reader</i> |
| Sarvepalli Radhakrishnan | <i>History of Philosophy: Eastern and Western</i> |
| Sigmund Freud | <i>The Essentials of Psychoanalysis</i> |
| Sigmund Freud | <i>The Interpretations of Dream</i> |
| Simon Blackburn | <i>Dictionary of Philosophy</i> |
| W H D Rouse (Translator) | <i>The Great Dialogues of Plato</i> |

PROFESSIONAL COMMUNICATION

Course Code: ENG 2105 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course aims to introduce students to the art and practice of professional communication. Students will get acquainted with the general characteristics, format, appropriate language of different forms of professional writing and it will cover the topics of different types of technical, business and professional writing. Besides, the course will also focus on speaking in formal situation considering the socio-cultural context and age groups.

Course Objective: This course is designed to-

- develop the skill of writing professional letters
- enable the students to identify the key elements and principles of formal communication
- present practices that are central to effective communication and leadership: active listening, verbal and non-verbal communication and business presentation skills.
- develop the students' skills for public speaking considering the audience.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Distinguish between the formal and informal language.
2. Compose professional correspondence.
3. Compose clear, strategic, and persuasive messages that are pitched appropriately for different audiences and professional contexts.
4. Apply different professional communication strategies.

Teaching-Learning Strategy:

- There will be lectures along with discussion
- Visual presentation will be given on specific topic
- Students will practice writing in the class
- Students will actively participate in brainstorming sessions where they will solve real life professional challenges

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|--------------------------------------|-----|
| Class Attendance | 10% |
| Quizzes | 20% |

| | |
|---|-----|
| Assignments | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| CLO 2 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| CLO 3 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| CLO 4 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback) | Multiple Choice Questions (MCQ) Question & Answer Rearranging Information Transfer (graphs, tables, flow charts, outlines, maps) Continuous assessment (Quiz, Project) Midterm written exam Final written exam |
| CLO 2 | Direct Instruction (lecture, multimedia presentation, guided practice, corrective feedback), Collaborative Learning (Discussion), Self-directed Learning (independent practice, peer assessment) | |
| CLO 3 | | |
| CLO 4 | Collaborative Learning (Group project), Self-directed Learning (independent practice, Individual student project) | |

Course Content:

- Notes and Memos
- Emails
- Notices for and Minutes of Meetings
- Tenders
- Advertisements
- Résumé and Cover Letter
- Official Letters: Office Order, Circular, Call for Interviews
- Appointment Letter, Joining Letter, Reference Letter, Letters of Recommendation,
- Resignation Letter
- Project Proposals
- Project Reports
- Miscellaneous Correspondence

Recommended Readings:

| | |
|----------------------------|---|
| A. Ashley | <i>A Handbook of Commercial Correspondence</i> |
| Fowler, H.R. & Aaron, J. E | <i>The Little Brown Handbook</i> |
| L. Sue Baugh | <i>How to Write First Class Business Correspondence</i> |
| Margaret Helliwell | <i>Business Plus</i> |
| Mary Ellen Guffey | <i>Essentials of Business Communication</i> |
| Prof Ataul Haque | <i>English Writing Skills</i> |
| Rajendra Pal | <i>Essentials of Business Communication</i> |
| Roz Combley | <i>Cambridge Business English Dictionary</i> |
| Shirley Taylor | <i>Model Business Letters, Emails and Other Documents</i> |

BENGALI LITERATURE

Course Code: ENG 2106 (BNQF 0232)
Course Type: General Education
Credits: 2

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description (কোর্স-পরিচিতি): বাংলা ভাষা ও সাহিত্যের প্রবণতা-পরিধি সম্পর্কে পূর্ণাঙ্গ ধারণা এবং জ্ঞানার্জনের নিমিত্তে কোর্সটি ক্যারিকুলামের অন্তর্ভুক্ত করা হয়েছে। এখানে বাংলা সাহিত্যের অগ্রগণ্য কবি ও কথাসাহিত্যিকদের রচনাকর্মসমূহের গুরুত্বপূর্ণ অংশ শিক্ষার্থীর কাছে তুলে ধরা হয়। বিশেষত যাঁরা বাংলা ভাষা ও সাহিত্যের উন্নতি আনয়নে পালন করেছেন মূখ্য ভূমিকা তাঁদের মনন ও সৃজনশীলতা দিয়ে। কোর্সটিতে থাকছে কবিতা, গল্প, উপন্যাস এবং নাটকের মূল্যায়নের পাশাপাশি সাহিত্যিকদের জীবনী, চিন্তাশ্রেণী ও তাঁদের বেড়ে ওঠার জগৎ। মাইকেল মধুসূদন দত্ত, রবীন্দ্রনাথ ঠাকুর, কাজী নজরুল ইসলাম, জীবনানন্দ দাশ, জসীম উদ্দীন, শামসুর রাহমান, আল মাহমুদের নির্দিষ্ট কবিতাসমূহের সঙ্গে রবীন্দ্রনাথ, শরৎচন্দ্র, হাসান আজিজুল হকের ছোটগল্প এখানে পাঠ্য। এছাড়াও কোর্সটিতে আছে বঙ্কিমচন্দ্র চট্টোপাধ্যায়, মানিক বন্দ্যোপাধ্যায়, সৈয়দ ওয়ালীউল্লাহর উপন্যাসের পঠন-পাঠন ও আলোচনা। নাট্যকার মুনীর চৌধুরী সেলিম আল-দীনের নাটক নিয়েও রয়েছে মূল্যায়নভিত্তিক ব্যাখ্যা-বিশ্লেষণ।

Course Objectives (লক্ষ্য ও উদ্দেশ্য): সাহিত্যের অন্যতম এবং গুরুত্বপূর্ণ শাখা কবিতা। বাংলা কবিতার পালাবদল ইতিহাসের পরিপ্রেক্ষিতে কতটা অপরিহার্য হয়ে উঠেছিলো তার মূল্যায়ন ও পরিধি সম্পর্কে সম্যক ধারণা অর্জনই আমাদের উদ্দেশ্য। বাংলা কবিতার আধুনিকতা, রোমান্টিকতা কীভাবে বিশ্ব-কবিতার সঙ্গে সায়ুজ্যপূর্ণ সম্পর্ক স্থাপন করতে পেরেছিলো সে-বিষয়ে জ্ঞানার্জন বর্তমান পঠন-পাঠনের লক্ষ্য। গল্প-উপন্যাস এবং নাটকের মাধ্যমে সমাজবাস্তুবতা ও মানুষের জীবনচরিত্র সরাসরি উঠে আসে যা শিক্ষার্থীরা বাংলা গল্প-উপন্যাসের আলোচনা থেকে লাভ করবে। এছাড়াও সাহিত্যের ফর্ম এবং শৈলী নিয়ে বিশদ পর্যালোচনা এবং সাহিত্যে বিদ্যমান মানুস ও সমাজচিত্রের পরিচিতি এ পাঠক্রমের সুনির্দিষ্ট লক্ষ্য ও উদ্দেশ্য।

Course Learning Outcome (পাঠকৃত অর্জন): কোর্স সমাপ্ত হলে শিক্ষার্থীরা -

- ক. বাংলা সাহিত্য সম্পর্কে মৌলিক আলোচনা করতে পারবে।
- খ. বাংলার ইতিহাস-ঐতিহ্যের সঙ্গে বাংলা কবিতা, গল্প, উপন্যাস, নাটক নির্মাণের সাংস্কৃতিক পর্যায়টি সনাক্ত করতে পারবে।
- গ. সাহিত্য-পাঠের মাধ্যমে নিজেদের মানবতাবাদী ও বুদ্ধিবাদী চিন্তার দক্ষতা বিকশিত করতে পারবে।
- ঘ. বাংলা সাহিত্যের বিভিন্ন ধারা সম্পর্কে সমালোচনামূলকভাবে লিখতে পারবে।

Teaching-Learning Strategy (শিক্ষণ-শিক্ষার কৌশল):

- ক্লাসে পাঠদান মাধ্যম হবে বক্তৃতা, ডিজিটাল উপস্থাপনা এবং আলোচনা।
- শিক্ষার্থীদের শিক্ষার পরিবেশে অবদান রাখার সুযোগ করে দেয়া হবে।
- প্রতিটি ক্লাস শেষে প্রয়োজনীয় প্রতিক্রিয়া দেওয়া হবে।
- শিক্ষার্থীদের গ্রুপ অথবা ব্যক্তিগতভাবে পাঠ-উপস্থাপন সুযোগ থাকবে।
- থাকবে শ্রেণিকক্ষে প্রশ্ন ও প্রশ্নোত্তর মাধ্যম।

Assessment and Evaluation (পরীক্ষণ ও মূল্যায়ন): বিশ্ববিদ্যালয়ের গ্রেডিং কাঠামো অনুযায়ী গ্রেড গণনা করা হবে এবং সংশ্লিষ্ট গ্রেডিং ওজনের সাথে নিম্নলিখিত মূল্যায়ন মানদণ্ডের ভিত্তিতে শিক্ষার্থীদের মূল্যায়ন করা হবে।

| Continuous Internal Evaluation (CIE) (অভ্যন্তরীণ মূল্যায়ন) | |
|--|-----------|
| Class Attendance (ক্লাস উপস্থিতি) | 10% (১০%) |
| Quizzes (কুইজ) | 20% (২০%) |
| Assignment (অ্যাসাইনমেন্ট) | 20% (২০%) |
| Semester Mid and End Examination (SMEE) (মধ্য সেমিস্টার ও সেমিস্টার শেষ পরীক্ষা) | |
| Semester Mid Examination (মধ্য সেমিস্টার পরীক্ষা) | 20% (২০%) |
| Semester End Examination (সেমিস্টার শেষ পরীক্ষা) | 30% (৩০%) |

Mapping Course Learning Outcomes (CLOs) with the PLOs (কোর্স শিক্ষার ফলাফল-কার্যক্রম শিক্ষার ফলাফল পরিকল্পনা):

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | ✓ | ✓ | | | | | | | | ✓ | |
| CLO 2 | | | ✓ | ✓ | | | | | | | | ✓ | |

| | | | | | | | | | | | | | |
|-------|--|--|---|---|--|--|--|--|--|--|--|---|--|
| CLO 3 | | | ✓ | ✓ | | | | | | | | ✓ | |
| CLO 4 | | | ✓ | ✓ | | | | | | | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy (কোর্স শিক্ষার ফলাফল-শিক্ষণ-শিক্ষার কৌশল-মূল্যায়ন কৌশল পরিকল্পনা):

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|---|
| CLO 1 | Direct Instruction (lecture, multimedia presentation), Collaborative Learning (Discussion) | Multiple Choice Questions (MCQ) Question & Answer Continuous assessment (Quiz, Assignment) Midterm written exam Final written exam |
| CLO 2 | | |
| CLO 3 | | |
| CLO 4 | | |

Course Content (পাঠের বিষয়বস্তু):

- কবিতা কী?
- বাংলা কবিতার ইতিহাস এবং বিশ্ব-কবিতার ইতিহাস পর্যালোচনা।
- রবীন্দ্রনাথের কবিতা-পাঠ, মূল্যায়ন এবং তাঁর জীবনী সম্পর্কে আলোচনা।
- কাজী নজরুল ইসলামের কবিতা-পাঠ, মূল্যায়ন এবং তাঁর জীবনী সম্পর্কে আলোচনা।
- জীবনানন্দ দাশ ও জসীম উদদীনের কবিতা-পাঠ, মূল্যায়ন এবং তাঁর জীবনী সম্পর্কে আলোচনা।
- শামসুর রাহমান ও আল মাহমুদের কবিতা-পাঠ, মূল্যায়ন এবং তাঁর জীবনী সম্পর্কে আলোচনা।
- রবীন্দ্রনাথ ও শরৎচন্দ্রের গল্পের পাঠ-পর্যালোচনা।
- *বিষবৃক্ষ* ও *চাঁদের অমাবস্যা* উপন্যাস আলোচনা, পাঠ এবং বিশ্লেষণ।
- কবিতা, গল্প, উপন্যাসের শৈলী-বিচার।

কবিতা, গল্প ও উপন্যাস:

| | |
|----------------------------|---|
| আল মাহমুদ | সোনালী কাবিন (৫) |
| বঙ্কিমচন্দ্র চট্টোপাধ্যায় | বিষবৃক্ষ |
| কাজী নজরুল ইসলাম | বিদ্রোহী, বাতায়ন পাশে গুবাক:তরুর সারি |
| জসীমউদ্দিন | কবর |
| জীবনানন্দ দাশ | বনলতা সেন, বোধ, আট বছর আগে একদিন |
| মাইকেল মধুসূদন দত্ত | বঙ্গভাষা |
| রবীন্দ্রনাথ ঠাকুর | খোকাবাবুর প্রত্যাবর্তন, ক্ষুদিত পাষান, শান্তি |
| রবীন্দ্রনাথ ঠাকুর | বলাকা, পৃথিবী, আফ্রিকা, বাঁশি, নিরুদ্দেশ যাত্রা |
| শরৎচন্দ্র চট্টোপাধ্যায় | মহেশ |
| শামসুর রাহমান | রূপালি স্নান, স্থায়ীতা তুমি |
| সৈয়দ ওয়ালিউল্লাহ | চাঁদের অমাবস্যা |

Recommended Reading (প্রস্তাবিত অনুসরণীয় গ্রন্থ):

| | |
|----------------------|---|
| অশ্রুকুমার সিকদার | <i>আধুনিক কবিতার দিগবলয়</i> |
| অশ্রুকুমার সিকদার | <i>আধুনিকতা ও বাংলা উপন্যাস</i> |
| আবু সয়ীদ আইয়ুব | <i>আধুনিকতা ও রবীন্দ্রনাথ</i> |
| ক্ষুদিরাম দাস | <i>রবীন্দ্র প্রতিভার পরিচয়</i> |
| খোন্দকার আশরাফ হোসেন | <i>বাংলাদেশের কবিতা: অন্তরঙ্গ অবলোকন</i> |
| নীহাররঞ্জন রায় | <i>রবীন্দ্র সাহিত্যের ভূমিকা</i> |
| প্রমথনাথ বিহারী | <i>রবীন্দ্র কাব্য প্রবাহ</i> |
| বুদ্ধদেব বসু | <i>কালের পতুল</i> |
| মানিকুল ইসলাম | <i>বাংলাদেশের উপন্যাসে লৌকিক চেতনার রূপায়ণ</i> |
| সরোজ বন্দ্যোপাধ্যায় | <i>বাংলা কবিতার কালাস্তর</i> |
| সুকুমার বিশ্বাস | <i>বাংলাদেশের নাট্যচর্চা ও নাটকের ধারা</i> |
| হুমায়ূন আজাদ | <i>নিঃসঙ্গ শেরপা: শামসুর রাহমান</i> |

16TH AND 17TH CENTURY DRAMA

Course Code: ENG 2201 (BNQF 0232)

Course Type: Core Course

Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 2.5 Hours

Course Description: In the realm of English Literature 16th and 17th Century is especially significant for the production of various dramas. On the one hand these dramas project the paradigm shift from medieval to renaissance period in both form and content and on the other hand they highlight the intricacy and complexity within individual. This course introduces different dramatists of Elizabethan and Jacobean period and critically examines the texts in relation to the socio-political changes.

Course Objective: The primary objective of this course is to make the students familiar with Renaissance literature and the spirit of literature. This course will deepen the understanding of the students regarding both tragedies and comedies.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the 16th and 17th century.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of 16th and 17th century dramas.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a drama.
6. Evaluate and compare various thematic perspectives and styles within 16th and 17th century drama.
7. Give insights into contemporary global cultural issues comparable to that of dramas.

Teaching-Learning Strategy:

- There will be lectures along with discussion
- Students will actively participate in the class discussion
- Students will give presentation on selected topics from the course

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| | | |
|-------|----------------------------|---------------------|
| CLO | Teaching-Learning Strategy | Assessment Strategy |
| CLO 1 | | Question & Answer |

| | | |
|-------|--|---|
| CLO 2 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Multiple Choice Question (MCQ) Continuous assessment (Presentations, Assignments, Oral Examination) Individual Student Project Midterm written exam Final written exam |
| CLO 3 | | |
| CLO 4 | | |
| CLO 5 | | |
| CLO 6 | | |
| CLO 7 | | |

Course Content:

| | |
|---------------------|-----------------------------|
| Ben Jonson | <i>The Alchemist</i> |
| Christopher Marlowe | <i>Doctor Faustus</i> |
| John Webster | <i>The Duchess of Malfi</i> |
| Shakespeare | <i>Macbeth</i> |
| Thomas Kyd | <i>The Spanish Tragedy</i> |
| William Congreve | <i>The Way of the World</i> |

Recommended Readings:

| | |
|------------------------|--|
| Barish Jonas A | <i>Ben Jonson: A Collection of Critical Essay</i> |
| Boris Ford (ed.) | <i>The Age of Shakespeare</i> |
| Cesar Lombardi Barber | <i>Shakespeare's Festive Comedy</i> |
| Fredson Bowers | <i>Elizabethan Revenge Tragedy</i> |
| G Wilson Knight | <i>The Wheel of Fire</i> |
| J. Dover Wilson | <i>The Essentials of Shakespeare</i> |
| John Davies Jump | <i>Marlowe's Doctor Faustus: A Casebook</i> |
| Lilly B. Campbell | <i>Dr Faustus: A Case of Conscience</i> |
| Muriel Clara Bradbrook | <i>The Growth and Structure of Elizabethan Tragedy</i> |
| Muriel Clara Bradbrook | <i>Themes and Conventions of Elizabethan Comedy</i> |
| Nicolas Brooke | <i>The Moral Tragedy of Dr Faustus</i> |
| Percy Simpson | <i>Studies in Elizabethan Drama</i> |
| Philip Henderson | <i>Christopher Marlowe</i> |
| Richard Harp | <i>Ben Jonson's Plays and Masques</i> |
| Samuel Johnson | <i>Preface to Shakespeare</i> |
| U. M.s Ellis-Fermor | <i>The Jacobean Drama: An Interpretation</i> |

16TH AND 17TH CENTURY POETRY

Course Code: ENG 2202 (BNQF 0232)

Course Type: Core Course

Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 2.5 Hours

Course Description: This course is designed to make students study different poets of 16th and 17th century. This course features four authors who occupy the center of literary productions of that age: Spenser, Donne, Milton, and Marvell. These writers wrote as they lived—gorgeously, artfully, and recklessly; and made the sixteenth and seventeenth century one of the great ages of English literature. In these writings, the students will get the flavor of English culture, language and different aspects of the society of the particular period of time.

Course Objectives: The prime objective of the course is to introduce the immense varieties of poetry with different forms and techniques to make the students familiar with some unique characteristics of the literary tradition of the age. This course also offers the students to understand English society, their culture, their language, their traditions and their values too. Students will be able to develop analytical thinking and academic writing around the prescribed texts.

Course Learning Outcomes: Upon completion of the course, students should be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the 16th and 17th century.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of 16th and 17th-century epics and poems.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a poem.
6. Evaluate and compare various thematic perspectives and styles within the 16th and 17th-century poetry.

7. Give insights into contemporary global cultural issues comparable to that of the poems and epics.

Teaching-Learning Strategy:

- Class Lectures as well as discussions
- Multimedia presentation
- Students will give presentations on selected topics from the course
- Expert lectures by renowned critics will be shown

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Content:

Edmund Spenser
John Donne

Fairie Queene (Book I & II)
“The Flea”
“A Valediction: Forbidding Mourning”
“Go and Catch a Falling Star”
“The Canonization”
“The Sun Rising”
“The Good-Morrow”
“Death Be Not Proud”
“Batter My Heart, Three-personed God”
“A Hymn To God The Father”

John Milton
Andrew Marvell

Paradise Lost (Book 1)
“To His Coy Mistress”
“Definition of Love”
“A dialogue between the Soul and Body”

Recommended Readings:

| | |
|------------------------|--|
| A. J Smith | <i>John Donne: A Critical Heritage</i> |
| C. S Lewis | <i>A Preface to Paradise Lost</i> |
| D. Bush | <i>Paradise Lost in Our Time</i> |
| E. S. Donno | <i>Andrew Marvell: The Critical Heritage</i> |
| Enamul Haque | <i>Milton and Revenge</i> |
| Harold Bloom | <i>John Donne and the Metaphysical Poets</i> |
| Harold Bloom | <i>Paradise Lost</i> |
| Helen Gardner | <i>John Donne: A Collection of Critical Essays</i> |
| J. C. Grierson Herbert | <i>Metaphysical Lyrics and Poems of the</i> |
| Joe Nutt | <i>John Donne: The Poems</i> |
| Julian Lovelock | <i>Milton: A Casebook</i> |
| Rosemond Tuve | <i>Elizabethan and Metaphysical Imagery</i> |
| | <i>Seventeenth Century</i> |
| T. S. Eliot | “The Metaphysical Poets” |

INTRODUCTION TO LANGUAGE STUDIES

Course Code: ENG 2203 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course offers an introduction to the systematic study of language in general. It investigates the structure and function of language, how languages differ, and those properties that all languages share. As a result, it provides the tools for exploring any particular language and trying to explain numerous aspects of language use. Further, by comparing and contrasting individual languages, linguists have made important discoveries that contribute to our understanding of the overall nature of the human mind.

Course Objectives: This introductory overview of linguistics aims to equip students with a solid foundation in the object, methods and goals of the science of spoken language- the prime tool of human communication. Through a principled analysis of sound patterns, form and meaning at the levels of word, sentence and text, students will gain insight into what it means to say that language is a rule-governed system and an organic whole. Additionally, this course offers insight into the historical perspective on the development of linguistic theories and their ensuing effects on current ideas in many areas that make up the discipline, i.e., Phonetics, Phonology, Morphology, Lexical Semantics, Syntax, Sociolinguistics, Psycholinguistics and Discourse Analysis. Finally, the results of this exploration will be beneficial to those interested in the relationship between language and mind, society and culture.

Course Learning Outcome: At the end of the course, the students will be able to-

1. Recognize and explain the nature of language and its function for communication.
2. Develop a deeper understanding of the fundamental domains of linguistics.
3. Apply the principles of linguistic theory.
4. Analyze in detail selected language chunks in terms of phonology, morphology, syntax and semantics, etc.
5. Investigate linguistic problems and complexities in literature, anthropology, psychology, law, computer science and other complementary disciplines.
6. Formalize linguistic facts into concise rules and diagrams.
7. Argue for or against a view using objective and empirical evidence.
8. Relate linguistic knowledge and analysis to "real life" issues.

Teaching-Learning Strategy:

- A learner-centered approach will be followed to promote learner autonomy. The students are constantly encouraged to be active participants in various closely monitored activities, including in-class discussion where learners are encouraged to interact and contribute to the learning environment and in-class assignments/debates that use questions that stimulate response, discussion, and a hands-on experience.
- Students work creatively and flexibly with others in pairs/groups to present topics discussed in the class
- The classes are challenging enough to ensure optimum student participation
- Audio-visual materials and appropriate technology will be used in the classroom.
- Motivational aspect of teaching is reinforced.

- Essential feedback will be given.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | ✓ | | | | | ✓ | | | ✓ | |
| CLO 2 | | | | ✓ | | | | | ✓ | | | ✓ | |
| CLO 3 | | | ✓ | ✓ | | | | | ✓ | | | ✓ | |
| CLO 4 | | | ✓ | ✓ | | | | | ✓ | | | ✓ | |
| CLO 5 | | | ✓ | ✓ | | | | | ✓ | | | ✓ | |
| CLO 6 | | | ✓ | ✓ | | | | | ✓ | | | ✓ | |
| CLO 7 | | | ✓ | ✓ | | | | | ✓ | | | ✓ | |
| CLO 8 | | | | ✓ | | | | | ✓ | | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|--|
| CLO 1 | Direct Instruction (lecture, computer-assisted instruction) | Multiple Choice Questions (MCQ) Question and Answer Long Essay Writing Continuous assessment (quiz, assignment, projects) Midterm written exam Final written exam |
| CLO 2 | | |
| CLO 3 | Direct Instruction (lecture, computer-assisted instruction), Collaborative Learning (workshop, guided practice) | |
| CLO 4 | | |
| CLO 5 | Direct Instruction (lecture, computer-assisted instruction), Collaborative Learning (workshop), Self-directed Learning (Project) | |
| CLO 6 | | |
| CLO 7 | Direct Instruction (lecture, computer-assisted instruction, guided practice), Collaborative Learning (discussion, peer assessment), Self-directed Learning (independent practice) | |
| CLO 8 | Direct Instruction (lecture, computer-assisted instruction, guided practice), Collaborative Learning (discussion, peer assessment), Self-directed Learning (Project) | |

Course Content:

- What is Language?
- Knowing a language vs knowing what language is; the design features of language
- Linguistic Variation
- Language and Identity
- Cognitive Linguistics
- Bilingualism and Neurolinguistics
- Phonetics and Phonology
- Morphology and Syntax
- Semantics, Pragmatics and Discourse Analysis
- Semiotics and Stylistics
- Sociolinguistics and Historical Linguistics
- Typology
- Psycholinguistics
- Language Acquisition

- Language Processing
- Artificial Intelligence, technology and language
- Endangered languages and the world's 'ethnosphere'

Core Readings:

George Yule *The Study of Language*
 John Lyons *Linguistics: An introduction*

Recommended Readings:

Charles F Hockett *A Course in Modern Linguistics*
 David Crystal *Linguistics*
 David Wilkins *Linguistics in Language Teaching*
 Dwight Bolinger *Aspects of language*
 Ferdinand de Saussure *Course in General Linguistics*
 Koenraad Kuiper & W Scott Allan *An Introduction to English Language*
 Leonard Bloomfield *Language*
 Richard A Hudson *Sociolinguistics*
 Victoria Fromkin *An Introduction to Language*
 William O'Grady, et al. *Contemporary Linguistics: An Introduction*

LITERARY CRITICISM I

Course Code: ENG 2204 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: Literary Criticism is a survey of Western literary theory and criticism with an emphasis on the most prominent theorists, texts, schools, and ideas. It is a course in the history of ideas—specifically, ideas related to the theory and criticism of literary texts. The course begins with a survey of major figures in the development of a critical theory of literature. The emphasis will be on the careful reading of primary theoretical texts, with attention as well to historical and social contexts. This survey will include Aristotle, Sidney, Wordsworth, Coleridge, Dr. Johnson, Arnold, P. B. Shelley and more. This survey should provide a basic frame of reference from which to understand and assess the contemporary theoretical and critical scene.

Course Objectives: This course aims to intensify students' proficiency in the skills at the heart of a liberal education: the ability to reason, think critically, communicate effectively, and appreciate excellent writing and thinking.

Course Learning Outcome: Upon completion of the course, students should be able to:

1. Demonstrate familiarity with the history of literary theory in the West, including prominent theorists and critics, important schools and movements, and the historical and cultural contexts important to those theories.
2. Demonstrate an understanding of key concepts in literary theory.
3. Explain to others the meaning, significance, and value of specific literary theoretical works.
4. Use literary theoretical concepts to develop their own interpretations of literary texts.
5. Analyze specific literary theories in order to distinguish them from other theories and to identify the structure and logic of their arguments.
6. Think critically about a range of literary theories.
7. Write in an insightful and informed way about specific literary theoretical works.

Teaching-Learning Strategy:

Lecture, presentation, classroom interaction, involving students in studying literary criticism & theories to make them understand different texts with deeper literary insight.

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|--------------------------------------|-----|
| Class Attendance | 10% |

| | |
|---|-----|
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | | ✓ | ✓ | | | | | | ✓ | ✓ |
| CLO 2 | | | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 3 | | | ✓ | ✓ | | | | | | | | ✓ | |
| CLO 4 | ✓ | | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 5 | | | ✓ | | | | | | | | | ✓ | |
| CLO 6 | | | ✓ | | | | | | | | | ✓ | |
| CLO 7 | | ✓ | | ✓ | | | | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

| | |
|----------------|--|
| Aristotle | <i>Poetics (Penguin Translation)</i> |
| Arnold | <i>The Study of Poetry</i> |
| Coleridge | Selection from <i>Biographia Literaria</i> |
| P. B. Shelley | <i>A Defense of Poetry</i> |
| Philip Sydney | <i>An Apology for Poetry</i> |
| Samuel Johnson | <i>Preface to Shakespeare</i> |
| Wordsworth | <i>Preface to Lyrical Ballads</i> |

Recommended Readings:

| | |
|------------------------------|---|
| A. R. Jones & Tydeman (Eds.) | <i>Lyrical Ballads (Casebook)</i> |
| G. Clingham (Ed.) | <i>The Cambridge Companion to Samuel Johnson</i> |
| L. Newlyn (Ed.) | <i>The Cambridge Companion to Coleridge</i> |
| S. H. Butcher | <i>Aristotle's Theory of Poetry and Fine Arts</i> |
| T. Eagleton | <i>Literary Criticism</i> |
| V. Buckley | <i>Poetry on Morality</i> |
| W. K. Wimsatt & Cleanth | <i>Literary Criticism</i> |

INTRODUCTORY LITERARY THEORIES

Course Code: ENG 2205 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description:

The course Introductory Literary Theories includes the history and contemporary status of theories related to literary studies. Broadly it discusses theories that are foundational in nature (focuses mainly on the structure), as well as the historical progression from Formalism to Deconstruction. The course aims at providing introductory

insights into the fundamental structures of literature and at providing the scope to see a text from its systemic reality.

Course Objective:

- Familiarizing with the theories and trends of the modern literary world
- Inductive studies of specific literary texts
- Understanding creative force and motives
- Clarifying how literature is deeply connected with social/cultural/political phenomena
- Establishing a connection between fact and fiction

Course Learning Outcome: Upon completion of this course, students will be able to

1. Understand literary texts better
2. Understand the structural/foundational reality on which a text is based
3. Read texts critically
4. Demonstrate an ability to discuss the foundational grammar of writing things creatively
5. Be aware of the cultural issues found in a text
6. Develop own interpretation of literary texts
7. Know how a specific framework of a theory can be applied in any text
8. Learn about the major literary theorists

Teaching-Learning Strategy:

- Lectures, with or without books and/or multimedia presentation
- Showing expert lectures and commentaries by renowned theorists and literary discussants
- Students will assume the role of teacher and discuss a theory/text
- Student-oriented discussion

Assessment and Evaluation:

Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | | | | | | ✓ | | | | | ✓ | |
| CLO 2 | ✓ | | | | | | ✓ | | | | | ✓ | |
| CLO 3 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | ✓ | | | | | | | | ✓ | |
| CLO 5 | ✓ | | | | | | | | | | | ✓ | |
| CLO 6 | | | ✓ | | | | | | | | | ✓ | |
| CLO 7 | | | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 8 | | | | | | | | | | | | ✓ | ✓ |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|---|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer Multiple Choice Question (MCQ) |
| CLO 2 | | |
| CLO 3 | | |
| CLO 4 | | |

| | | |
|-------|--|---|
| CLO 5 | | Continuous assessment (Presentations, Assignments, Oral Examination) Individual Student Project Midterm written exam Final written exam |
| CLO 6 | | |
| CLO 7 | | |
| CLO 8 | | |

Course Content:

- Formalist Criticism and New Criticism
- Structuralist Criticism and Semiotics
- New Historical and Cultural Criticism
- African American Criticism
- Reader-response Criticism
- Post Structuralism and Deconstruction

Core Readings:

Jeffrey J Williams and John McGowan (Eds.) *The Norton Anthology of Theory and Criticism*
Jon Simons (Ed.) *Contemporary Critical Theorists*
Lois Tyson *Critical Theory Today*

Recommended Readings:

Chomsky *The Essential*
Edward W. Said *Culture and Imperialism*
Edward W. Said *Orientalism*
Frantz Fanon *Black Skin, White Masks*
Lodge Wood *Modern Criticism and Theory*
Malcolm Bradbury et al. (Ed.) *Modernism*
Ngugi Wa Thing'o *Decolonising the Mind*
Ngugi Wa Thing'o *Globalectics*
Peter Barry *Beginning Theory*
Raman Selden *A Reader's Guide to Contemporary Literary Theory*
Rice & Waugh (Ed.) *Modern Literary Theory*
Richard Ruland et al. (Ed.) *From Puritanism to Postmodernism*
Samuel P. Huntington *The Clash of Civilizations and the Remaking of World Order*
Terry Eagleton *Literary Theory*
Woods *Beginning Modernism*

TRANSLATION STUDIES

Course Code: ENG 2206 (BNQF 0232)

Course Type: Core Course

Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 2.5 Hours

Course Description:

Having emerged onto the world stage in 1978 by Andre Lefevere, this course is now turned into a full-fledged discipline. This is divided into two sections. Theory section introduces some of the basic Translation theories and deals with the problems raised by the production and description of translation. Practice section will acquaint students with translation of different literary genres from one language to another. This course aims to develop students' capability to translate literary texts and to evaluate different translations on the basis of some prominent translation theories. It also highlights the difference between creative translation and mechanical translation.

Course Objectives: Students will be able to:

- Understand the scope of translation
- Learn the nature, purpose and fundamental features of translation
- Have a look at the historical background of translation
- Distinguish an original writing from a translation
- Be aware of the policies and politics of translation
- Perceive the equal relationship between Source Text and Target Text

Course Learning Outcome: Upon completion of the course, students are expected to-

1. Explain the linguistic and cultural issues of translation.
2. Identify the complexities of equivalence.
3. Evaluate different translations.
4. Recognize the hidden agendas of translation.
5. Conduct research on translation theory or evaluation.
6. Examine their own competence as translators.

Teaching-Learning Strategy:

- Lectures as well as discussions
- Classroom interaction
- PowerPoint presentation

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | | | | | | | ✓ | | | ✓ | ✓ | ✓ |
| CLO 2 | | | | | | | | | | | ✓ | ✓ | ✓ |
| CLO 3 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | | | ✓ | ✓ | | | | | | | | ✓ | |
| CLO 5 | | | ✓ | ✓ | | | ✓ | | | | ✓ | ✓ | |
| CLO 6 | | | ✓ | ✓ | | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing, Project) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam Final written exam |

Core Readings:

Basil Hatim
Edwin Gentzler
Gayatri Spivak
Jeremy Munday
Susan Bassnett

Translation: An Advanced Resource Book
Contemporary Translation Theories
Politics of Translation
Introducing Translation Studies
Translation Studies

Recommended Readings:

Andre Lefevere
Flora Ross Amos
George Steiner
Lawrence Venuti

Translation, Rewriting and the Manipulation of Literary Fame
Early Theories of Translation
After Babel: Aspects of Language and Translation
The Translation Studies Reader

Mona Baker & Gabriela Saldanha
Roman Jakobson
Sujit Mukherjee
Susan Bassnett & Harish Trivedi (Eds.)

The Routledge Encyclopedia of Translation Studies
On Linguistic Aspects of Translation
Translation as Discovery
Post-colonial Translation

ADVANCED READING AND WRITING

Course Code: ENG 3101 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: Advanced Reading and Writing is an integrated reading and writing course for students of higher semesters at the undergraduate level who already have at least an upper-intermediate level of English. It focuses on developing and reinforcing critical reading and writing skills required for senior semesters. It is concerned with both general and academic discourse, and as such, it deals with a wide variety of texts and writing assignments. Students will extend their abilities to write clearly, coherently, and fluently by incorporating critical analysis of challenging readings into their writing. They will use in-depth, critical reading strategies to improve their comprehension of academic and literary texts across the curriculum. Vocabulary, outlining, summarizing, synthesizing, and critiquing skills will be reinforced. This course presents a wide range of authentic reading materials, including newspapers, journals, reviews, and academic texts, to comprehend contrasting viewpoints, predict and identify main ideas, and decode inter-sentential clues. It also aims to equip students with intensive and extensive reading habits. Critical thinking skills such as analyzing a problem as well as reacting based on evaluation are fostered. Such sub-skills of reading are employed by the students in their writings. Students also analyze and produce different types of writing and build-up writing skills that emphasize organization, coherence, and cohesion and such sub-skills as summarizing, outlining, and paraphrasing at the paragraph level.

Course Objectives: This course is designed to familiarize students with the necessary advanced reading and writing sub-skills which will help them manoeuvre through the intricacies of academic discourse and enhance their language manipulation skills. The course is divided into two segments. The first segment of the course mainly focuses on the reading subskills, which include skimming, scanning, identifying positive and negative facts, locating referents, understanding vocabulary in context, making inferences, determining purpose, understanding coherence, identifying main ideas, following logic, summarizing important points, and analysing sentence structure to break down hard to understand sentences. It also encourages students to look for minute details while reading. The second segment is concerned with writing. This segment includes writing different essays with a discursive focus, expressing an opinion based on experience, writing based on a given situation, and solving problems creatively through discourse exploitation. It will introduce the idea of organization, paraphrasing, and synthesizing. Students will learn to address the topic and task effectively using appropriate explanations, arguments, exemplifications, and details. Besides, this course has two projects that combine intensive reading and critical writing skills related to research skills. One of the projects helps students write a book review on a selected book. The other is a research proposal based on selected reading materials (i.e., books, book chapters, scholarly journal articles).

Course Learning Outcome: At the end of the course, the students will be able to –

1. Write various academic and non-academic essays.
2. Identify research gap and prepare a research proposal.
3. Write a book review.
4. Read critically by asking relevant questions about a text, identifying assumptions and implications, assessing ideas, and recognizing form-content connections.
5. Determine the meaning of a text by recognizing major ideas, supporting facts, and logical sequences.
6. Evaluate ideas presented in a text by determining their relationship to ideas beyond the text and analyzing the rhetorical structures.
7. Distinguish between facts and opinions in a text.
8. Identify the tone, mood, and theme of a literary text through an analysis of its linguistic features and literary devices.
9. Locate facts and isolate details of a text.
10. Solve a problem creatively.

Teaching-Learning Strategy:

- Eclectic method will be used for the classroom instruction, which includes but are not limited to lecture, computer-assisted instruction, seminar discussion, workshop, and assigned readings.

- Active participation of students will be ensured through writing projects and collaborative study sessions.
- The progress of students and their involvement in reading and writing activities will be monitored and assessed.
- Essential feedback will be given during the research skill development and writing workshops.
- Individual assistance and student-directed learning will be blended with whole and small group training.
- Students will be assisted with reading problems caused by a lack of familiarity with the structure, vocabulary, and cultural content of reading passages and engage in goal setting by recognizing their communicative and language development requirements and choosing learning activities.
- In the writing segment, individual tutoring sessions are provided to review comments and solve specific issues.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weight.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 10% |
| Writing Project 1 (Book Review) | 10% |
| Writing project 2 (Research Proposal) | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|--------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 2 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| CLO 3 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 4 | | | | ✓ | | | | ✓ | | | | ✓ | |
| CLO 5 | | | | ✓ | | | | ✓ | | | | ✓ | |
| CLO 6 | | | | | | | | ✓ | | | | ✓ | |
| CLO 7 | | | | | | | | ✓ | | | | ✓ | |
| CLO 8 | | | | ✓ | | | | ✓ | | | | ✓ | |
| CLO 9 | | | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| CLO 10 | | | | ✓ | | | | ✓ | | | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|--------|---|---|
| CLO 1 | Direct Instruction (lecture, computer-assisted instruction), Self-directed Learning (independent practice) | Multiple Choice Questions (MCQ) Dichotomous items (True and False) Cloze Gap-filling formats (rational cloze formats) Information Transfer (graphs, tables, flow charts, outlines, maps) Summarizing Paraphrasing Long Essay Writing Continuous assessment (Quiz, Writing projects) Midterm written exam Final written exam |
| CLO 2 | Direct Instruction (computer-assisted instruction), Collaborative Learning (workshop), Self-directed Learning (Project) | |
| CLO 3 | Direct Instruction (computer-assisted instruction), Collaborative Learning (workshop, group project), Self-directed Learning (Project) | |
| CLO 4 | Direct Instruction (lecture, computer-assisted instruction, guided practice), Collaborative Learning (discussion, peer assessment), Self-directed Learning (independent practice) | |
| CLO 5 | | |
| CLO 6 | | |
| CLO 7 | | |
| CLO 8 | | |
| CLO 9 | | |
| CLO 10 | | |

Course Content:

- Skimming and Scanning (Reading)
- Positive and Negative Factual Information (Reading)
- Referents Identification (Reading)
- Main ideas Identification (Reading)
- Contextual Word Meaning (Reading)
- Determining purpose (Reading)
- Reading newspaper article and Short Story critically (Reading)
- Understanding author's point of view or bias (Reading)
- Writing research proposal (Reading and Writing)
- Writing book review (Reading and Writing)
- Identifying problem in an argument (Reading and Writing)
- Argumentative writing (Writing)
- Integrated writing (Writing)
- Analyzing an issue
- Analyzing an argument
- Applying different essay writing techniques (Writing)
- Analyzing and explaining complex rhetorical expressions (Writing)
- Analyzing academic essays (Writing)
- Creative problem solving (Writing)

Course Content:

| | |
|------------------------------------|---|
| Adrian Wallwork | <i>English for Writing Research Papers</i> |
| Alan Meyers | <i>Longman Academic Writing Series 5: Essays to Research Papers</i> |
| Cambridge University Press | <i>Cambridge Certificate in Advanced English Series</i> |
| Cambridge University Press | <i>Cambridge Preparation for the TOEFL Test</i> |
| Eric Hayot | <i>The Elements of Academic Style: Writing for The Humanities</i> |
| Jane Straus, et al. | <i>The Blue Book of Grammar and Punctuation</i> |
| John Arnold & Jeremy Harmer | <i>Advanced Writing Skills</i> |
| John M. Swales & Christine B. Feak | <i>Academic Writing for Graduate Students: Essential Tasks and Skills</i> |
| William Strunk Jr. | <i>The Elements of Style</i> |

Recommended Readings:

| | |
|----------------------------------|---|
| Educational Testing Service | <i>The Official Guide to the TOEFL iBT Test</i> |
| Educational Testing Service | <i>ETS The Official Guide to TOEFL Test</i> |
| G. M. Crawley & E. O'Sullivan | <i>The Grant Writer's Handbook: How to Write a Research Proposal and Succeed</i> |
| Gabriele Griffin | <i>Research Methods for English Studies</i> |
| J. D. Lester & J. D. Lester, Jr. | <i>Writing research papers: A complete Guide</i> |
| Jennifer Smith (Ed.) | <i>Short Stories for Students: Presenting Analysis, Context, and Criticism on Commonly Studied Short Stories, Volume 12</i> |
| M. Montgomery | <i>Ways of Reading: Advanced Reading Skills for Students of English Literature</i> |
| Modern Language Association | <i>MLA Handbook, 9th Edition</i> |
| O. Henry | <i>100 Selected Stories</i> |
| O. Henry | <i>New Yorkers: Short Stories</i> |
| Simon Eliot & W. R. Owens | <i>A Handbook to Literary Research</i> |
| Susan Anker | <i>Real Writing with Readings: Paragraphs and Essays for College, Work, and Everyday Life</i> |
| The Princeton Review | <i>Cracking the TOEFL</i> |
| W. Somerset Maugham | <i>65 Short Stories</i> |

ENGLISH PROSE: FROM BACON TO MILL

Course Code: ENG 3102 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course is based on the genre of the essay. It includes prominent essays from Francis Bacon to John Stuart Mill. It will focus on the general characteristics of the essay such as the style and technique as well as the socio-cultural and political dimension. It will explore the distinctive traits of an individual essayist, their literary style, outlook on life and attitude to society as evidenced from the given essays.

Course Objective: This course primarily aims to introduce students to the key concepts and many varieties in the genre of essay as well as its emergence and development from Francis Bacon to John Stuart Mill. Its purpose is to analyse prescribed essays against political, social, and cultural contexts as well as from new perspectives, to find their relevance in the twenty-first century and importantly to widen the study and relevance of the genre of the essay.

Course Learning Outcome: Upon completion of the course, the students will be able to-

1. Demonstrate an understanding of the literary and intellectual culture of 16th-19th century.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of literary essays.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of an essay.
6. Evaluate and compare various thematic perspectives and styles within the genre of English prose.
7. Give insights into contemporary global cultural issues comparable to that of an essay.

Teaching-Learning Strategy:

- Lectures, classroom interaction, discussion on critical analysis & explanation of the texts to promote students' literary understanding.
- Timely instructor feedback on assignments
- Relevant educational material available in the library
- Additional print and audiovisual educational material provided by course teacher
- Individualized assistance during office hours for further discussion of lecture material and additional reading

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-----|----------------------------|---------------------|
|-----|----------------------------|---------------------|

| | | |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer Multiple Choice Question (MCQ) Continuous assessment (Presentations, Assignments, Oral Examination) Individual Student Project Midterm written exam Final written exam |
| CLO 2 | | |
| CLO 3 | | |
| CLO 4 | | |
| CLO 5 | | |
| CLO 6 | | |
| CLO 7 | | |

Course Content:

| | |
|-------------------|--|
| Francis Bacon | “Of Marriage and Single Life” “Of Plantations” “Of Truth” “Of Studies” |
| Charles Lamb | “The South-Sea House” “Dream-Children: A Reverie” “A Bachelor’s complaint of the Behaviour of Married People” “Christ’s Hospital Five and Twenty Years Ago” |
| John Henry Newman | <i>The Idea of a University</i> (Discourses V, VI & VII) |
| John Stuart Mill | <i>On Liberty</i> (Chapters 2 & 3) |

Core Readings:

| | |
|---------------------|---|
| Edwin A. Burt (Ed.) | <i>The English Philosophers from Bacon to Mill</i> (Modern Library, 1994) |
| John Stuart Mill | <i>On Liberty</i> (The Floating Press, 2009) |

Recommended Readings:

| | |
|-------------------------------|---|
| Alan Ryan | <i>The Philosophy of John Stuart Mill</i> |
| Brian Martin | <i>John Henry Newman: His Life and Work</i> |
| David Bromwich & George Kateb | <i>On Liberty: John Stuart Mill</i> |
| David Daiches | <i>A Critical History of English Literature: From the Beginnings to Milton, vol.1</i> |
| David Daiches | <i>A Critical History of English Literature: The Restoration to the Present Day, vol. 2</i> |
| F.G. Selby | <i>Bacon’s Essays</i> |
| Fergal McGrath | <i>Newman’s University: Idea and Reality</i> |
| Frank M. Turner | <i>John Henry Newman: The Challenge to Evangelical Religion</i> |
| Geoffrey Scarre | <i>Logic and Reality in the Philosophy of John Stuart Mill</i> |
| George E. Wherry | <i>Cambridge and Charles Lamb</i> |
| Ian Ker & Terrence Merrigan | <i>The Cambridge Companion to John Henry Newman</i> |
| Ian Ker | <i>John Henry Newman: A Biography</i> |
| Isaiah Berlin | <i>Liberty: Incorporating Four Essays on Liberty</i> |
| Rina Arya | <i>Francis Bacon: Critical and Theoretical Perspectives</i> |
| Simon Hull | <i>Charles Lamb, Elia and the London Magazine: Metropolitan Muse</i> |

18TH CENTURY LITERATURE

Course Code: ENG 3103 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: The eighteenth century is often regarded as the moment at which modern literary culture begins. The novel, travel fiction, courtesan memoirs, the newspaper essay, the ballad opera, the mock epic, the revolutionary novel and the novel of sensibility are among the new modes of writing to surface in the period. This course studies their emergence, as well as the revival of traditional forms, in the context of Britain’s increasing global power and prestige.

Course Objectives: This course aims to explore the context of literature of one hundred years. 18th century literature was frequently concerned about human follies in the selection of its subject matters, and hence supported an intensely felt need to regulate them through social, religious, and rational rules. Reason and discipline turned into a directing power in whatever was presented through text. Human follies have been largely covered by satire,

which is fundamentally comic. While tragedy was on the verge of extinction, the English novel emerged from 18th-century literature.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the 18th century.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of the 18th-century prose and poems.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a novel or poem.
6. Evaluate and compare various thematic perspectives and styles within the 18th-century literary texts.
7. Give insights into contemporary global cultural issues comparable to that of the proses and poems.

Teaching-Learning Strategy:

Lecture, presentation, viva voce, classroom interaction, discussion through literary criticism & interpretation to make students understand those assigned texts.

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

| | |
|----------------|-----------------------------|
| Daniel Defoe | <i>Robinson Crusoe</i> |
| Jonathan Swift | <i>Gulliver's Travels</i> |
| Alexander Pope | <i>The Rape of the Lock</i> |
| John Dryden | Mac Flecknoe |
| | The Medal |

Recommended Readings:

| | |
|--------------------|---|
| L. I. Bredvold | <i>The Intellectual Milieu of John Dryden</i> |
| J. M. Bulitt | <i>Jonathan Swift and the Anatomy of Satire</i> |
| J. Butt | <i>Pope, Dickens and Others</i> |
| J. P. Forster | <i>Jonathan Swift: The Fictions of the Satirist</i> |
| J. D. Hunt (Ed.) | <i>Pope: The Rape of the Lock (A Casebook)</i> |
| B. King (Ed.) | <i>Dryden's Mind and Art</i> |
| A. Nicoll | <i>A History of Early Eighteenth Century Drama</i> |
| J. O'Neill | <i>Critics on Pope</i> |
| F. Palmeri (Ed.) | <i>Critical Essays on Jonathan Swift</i> |
| G. Tillotson (Ed.) | <i>Alexander Pope: The Rape of the Lock and Other Poems</i> |
| E. Tuveson (Ed.) | <i>Swift: A Collection of Critical Essays</i> |

19TH CENTURY POETRY**Course Code: ENG 3104 (BNQF 0232)****Continuous Internal Evaluation (CIE) Marks: 50****Course Type: Core Course****Semester Mid and End Examination (SMEE) Marks: 50****Credits: 3****Exam Hours: 2.5 Hours**

Course Description: The Victorian period is marked on the one hand by profound social, political, and intellectual turmoil and on the other by inspirational creativity. This course explores the complex debates that arose in England as industrialization changed utterly the socio-economic landscape at the same time as the new science undermined religious belief. Students will read the representative poets of this era and will be concerned about the three specific issues and their twenty-first-century afterlives: the rise of the Victorian City; religious faith and doubt.

Course Objectives: This course introduces students to some major Victorian poets. It focuses mainly on close analysis of prescribed texts, but it also grapples with the issue of the relation of each poet and writer to his or her Romantic predecessors and to the spirit of the age.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the 19th century.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of the Victorian poems.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a poem.
6. Evaluate and compare various thematic perspectives and styles within the 19th century/Victorian poetry.
7. Give insights into contemporary global cultural issues comparable to that of the poems.

Teaching-Learning Strategy:

Lecture, presentation, viva voce, classroom interaction, using literary criticism & theories to make students understand those texts through discussion.

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|-------|---|---|---|---|---|--|---|--|--|--|--|---|---|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

| | |
|-----------------|---|
| Alfred Tennyson | The Lotos Eaters Ulysses Locksley Hall Tithonus In Memoriam (Selection) |
| Robert Browning | A Grammarian's Funeral Fra Lippo Lippi Andrea del Sarto Porphyria's Lover |
| Mathew Arnold | The Scholar Gipsy Dover Beach Thyrsis |

Recommended Readings:

| | |
|-------------------|---|
| J. H. Buckley | <i>The Victorian Temper: A Study in Literary Culture</i> |
| F. L. Lucas | <i>The Victorian Poets</i> |
| Wright | <i>A Victorian Literature: Modern Essays in Criticism</i> |
| H. Burton | <i>Tennyson (A Selection with Commentary)</i> |
| H. Bloom | <i>Alfred, Lord Tennyson</i> |
| R. Ebbatson | <i>Tennyson</i> |
| J. Killham (ed) | <i>Critical Essays on the Poetry of Tennyson</i> |
| E. Berdoe | <i>The Browning Cyclopaedia</i> |
| J. Bristow | <i>Robert Browning</i> |
| Bloom, H & Munich | <i>A Robert Browning: A Collection of Critical Essays</i> |
| P. Honan | <i>Browning's Characters</i> |
| W. D. Anderson | <i>Matthew Arnold and the Classical Tradition</i> |
| K. Allott | <i>Matthew Arnold</i> |
| W. S. Johnson | <i>The Voices of Matthew Arnold</i> |
| J. E. M. Latham | <i>Critics on Matthew Arnold</i> |

19TH CENTURY NOVEL

Course Code: ENG 3105 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: The course introduces students to the genre of the novel at its height in nineteenth-century Britain. Through a close reading of the remarkable novels of the period the students will come to comprehend the idea of the plots and its intricacies comparable to the cultural and social motivations of the period. This covers

various types of fiction from the novel of manners, gothic romance, and the historical romance to satiric and tragic novels.

Course Objectives: The primary objective of this course is to acquire historical perspective and recognize contemporary significance of the novels by investigating social and cultural settings. Students will zero in on fostering their abilities in close-reading and argumentation over the chosen books via cautiously considering topical and formal inquiries related to these texts' genres.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the 19th century.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of the Victorian novels.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a novel.
6. Evaluate and compare various thematic perspectives and styles within the 19th century/Victorian novel.
7. Give insights into contemporary global cultural issues comparable to that of the novels.

Teaching-Learning Strategy:

- There will be lectures as well as discussions.
- Students will give quizzes, presentation and assignments on selected topics from the course.
- Essential feedback will be given.

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

| | |
|------------------|----------------------------------|
| Charles Dickens | <i>A Tale of Two Cities</i> |
| Thomas Hardy | <i>Tess of the D'Urbervilles</i> |
| George Eliot | <i>Silas Marner</i> |
| Charlotte Bronte | <i>Jane Eyre</i> |
| Emily Bronte | <i>Wuthering Heights</i> |
| Jane Austen | <i>Pride and Prejudice</i> |

Recommended Readings:

| | |
|---------------------|---|
| A. E. Dyson | <i>Charles Dickens: Modern Judgments</i> |
| Allott Mirriam | <i>Jane Eyre and Villette, a selection of critical essays</i> |
| Amanda Anderson | <i>Tainted Souls and Painted Faces: The Rhetoric of Fallenness in Victorian Culture</i> |
| Amanullah Ahmed | <i>Dickens and Other Essays</i> |
| Barbara Hardy | <i>The Moral Art of Dickens</i> |
| Barbara Prentis | <i>The Bronte Sisters and George Eliot: A Unity of Difference</i> |
| David Cecil | <i>Hardy the Novelist</i> |
| David Cecil | <i>Victorian Novelists: Essays in Reevaluation</i> |
| Douglas Brown | <i>Thomas Hardy</i> |
| George Gissing | <i>Critical Studies of the Works of Charles Dickens</i> |
| Graham Handley | <i>State of the Art: George Eliot</i> |
| J. Hillis Miller | <i>Charles Dickens: The World of His Novels</i> |
| Mary Lyndon Shanley | <i>Feminism, Marriage, and the Law in Victorian England</i> |
| Phillip Collins | <i>Dickens and Crime</i> |

LITERARY CRITICISM II**Course Code: ENG 3106 (BNQF 0232)****Course Type: Core Course****Credits: 3****Continuous Internal Evaluation (CIE) Marks: 50****Semester Mid and End Examination (SMEE) Marks: 50****Exam Hours: 2.5 Hours****Course Description:**

Literary Criticism II, as an extension of the course Literary Criticism I from the previous semester that surveys classic and classical approaches towards literature and literary theory, is a critical observation of the “modern” Western literary theory and criticism that has become so much eclectic. Literary thoughts are discussed in this course in relation with history, culture, geo-politics, philosophical and other social issues.

Course Objectives: The objectives of this course are to-

- Help students understand the main concepts developed in the literary world
- Estimation of specific literary texts
- Help students understand how creative force functions
- Clarify how literature is deeply connected with social/cultural/political phenomena

Course Learning Outcomes: At the end of the course, the students will be able to -

1. Discuss different literary critics
2. Recognize different literary criticisms
3. Describe the development of the tradition of literary criticism
4. Explain literary texts better in the light of different theories
5. Analyze texts politically and understand the cultural/structural/foundational reality on which a text is based
6. Develop own interpretation of literary texts
7. Think and write critically when it comes to analyzing literature

Teaching-Learning Strategy:

- Lectures, with or without books and/or multimedia presentation
- Showing expert lectures and commentaries by renowned critics and literary discussants
- Students will assume the role of teacher and discuss a poem/topic
- Picture and video prompts for the practice of “interpretation”
- Online and offline materials to find possible interpretations

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | | | | | | | | | ✓ | ✓ |
| CLO 2 | ✓ | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | | | | | ✓ | ✓ | | | | | | ✓ | |
| CLO 4 | ✓ | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | | | ✓ | | ✓ | | ✓ | | | | | ✓ | |
| CLO 6 | | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|---|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer Multiple Choice Question (MCQ) Continuous assessment (Presentations, Assignments, Oral Examination) Individual Student Project Midterm written exam Final written exam |
| CLO 2 | | |
| CLO 3 | | |
| CLO 4 | | |
| CLO 5 | | |
| CLO 6 | | |
| CLO 7 | | |

Course Content:

| | |
|---------------|---|
| Bell Hooks | <i>Postmodern Blackness</i> |
| E. M. Forster | <i>Introduction to Aspects of the Novel</i> |
| Edward Said | <i>Introduction to Orientalism</i> |
| L. Trilling | <i>The Liberal Imagination</i> |
| Stanley Fish | <i>Political Correctness</i> |
| T. Eagleton | <i>Marxist Literary Criticism</i> |
| T. S. Eliot | <i>Tradition and the Individual Talent</i> |

Core Readings:

| | |
|---------------------------------------|---|
| Edward W. Said | <i>Orientalism</i> |
| Jeffrey J. Williams, et al. (Eds.) | <i>The Norton Anthology of Theory and Criticism</i> |
| Patricia Waugh and Philip Rice (Eds.) | <i>Modern Literary Theory: A Reader</i> |

Recommended Readings:

| | |
|--------------------------------|---|
| David Daiches | <i>Critical Approaches to Literature</i> |
| David Lodge | <i>20th Century Literary Criticism</i> |
| Donald Thomas (Ed.) | <i>The Post-Romantics</i> |
| Fredson Bowers | <i>Textual and Literary Criticism</i> |
| Hugh Walker | <i>The Literature of the Victorian Era</i> |
| MacKenzie | <i>Orientalism: History, Theory and the Arts</i> |
| Malcolm Bradbury, et al. (Ed.) | <i>Modernism</i> |
| Nietzsche | <i>The Birth of Tragedy</i> |

Peter Szondi
 Raman Selden (Ed.)
 Richard Ruland (Ed.)
 Shelley Walia
 Terry Eagleton
 Terry Eagleton

Theory of the Modern Drama
The Theory of Criticism: From Plato to Present
From Puritanism to Postmodernism
Edward Said and the Writing of History
The English Novel
The English Novel: An Introduction

20TH CENTURY NOVEL

Course Code: ENG 3201 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course aims to explore the significant works of the most influential English novelists of the 20th century. It will offer an extensive study of the events and movements that characterize 20th-century British society and literature. This course will encourage the students to study social, historical, political and global contexts presented in the modern English novels. Students will be introduced to the literary techniques and trends associated with the era i. e., stream of consciousness, symbolism, and realism, stress on individuals. This course will make the students acquainted with the wide variety of ideas such as British imperialism, human alienation, civilization versus savagery as presented in the 20th century English novels.

Course Objectives: This course is designed to -

- acquaint the students with major traits of modern English novels.
- introduce the students to the distinctive social, cultural and historical context of Modern England.
- make them able to trace the relation between society and literature, and, thus, to develop their perception of life and society
- enable them to make a comparison between 20th century English literature and the literature of the present time.
- make the students able to focus on the psychology of the characters, colonial and postcolonial perspectives.
- develop students' literary insights and language maturity, and critical awareness about modern British life and literature.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the 20th century.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of the 20th-century novels.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a novel.
6. Evaluate and compare various thematic perspectives and styles within the 20th-century novels.
7. Give insights into contemporary global cultural issues comparable to that of the novels.

Teaching-Learning Strategy:

- There will be lectures, digital presentations, and discussions.
- Learners are encouraged to contribute to the learning environment.
- Students will give presentations on selected topics (group/individual)
- Necessary feedback will be provided

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |

| | |
|--------------------------|-----|
| Semester End Examination | 30% |
|--------------------------|-----|

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

The following literary texts will be used in class:

| | |
|----------------|--|
| D. H. Lawrence | <i>Sons and Lovers</i> |
| James Joyce | <i>A Portrait of the Artist as a Young Man</i> |
| Joseph Conrad | <i>Heart of Darkness</i> |
| Virginia Woolf | <i>To the Light House</i> |

Course Content:

| | |
|----------------------------------|---|
| D H Lawrence | <i>Sons and Lovers</i> (Wordsworth Classics) |
| James Joyce & John Paul Riquelme | <i>A Portrait of the Artist as a Young Man</i> (Norton Critical Editions) |
| Joseph Conrad & Paul B Armstrong | <i>Heart of Darkness</i> (Norton Critical Editions) |
| Virginia Woolf | <i>To the Lighthouse</i> (Wordsworth Classics) |

Recommended Readings:

| | |
|-----------------------------------|--|
| Andrea White | <i>Joseph Conrad and the Adventure Tradition</i> |
| Andrew Michael Roberts | <i>Conrad and Gender</i> |
| Andrew Milner | <i>Locating Science Fiction</i> |
| Arnold Goldman | <i>Joyce Paradox</i> |
| C M Bowra | <i>The Heritage of Symbolism</i> |
| David Daiches | <i>Virginia Woolf</i> |
| George Orwell & Thomas Pynchon | <i>Nineteen Eighty-Four: The Annotated Edition</i> |
| Ian Watt | <i>Conrad in the Nineteenth Century</i> |
| Irving Howe | <i>1984 Revisited: Totalitarianism in Our Century</i> |
| Irving Howe | <i>Orwell's Nineteen Eighty-Four: Text, Sources, Criticism</i> |
| Jeffrey Meyers | <i>Orwell: Wintry Conscience of a Generation</i> |
| Joan Bennett | <i>Virginia Woolf: Her Art as a Novelist</i> |
| Keith M Sagar | <i>The Art of D.H. Lawrence</i> |
| Mark Robert Hillegas | <i>The Future as Nightmare: H. G. Wells and the Anti-Utopians</i> |
| Nathan Waddell | <i>The Cambridge Companion to Nineteen Eighty-Four</i> |
| Patricia Clements & Isobel Grundy | <i>Virginia Woolf: New Critical Essays</i> |
| Paul A. Chilton & Crispin Aubrey | <i>Nineteen Eighty Four in 1984: Autonomy, Control and Communication</i> |
| Percy Lubbock | <i>The Craft of Fiction</i> |
| Robert Kimbrough (Ed.) | <i>Heart of Darkness</i> |

Stephen Ross
T. S. Eliot
William Tindall

Conrad and Empire
Introducing James Joyce
A Reader's Guide to James Joyce
20TH CENTURY POETRY

Course Code: ENG 3202 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This is a course that not only offers scope to appreciate and critically analyze modern poetry but also opens up a passage to the nearest era that played a vital role in bringing what we call the “contemporary” world. The course showcases four brilliant poets through whose poetic sensibilities we get a glimpse of the chaos that modern life is. However, there is a certain form even in chaos, and that is what all the poems of this course attempt to establish. The course has a total of 25 poems. Each poem highlights different aspects of modern life and the modern world, the intricate emotions corresponding to the two world wars, the almost romantic yearnings and objective perspectives of people who are never fully “individuals” rather part of the modern machine.

Course Objectives: This course is designed to -

- orient students with the best intellectuals/poetic minds of the 20th century.
- give a comprehensive knowledge of the history of the 20th-century literary movement.
- introduce modernism.
- discuss how poets, through their poetry, combated the psychological and cultural aftermath of the two wars
- focus on the dynamic relationship of rhyme, rhythm, and reason where even the absence of all three results in something dark yet enlightening.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the 20th century.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of romantic poems.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a poem.
6. Evaluate and compare various thematic perspectives and styles within the 20th-century poems.
7. Give insights into contemporary global cultural issues comparable to that of the poems.

Teaching-Learning Strategy:

- There will be lectures, digital presentations, and discussions.
- Expert lectures and commentaries by renowned critics and literary discussants will be shown.
- Students will assume the role of teacher and discuss a poem/topic.
- Visual aids will be used for the practice of “interpretation”.
- Online and offline materials will be used to find possible interpretations.
- Learners are encouraged to contribute to the learning environment.
- Necessary feedback will be provided.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Content:

The following literary texts will be used in class:

| | |
|--------------|---|
| Dylan Thomas | Do not go gentle into that good night The force that through the green fuse drives the flower The Hunchback in the Park Fern Hill Poem in October |
| T. S. Eliot | Portrait of a Lady The Hollow Men The Love Song of J. Alfred Prufrock |
| W. B. Yeats | A Dialogue of Self and Soul A Prayer for My Daughter Among School Children Byzantium Easter 1916 Lapis Lazuli Leda and the Swan No Second Troy Sailing to Byzantium September 1913 The Lake Isle of Innisfree The Second Coming The Wild Swans at Coole |
| W. H. Auden | As I Walked Out One Evening The Quest The Sea and the Mirror The Shield of Achilles |

Core Readings:

| | |
|---------------------------|---|
| Margaret Ferguson, et al. | <i>The Norton Anthology of Poetry</i> |
| Poetry Foundation | https://www.poetryfoundation.org/ |
| T. S. Eliot | <i>The Complete Poems & Plays (Faber and Faber)</i> |
| W. B. Yeats | <i>The Collected Poems of W. B. Yeats (Wordsworth Poetry Library)</i> |
| W. H. Auden | <i>Collected Shorter Poems 1927 – 1957 (Faber and Faber)</i> |

Recommended Readings:

| | |
|-----------------------|---|
| A. G. Stock | <i>W. B. Yeats: His Poetry and Thought</i> |
| B. C. Southam | <i>A Guide to the Selected Poems of T. S. Eliot</i> |
| Dominic Manganiello | <i>T. S. Eliot and Dante</i> |
| Harold Bloom | <i>Genius: A Mosaic of One Hundred Exemplary Creative Minds</i> |
| Harold Bloom, (Ed.) | <i>T. S. Eliot's The Waste Land</i> |
| Hugh Kenner | <i>Twentieth Century Views: T. S. Eliot</i> |
| John Unterecker | <i>Yeats: A Collection of Critical Essays</i> |
| Linda Cookson, (Ed.) | <i>Critical Essays on The Waste Land</i> |
| Marjorie Howes (Ed.) | <i>The Cambridge Companion to W. B. Yeats</i> |
| Michael O'Neill (Ed.) | <i>The Poems of W. B. Yeats: A Sourcebook</i> |
| Nicholas Drake | <i>The Poetry of W. B. Yeats</i> |
| Peter Ackroyd | <i>T. S. Eliot</i> |
| Stan Smith | <i>W. B. Yeats: A Critical Introduction</i> |
| Stephen Coote (Ed.) | <i>T. S. Eliot: The Waste Land</i> |
| Steve Ellis | <i>Dante and English Poetry: Shelley to Eliot</i> |
| T. S. Eliot | <i>Tradition and the Individual Talent</i> |
| Tony Davies (Ed.) | <i>The Waste Land</i> |

AMERICAN POETRY

Course Code: ENG 3203 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course aims to introduce the prominent prose and poetry by the influential writers of 19th and 20th century American Literature. This course will offer an extensive study of the features of those centuries of American literature. It will highlight the essence of romanticism in American poets and cover the famous American transcendentalist poets. Students will also get acquainted with the major works of modern American poets in this course. This course examines the early foundation of American literature that distinguishes it as uniquely American. Students will also perceive the intricate association that exists between artistic development and political character.

Course Objectives: This course is designed to -

- explore the origin of 19th and 20th-century American poetry.
- explore the American context of literary development.
- develop knowledge about the distinctive features of American literature.
- introduce how the poets and essayists have depicted man in all of his limits and abilities.
- explore the complicated connection that exists between literary growth and political identity.
- analyze the writers' views in relation to the lives and societies they lived in.
- examine if the texts reflect values that are appropriate for people of all ages.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the American literary periods.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of American poems.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a poem.
6. Evaluate and compare various thematic perspectives and styles within American poems.
7. Give insights into contemporary global cultural issues comparable to that of the poems.

Teaching-Learning Strategy:

- There will be lectures, digital presentations, and discussions.
- Learners are encouraged to contribute to the learning environment.
- Students will give presentations on selected topics (group/individual)
- Necessary feedback will be provided

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |

| | | | | | | | | | | | | | |
|-------|---|---|---|---|---|--|---|--|--|--|--|---|--|
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

The following literary texts will be used in class:

| | |
|-----------------|---|
| Emily Dickinson | A Route of Evanescence Apparently with No Surprise As Imperceptibly as Grief Because I Could not Stop for Death Behind Me Dips Eternity Further in Summer than the Birds I Taste a Liquor Never Brewed The Narrow Fellow in the Grass There's a Certain Slant of Light These are the Days When Birds Come Back |
| Robert Frost | After Apple Picking Birches Design Mending wall Mowing The Death of the Hired Man The Road Not Taken The Wood Pile Tree at My Window West Running Brook |
| Wallace Stevens | Anecdote of the Jar Peter Quince at the Clavier Sunday Morning The Idea of Order at Key West |
| Walt Whitman | Song of Myself (Selection) When Lilacs Last in the Dooryard Bloom'd |

Core Reading:

Robert S. Levine, et al. *The Norton Anthology of American Literature, Volume A & B*

Recommended Readings:

| | |
|-------------------------------|--|
| D. H. Lawrence | <i>Studies in Classic American Literature</i> |
| David S. Reynolds | <i>Walt Whitman's America: A Cultural Biography</i> |
| Deirdre J. Fagan | <i>Critical Companion to Robert Frost: A Literary Reference to His Life and Work</i> |
| Fred D. White | <i>Approaching Emily Dickinson: Critical Currents and Crosscurrents since 1960</i> |
| Geoffrey Dutton | <i>Walt Whitman (Writers & Critics)</i> |
| J. Hillis Miller | <i>Poets of Reality</i> |
| Jay B. Hubbell | <i>Who are the Major American Writers?</i> |
| John N. Serio (Ed.) | <i>The Cambridge Companion to Wallace Stevens</i> |
| M. Jimmie Killingsworth (Ed.) | <i>The Cambridge Introduction to Walt Whitman</i> |
| Malcolm Cowley (Ed.) | <i>Leaves of Grass</i> |
| Radcliffe Squires | <i>The Major Themes of Robert Frost</i> |

Robert Faggen (Ed.)
Wendy Martin (Ed.)

The Cambridge Companion to Robert Frost
The Cambridge Companion to Emily Dickinson

AMERICAN NON FICTION

Course Code: ENG 3204 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course aims to introduce the prominent non-fictions by the influential writers of American Literature. This course will offer an extensive study of the features of American literature. Students will also get acquainted with the major works of American thinkers/essayists in this course. This course examines the early foundation of American literature that distinguishes it as uniquely American. Students will also perceive the intricate association that exists between artistic development and political character.

Course Objectives: This course is designed to -

- explore the origin of American prose.
- explore the American context of literary development.
- develop knowledge about the distinctive features of American literature.
- introduce how the essayists have depicted man in all of his limits and abilities.
- explore the complicated connection that exists between literary growth and political identity.
- analyze the writers' views in relation to the lives and societies they lived in.
- examine if the texts reflect values that are appropriate for people of all ages.

Course Learning Outcome: After the completion of this course, students will be able to-

1. Recognize the distinctive characteristics of American literature in prose.
2. Analyze and interpret any text originating from American tradition.
3. Explain the American background and perspective in any form of depiction.
4. Evaluate literature that contributes to the complex process of identity formation.
5. Analyze the racial and gender issues in American culture.

Teaching-Learning Strategy:

- There will be lectures, digital presentations, and discussions.
- Learners are encouraged to contribute to the learning environment.
- Students will give presentations/viva on selected topics (group/individual)
- Necessary feedback will be provided

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | | ✓ | | ✓ | | | | | ✓ | |
| CLO 2 | | | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 3 | | | | | | | ✓ | | | | | ✓ | ✓ |
| CLO 4 | | | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 5 | | | ✓ | | | | ✓ | | | | | ✓ | ✓ |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project Midterm written exam Final written exam |

Course Content:

| | |
|--------------------------------|--|
| Henry David Thoreau | “Civil Disobedience” |
| Ralph Waldo Emerson | “Politics” |
| | “Self-Reliance” |
| | “The American Scholar” |
| Susan Sontag | “Aesthetics of Silence” |
| | “Against Interpretation” |
| Edward W. Said | “The Future of Criticism” |
| | “The Politics of Knowledge” |
| | “Nationalism, Human Rights, and Interpretation” |
| | “Themes of Resistance Culture” (Chapter 3 of <i>Cultural and Imperialism</i>) |
| James Baldwin | “Note on a Native Son” |
| Noam Chomsky | “The Responsibility of Intellectuals” |
| Sandra Gilbert and Susan Gubar | “Toward a Feminist Poetics” (Part 1 of <i>The Madwoman in the Attic</i>) |
| John Dewey | From <i>Democracy and Education</i> |
| | “The Democratic Conception in Education” (Chapter 7) |
| | “Philosophy of Education” (Chapter 24) |
| James J. Hughes | “Posthumans and Democracy in Popular Culture” |
| Alice Notley | “The Poetics of Disobedience” |
| George Oppen | “The Mind’s Own Place” |
| William Carlos Williams | “The Poem as a Field of Action” |
| Norman Mailer | “The White Negro” |

Core Reading:

Robert S. Levine, et al. *The Norton Anthology of American Literature, Volume A & B*

Recommended Readings:

| | |
|------------------------------------|--|
| D. H. Lawrence | <i>Studies in Classic American Literature</i> |
| Jack Turner (Ed.) | <i>A Political Companion to Henry David Thoreau</i> |
| Jay B. Hubbell | <i>Who are the Major American Writers?</i> |
| Joel Myerson (Ed.) | <i>The Cambridge Companion to Henry David Thoreau</i> |
| Joel Porte & Sandra Morris (Ed.) | <i>The Cambridge Companion to Ralph Waldo Emerson</i> |
| Peter S. Field | <i>Ralph Waldo Emerson: The Making of a Democratic Intellectual</i> |
| Leland A. Poague, Kathy A. Parsons | <i>Susan Sontag An Annotated Bibliography 1948–1992</i> |
| Peter Burke | <i>The Polymath: A Cultural History from Leonardo Da Vinci to Susan</i> |
| Benjamin Moser | <i>Sontag: Her Life and Work</i> |
| Paul A. Bove | <i>Edward W. Said</i> |
| Robert T. Tally Jr. | <i>The Geocritical Legacies of Edward W. Said: Spatiality, Critical Humanism, and Comparative Literature</i> |
| Bill Ashcroft, Pal Ahluwalia | <i>Edward Said</i> |
| Dwight McBride | <i>James Baldwin Now</i> |
| Harold Bloom (Ed.) | <i>James Baldwin</i> |
| Lovalerie King, Lynn Orilla Scott | <i>James Baldwin and Toni Morrison: Comparative Critical and Theoretical Essays</i> |
| Bill Schwarz, Cora Kaplan (Ed.) | <i>James Baldwin: America and Beyond</i> |
| Noam Chomsky | <i>The Essential Chomsky</i> |

Robert F. Barsky
 Alison Edgley
 Annette R. Federico
 David T. Hansen

Noam Chomsky: A Life of Dissent
The Social and Political Thought of Noam Chomsky
Gilbert and Gubar's the Madwoman in the Attic After Thirty Years
John Dewey and Our Educational Prospect: A Critical Engagement
With Dewey's Democracy and Education
What Is Posthumanism?

Cary Wolfe

DYSTOPIAN LITERATURE

Course Code: ENG 3205 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: Dystopian Literature, in most of the times, upholds a vision of the world, which is essentially bleak and chaotic, controlled by totalitarian regimes where technology exerts a powerful influence to subjugate human beings by controlling their individual human consciousness. Moreover, these literary pieces bring the environmental issues into the forefront, and also, aspire to expose situations like plague, apocalypse and all manners of contagion. In short, these literatures illustrate new and multifarious ways of existential crises of the humankind. Apart from that, these fictional writings have the potential to open up new frontiers in the real world.

Course Objectives: “That the future years had come/ Dancing to a frenzied drum/ Out of the murderous innocence of the sea” –keeping the quotation in mind, this course initially offers a glance at different facets of dystopic future. This course will familiarize the students with the historical development of Utopian and Dystopian literature so that they can think, speak, and write critically about this important literary genre. By engaging the students into close reading of the texts within a vast and wide range of artistic and cultural forms, students will be able to draw up critical responses to the following set of questions: What common themes, motifs and images recur in Utopian and Dystopian literature? How does it respond to, challenge, perpetuate and shape socio-political and cultural events in the world? Along with these issues, this course will attempt to expose how the aesthetics of utopia help inform our conceptions of ideal and disastrous communities in the real world.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Examine critically the imagined future, with special focus on power, control and surveillance.
2. Connect the texts with the contemporary socio-cultural milieu
3. Connect political, environmental and apocalyptic issues with literature.
4. Explain how technology and media occupy a central role to manipulate the mass.

Teaching-Learning Strategy:

- There will be lectures, digital presentations, and discussions.
- Learners are encouraged to contribute to the learning environment.
- Students will give presentations on selected topics (group/individual)
- Necessary feedback will be provided

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | ✓ |

| | | | | | | | | | | | | | |
|-------|---|---|---|---|---|--|---|--|--|--|--|---|---|
| CLO 2 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 3 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 4 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | ✓ |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment (Presentations, Assignments, Oral Examination) |
| CLO 4 | | Individual Student Project Midterm written exam Final written exam |

Course Content:

| | |
|-------------------|----------------------------|
| Aldous Huxley | <i>Brave New World</i> |
| Anthony Burgess | <i>A Clockwork Orange</i> |
| Cormac McCarthy | <i>The Road</i> |
| Ernest Callenbach | <i>Ecotopia</i> |
| George Orwell | <i>1984</i> |
| Indra Sinha | <i>Animal's People</i> |
| Margaret Atwood | <i>The Handmaid's Tale</i> |
| Prayaag Akbar | <i>Leila</i> |
| Thomas More | <i>Utopia</i> |
| William Golding | <i>Lord of the Flies</i> |

Recommended Readings:

| | |
|-------------------------------|---|
| Utopia and Dystopia: | |
| Gregory Claves | <i>Dystopia: A Natural History</i> |
| Gregory Claves, Sargent Lyman | <i>The Utopia Reader</i> |
| Michael Gordin, et.al | <i>Utopia/Dystopia: Conditions of Historic Possibility</i> |
| Fredric Jameson | <i>Archaeologies of the Future: The Desire called Utopia and Other Science Fictions</i> |
| Edward Rothstein, et.al. | <i>Visions of Utopia</i> |
| Nicholas Spenser | <i>After Utopia: The Rise of Critical Space in 20th Century American Fiction</i> |
| Philip Wegener | <i>Imaginary Communities: Utopia, the Nation, and The Special Histories of Modernity</i> |
| L. M. Demerjian | <i>The Age of Dystopia</i> |
| Paul Ricoeur, George Taylor | <i>Lectures on Ideology and Dystopia</i> |
| Kathryn L Brown | <i>Dispatches from Dystopia: Histories of Places Not Yet Forgotten</i> |
| Hannah Arendt | <i>The Origins of Totalitarianism</i> |
| Jean Francois Lyotard | <i>The Postmodern Condition: A Report on Knowledge</i> |
| William Golding: | |
| John Carey | <i>William Golding: The Man Who Wrote Lord of the Flies</i> |
| Harold Bloom (ed) | <i>Lord of the Flies</i> |
| Raymond Wilson | <i>Lord of the Flies</i> |
| Kirstin Olsen | <i>Understanding Lord of the Flies</i> |
| L. L. Dickson | <i>The Modern Allegories of William Golding</i> |
| Howard S Bobb | <i>The Novels of William Golding</i> |
| George Orwell: | |
| Stephen Ingle | <i>The Social and Political Thought of George Orwell</i> |
| Jeffrey Meyers | <i>George Orwell: Critical Heritage</i> |
| Edward Quinn | <i>Critical Companion to George Orwell</i> |
| John Rodden | <i>The Cambridge Companion to George Orwell</i> |

| | |
|-------------------------------|--|
| Harold Bloom | <i>George Orwell</i> |
| Lorraine Saunders | <i>The Unsung Artistry of George Orwell</i> |
| Harold Bloom, Albert A. Berg | <i>George Orwell's 1984</i> |
| Robert Colls | <i>George Orwell: English Rebel</i> |
| Valerie Meyers | <i>George Orwell</i> |
| Roger Fowler | <i>The Language of George Orwell</i> |
| | |
| Aldous Huxley: | |
| Harold Bloom | <i>Aldous Huxley</i> |
| _____ | <i>Aldous Huxley's Brave New World</i> |
| Ronald T Sion | <i>Aldous Huxley and the Search for Meaning: A Study of the Eleven Novels</i> |
| Raychel H Reiff | <i>Aldous Huxley: Brave New World</i> |
| June Deery | <i>Aldous Huxley and the Mysticism of Science</i> |
| | |
| Margaret Atwood: | |
| Harold Bloom | <i>Margaret Atwood</i> |
| _____ | <i>Margaret Atwood's The Handmaid's Tale</i> |
| Sherrill Grace | <i>Margaret Atwood: Language, Text and System</i> |
| Colin Nicholson | <i>Margaret Atwood: Writing and Subjectivity New Critical Essays</i> |
| Fiona Tolan | <i>Margaret Atwood: Feminism and Fiction</i> |
| Heidi S Macpherson | <i>The Cambridge Introduction to Margaret Atwood</i> |
| Coral Ann Howells | <i>The Cambridge Companion to Margaret Atwood</i> |
| | |
| Cormac McCarthy: | |
| Jay Ellis | <i>No Place for Home: Spatial Constraint and Character Flight in the Novels of Cormac McCarthy</i> |
| William P. Greenwood | <i>Reading Cormac McCarthy</i> |
| Harold Bloom | <i>Cormac McCarthy</i> |
| Edwin T Arnold, Dianne C Luce | <i>Perspectives on Cormac McCarthy</i> |
| Andrew Keller Estes | <i>Cormac McCarthy and the Writing of American Spaces</i> |
| Russell M Hiller | <i>Morality in Cormac McCarthy's Fiction: Souls at Hazard</i> |
| Hawkins Ty | <i>Cormac McCarthy's Philosophy</i> |

ENGLISH FOR THE MEDIA

Course Code: ENG 3206 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description:

This course will engage with the fundamental concepts and theories as well as practical knowledge necessary for a deep understanding of the process of communication and media. It is divided into two sections.

Section A: Theory

This section will introduce some basic theories of media and communication. It will specially focus on the students' understanding of the policies and politics in the use of English language in media communication in Bangladesh. This section will cover:

- theories of communication
- nature, purpose and special features of media communication
- language as communication
- politics of media communication and communication ethics
- English in media in Bangladesh: 'an imported world'

Section B: Practice

This section will be an application of the theoretical knowledge students acquire in 'real life' situations. It will familiarize students with and train them in media writings such as

- news reports with catching captions/headings
- subtitling
- translating reports
- writing special features for the press or electronic media
- issuing press releases
- editing

Focus will also be (if possible) on:

- press briefing (oral and written)/conferences and preparing reports on the briefings
- interviewing
- conducting surveys and preparing reports for the media
- news casting with emphasis on pronunciation, stress, intonation, confidence and naturalness

Course Objective: The primary objective of this course is to acquaint students with media literacy. In this course, students will explore different types of mass media, such as newspapers, magazines, television, and social media. This course will give students the opportunity to develop a broader understanding of the role media plays in our lives, while building their vocabulary and giving them the language skills needed to analyze what they read and watch. Students are expected to develop valuable transferable skills such as critical thinking and writing, independent research and analysis. The course also intends to equip students with excellent presentation, written and oral communication skills.

Course Learning Outcome: Upon successful completion of this course, students should be able to-

1. Recognize the various types of communication, the barriers to communication and the various forms and functions of mass media
2. Identify the various forms of news in print media
3. Write headings, news reports, translate reports, edit, issue press releases and write special features for the press or electronic media
4. Recognize the impact of media on society
5. Analyze policies and politics of media communication and communication ethics
6. Adapt in the media world

Teaching-Learning Strategy:

- Lectures, class discussions and assignments
- Monitored pair work and group work during classes
- Timely instructor feedback on assignments and group work
- Relevant educational material available in the library
- Additional print and audiovisual educational material provided by course teacher
- Individualized assistance during office hours for further discussion of lecture material and additional reading

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | | | | | | | | | ✓ | ✓ |
| CLO 2 | | | ✓ | | | | | | | | | ✓ | |

| | | | | | | | | | | | | | |
|-------|--|---|---|---|--|--|--|--|--|--|--|---|--|
| CLO 3 | | ✓ | ✓ | ✓ | | | | | | | | ✓ | |
| CLO 4 | | | ✓ | | | | | | | | | ✓ | |
| CLO 5 | | | ✓ | | | | | | | | | ✓ | |
| CLO 6 | | ✓ | ✓ | | | | | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing, Project) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam Final written exam |

Recommended Readings:

| | |
|------------------|---|
| Emory Griffin | <i>A First Look at Communication Theory</i> |
| Joseph Klapper | <i>The Effects of Mass Communication</i> |
| Nancy Bonvillian | <i>Language, Culture and Communication</i> |
| Norman Jacobs | <i>Mass Media in Modern Society</i> |
| Paul Cobley | <i>The Communication Theory Reader</i> |
| Simon During | <i>The Cultural Studies Reader</i> |
| Werner Severin | <i>Communication Theories: Origins, Methods, and Uses in the Mass Media</i> |

(In addition to this list, the course teacher(s) will select materials like newspapers, electronic data/images, reports, editing/subtitling tools and other necessary documents for practice classes)

VIVA VOCE I

Course Code: ENG 3207 (BNQF 0232)

Continuous Internal Evaluation (CIE) Marks: -

Course Type: Oral Examination

Viva Marks: 50

Credit: 1

Exam Hours: 1 Hour

Course Description: This is an assessment-based course. This interactive module provides sixth semester undergraduate students with information about the viva, advice on how to develop a proactive approach to it, and practice opportunities. The module will look at the viva exam's regulations and expectations, as well as discover and practice practical techniques to prepare. It also includes speeches from a student who has just finished their viva and will discuss their experience, as well as an examiner who will outline expectations of applicants from their perspective, give advice, and answer questions.

Course Learning Outcomes: By the end of the module, participants will be able to-

1. Explain the rules and etiquettes of a formal oral examination.
2. Develop an awareness of the examiner's perspective
3. Increase their awareness of what to expect of an oral exam
4. Use tools and strategies to prepare for an oral exam

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Viva Attendance | 50% |
| Semester Mid and End Examination (SMEE) | |
| Viva | 50% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-----|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| | | | | | | | | | | | | | |

| | | | | | | | | | | | | | |
|-------|--|--|---|--|--|--|--|---|--|--|--|---|--|
| CLO 1 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 2 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 3 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 4 | | | ✓ | | | | | ✓ | | | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|---------------------|
| CLO 1 | Direct Instruction (lecture, computer-assisted instruction), Collaborative Learning (discussion) | Oral Examination |
| CLO 2 | | |
| CLO 3 | Direct Instruction (lecture, computer-assisted instruction), Collaborative Learning (workshop, guided practice) | |
| CLO 4 | | |

Course Content:

- Oral examination Etiquettes
- Formal Language vs Informal Language
- Oral examination dress code
- How to maintain eye contact
- How to answer oral examination questions
- Planning before an oral examination
- Rehearsal before an oral examination
- Common oral examination questions
- Techniques of acing an oral examination

Recommended Readings:

A. Lee Foote *Oral Exams: Preparing for and Passing Candidacy, Qualifying, and Graduate Defenses*
Murray Rowena *How to Survive Your Viva: Defending a Thesis in an Oral Examination*
Peter Smith *The PhD Viva: How to Prepare for Your Oral Examination*

SHAKESPEARE

Course Code: ENG 4101 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course will intently take a gander at a selection of Shakespeare’s plays, each from the significant kinds of tragedies, comedies, histories and romance. It is an introductory course in the works of William Shakespeare. The variety of Shakespeare’s themes, such as the nature of love, betrayal, leadership, and the power of art, will be examined. Points covered will incorporate characters, structure, display, themes, sources, the first states of creation, and the proliferation of Shakespeare’s plays in a contemporary setting.

Course Objectives: The primary objective of this course is to develop an understanding of Elizabethan and Jacobean context. It will help students to identify various dramatic techniques and themes applied in Shakespeare’s plays. Through close reading, students will learn character development, historical and cultural setting, and language.

Course Learning Outcomes: At the end of the Course, the students will be able to-

1. Explain key terms, concepts and dramatic genres in Shakespeare’s plays.
2. Undertake textual analysis of Shakespeare’s plays.
3. Develop an aesthetic appreciation for Shakespeare by reading highly regarded examples as measured by class discussions and written assignments.
4. Read and interpret criticism and apply it within an academic argument.
5. Evaluate Shakespeare’s contribution to the English language, and to the development of modern thought.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the English Renaissance.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of Shakespearean plays.

4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a play.
6. Evaluate and compare various thematic perspectives and styles within Shakespearean plays.
7. Give insights into contemporary global cultural issues comparable to that of the plays.

Teaching-Learning Strategy:

- There will be lectures, digital presentations, and discussions.
- Learners are encouraged to contribute to the learning environment.
- Students will give presentations on selected topics (group/individual)
- Necessary feedback will be provided

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

William Shakespeare *Julius Caesar*
 King Lear
 Merchant of Venice
 Othello

Recommended Readings:

A.C. Bradley *Shakespearean Tragedy*
 Boris Ford (Ed.) *The Age of Shakespeare (Pelican)*
 Charles Barber *Richard II*

| | |
|---------------------------|--|
| Charlton | <i>Shakespearean Comedy</i> |
| D. Wilson | <i>The Essentials of Shakespeare</i> |
| D.N. Smith (Ed.) | <i>Shakespearean Criticism (1623:1840)</i> |
| David Elloyay | <i>Julius Caesar</i> |
| E.K. Chambers | <i>Shakespeare: A Survey</i> |
| E.M. Tillyard | <i>Shakespeare's Problem Plays</i> |
| E.M. Tillyard | <i>W. Shakespeare's History Plays</i> |
| G. Wilson | <i>Principles of Shakespearean Production</i> |
| Harley & Granville Barker | <i>A Companion to Shakespeare Studies</i> |
| Jan Kott | <i>Shakespeare Our Contemporary</i> |
| Joseph Campbell | <i>The Hero with a Thousand Faces</i> |
| L.C. Knights | <i>Explorations; Some Shakespearean Themes</i> |
| Michael Anderegg | <i>Shakespeare and Popular Culture</i> |
| P. Simption | <i>Studies in Elizabethan Drama</i> |
| Richard Gill | <i>Mastering Shakespeare</i> |
| U. M. Ellis Fermor | <i>The Jacobean Drama: An Interpretation</i> |

AMERICAN NOVEL

Course Code: ENG 4102 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description:

Four novels of this course are selected from among the masterpieces written in the mid-19th century upto the beginning of the 21st century. As the texts cover a wide range of area of American literary history, the course would provide a wide variety of picture of American life and society for the students. Students will, also, have the chance to trace how novel as a genre evolved in forms, contents, themes, techniques, and in texture and style down to the modern and post-modern eras. These are written in excellent language and while reading, students would find them absorbing and captivating. Afro-American novel of this course evokes new interest and response from the readers.

Course Objectives: The objectives of the course are to-

- develop students' abilities to use language more creatively.
- introduce American society with its multicultural varieties and racial prejudices.
- develop students' perceptive power, critical and ethical responses to life and society.
- Inform students how literature can be a very useful and effective tool to criticize society for its departure from natural code of conduct and sanity.
- help students analyze multiple fictional characters of extremely good or bad qualities who they can learn from or despise.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the American literary periods.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of American novels.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a novel.
6. Evaluate and compare various thematic perspectives and styles within American novels.
7. Give insights into contemporary global cultural issues comparable to that of the novels.

Teaching-Learning Strategy:

Lecture (offline & online), assignment, quiz, class test, midterm & final examination, presentation, viva voce, power point presentation, classroom interaction, existing critical and theoretical frameworks, books, journals, web resources etc.

Assessment and Evaluation:

Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

| | |
|---------------------|----------------------------|
| Earnest Hemingway | <i>Old Man and the Sea</i> |
| Herman Melville | <i>Moby Dick</i> |
| Nathaniel Hawthorne | <i>The Scarlet Letter</i> |
| Tony Morrison | <i>The Bluest Eye</i> |

Recommended Readings:

| | |
|----------------------|--|
| A. N. Kaul | <i>Hawthorne: A Collection of Critical Essays</i> |
| Alan Heimert | <i>Moby-Dick and American Political Symbolism</i> |
| Arlin Turner | <i>Nathaniel Hawthorne: A Biography</i> |
| Arlin Turner | <i>Nathaniel Hawthorne: An Introduction and Interpretation</i> |
| Bainard Cowan | <i>Exiled Waters: Moby-Dick and the Crisis of Allegory</i> |
| Bert Bender | <i>Sea-Brothers: The Tradition of American Sea Fiction from Moby-Dick to the Present</i> |
| Carlos Baker | <i>Ernest Hemingway: A Life Story</i> |
| Carlos Baker | <i>Hemingway, the Writer as Artist</i> |
| Francoise Grellet | <i>An Introduction to American Literature, Time Present and Time Past</i> |
| Frederick J. Hoffman | <i>The Twenties: American Writing in the Postwar Decade</i> |
| Harold Bloom | <i>Bloom's Modern Critical Interpretations: Toni Morrison's The Bluest Eye</i> |
| Harold Bloom | <i>Ernest Hemingway's The Old Man and the Sea: Bloom's Modern Critical Interpretations</i> |
| Harold Bloom | <i>Herman Melville's Moby-Dick</i> |
| John N. Duvall | <i>The Identifying Fictions of Toni Morrison: Modernist Authenticity and Postmodernist Blackness</i> |
| Justine Tally | <i>The Cambridge Companion to Toni Morrison</i> |
| Philip Young | <i>Ernest Hemingway: A Reconsideration</i> |

R. P. Weeks
 Rachel Lister
 Richard Chase
 Robert S. Levine
 Scott Donaldson

Hemingway: A Collection of Critical Essays
Reading Toni Morrison
Melville: A Collection of Critical Essays
The Cambridge Companion to Herman Melville
By Force of Will: The Life and Art of Ernest Hemingway

CONTEMPORARY SHORT FICTION IN ENGLISH

Course Code: ENG 4103 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: Contemporary Short Fiction in English is a thriving topic with all the “academic” seriousness. This course will cater short fictions from different parts of the world allowing insights into the different cultures from which they are written. Moreover, through the stories included in the course the grammar of “narratives” and creative manifestos are expressed properly. The course does not only cater English canons, rather incorporates writers from different countries writing in English.

Course Objectives: This course aims to -

- give students a comprehensive knowledge of contemporary short fiction in English
- give students a glimpse of different cultures and how they respond to contemporary issues
- inform students how English has become the medium of expression in different parts of the world
- train students on how to approach, appreciate or criticize “narratives”

Course Learning Outcomes: Upon completion of this course, students will be able to-

- Examine short fiction writers and their writeups.
- Map the development of the genre throughout history.
- Write creatively.
- Learn the different aspects of “narratives”.
- Appraise the different cultures found in the stories.
- Discuss the thriving topic in the academia that short fiction is.
- Tell stories effectively.
- Explain the presence or absence of “motives” that writers express through stories.

Teaching-Learning Strategy:

Lecture (offline & online), assignment, quiz, class test, midterm & final examination, presentation, viva voce, power point presentation, classroom interaction, existing critical and theoretical frameworks, books, web resources, journals etc.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | | | | | | | | | ✓ | ✓ |
| CLO 2 | | | | | ✓ | | | | | | | ✓ | |
| CLO 3 | | ✓ | | | | | | ✓ | | | | ✓ | |
| CLO 4 | | ✓ | | | | | | | | | | ✓ | |

| | | | | | | | | | | | | | |
|-------|---|---|---|--|--|--|---|--|--|--|--|---|--|
| CLO 5 | ✓ | | | | | | | | | | | ✓ | |
| CLO 6 | | | | | | | | | | | | ✓ | |
| CLO 7 | | ✓ | ✓ | | | | | | | | | ✓ | |
| CLO 8 | | | ✓ | | | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|---|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer Multiple Choice Question (MCQ) Continuous assessment (Presentations, Assignments, Oral Examination) Individual Student Project Midterm written exam Final written exam |
| CLO 2 | | |
| CLO 3 | | |
| CLO 4 | | |
| CLO 5 | | |
| CLO 6 | | |
| CLO 7 | | |
| CLO 8 | | |

Course Content:

| | |
|-------------------|---------------------------|
| Ishiguro | A Village After Dark |
| Margaret Atwood | Happy Endings |
| Milan Kundera | The Apologizer |
| Ben Okri | Belonging |
| Jhumpa Lahiri | Third and Final Continent |
| Bharati Mukherjee | Nostalgia |
| Khushwant Singh | Portrait of a Lady |
| Nadine Gordimer | The Generation Gap |

Recommended Readings:

| | |
|----------------|--|
| Ann Charters | <i>The Story and its Writers: An Introduction to Short Fiction</i> |
| Dana Gioia | <i>The Art of the Short Story</i> |
| Gerald Prince | <i>A Dictionary of Narratology</i> |
| Janet Burroway | <i>Writing Fiction: A Guide to Narrative Craft</i> Hallie and Whit Burnett Fiction <i>Writer's Handbook</i> |
| Joan Silber | <i>The Art of Time in Fiction</i> |
| Vijay Mishra | <i>The Literature of the Indian Diaspora: Theorizing the Diasporic Imaginary</i> |
| Wayne C. Booth | <i>The Rhetoric of Fiction</i> |

INTRODUCTION TO ENGLISH LANGUAGE TEACHING

Course Code: ENG 4104 (BNQF 0114)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: The course deals with the approaches to and methods of English Language Teaching. It focuses on the theories of language learning, basic concepts of linguistics, syllabus design and materials design. It also includes testing and evaluation, types of language tests, reliability and validity of language tests, designing language tasks and planning language lessons. The broader aims of this course are to produce efficient English Language teachers and to make good English language learning environment.

Course Objectives: The primary objective of this course is to familiarize students with developments in the theory and practice of English language teaching and learning. The course will introduce students to theory of language, theory of language learning and classroom practicing. Students will also learn about the teacher's role and learner's roles, strengths and weaknesses of different language teaching methods/approaches. It also intends to introduce the students to the concepts of standard English or mutually intelligible English.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Explain different aspects of English language teaching.
2. Design appropriate syllabus and materials for effective learning and teaching of English.
3. Develop expertise in writing English language tests.
4. Plan English language lessons

5. Use of a variety of instructional methods, techniques and strategies for the enhancement of student learning.
6. Communicate effectively with pupils, peers, parents and school personnel.
7. Map all the macro and micro skills of English language.

Teaching-Learning Strategy:

- A learner-centered approach will be followed to promote learner autonomy. The students are constantly encouraged to be active participants in various closely monitored activities, including in-class discussion where learners are encouraged to interact and contribute to the learning environment and in-class assignments/debates that use questions that stimulate response, discussion, and a hands-on experience.
- Students work creatively and flexibly with others in pairs/groups to present topics discussed in the class
- Learners are encouraged to talk and contribute to learning environment.
- The classes are challenging enough to ensure optimum student participation
- Audio-visual materials and appropriate technology will be used in the classroom.
- Motivational aspect of teaching is reinforced.
- Essential feedback will be given.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | ✓ | | | | | | ✓ | | ✓ | |
| CLO 2 | | | ✓ | ✓ | | | | | | ✓ | | ✓ | |
| CLO 3 | | | ✓ | ✓ | | | | | | ✓ | | ✓ | |
| CLO 4 | | | ✓ | ✓ | | | | | | ✓ | | ✓ | |
| CLO 5 | | | ✓ | ✓ | | | | | | ✓ | | ✓ | |
| CLO 6 | | | ✓ | ✓ | | | | | | ✓ | | ✓ | |
| CLO 7 | | | ✓ | ✓ | | | | | | ✓ | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|---|
| CLO 1 | Direct Instruction (lecture, computer-assisted instruction) | Multiple Choice Questions (MCQ) |
| CLO 2 | | |
| CLO 3 | Direct Instruction (lecture, computer-assisted instruction), Collaborative Learning (workshop, guided practice), Self-directed Learning (Project) | Question and Answer Long Essay Writing Continuous assessment (quiz, assignment, projects) |
| CLO 4 | | |
| CLO 5 | | |
| CLO 6 | Direct Instruction (lecture, computer-assisted instruction), Collaborative Learning (workshop, role play), Self-directed Learning (Project) | Midterm written exam Final written exam |
| CLO 7 | | |

Course Content:

- Theories of Language Learning
- Language Acquisition and Learning: Krashen's Hypotheses on language acquisition
- Methodology: Approach, Design and Procedure
- Approaches to and Methods of Language Teaching: Grammar-Translation Method, Total Physical Response, Audio-Lingual Method, the Silent Way, the Natural Approach, the Direct Method, Communicative Language Teaching

- Teaching macro and micro skills of English language
- Syllabus and Curriculum: Hilda Taba’s Model of Curriculum Development
- Course (Syllabus) Design: theory and practice, different steps in syllabus design
- Language Materials Design, Evaluation and Adaptation
- Testing and Evaluation: Types of Tests, Qualities of a Good Test, Reliability, Validity and Practicality of Language Tests
- Language Lesson Planning
- Linguistics in language teaching
- Sociolinguistics and English language teaching
- Literature and Language teaching
- Bilingualism in Language classroom
- Cultural Integration in English Language Teaching
- Gamification and Language teaching
- Language teaching technologies
- Online English teaching

Core Readings:

| | |
|--------------------------------------|--|
| Diane Larsen-Freeman & M Anderson | <i>Techniques and Principles in Language Teaching</i> |
| H Douglas Brown | <i>Principles of Language Learning and Teaching</i> |
| Jack C Richards & Theodore S Rodgers | <i>Approaches and Methods in Language Teaching</i> |
| Jeremy Harmer | <i>The Practice of English Language Teaching</i> |
| John Brian Heaton | <i>Writing English language tests</i> |
| John Munby | <i>Communicative Syllabus Design</i> |
| Leslie E Sheldon (Ed.) | <i>ELT Textbooks and Materials: Problems in Evaluation and Development</i> |
| Littlewood William & Michael Swan | <i>Communicative Language Teaching: An Introduction</i> |
| Lyle F Bachman | <i>Fundamental Considerations in Language Testing</i> |
| Richard West | <i>“Needs analysis in language teaching”</i> |
| Ronald V White | <i>The ELT Curriculum: Design, Innovation and Management</i> |
| Vivian Cook | <i>Second Language Learning and Language Teaching</i> |

Recommended Readings:

| | |
|----------------------------------|--|
| Adrian Holliday | <i>Appropriate Methodology in Social Context</i> |
| Barry McLaughlin | <i>Theories of Second Language Learning</i> |
| Bernard Spolsky | <i>Conditions for Second Language Learning</i> |
| D A Wilkins | <i>The Notional Syllabus</i> |
| George Yule | <i>The Study of Language</i> |
| Henry G Widdowson | <i>Teaching Language as Communication</i> |
| James Scrivener | <i>Learning Teaching</i> |
| Julian Edge | <i>Essentials of English Language Teaching</i> |
| Kama Einhorn | <i>Easy & Engaging ESL Activities and Mini-Books for Every Classroom</i> |
| Koenraad Kuiper & W Scott Allan | <i>An Introduction to English Language</i> |
| L Ferlazzo and K Hull-Sypniewski | <i>The ESL/ELL Teacher's Survival Guide</i> |
| Leonard Bloomfield | <i>Language</i> |
| Richard A Hudson | <i>Sociolinguistics</i> |
| Rod Ellis | <i>Understanding Second Language Acquisition</i> |
| Stephen D Krashen | <i>Second Language Acquisition and Second Language Learning</i> |
| T S C Farrell & G Jacobs | <i>Essentials for Successful English Language Teaching</i> |
| Victoria Fromkin, et al. | <i>An Introduction to Language</i> |

INTRODUCTION TO CULTURAL STUDIES

Course Code: ENG 4105 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description:

Cultural Studies is an interdisciplinary field of study. It does not have a clearly defined area of study, nor does it have a unified theory or methodology of its own, which makes it radically different from other conventional disciplines. It borrows freely ideas, methods and concerns from literary criticism, social science disciplines, all branches of humanities and the arts, media studies etc. In short, it takes whatever it needs from any discipline and adopts it to suit its own purposes. It was originally developed in the UK in late 1950s, 1960s and 1970s. Subsequently, it has been taken up and further developed by scholars from many disciplines around the world. Its institutionalization begins with the establishment of Birmingham Center for Contemporary Cultural Studies (CCCS) in 1964.

Course Objective:

The primary objective of this course is to make students familiar with the origin and development of cultural studies as well as its functions and characteristics. The course aims to analyze culture, more specifically popular culture, sub-culture, mass culture and multiculturalism as well as to unveil power relations and probe into how these relations influence and shape cultural practices. It will also focus on language, power and politics of culture, identity and representation.

Course Learning Outcome:

Upon completion of this course, students will be able to

1. Demonstrate an understanding of the cultural theories and theorists.
2. Map the development in cultural studies in relation to literature.
3. Explain cultures through literary representations more critically.
4. Develop cultural awareness and adaptability through knowledge of the cultures of the world
5. Recognize the relationship between ‘power and knowledge’ and between ‘culture and domination’ everywhere in the world, particularly in capitalist societies
6. Examine culture critically in all its complex forms and to think culture politically. In other words, they will be able to understand culture as a site of consent and resistance – a site in which subordinate groups attempt to resist the imposition of meanings that serve the interests of dominant groups.

Teaching-Learning Strategy:

Lecture (offline & online), assignment, quiz, class test, midterm & final examination, presentation, viva voce, power point presentation, existing classroom interaction, critical and theoretical frameworks, books, journals, web resources etc.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | | | | | | | | | ✓ | ✓ |
| CLO 2 | | | | | ✓ | | | | | | | ✓ | |
| CLO 3 | ✓ | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | | | | | | | | | | | | ✓ | |
| CLO 5 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 6 | | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|----------------------------|---------------------|
| CLO 1 | | Question & Answer |

| | | |
|-------|---|---|
| CLO 2 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing, project) | Multiple Choice Question (MCQ) Continuous assessment (Presentations, Assignments, Oral Examination) Individual Student Project Midterm written exam Final written exam |
| CLO 3 | | |
| CLO 4 | | |
| CLO 5 | | |
| CLO 6 | | |

Course Content:

- The concept of Cultural Studies & its characteristics
- Theorizing Culture
- Historical Development of Cultural Studies
- Marxism
- Feminism
- Postcolonialism
- Race, Gender, Class, Identity
- Gramsci & Hegemony
- Culture as Industry
- Advertising as Magic
- Nation & Nationalism
- Orientalism
- Analyzing history
- Legal Identity and Culture
- The Country and the City
- The Sports Industry
- Ideologies
- Consumer Culture
- Fashion Studies
- Beauty as Fashion

Recommended Readings:

| | |
|--|--|
| Ania Loomba | <i>Colonialism/Postcolonialism</i> |
| Bill Ashcroft, et al. (Ed.) | <i>Edward Said</i> |
| Bill Ashcroft, et al. (Ed.) | <i>Post-Colonial Studies: The Key Concepts</i> |
| Bill Ashcroft, et al. (Ed.) | <i>The Post-Colonial Studies Reader</i> |
| Bill Ashcroft, et al. | <i>The Empire Writes Back: Theory and Practice in Post-Colonial Literature</i> |
| Edward W. Said | <i>Culture and Imperialism</i> |
| Edward W. Said | <i>Orientalism</i> |
| Elleke Boehmer | <i>Colonial and Postcolonial Literature: Migrant Metaphors</i> |
| Frantz Fanon | <i>Black Skin, White Masks</i> |
| Frantz Fanon | <i>The Wretched of the Earth</i> |
| Gayatri Chakravorty Spivak & Sarah Harasym | <i>The Post-Colonial Critic: Interviews, Strategies, Dialogues</i> |
| Homi K. Bhabha | <i>The Location of Culture</i> |
| John McLeod | <i>Beginning Postcolonialism</i> |
| John Stoney | <i>What is Cultural Studies? A Reader</i> |
| John Storey | <i>Cultural Theory and Popular Culture: A Reader</i> |
| John Stuart Mill | <i>On Liberty</i> |
| Leela Gandhi | <i>Postcolonial Theory: A Critical Introduction</i> |
| John M. MacKenzie | <i>Orientalism: History, Theory and the Arts</i> |
| Maswood Akhter | <i>Musings Post Colonies</i> |
| Moustafa et al. (Ed.) | <i>The Edward Said Reader</i> |
| Ngũgĩ wa Thiong'o | <i>Globalectics: Theory and the Politics of Knowing</i> |
| Ngũgĩ wa Thiong'o | <i>Decolonising the Mind: The Politics of Language in African Literature</i> |
| Patrick Williams, et al. (Ed.) | <i>Colonial Discourse and Post-Colonial Theory: A Reader</i> |
| Peter Childs, et al. (Ed.) | <i>An Introduction to Postcolonial Theory</i> |
| Peter Hulme, et al. (Ed.) | <i>Colonial Discourse/Postcolonial Theory</i> |
| Philip Smith | <i>Cultural Theory: An Introduction</i> |
| Pramod K. Nayar | <i>An Introduction to Cultural Studies</i> |
| Salman Rushdie | <i>Imaginary Homelands: Essays and Criticism 1981- 1991</i> |

Samuel P. Huntington
Simon During (Ed.)
Simon During

The Clash of Civilizations and the Remaking of World Order
The Cultural Studies Reader
Cultural Studies: A Critical Introduction

FILM STUDIES

Course Code: ENG 4106 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: This course develops students' existing passion for film and TV into a prospective career, helping them acquire a skillset required for many technical and creative roles. From broadcast journalism to the arts and events, this course focuses on the study of film and its variety of uses, and challenges students to see far beyond just the viewing experience.

Course Objective: The aim of this course is to orient our students with the concept that since everything can be considered a piece of literature and everything can be interpreted, therefore we cannot just "enjoy" a film without trying to understand the things that happen behind the scenes. Due to the increase in the number of viewers of movies, tv-shows, documentaries, short-films, YouTube contents etc., in recent years, the department finds it necessary to help students approach the popular media with a critical bent of mind instead of becoming mindless consumers of cultures presented and represented through films.

Course Learning Outcome: Upon completion of the course, students should be able to:

1. Recognize the language of the "film" so that they can understand the nuances, sharpen their sensibilities and become critics.
2. Develop career in film and media.
3. Write film reviews.
4. Evaluate different aspects of a film.
5. Recognize popular media consumption.
6. Map the history of film.
7. Demonstrate a strong theoretical understanding of the global film industry
8. Survey contemporary trends in filmmaking

Course Content:

- Introduction to Film Studies
- Writing, Reviewing and Film Criticism
- Film and New Media
- Filmmakers
- Audiences and Fandom
- Film Exhibition and Consumption
- Documentary
- Film, Literature and Adaption
- Film and Ethics
- Types of Film
- Film Theories
- Structuralist Theory
- Auteur Theory
- Schreiber theory
- Marxist Film Theory
- Feminist Film Theory
- Psychoanalytic film theory
- Posthuman and film
- Notable Film Theorists
- Close analysis of film

Teaching-Learning Strategy:

- Discussion of theories in the class
- Student-oriented lectures
- Multimedia presentation

- Film exhibition, theory application and criticism
- Writing practices (review/criticism)
- Content making (workshop)

Assessment and Evaluation:

Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 10% |
| Presentation/ Viva/Assignment | 10% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 30% |
| Semester End Examination | 40% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | ✓ | | | | | | | | | ✓ | |
| CLO 2 | | ✓ | | | | | | | | | | ✓ | |
| CLO 3 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | | ✓ | ✓ | | | | | | | | | ✓ | |
| CLO 5 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 6 | | | | | | | | | | | | ✓ | ✓ |
| CLO 7 | | | | | | | ✓ | | | | | ✓ | ✓ |
| CLO 8 | | | | | | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|---|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion, workshop), Self-directed Learning (Critical and structured writing, Project) | Question & Answer Multiple Choice Question (MCQ) Continuous assessment (Presentations, Assignments, Oral Examination) Individual Student Project Midterm written exam Final written exam |
| CLO 2 | | |
| CLO 3 | | |
| CLO 4 | | |
| CLO 5 | | |
| CLO 6 | | |
| CLO 7 | | |
| CLO 8 | | |

Recommended Readings:

| | |
|------------------------------|---|
| Andrew Dix | <i>Beginning Film Studies</i> |
| Anna Everett | <i>Digital Diaspora: A Race for Cyberspace</i> |
| Amy Villarejo | <i>Film Studies: The Basics</i> |
| Callum T. F. Mcmillan | <i>Posthumanism in Digital Culture: Cyborgs, Gods and Fandom</i> |
| Dana Polan and Haidee Wasson | <i>"Young Art, Old Colleges." Inventing Film Studies</i> |
| Dana Polan | <i>Scenes of Instruction: The Beginnings of the U.S. Study of Film</i> |
| David Bordwell | <i>Making Meaning: Inference and Rhetoric in the Interpretation of Cinema</i> |
| Grant Barry Keith. | <i>Film Study in the Undergraduate Curriculum</i> |
| Guido Rings | <i>The Other in Contemporary Migrant Cinema</i> |
| James Chapman | <i>Cinemas of the World: Film and Society in the Twentieth Century</i> |
| Joshua Foa Dienstag | <i>Cinema Pessimism: A Political Theory of Representation and Reciprocity</i> |

| | |
|--|---|
| Katherine Farrimond | <i>The contemporary femme fatale: gender, genre and American cinema</i> |
| Kathleen L. Brown | <i>Teaching Literary Theory Using Film Adaptations</i> |
| Mette Hjort, Scott Mackenzie | <i>Cinema and Nation</i> |
| Michael Hauskeller, Thomas D. Philbeck, (eds.) | <i>The Palgrave Handbook of Posthumanism in Film and Television</i> |
| Ronald Bergan | <i>Film</i> |
| Robert Stam | <i>Film Theory: An Introduction</i> |
| Robert Stam and Alessandra Raengo | <i>A Companion to Literature and Film</i> |
| Sarah Casey Benyahia and John White | <i>As Film Studies the Essential Introduction</i> |
| Sikov, Ed. | <i>Film Studies: An Introduction</i> |
| Sukhmani Khorana | <i>Crossover Cinema: Cross-Cultural Film from Production to Reception</i> |
| Susan Hayward | <i>Cinema Studies: The Key Concepts</i> |
| Tijana Mamula | <i>Cinema and Language Loss: Displacement, Visuality and The Filmic Image</i> |
| Toby Miller and Robert Stam | <i>A Companion to Film Theory</i> |
| Walter Benjamin | <i>Illuminations</i> |

20TH CENTURY BRITISH DRAMA

Course Code: ENG 4201 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description:

The course traces major developments of themes, styles and trends in the 20th century British drama, along with key information about British Theatre and Absurd Theatre, through the study of selected plays. These dramas will be discussed in relation to their form and content and their response to changes in culture and society as well as how they challenged contemporary reading experiences. The approach will be informed by contemporary critical and theoretical frameworks and also include some investigation of contemporary theatre practice. Thematic and technical contributions of each dramatist to British drama as well as the impact of contemporary philosophy, ideas and art movements will also be studied.

Course Objective: The objectives of this course are to

- a) introduce students to the British dramas produced in the 20th century and to their forms and contents.
- b) identify major themes and concerns of British dramas and to relate them to the changes in British society.
- c) stimulate critical analysis of selected dramas through written work and discussion.
- d) develop students as a thinking and receptive reader.

Course Learning Outcome: Upon completion of the course, students should be able to-

1. Demonstrate an understanding of the literary and intellectual culture of the 20th century.
2. Develop awareness and critical faculty to relate individual, social and cultural problems.
3. Analyze the socio-historical and political currents and undercurrents informing the contexts of 20th century British dramas.
4. Develop the skills of critical thinking and close reading.
5. Show a fair amount of expertise in critically unearthing different layers of a drama.
6. Evaluate and compare various thematic perspectives and styles within 20th century British dramas.
7. Give insights into contemporary global cultural issues comparable to that of the dramas.

Teaching-Learning Strategy:

Lecture (offline & online), assignment, quiz, class test, midterm & final examination, presentation, viva voce, power point presentation, classroom interaction, existing critical and theoretical frameworks, books, journals, web resources etc.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| |
|--------------------------------------|
| Continuous Internal Evaluation (CIE) |
|--------------------------------------|

| | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | | ✓ | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | ✓ | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 6 | ✓ | ✓ | ✓ | ✓ | | | ✓ | | | | | ✓ | |
| CLO 7 | ✓ | ✓ | ✓ | ✓ | ✓ | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam |
| CLO 7 | | Final written exam |

Course Content:

| | |
|----------------|---------------------------|
| G. B. Shaw | <i>Man and Superman</i> |
| Harold Pinter | <i>The Dumb Waiter</i> |
| John Osborne | <i>Look Back in Anger</i> |
| Samuel Beckett | <i>Waiting for Godot</i> |

Recommended Readings:

| | |
|-------------------------|--|
| Amitava Roy & Arnab Ray | <i>Osborne, Look Back in Anger: A Collection of Critical Essays</i> |
| Arthur F. Ganz | <i>Pinter: A Collection of Critical Essays</i> |
| Austin E. Quigley | <i>Pinter Problem</i> |
| Eric Bentley | <i>Bernard Shaw: A Reconsideration</i> |
| Eric Bentley | <i>The Theory of the Modern Stage: An Introduction to Modern Theatre and Drama</i> |
| Harold Bloom | <i>Samuel Beckett's Waiting for Godot</i> |
| Hugh Kenner | <i>A Reader's Guide to Samuel Beckett</i> |
| Hugh Kenner | <i>Samuel Beckett: A Critical Study</i> |
| John Heilpern | <i>John Osborne: A Patriot for Us</i> |
| John Heilpern | <i>John Osborne: The Many Lives of the Angry Young Man</i> |
| Lawrence Graver | <i>Beckett: Waiting for Godot</i> |
| Lois G. Gordon | <i>Stratagems to Uncover Nakedness: The Dramas of Harold Pinter</i> |
| Louis Crompton | <i>Shaw the Dramatist</i> |
| Marjorie Boulton | <i>The Anatomy of Drama</i> |
| R J Kaufmann | <i>G. B. Shaw: A Collection of Critical Essays</i> |
| Ronan McDonald | <i>The Cambridge Introduction to Samuel Beckett</i> |

NEW LITERATURES IN ENGLISH

Course Code: ENG 4202 (BNQF 0232)

Continuous Internal Evaluation (CIE) Marks: 50

Course Type: Core Course
Credits: 3

Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description: The term ‘New Literatures in English’ rather than the earlier categorization of ‘Commonwealth’ or ‘Third World Literature’ has been deemed appropriate and preferable to describe recent literary developments in postcolonial countries. These newly emerging literatures, also known as postcolonial literature, are the products of complex determinants such as colonialism, migration and segregation. The term ‘new’ in this context will attempt to distinguish between the ‘old’ British literature produced by writers of the imperial power and the recent ‘new’ literatures in English written by writers inhabiting postcolonial countries and diaspora. Though they emerge from diverse regions and cultures around the world and though they have their special or distinctive characteristics, they share some common characteristics in terms of colonial experiences and differences from the assumptions of the imperial center. Additionally, the processes through which the new nations come into being and the formation of national identities in a situation of political instability contribute to the emergence of the vast body of New Literatures in English.

Course Objective: The primary objective of this course is to introduce students to new literatures in English as well as to their themes, styles, literary strategies and linguistic regeneration. This course also aims to show how New Literatures in English articulate a politics of resistance to the colonial construct of postcolonial countries, colonial discourses and colonial legacies, and how they are rich and diverse in texture and structure, in interest and area of exploration and so well-set in diverse locales.

Course Learning Outcome: Upon completion of this course, students will be able to -

1. Discuss the background, rise and concepts of New Literatures in English and know various genres in New Literatures.
2. Explain how new literatures bring about a change in the existing binary world order.
3. Explain how new literatures destabilize the dominance of English canon
4. Explain how new literatures help postcolonial subjects know their place in the world.

Teaching-Learning Strategy:

Lecture (offline & online), assignment, quiz, class test, midterm & final examination, presentation, viva voce, power point presentation, classroom interaction, existing critical and theoretical frameworks, books, journals, web resources etc.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | | | ✓ | ✓ | | | | | | ✓ | |
| CLO 2 | ✓ | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | ✓ | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | | | | | | | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|---|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer Multiple Choice Question (MCQ) |
| CLO 2 | | |
| CLO 3 | | |

| | |
|-------|---|
| CLO 4 | Continuous assessment (Presentations, Assignments, Oral Examination) Individual Student Project Midterm written exam Final written exam |
|-------|---|

Course Content:

| | |
|---------------|---------------------------|
| Amitav Ghosh | <i>The Shadow Lines</i> |
| Anita Desai | <i>Clear Light of Day</i> |
| Chinua Achebe | <i>Things Fall Apart</i> |
| Monica Ali | <i>Brick Lane</i> |
| R. K. Narayan | <i>The Guide</i> |

Recommended Readings:

| | |
|--------------------------------|---|
| Andrew Teverson & Sara Upstone | <i>Postcolonial Spaces: The Politics of Place in Contemporary Culture</i> |
| C. L. Innes & Bernth Lindfors | <i>Critical Perspectives on Chinua Achebe</i> |
| Fakrul Alam | <i>Imperial Entanglements and Literature in English</i> |
| Fakrul Alam | <i>South Asian Writers in English</i> |
| Harold Bloom | <i>Achebe's Things Fall Apart: Bloom's Modern Critical Interpretations</i> |
| Isidore Okpewho | <i>Chinua Achebe's Things Fall Apart</i> |
| John Chua | <i>Achebe's Things Fall Apart</i> |
| M. Rajeshwar | <i>The Novels of Anita Desai: A Critical Study</i> |
| Makarand Paranjape | <i>Another Canon: Indian Texts and Traditions in English</i> |
| Maswood Akhter | <i>Musings Post Colonies</i> |
| Priyamvada Gopal | <i>The Indian English Novel: Nation, History, and Narration</i> |
| R. K. Dhawan | <i>The Fiction of Anita Desai</i> |
| Rituparna Roy | <i>South Asian Partition Fiction in English: From Khushwant Singh to Amitav Ghosh</i> |
| Shubha Tiwari | <i>Critical Responses to Anita Desai Vol. I & II</i> |
| Tapan Basu | <i>Chinua Achebe's Things Fall Apart: A Critical Companion</i> |

HUMAN RIGHTS AND LITERATURE

Course Code: ENG 4203 (BNQF 0232)

Course Type: Core Course

Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 2.5 Hours

Course Description: This course constitutes two discourses: “human rights” and “literature”. It will primarily focus on terms and concepts in the study of human rights as well as the key issues, debates and controversies surrounding the idea of universal human rights. It will then apply critical and theoretical frameworks regarding human rights in literary texts in order to explore how literature contributes to understanding and raises awareness of human rights of people and how literature promotes, directly or indirectly, the values of human rights in order to develop a culture without borders.

Course Objective: This course aims to -

- create awareness among students of their rights and the rights of others by introducing them to various texts that deal with human rights.
- represent human rights violation as a social problem and motivate students to actively participate in reforming society and diminish the level of human rights violation.
- encourage students to explore different perspectives and aspects of human rights and raise their voice on human rights issues.
- help students gain insights into contemporary human tragedies across the globe, which will cast a transformative effect upon their worldview.
- inculcate a broader, more empathetic understanding of humanity in the minds of students.

Course Learning Outcome: Upon completion of this course, students will be able to-

1. Read and analyze various literary texts from human rights perspective.

2. Demonstrate a nuanced understanding of the history and development of the varied concepts and major issues/debates surrounding “human rights”.
3. Analyze cases of human rights violations as well as interventions to protect human rights.
4. Recognize larger implications/consequences of human rights abuses across the globe.
5. Analyze hegemonic as well as coercive processes/strategies and practices of “power”.
6. Operate individually or within group for the cause of the marginalized and the oppressed.

Teaching-Learning Strategy:

Lecture (offline & online), assignment, quiz, class test, midterm & final examination, presentation, viva voce, power point presentation, classroom interaction, existing critical and theoretical frameworks, books, web resources, journals etc.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | | ✓ | | | | ✓ | | | | | ✓ | ✓ |
| CLO 2 | | | | | | ✓ | ✓ | | | | | ✓ | |
| CLO 3 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 4 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 6 | | | | | | | | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|---|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing, project) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment |
| CLO 4 | | (Presentations, Assignments, Oral Examination) |
| CLO 5 | | Individual Student Project |
| CLO 6 | | Midterm written exam Final written exam |

Course Content:

Andrew Clapham
Jack Donnelly
J. M. Coetzee
Maya Angelou
Nelle Harper Lee
Nelson Mandela

Human Rights: A Very Short Introduction
Universal Human Rights in Theory and Practice
Waiting for the Barbarians
I Know Why the Caged Bird Sings
To Kill a Mockingbird
Long Walk to Freedom: The Autobiography of Nelson Mandela

Recommended Readings:

Alexandra Schultheis
Amartya Kumar Sen
Charles R. Beitz

Vulnerability and Security in Human Rights Literature and Visual Culture
Development as Freedom
The Idea Of Human Rights

| | |
|--|---|
| Chielozona Eze | <i>Ethics and Human Rights in Anglophone African Women's Literature: Feminist Empathy</i> |
| Crystal Parikh | <i>The Cambridge Companion to Human Rights and Literature</i> |
| Crystal Parikh | <i>Writing Human Rights: The Political Imaginaries of Writers of Color</i> |
| Daniel Mendelsohn | <i>Waiting for the Barbarians: Essays from the Classics to Pop Culture</i> |
| David Attwell | <i>J. M. Coetzee and the Life of Writing: Face-to-face with Time</i> |
| Diane Dakers | <i>Nelson Mandela: South Africa's Anti-Apartheid Revolutionary</i> |
| Dominic Head | <i>The Cambridge Introduction to J. M. Coetzee</i> |
| Draft Committee | <i>Universal Declaration of Human Rights</i> |
| Elizabeth S. Anker | <i>Fictions of Dignity: Embodying Human Rights in World Literature</i> |
| Elleke Boehmer | <i>Nelson Mandela: A Very Short Introduction</i> |
| Ian Ward | <i>Literature and Human Rights: The Law, the Language and the Limitations of Human Rights Discourse</i> |
| James Dawes | <i>The Novel of Human Rights</i> |
| Joanne M. Braxton | <i>Maya Angelou's I Know Why the Caged Bird Sings: A Casebook</i> |
| Johannes Morsink | <i>The Universal Declaration of Human Rights: Origins, Drafting, and Intent</i> |
| Lyndsey Stonebridge | <i>Writing and Righting: Literature in the Age of Human Rights</i> |
| Lynn Hunt | <i>Inventing Human Rights: A History</i> |
| Mary C. Burke | <i>Human Trafficking: Interdisciplinary Perspectives</i> |
| Matt Doeden | <i>Nelson Mandela. World Leader for Human Rights</i> |
| Michael Galchinsky | <i>The Modes of Human Rights Literature: Towards a Culture Without Borders</i> |
| Patrick Hayes | <i>J.M. Coetzee and the Novel: Writing and Politics after Beckett</i> |
| Pramod K Nayar | <i>Writing Wrongs: The Cultural Construction of Human Rights in India</i> |
| Pramod K. Nayar | <i>Human Rights and Literature: Writing Rights</i> |
| Sophia A. McClennen & Alexandra Schultheis Moore | <i>The Routledge Companion to Literature and Human Rights</i> |
| William D. Schanbacher | <i>Food as a Human Right: Combatting Global Hunger and Forging a Path to Food Sovereignty</i> |

THESIS

Course Code: ENG 4204 (BNQF 0232)

Course Type: Thesis

Credits: 6

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 1 Hour

Course Description: This is an advanced level course which provides students an opportunity to improve and demonstrate their capacity for independent research and scholarly writing. It constitutes the final and concluding task in the Bachelor of Arts in English program and is treated as a serious and academically rigorous component of the program. It integrates reading, research, writing and oral presentation. It is intended not to be merely a critical appraisal of the previous study of the respective field, but is undertaken to discover and represent an original research study (sometimes synthesis or extension of preceding scholarly works).

Course Objective: The primary objective of this course is to train students to conduct a research study and finally produce a thesis paper which demonstrates that they have reached the professional skills required to earn the bachelor's degree. This course will enable students to read, think and write critically and independently. It also aims to give students a solid foundation for future research and to encourage them in the creation of knowledge through extensive research works in different areas.

Course Learning Outcome: Upon completion of this course, students will be able to-

1. Prepare a research paper.
2. Design and conduct any advanced study by using appropriate methods
3. Present research findings in a clearly written document and in oral presentation within predetermined time frames in a systematic way.
4. Analyze complex issues and situations critically, independently, and creatively even with limited information.

Teaching-Learning Strategy:

The course provides a structure in which the students will research, write and revise the thesis paper. The course will begin with a research proposal. The students will submit a 1000-word proposal that will include thesis title,

scope, objective, critical orientation, research methodology, rationale, literature review and indicative bibliography. Preparation of the proposal is not a formality, but a substantive part of the intellectual process of developing a project of appropriate focus and scope. It is also anticipated that the proposal is the first step in the completion of a thesis project. There will be then discussion and review of the proposal and an overview of the thesis process. In the succeeding classes, the students will discuss with their supervisor/s the progress of the proposed work, research strategies, critical evaluation of source material, in-text citation, referencing style etc. A complete draft of the thesis will be submitted to the supervisor/s to obtain feedback with ample time for revision before the defense. As the thesis nears completion, the students will schedule a formal defense with the supervisor/s. After that, they have to face a board of defense consisting of the supervisor/s along with two other faculty members.

Assessment and Evaluation: The course will be mainly examined through the independently written thesis, attendance, and oral presentation, but the student's ability to give and take constructive criticism during the work-in-progress will also be considered in the final assessment. By the end of the semester, an oral presentation will be scheduled for the defense of the thesis. Before the defense, necessary editing and corrections of the thesis will be made. Sometimes, even after the defense, the student will submit a revised version (if necessary) of the thesis in digital form as well as in hard copy.

Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Attendance | 10% |
| Research Proposal | 10% |
| Thesis Defense | 30% |
| Semester Mid and End Examination (SMEE) | |
| Undergraduate Thesis | 50% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CLO 2 | | ✓ | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| CLO 3 | | ✓ | ✓ | ✓ | | | | ✓ | | | | ✓ | |
| CLO 4 | | ✓ | ✓ | | | | | ✓ | | | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|---|
| CLO 1 | Collaborative Learning (discussion, workshop), Self-directed Learning (Research Project) | Research Proposal Oral Examination Undergraduate Thesis |
| CLO 2 | | |
| CLO 3 | | |
| CLO 4 | | |

Recommended Readings:

| | |
|-----------------------------|---|
| 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> |

VIVA VOCE II

Course Code: ENG 4205 (BNQF 0232)
Course Type: Oral Examination
Credit: 1

Continuous Internal Evaluation (CIE) Marks: 50
Viva Marks: 50
Exam Hours: 1 Hour

Course Description: This is an assessment-based course. This interactive module provides the eighth semester undergraduate students with information about the viva, advice on how to develop a proactive approach to it, and practice opportunities. The module will look at the viva exam’s regulations and expectations, as well as discover and practice practical techniques to prepare. It also includes speeches from a student who has just finished their viva and will discuss their experience, as well as an examiner who will outline expectations of applicants from their perspective, give advice, and answer questions.

Course Learning Outcomes: By the end of the module, participants will be able to-

5. Explain the rules and etiquettes of a formal oral examination.
6. Develop an awareness of the examiner’s perspective
7. Increase their awareness of what to expect of an oral exam
8. Use tools and strategies to prepare for an oral exam

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Viva Attendance | 50% |
| Semester Mid and End Examination (SMEE) | |
| Viva | 50% |

Mapping Course Learning Outcomes (CLOs) with the PLOs:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 2 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 3 | | | ✓ | | | | | ✓ | | | | ✓ | |
| CLO 4 | | | ✓ | | | | | ✓ | | | | ✓ | |

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning and Assessment Strategy:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|---------------------|
| CLO 1 | Direct Instruction (lecture, computer-assisted instruction), Collaborative Learning (discussion) | Oral Examination |
| CLO 2 | | |
| CLO 3 | Direct Instruction (lecture, computer-assisted instruction), Collaborative Learning (workshop, guided practice) | |
| CLO 4 | | |

Course Content:

- Oral examination Etiquettes
- Formal Language vs Informal Language
- Oral examination dress code
- How to maintain eye contact
- How to answer oral examination questions
- Planning before an oral examination
- Rehearsal before an oral examination
- Common oral examination questions
- Techniques of acing an oral examination

Recommended Readings:

A. Lee Foote *Oral Exams: Preparing for and Passing Candidacy, Qualifying, and Graduate Defenses*
Murray Rowena *How to Survive Your Viva: Defending a Thesis in an Oral Examination*
Peter Smith *The PhD Viva: How to Prepare for Your Oral Examination*

Course Code: ENG 4206 (BNQF 0232)
Course Type: Core Course
Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50
Semester Mid and End Examination (SMEE) Marks: 50
Exam Hours: 2.5 Hours

Course Description:

The term ‘African writing in English’ refers to a body of writing written in the English language by Africans back home and in the diaspora from the time of its introduction into Africa. Partly for colonial policy and partly for African people’s interest in learning and using the language for economic and professional ends, English gained considerable currency in British Africa. It was thus that African writing in English has been shaped by experiences of colonization and their legacies. African writing in English has slowly established itself as a literary tradition within the region and across the world. Accordingly, it has a trans-African dimension though it emerged from the experience of colonialism.

Course Objectives:

The primary objective of this course is to introduce students to a range of African writing in English, to its themes, styles and linguistic inventiveness, to its local, global and postcolonial dimension, to its various genres and to its philosophy of a new world order. It aims to inform students how African writing in English has developed over time and emerged, beyond the influence of Western aesthetic values and novelistic form, as an independent body of works. It also aims to show how it has moved beyond the original colonial matrix to remake the forms and functions of English as a global language.

Course Learning Outcome: Upon completion of this course, students will be able to-

1. Identify distinctive literary strategies and devices employed in the texts.
2. Develop an understanding of theoretical concepts such as postcolonialism applied to this writing.
3. Develop a critical understanding of African literary texts in historical and cultural contexts, along with its contribution to the establishment of postcolonial literary canon and to world literature.
4. Critically engage with diverse creative and intellectual, even political, cultures of Africa.
5. Demonstrate an understanding of how it has moved beyond its colonial, anticolonial and postcolonial dimensions.

Teaching-Learning Strategy:

Lecture (offline & online), assignment, quiz, class test, midterm & final examination, presentation, viva voce, power point presentation, classroom interaction, existing critical and theoretical frameworks, books, journals, web resources etc.

Assessment and Evaluation: Grades will be calculated as per the university grading structure and individual student will be evaluated based on the following assessment criteria with respective weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Presentation/ Viva/Assignment | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 2 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | | | ✓ | | | ✓ | ✓ | | | | | ✓ | |
| CLO 4 | ✓ | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 5 | | | ✓ | | | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|----------------------------|---------------------|
| CLO 1 | | Question & Answer |

| | | |
|-------|--|---|
| CLO 2 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Multiple Choice Question (MCQ) Continuous assessment (Presentations, Assignments, Oral Examination) Individual Student Project Midterm written exam Final written exam |
| CLO 3 | | |
| CLO 4 | | |
| CLO 5 | | |

Course Content:

| | |
|--------------------------|---|
| Chinua Achebe | <i>Arrow of God</i> |
| Chimamanda Ngozi Adichie | <i>Purple Hibiscus</i> |
| Nadine Gordimer | <i>July's People</i> |
| Ngũgĩ wa Thiong'o | <i>The Black Hermit</i> |
| Nikki Giovanni | Rosa Parks |
| Phillis Wheatley | On Being Brought from Africa to America |
| Wole Soyinka | <i>The Lion and the Jewel</i> |

Recommended Readings:

| | |
|-------------------------------|---|
| Adewale Maja-Pearce | <i>Who's Afraid of Wole Soyinka? Essays on Censorship</i> |
| Aijaz Ahmad | <i>In Theory</i> |
| Ania Loomba | <i>Colonialism/Postcolonialism</i> |
| Edward Said | <i>Orientalism, Culture and Imperialism, Covering Islam</i> |
| Aamir R Mufti | <i>Forget English! Orientalisms and World Literature</i> |
| Bill Ashcroft, et al. | <i>The Empire Writes Back: Theory and practice in post-colonial literatures</i> |
| Bill Ashcroft, et al | <i>The Post-Colonial Studies Reader</i> |
| Biodun Jeyifo | <i>Wole Soyinka: Politics, Poetics, and Postcolonialism</i> |
| C. L. Innes & Bernth Lindfors | <i>Critical Perspectives on Chinua Achebe</i> |
| Daylanne K. English | <i>Each Hour Redeem: Time and Justice in African American Literature</i> |
| Elleke Boehmer | <i>Colonial and Postcolonial Literature: Migrant Metaphors</i> |
| Frantz Fanon | <i>Black Skin, White Masks, The Wretched of the Earth</i> |
| Graham Huggan | <i>The Postcolonial Exotic: Marketing the margins</i> |
| Igor Maver | <i>Diasporic Subjectivity and Cultural Brokering in Contemporary Post-Colonial Literatures</i> |
| Isidore Okpewho | <i>Chinua Achebe's Things Fall Apart</i> |
| John Chua | <i>Achebe's Things Fall Apart</i> |
| Madhu Krishnan | <i>Contemporary African Literature in English: Global Locations, Postcolonial Identifications</i> |
| Pal Ahluwalia | <i>Politics and Post-colonial Theory: African Inflections</i> |
| Sarah Brouillette | <i>Postcolonial Writers in the Global Literary Marketplace</i> |
| Susheila Nasta | <i>Motherlands. Black Women? Writing: From Africa, the Caribbean and South Asia</i> |
| Simon Gikandi & Evan Mwangi | <i>The Columbia Guide to East African Literature in English Since 1945</i> |
| Tapan Basu | <i>Chinua Achebe's Things Fall Apart: A Critical Companion</i> |

SOUTH ASIAN WRITING IN ENGLISH

Course Code: ENG 4207 (BNQF 0232)

Course Type: Core Course

Credits: 3

Continuous Internal Evaluation (CIE) Marks: 50

Semester Mid and End Examination (SMEE) Marks: 50

Exam Hours: 2.5 Hours

Course Description: The term 'South Asian writing in English' refers to all the writing produced by South Asians back home and in the diaspora in the English language from the time of its introduction into South Asia as the language of administration and higher education and as a link language by English colonizers at the end of the eighteenth century. Partly for colonial policy and partly for South Asian people's interest in learning and using the language for economic and professional ends, English gained considerable currency in British South Asia throughout the nineteenth century. It was thus that South Asian writing in English manifested itself originally in the region with the colonial encounter. South Asian writing in English has slowly established itself as a literary tradition within the region and across the world. Accordingly, it has a trans-South Asia dimension though it emerged from the experience of colonialism.

Course Objective: The primary objective of this course is to introduce students to a range of South Asian writing in English, to its themes, styles and linguistic inventiveness, to its local, global and postcolonial dimension, to its various genres and to its philosophy of a new world order. It also aims to let students know how South Asian writing in English has developed over time and emerged, beyond the influence of Western aesthetic values and novelistic form, as an independent body of works.

Course Learning Outcome: Upon completion of this course, students will be able to -

1. Identify distinctive literary strategies and devices employed in this writing,
2. Develop an understanding of theoretical concepts such as postcolonialism applied to this writing and a critical understanding of South Asian literary texts in historical and cultural contexts, along with its contribution to the establishment of postcolonial literary canon and to world literature.
3. Engage critically with diverse creative and intellectual, even political, cultures of South Asia.

Teaching-Learning Strategy:

Lecture (offline & online), assignment, quiz, class test, midterm & final examination, presentation, viva voce, power point presentation, classroom interaction, existing critical and theoretical frameworks, books, web resources, journals etc.

Assessment and Evaluation: Grades will be calculated per the university grading structure, and the students will be evaluated based on the following assessment criteria with respective grading weights.

| Continuous Internal Evaluation (CIE) | |
|---|-----|
| Class Attendance | 10% |
| Quizzes | 20% |
| Assignments/Presentation/Viva Voce | 20% |
| Semester Mid and End Examination (SMEE) | |
| Semester Mid Examination | 20% |
| Semester End Examination | 30% |

Course Learning Outcomes (CLO)-Program Learning Outcome (PLO) Mapping:

| CLO | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 |
|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|
| CLO 1 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 2 | | | ✓ | | | | ✓ | | | | | ✓ | |
| CLO 3 | | | ✓ | | | | ✓ | | | | | ✓ | |

Course Learning Outcomes (CLOs)-Teaching-Learning Strategy-Assessment Strategy Mapping:

| CLO | Teaching-Learning Strategy | Assessment Strategy |
|-------|--|--|
| CLO 1 | Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing) | Question & Answer |
| CLO 2 | | Multiple Choice Question (MCQ) |
| CLO 3 | | Continuous assessment (Presentations, Assignments, Oral Examination) Individual Student Project Midterm written exam Final written exam |

Course Content:

| | |
|---------------------|-------------------------------------|
| Begum Rokeya | <i>Sultana's Dream</i> |
| Kaiser Haq | Selected Poems |
| Michael Ondaatje | <i>Anil's Ghost</i> |
| Mohsin Hamid | <i>The Reluctant Fundamentalist</i> |
| Mulk Raj Anand | <i>Untouchable</i> |
| Rabindranath Tagore | <i>Song Offerings</i> |
| Syed Waliullah | <i>The Ugly Asian</i> |

Recommended Readings:

| | |
|---------------|---|
| Aamir R Mufti | <i>Forget English! Orientalisms and World Literature</i> |
| Alex Tickell | <i>South Asian Fiction in English: Contemporary transformations</i> |

| | |
|-----------------------|--|
| Alex Tickell | <i>The Novel in South and South East Asia since 1945</i> |
| Amin Malak | <i>Muslim Narratives and the Discourse of English</i> |
| Aroosa Kanwal | <i>Rethinking Identities in Contemporary Pakistani Fiction: Beyond 9/11</i> |
| Arvind K. Mehrotra | <i>An Illustrated History of Indian Literature in English</i> |
| Bill Ashcroft, et al. | <i>The Empire Writes Back: Theory and practice in post-colonial literatures</i> |
| Chelva Kanaganayakam | <i>Arbiters of a National Imaginary: Essays on Sri Lanka</i> |
| Claire Chambers | <i>British Muslim Fictions: Interview with Contemporary Writers</i> |
| Elleke Boehmer | <i>Colonial and Postcolonial Literature: Migrant Metaphors</i> |
| Fakrul Alam | <i>South Asian Writers in English</i> |
| Graham Huggan | <i>The Postcolonial Exotic: Marketing the margins</i> |
| Igor Maver | <i>Diasporic Subjectivity and Cultural Brokering in Contemporary Post-Colonial Literatures</i> |
| Jaina C. Sanga | <i>South Asian Novelists in English: An A-to-Z Guide</i> |
| Makarand Paranjape | <i>In Diaspora: Theories, Histories, Texts</i> |
| Paul Brians | <i>Introduction to Modern South Asian Literature in English</i> |
| Prabhat K. Singh | <i>The Indian English Novel of the New Millennium</i> |
| Rossella Ciocca | <i>Millennium's Children. New trends in South-Asian Postmillennial Anglophone Literature</i> |
| Sarah Brouillette | <i>Postcolonial Writers in the Global Literary Marketplace</i> |
| Sheldon Pollock | <i>Literary Cultures in History: Reconstructions from South Asia</i> |
| Tahir Abbas | <i>Muslim Britain: Communities under Pressure</i> |

PART D – GRADING and EVALUATION

Evaluation

Evaluation of students' performance will be based on Continuous Internal Evaluation (CIE) and Semester End Examination (SEE). SEE includes midterm examination and final examination whereas CIE contains class-test, quiz, attendance, presentation and assignments/case study/term paper/project/viva/group work. CIE will cover 50% of the total marks and the remaining 50% are reserved for SEE. The distribution of marks is as follows:

Theory course:

| | | |
|-------|--|------|
| SEE | Mid Term | 20% |
| | Final | 30% |
| CIE | Class-test, quiz, attendance, presentation and assignments/case study/thesis paper/ project/viva/group work | 50% |
| Total | | 100% |

Thesis course:

| | | |
|-------|----------------------|------|
| SEE | Undergraduate Thesis | 50% |
| CIE | Attendance | 10% |
| | Research Proposal | 10% |
| | Thesis Defense | 30% |
| Total | | 100% |

★ Students must obtain pass marks in SEE and CIE separately.

Grading Scale and Grades

The following Letter Grade and Grade Point system, which was introduced by the UGC as a uniform grading system for all public and private universities, will be followed in Bachelor of Arts (Honors) in English program:

| 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 |

Cumulative Grade Point Average (CGPA)

Student's performance will be evaluated on the basis of Grade Point Average (GPA) semester wise and Cumulative Grade Point Average (CGPA) of total completed courses

The Cumulative Grade Point Average (CGPA) will be computed according to following formula:

$$CGPA = \frac{\text{Sum of (Earned Credit} \times \text{Corresponding Grade Points)}}{\text{Total Credits}}$$

Retake

- If a student obtains F grade(s) in any courses for any reasons, s/he must retake the course(s).
- For retake and improvement, a student can take a maximum of 12 credits or 4 courses altogether in any semester.
- If s/he passes after appearing at the retake examination, the (passed) result will be used for calculation of GPA and CGPA, but past grade must be recorded in the students' database; or grade report will be shown as 'R' (Retake). But in final official transcript (after completion of the degree) 'R' will not be shown.

- d. If a student obtains F grade(s) after the end of the program, s/he will get a chance to complete the course (s) within additional 2 years after the end of his/her specific time of completing the degree. But in case of fail in Pre-Requisite course(s), the student must retake the course in the succeeding semester.
- e. Except for Pre-Requisite course(s), a student can retake the course(s) at his/her convenient semester(s).
- f. A retake student will complete all course curriculums (i.e. class attendance, class test, assignment etc.) including midterm and final examinations of the specific course(s). In special cases, if the student cannot attend classes or continuous assessment (i.e., assignment, class test etc.), previous marks can be accepted to calculate GPA.
- g. If course(s) cannot be offered due to any reason (i.e., course drop or unavailability of students etc.), department can take necessary steps to arrange only midterm and final examination for the retake student(s). In such cases, other marks except midterm and final examination will be carried forward from the previous semester where s/he attended the course(s).
- h. The department may arrange separate examinations with separate questions (for midterm and final examinations only) for retake students if it cannot be accommodated in the regular examination schedule. But the examination must be completed in not more than 7 working days after the completion of midterm or final examinations.
- i. Students who want to retake a course must get his/her registration completed at the beginning of each semester.
- j. A student will have to pay requisite fee of the per credit fees for the retake course(s).
- k. Retake rules are applicable for both Undergraduate and Graduate/Masters programs.
- l. If a student retakes his/her failed course(s) after finishing normal duration of the program, s/he will pay only registration fee, exam fee and requisite fee for retake of course(s). If s/he fails to improve again, no refund of fees will be made.

Improvement

- a. A student obtaining B, B-, C+, C and D grades may improve the grade(s) by appearing in the midterm and final examinations or final examination.
A student may improve above mentioned grade(s) in any semester along with regular courses. In case of improvement after passing all courses of the respective program, a student will be allowed once in the succeeding semester, but s/he has to take approval from the head/coordinator of the department
- b. For improvement and retake a student can take a maximum of 12 credits or 4 courses altogether in any semester.
- c. To prepare the improvement results, the course teachers can only modify midterm and final examination marks of the students in the result automation process. Other marks (i.e., class test, assignment etc.) will be automatically generated by the software from the previous database.
- d. A student will have to pay requisite fee of the per credit fees for the improvement of grades.
- e. If an examinee fails to improve his/her result, the previous result in the software will stand.
- f. If a student improves his/her course(s) after finishing normal duration of the program, s/he will pay only registration fee, exam fee and requisite fee for improve of course(s). If s/he fails again, no refund of fees will be made.

Semester Drop

- a. After getting enrolled for a semester, if any student fails to continue academic activities (i.e., class, exam, practical, assignment, presentation etc.) up to midterm examination, s/he will be considered as a semester drop student. In this case s/he will not be allowed to sit for the final exam.
- b. After getting enrolled for a semester, if any student completes all academic activities, but fails to appear at the midterm examination, the student may be allowed to sit for the final exam.
- c. Semester drop student may get readmission in the subsequent semester on payment of semester drop fee and his/her paid amount (full/partial) will be adjusted at the time of readmission. However, if any student discontinues the study forever, s/he will not get back the money paid at the time of admission.
- d. In case of semester drop or withdrawal, a student will be considered as a fresh student for the semester. S/he will get all chances for improvement, retake and re-admission like a fresh student. However, a student must complete his/her program within the time mentioned in section 7 from the time of his /her first semester admission.