



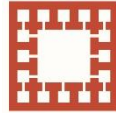
CURRICULUM

MASTER OF ARTS 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
Master 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 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 comprehensive 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)

Master of Arts in English program aims at providing modern and extensive education in English literature, language and ELT 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 learn basic research methodology in literature and English language teaching (ELT).
PEO6	To understand the major literary movements and periods, authors and their representative works and critical theories.
PEO7	To develop competence in aesthetic appreciation of literature.
PEO8	To understand other countries and cultures.
PEO9	To train them in media communication, translation studies, 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 Master of Arts in English program 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 5101	✓	✓	✓										✓
ENG 5102	✓	✓	✓										✓
ENG 5103	✓	✓	✓			✓							✓
ENG 5104			✓					✓		✓			✓
ENG 5105								✓	✓	✓			✓
ENG 5106			✓									✓	✓
ENG 5201	✓	✓	✓		✓	✓	✓					✓	✓
ENG 5202	✓	✓	✓	✓		✓	✓						✓
ENG 5203	✓	✓	✓	✓	✓		✓					✓	✓
ENG 5204			✓		✓			✓		✓		✓	✓
ENG 5205	✓	✓	✓			✓							✓
ENG 5206	✓		✓	✓			✓				✓		✓

Graduate Profile

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

Learning Outcome Domains	Level Descriptors
Fundamental Skills	<ol style="list-style-type: none"> 1. demonstrate a systematic understanding of advanced knowledge and skills which may be at the forefront of a field/fields of study, discipline or practice; 2. analyze general and advanced range of specialized theories, concepts, principles and complex information and method within a field/fields of study, discipline or practice; 3. apply knowledge and skills to manage complex matters; 4. synthesize complex information, concepts, theories and problems in a field/fields of study or practice as a basis for research; 5. carry out semi-specialized research and/or apply practical skills, tools or techniques which are informed by the forefront latest development in the subject or discipline to solve and manage complex problems or solve issues in a field/fields of study or practice; and 6. competently use a wide range of suitable software ICTs to enhance study, research and/or work/practice.
Social Skills	<ol style="list-style-type: none"> 1. communicate clearly the knowledge, skills, ideas, critique and conclusion/rationale using appropriate methods to experts, specialists and peers and non-expert range of audience both in Bangla and advanced English; 2. work with different people in learning and working community and other groups and networks; 3. function effectively as a member of a community; and 4. demonstrate advanced knowledge of cultural, governmental, and environmental issues at a regional and international level, in relation to issues within Bangladesh and actively participating in and advocating for changes/solutions for the betterment of the nation.
Thinking Skills	<ol style="list-style-type: none"> 1. be independent and individually responsible for work, professional practice, systems, processes and decision-making on complex problematic matters or issues within the academic, professional or technical settings (a field of study and/or professional practice and/or in multi-disciplinary context); and 2. demonstrate significant autonomy, leadership qualities, interpersonal skill and responsibilities – (planning, resource management, supervision and problem solving) in managing work within a team and others.
Personal Skills	<ol style="list-style-type: none"> 1. demonstrate self-advancement through continuous academic and/or professional development; 2. observe legal, ethical and professional codes of practice; and 3. demonstrate appreciation of cultural diversity in Bangladesh in contributing to the society.

PART B – STRUCTURE

Duration of the Program

The duration of the Master of Arts in English program is one (1) academic year with two semesters.

Semester System

Each semester consists of 23 weeks (18 weeks for instructions or lectures, one week for exam preparation and four weeks for midterm and final examinations). After the end of every final examination, the students will have a one-week semester break.

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

Total Minimum Credit Requirement

Master of Arts in English program consists of minimum 39 Credit Hours.

Admission Requirement

Students who intend to get themselves admitted into Masters Program should have at least 5.00 points as shown below without any 3rd division/class or 6.00 points with a 3rd division/class. The points to be computed as below:

Degree	Points		
	1st Division/Class/ Equivalent (3.5 and above)	2nd Division/Class/ Equivalent (2.50 to 3.49)	3rd Division/Class/ Equivalent (2.00 to 2.49)
SSC/Equivalent	3	2	1
HSC/Equivalent	3	2	1
Degree Pass	3	2	1
Honors or 4 Years Degree	4	3	2

Note: Minimum CGPA 2.00 is required at each level of examination.

Minimum CGPA Requirements for Graduation

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

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

Maximum Academic Years of Completion

A student must not get more than two additional years to complete their degree.

Program Structure

The courses in the Master of Arts in English program are categorized in the following way:

COURSE TYPE	NUMBER OF COURSES	CREDIT HOUR
Core Course	11	33
Thesis	1	6
Total	12	39

Semester-wise Distribution of Courses

FIRST SEMESTER – MASTER OF ARTS IN ENGLISH

Sl. No.	Course Code	Course Title	PoE	Credit	Marks		
					CIE	SEE	Total
1	ENG 5101	Shakespeare	MAE	3	50	50	100
2	ENG 5102	World Classics in Translation	MAE	3	50	50	100
3	ENG 5103	20 th Century American Literature	MAE	3	50	50	100
4	ENG 5104	20 th Century English Literature	MAE	3	50	50	100
5	ENG 5105	Post Communicative Developments in ELT	MAE	3	50	50	100
6	ENG 5106	Practice in Evaluation and Design of Language Syllabus, Materials and Tests	MAE	3	50	50	100
Total				18	300	300	600

SECOND SEMESTER – MASTER OF ARTS IN ENGLISH

Sl. No.	Course Code	Course Title	PoE	Credit	Marks		
					CIE	SEE	Total
1	ENG 5201	Postcolonial Literature	MAE	3	50	50	100
2	ENG 5202	Literary Theory	MAE	3	50	50	100
3	ENG 5203	Cultural Studies	MAE	3	50	50	100
4	ENG 5204	New Discourses in Literary Studies	MAE	3	50	50	100
5	ENG 5205	Teaching Practicum	MAE	3	50	50	100
6	ENG 5206	Thesis	MAE	6	100	100	200
Total				21	350	350	700

PART C – DESCRIPTION OF ALL COURSES

SHAKESPEARE

Course Code: ENG 5101 (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 for graduate students as an advanced study of Shakespeare's plays and poems. The focus will be on the themes in Shakespearean plays and sonnets, his choice of words, and a close perusal of basic instances of his beautiful creations. Moreover, this course provides a fundamental audit of Shakespeare's tragedies, comedies, history plays, and some beautiful sonnets. Shakespeare's importance as a playwright and the enduring nature of his thoughts and vision are also emphasized.

Course Objective: The primary objective of this course is to help students investigate Shakespearean tragedies, comedies, and sonnets. In the process, it will discuss characters that populate his works, including rulers, sovereigns, sweethearts, wenches, and imbeciles. Topics like force, vengeance, love, desire, and aspiration will be covered. Critical approaches, including psychological, feminist, and historical theories, will be presented and applied to the texts. Students will get acquainted with a variety of literary ideas and strategies important to the study of a play and learn to recognize them. They will develop an understanding of the structure of sonnet, tragedy and comedy play, Shakespearean language and expression, and Elizabethan and Jacobean context.

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

1. Identify the essential characteristics of Shakespearean plays.
2. Analyze characters, themes, symbols, motifs, and setting in a drama.
3. Identify the characteristics of Shakespeare's works and the problems of interpretation and language that they raise.
4. Examine Shakespeare's contribution to literature and culture.
5. Examine texts to identify Shakespeare's aim, historical and cultural context, and rhetorical and dramatic techniques used in creating a play.
6. Examine how the philosophical and intellectual perspectives of the English renaissance influenced Shakespeare's work and how they are being used today.
7. Identify and evaluate the social and ethical issues raised by the plays and poetry on human existence.
8. Analyze the issues Shakespeare addresses through writing.
9. Develop their analytical writing skills.

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
CLO 1	✓		✓		✓	✓	✓					✓

CLO 2	✓	✓	✓				✓					✓
CLO 3	✓		✓				✓					✓
CLO 4	✓	✓	✓				✓					✓
CLO 5			✓	✓	✓		✓					✓
CLO 6				✓	✓		✓					✓
CLO 7	✓		✓	✓			✓					✓
CLO 8	✓		✓			✓	✓					✓
CLO 9			✓	✓				✓				✓

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		
CLO 9		

Course Content:

The following works of Shakespeare will be taught in the course:

Drama

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

Sonnets

Any six (6) of the following:
1: From fairest creatures we desire increase
17: Who will believe my verse in time to come
18: Shall I compare thee to a summer's day?
27: Weary with toil, I haste me to my bed
33: Full many a glorious morning have I seen
36: Let me confess that we two must be twain
46: Mine eye and heart are at a mortal war
55: Not marble, nor the gilded monuments
59: If there be nothing new, but that which is
60: Like as the waves make towards the pebbled shore
65: Since brass, nor stone, nor earth, nor boundless sea
73: That time of year thou mayst in me behold
93: So shall I live, supposing thou art true
116: Let me not to the marriage of true minds
123: No, Time, thou shalt not boast that I do change
129: The expense of spirit in a waste of shame
130: My mistress' eyes are nothing like the sun
130: My mistress' eyes are nothing like the sun
134: So, now I have confessed that he is thine

Core Reading:

Gary Taylor, et al.

The New Oxford Shakespeare: Modern Critical Edition

Recommended Readings:

A. C. Bradley
Boris Ford (Ed.)
D. Nichol Smith (Ed.)
E. K. Chambers

Shakespearean Tragedy
The Age of Shakespeare
Shakespearean Criticism (1623:1840)
Shakespeare: A Survey

E. M. W. Tillyard	<i>W. Shakespeare's History Plays</i>
E. M. W. Tillyard	<i>Shakespeare's Problem Plays</i>
Evelyn Gajowski	<i>The Arden Research Handbook of Contemporary Shakespeare Criticism</i>
G. Wilson Knight	<i>Principles of Shakespearean Production</i>
Granville Barker	<i>A Companion to Shakespeare Studies</i>
H. B. Charlton	<i>Shakespearean Comedy</i>
J. Dover Wilson	<i>The Essentials of Shakespeare</i>
Jan Kott	<i>Shakespeare Our Contemporary</i>
Joseph Campbell	<i>The Hero with a Thousand Faces</i>
Lionel Charles Knights	<i>Explorations</i>
Lionel Charles Knights	<i>Some Shakespearean Themes</i>
Lukas Erne	<i>The Arden Research Handbook of Shakespeare and Textual Studies</i>
Michael Anderegg	<i>Shakespeare and Popular Culture</i>
Norman Blake	<i>Shakespeare's Non-Standard English: A Dictionary of his Informal Language</i>
Percy Simpson	<i>Studies in Elizabethan Drama</i>
Richard Gill	<i>Mastering Shakespeare</i>
Stanley Wells	<i>A Dictionary of Shakespeare</i>
Una Ellis-Fermor	<i>The Jacobean Drama: An Interpretation</i>

WORLD CLASSICS IN TRANSLATION

Course Code: ENG 5102 (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 includes various world magnum opuses of writing that deal with various aspects of human identity from the beginning of time. It offers the chance to acclimate students with some of the classic texts of world literature by foreign language writers in English translation.

Course Objective: The course aims to focus on finding the principle of solidarity in various countries and societies through analysing translated literary works from around the world. The fundamental purpose of this course is to rise above the restrictions forced by social parochialism and foster assessment of writing from a wider perspective.

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

1. Examine the literary, historical, social, and cultural contexts of world literature in English translation.
2. Discern some of the major theoretical and methodological problems involved in reading global literature.
3. Discuss major issues found in world literature confidently.
4. Communicate findings clearly and engagingly.
5. Analyze literary texts in English or English translation in terms of their main stylistic and thematic features.

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
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:

Any five (5) of the following:

Leo Tolstoy	<i>The Death of Ivan Ilyich</i>
Gustave Flaubert	<i>Madame Bovary</i>
Rabindranath Tagore	<i>The Home and the World</i>
Gabriel García Márquez	<i>One Hundred Years of Solitude</i>
Henrik Ibsen	<i>A Doll's House</i>
Bertolt Brecht	<i>Mother Courage and her Children</i>
Franz Kafka	<i>The Metamorphosis</i>
Albert Camus	<i>The Outsider</i>

Core Readings:

D. Dawkin & E. Skuggevik (Trans.)	<i>A Doll's House and Other Plays</i>
Eric Bentley (Trans.)	<i>Mother Courage and Her Children</i>
G. Rabassa & S. Selvi (Trans.)	<i>One Hundred Years of Solitude</i>
Margaret Mauldon (Trans.)	<i>Madame Bovary</i>
Michael Hofmann (Trans.)	<i>Metamorphosis and Other Stories</i>
R. Pevear & L. Volokhonsky (Trans.)	<i>The Death of Ivan Ilyich and Other Stories</i>
Rabindranath Tagore (Trans.)	<i>The Home and the World</i>
Sandra Smith (Trans.)	<i>The Outsider</i>

Recommended Readings:

Robert Martin Adams	<i>Strains of Discord: Studies in Literary Openness</i>
Harold Bloom	<i>Understanding Brecht</i>
Fredric Jameson	<i>Brecht and Method</i>
Vladimir Nabokov	<i>Lectures on Russian Literature</i>
Raymond Williams	<i>Drama from Ibsen to Brecht</i>
Gary R. Jahn	<i>Tolstoy's "The Death of Ivan Ilich": A Critical Companion</i>
Gene H Bell-Villada	<i>Gabriel García Márquez's One Hundred Years of Solitude: A Casebook</i>
Harold Bloom	<i>Gabriel García Márquez's One Hundred Years of Solitude</i>
Laurence M. Porter & Eugene F. Gray	<i>Gustave Flaubert's Madame Bovary: A Reference Guide</i>
Patrick McCarthy	<i>Camus: The Stranger</i>

20TH CENTURY AMERICAN LITERATURE

Course Code: ENG 5103 (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 examines twentieth-century American literature and society through the lens of the notion of modernity. Students will examine the links between modernism in the United States and the literary and philosophical concepts that formed and were influenced by it from the beginning through the end of the century. The students will be introduced to a wide range of stylistic, narrative, and structural features of 20th-century American dramas, novels, and poetry. Besides, the socio-political scenario of 20th century America and its impact on the literature will be addressed in this course. Students will get acquainted with the ideas like the American Dream and its reality, capitalism, sense of isolation in modern man, issues of gender and race in this course.

Course Objective: This course is designed to –

- Acquaint students with the major themes and concepts of the different genres of modern American literature.
- Develop an understanding of twentieth-century American society, issues, culture, and literary approaches.
- Make the students able to find the relation between society and literature
- Enable them to make a comparison between American and British literature
- Orient the students with the issues of race and gender in American society and to make them able to address this issue
- Develop their literary insights and language maturity and critical awareness about modern American life and literature, also, postmodern American literature

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

1. Exhibit their knowledge and appreciation of 20th-century American poetry, drama, and novel.
2. Trace the complex relationship between literary development and political identity.
3. Discover and interpret the impact of the social, political, and cultural issues of 20th century American society on the literature of that time.
4. Examine and evaluate any text from the American tradition.
5. Analyze the issues of the American dream, race, and gender in American society.
6. Develop a written argument about a text.
7. Describe the relationships between various movements and the literature of the period.
8. Analyze literary works using critical perspectives.

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
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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:

The following literary texts will be taught in the course:

Arthur Miller	<i>The Death of a Salesman</i>
Eugene Gladstone O’Neil	<i>Hairy Ape</i>
Francis Scott Fitzgerald	<i>The Great Gatsby</i>
Sylvia Plath	Any seven (7) of the following: ‘Ariel’ ‘Crossing the Water’ ‘Daddy’ ‘Edge’ ‘Lady Lazarus’ ‘Mad Girl’s Love Song’ ‘Morning Song’ ‘Poppies in October’ ‘The Moon and the Yew Tree’ ‘Tulips’ ‘Waking in Winter’ ‘You’re’
William Carlos Williams	Any six (6) of the following: ‘Arrival’ <i>Asphodel, That Greeny Flower</i> ‘Birds and Flowers’ ‘Dance Russe’ ‘Landscape with the Fall of Icarus’ <i>Paterson</i> ‘Portrait of a Lady’ ‘The Red Wheelbarrow’ ‘The Widow’s Lament in Springtime’ ‘This Is Just to Say’

Core Reading:

Arthur Miller	<i>The Death of a Salesman</i> (Penguin Books)
Eugene Gladstone O’Neil	<i>Hairy Ape</i> (Hard Press)
Francis Scott Fitzgerald	<i>The Great Gatsby</i> (Wordsworth Collector's Editions)
Robert S Levine, et al.	<i>The Norton Anthology of American Literature</i> , Volume C, D & E

Recommended Readings:

Christopher Beach	<i>The Cambridge Introduction to Twentieth-Century American Poetry</i>
Christopher Bigsby	<i>The Cambridge Companion to Arthur Miller</i>
Christopher John MacGowan	<i>The Twentieth-Century American Fiction Handbook</i>
David Holbrook	<i>Sylvia Plath: Poetry and Existence</i>
Frederick Lumley	<i>Trends in 20th Century Drama: A Survey Since Ibsen and Shaw</i>
G. Perkins & B. Perkins	<i>The American Tradition in Literature</i>
Gail McDonald	<i>American Literature and Culture 1900-1960</i>
Harold Bloom (Ed.)	<i>Arthur Miller's Death of a Salesman</i>
Harold Bloom (Ed.)	<i>F. Scott Fitzgerald's The Great Gatsby</i>
Rick Mitchell (Ed.)	<i>Experimental O'Neill</i>
Stephen Tabor	<i>Sylvia Plath: An Analytical Biography</i>
Thomas Siebold (Ed.)	<i>Readings on Death of a Salesman</i>

20TH CENTURY ENGLISH LITERATURE

Course Code: ENG 5104 (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: 20th Century English Literature is a course that covers both poetry and fiction of the British side, and it not only offers a scope to appreciate and critically analyze modern poetry and fiction 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 three brilliant poets and two novelists through whose literary sensibilities we get a glimpse of the chaos that modern life is. But there is a certain form even in chaos, and that is what all the texts of this course attempt to establish. Each text highlights different aspects of modern life and the modern world, the intricate emotions corresponding to the two world wars and British colonization, the almost romantic yearnings and objective perspectives of people who are never fully “individuals” rather part of the modern machine.

Course Objective: The primary objective of this course is to-

- Orient students with the best British intellectuals/poetic minds of 20th century
- Give a comprehensive knowledge of the history of 20th century literary movement
- Introduction to modernism
- How poets and authors through their writeups reflected on the psychological and cultural aftermath of the two wars and colonization

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

1. Analyze the nuances of modern life.
2. Survey the best minds (in the field of literature) of 20th century.
3. Evaluate the world around them.
4. Discuss forms and formats of 20th century intellectualism.
5. Discuss the special forms (linguistic and conceptual) of modern literature that are markedly different from the ones from previous eras.

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 text/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
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:

T.S. Eliot	<i>The Waste Land</i>
Paul Scott	<i>The Jewel in the Crown</i>
E. M. Forster	<i>A Passage to India</i>
Seamus Heaney	Any five (5) of the following: Digging Casualty The Skunk Death of a Naturalist Mid-Term Break Personal Helicon Bog Queen The Toome Road Glanmore Sonnets The Mud Vision The Forge
Ted Hughes	Any five (5) of the following: A Woman Unconscious Lovesong Macaw and Little Miss The Owl The Thought-Fox Thrushes Wind Relic Pike Examination at the Womb-Door Theology The Seven Sorrows River Crow's Last Stand

Core Readings:

T. S. Eliot	<i>The Complete Poems & Plays</i> (Faber and Faber)
E. M. Forster	<i>A Passage to India</i> (Penguin Publication)

W. Golding
Poetry Foundation

Lord of the Flies (Penguin Publication)
<https://www.poetryfoundation.org/>

Recommended Readings:

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>
Linda Cookson, (Ed.)	<i>Critical Essays on The Waste Land</i>
Peter Ackroyd	<i>T.S. Eliot</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>

POST COMMUNICATIVE DEVELOPMENTS IN ELT

Course Code: ENG 5105 (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 disappearance of method from academic discussions and the rise of the post-communicative debate emanating from both the postmodernist philosophy and a globalized world have stirred a fresh round of discussion in academic circles in the field of the second language (L2) teaching profession. As a result of post-method pedagogy, the teacher comes to the center of language learning and teaching and his/her beliefs, experiences and knowledge are greatly valued. Although post-methodists favor teacher autonomy, they do not favor the one-way flow of information inherent in a top-down syllabus, and provide a theoretical basis for the re-emergence of a learner-centered process syllabus and the negotiated contributions to syllabus development by both teachers and learners.

Course Objective: The primary objective of this course is to introduce students to the post communicative developments of language teaching approaches and methods. It will examine the interplay among issues such as learning style preferences, learners' and teachers' beliefs, attitudes, and experiences, and cultural issues in language learning. The course also provides insight into the effects culture and context sensitivity on the development of effective language syllabus, materials, and tests. Furthermore, it will also focus on the contextual realities of Bangladesh and attempt to find out appropriate teaching and testing approaches and practices.

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

1. Apply knowledge of the concept of culture and context sensitive pedagogy, constraints-based curriculum to English language teaching scenarios.
2. Design appropriate syllabus and materials for effective learning and teaching of English.
3. Develop expertise in writing English language tests.
4. Recognize a variety of instructional methods.
5. Apply techniques and strategies to enhance student learning.
6. Communicate effectively with pupils, peers, parents and school personnel.

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			✓	✓						✓		✓	

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), Self-directed Learning (critical writing)	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		
CLO 4		
CLO 5		
CLO 6	Collaborative Learning (discussion, peer assessment), Self-directed Learning (critical writing, project)	

Course Content:

- CLT experiences in Non-Western context: Issues about grammar teaching
- Learning style preferences and learning strategies: learners' and teachers' beliefs, attitudes, and experiences
- Culture and context sensitivity in language learning and teaching
- Constraints-based curriculum, materials, and testing
- Task-based teaching and learning
- Appropriate methodology: Post-method pedagogy, and Critical pedagogy
- Role of literature in language teaching
- Intercultural communicative competence: World Englishes and paradigm shifts in ELT
- Politics of English Language & ELT: Linguistic Imperialism, Linguicism
- Politics of ELT projects: Imperialism in ELT materials, methodology, testing
- Selecting appropriate teaching and testing approaches and practices for Bangladesh.

Core Readings:

Adrian Holliday	<i>Appropriate Methodology and Social Context</i>
Alastair Pennycook	<i>Critical Applied Linguistics</i>
Athelstan Suresh Canagarajah	<i>Resisting Linguistic Imperialism in English Teaching</i>
B. Kumaravadivelu	<i>Beyond Methods: Macrostrategies for Language Teaching</i>
B. Kumaravadivelu	<i>Understanding Language Teaching: From Method to Postmethod</i>
Claire J. Kramsch	<i>Context and Culture in Language Teaching</i>

Recommended Readings:**Books**

Athelstan Suresh Canagarajah	<i>Resisting Linguistic Imperialism in English Teaching</i>
Christopher Brumfit	<i>Language and Literature Teaching: From Practice to Principle</i>
Ian Tudor	<i>The Dynamics of the Language Classroom</i>
J C Richards & T S Rodgers	<i>Approaches and Methods in Language Teaching</i>
R K Agnihotri & A L Khanna	<i>Second Language Acquisition: Socio-cultural and Linguistic Aspects English in India</i>

Articles

- Alam, F. 2005. "Rethinking the English Curriculum of Universities in Bangladesh." *Spectrum* 3.
- Alptekin, C. 2002. "Towards Intercultural Communicative Competence." *ELT Journal*, 56 (1), 57-64.
- Bartolome, L T. "Beyond Methods Fetish: Towards a Humanising Pedagogy." *Harvard Educational Review*. 64(2).
- Burnaby, B and Sun, Y. "Chinese Teachers' Views of Western Language Teaching: Context Informs Paradigms." *TESOL Quarterly*, 23/2.
- Ellis, G. "How Culturally Appropriate is the Communicative Approach?," *ELT Journal*, 50/3.
- Ellis, R. "Current Issues in the Teaching of Grammar: An SLA Perspective." *TESOL Quarterly*, No. 1.
- Gupta, D. "CLT in India: Context and Methodology Come Together." *ELT Journal*, 58/3.
- Hinkel, E. "Current Perspectives on Teaching the Four skills." *TESOL Quarterly*, No.1.
- Holliday, A. "Student Culture and English Language Education: An International Perspectives." *Language Culture and Curriculum*, Vol. 7, No.2.
- Kramsch, Claire and Patricia Sullivan. 'Appropriate pedagogy'. *ELT Journal*, Vol. 50, No. 3, July 1996, Pages 199–212,
- Kumaravadivelu, B. "TESOL Methods: Changing Tracks, Challenging Trends." *TESOL Quarterly*, Vol. 40, No. 1.
- Kumaravadivelu, B. "Toward a Postmethod Pedagogy". *TESOL Quarterly*, Vol. 35, No. 4, 2001, pp. 537-560
- Lusianov, J. D. (2020). Post-Method Era and Glocalization in Language Teaching and Learning. *Proceedings of the 4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*. Published. <https://doi.org/10.2991/assehr.k.201215.056>
- Shahidullah, M. 2018. "Historical Contexts, New Realities of the Present Time and Ways Forward for English Studies in Bangladesh." F. Alam (ed) *English Studies and the Market Place*. Dhaka: East West University.
- Thornbury, S. (n.d.). Dogme: nothing if not critical. Teaching English, British Council. Retrieved October 16, 2021, from <https://www.teachingenglish.org.uk/article/dogme-nothing-if-not-critical>
- Thornbury, S. (n.d.). *Methods, post-method, and métodos*. Teaching English, British Council. Retrieved October 16, 2021, from <https://www.teachingenglish.org.uk/article/methods-post-method-m%C3%A9todos>

PRACTICE IN EVALUATION AND DESIGN OF LANGUAGE SYLLABUS, MATERIALS AND TESTS

Course Code: ENG 5106 (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 purpose of this course is to introduce students to different types of syllabuses such as grammatical syllabus, structural syllabus, notional-functional syllabus, and communicative syllabus. It considers some of the fundamental considerations of syllabus design such as needs analysis, setting of goals, defining objectives, deciding about pedagogic approaches, selecting, grading and sequencing of items, and recommending testing procedures. The course also focuses on the basic considerations in selecting, adopting, and designing materials. Some of the checklists will be consulted for evaluation and a unit of material will be evaluated. The course will also include lesson planning, task design, test designing and evaluation.

Course Objective: This course is designed to help the students to explore the approaches to materials development. It includes studying the principles of materials design and learning the principles and procedures of adapting ELT materials. It also helps students to know about the procedure of evaluating materials and to practice different methods of using materials in classroom. This course will focus on the identification and knowledge about different types of tests, tests designing, development, administering, evaluation and their interpretation. This course sheds light on different aspects of two significant components of ELT, materials development and testing. It will help the students learn the techniques of materials development and testing to enable them deal with these professionally.

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

1. Discuss the framework of materials and methods in ELT.
2. Discuss the principles and the approaches to materials development.
3. Discuss the process of adapting skills-based materials.
4. Discuss testing and its importance.
5. Discuss test construction and development, its reliability and practicality.
6. Select and evaluate language teaching materials.
7. Develop skills-based materials and use them in the class.

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			✓	✓						✓		✓	

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 (workshop, discussion)	Multiple Choice Questions (MCQ) Question and Answer Long Essay Writing Continuous assessment (quiz, assignment, projects)
CLO 2		
CLO 3		
CLO 4		
CLO 5		
CLO 6	Collaborative Learning (workshop, discussion), Self-directed Learning (Project)	Midterm written exam Final written exam
CLO 7		

Course Content:

Syllabus:

- Review of steps in syllabus design: diagnosis of needs, selection of contents, organizing content (principles for sequencing and grading), selecting learning experience, analyzing potentials and constraints of the learning context, suggesting methodology, suggesting test types.
- Importance of language theories and learning theories for syllabus design
- Evaluation of a selection from the existing English syllabi in Bangladesh
- Designing an effective syllabus for a given level

Materials:

- Major considerations for selecting, evaluating and designing materials
- Consulting a number of checklists created by Cunningsworth, Jeremy Harmer, Evelyn Hatch, and McDonough for materials selection and evaluation of materials. Emphasis will be on Cunningsworth's.
- Evaluating selection from English Textbooks from Primary to Higher Secondary level in Bangladesh
- Evaluating selection of international ELT Course books: Head Way, New Headway, Cambridge course book and others
- Designing Lessons
- Designing sample units of materials

Tests:

- Different types of language tests: Review of test types, test formats, test techniques,
- Characteristics of good tests: reliability and validity of different types
- Making a test reliable and valid; test sampling or selection of test content, test construction, marking/assessment
- Administrability: principles for administering a test, scoring language tests
- Evaluation of tests: evaluation of tests currently administered in Bangladesh from primary to the tertiary level, and tests administered internationally such as IELTS, TOEFL and the likes.
- Designing tests: designing vocabulary and grammar tests, and tests of reading, writing, speaking and listening skills, or integrated tests

Core Readings:

Evaluation:

Dickins, P. R. & K. Germaine *Managing Evaluation and Innovation in Language Teaching: Building Bridges*

Syllabus Design and Evaluation:

Brumfit, C. J. *General English Syllabus Design*
Dubin, F & E. Olshtain *Course Design: Developing Programs and Materials for Language Learning*
Nunan, D. *Syllabus Design*

Materials Design and Evaluation:

Cunningsworth, A. *Choosing Your Coursebook*
Cunningsworth, A. *Evaluating and Selecting EFL Teaching Materials*
McDonough, J., & Shaw, C. *Materials and Methods in ELT: A Teacher's Guide*
Tomlinson, B. *Developing Materials for Language Teaching*
Tomlinson, B. *Materials Development for Language Learning and Teaching*

Language Testing:

Bachman, L. F. *Fundamental Considerations in Language Testing*
Harrison, A. *A Language Testing Handbook*
Heaton, J. B. *Writing English Language Tests*
Weir, C. J. *Communicative Language Testing*

Recommended Readings:

Books:

Syllabus Design and Evaluation:

Brown, J. D. *The Elements of Language Curriculum: A Systematic Approaches to Program Development*
Clark, J. *Curriculum Renewal in School Foreign Language Learning (Chapter 4)*
Feez, S. *Text-based Syllabus Design*

Graves, K. *Designing Language Courses: A Guide for Teachers*
 Lunch, B. K. *Language Program Evaluation: Theory and Practice*
 Macalister, J. & I.S.P. Nation *Language Curriculum Design*
 Markee, N. *Managing Curriculum Innovation*
 Nunan, D. *The Learner-Centered Curriculum*
 Richards, J. C. *Curriculum Development in Language Teaching*
 White, R. *The ELT Curriculum: Design, Innovation and Management*
 Woodward, T. *Planning Lessons and Courses: Designing Sequences of Work for the Language Classroom*
 Yalden, J. *Principles of Course Design for Language Teaching*
 Yalden, J. *The Communicative Syllabus: Evolution, Design and Implementation*

Material Design and Evaluation:

Byrd, P. *Material Writer's Guide*
 Grant, N. *Making the Most of Your Textbook*
 Nunan, D. *Designing Tasks for the Communicative Classroom*

Testing:

Brown, H. D. *Language Assessment: Principles and Classroom Practices*
 Flores, G. S. *Assessing English Language Learners: Theory and Practice*
 Fulcher, G. & F. Davidson *Language Testing and Assessment: An Advanced Resource Book*
 Gottlieb, M. *Assessing English Language Learners: Bridges to Educational Equity: Connecting Academic Language Proficiency to Student Achievement*
 Harris, D. P. *Testing English as a Second Language*
 Hughes, A. *Testing for Language Teachers*
 Madsen, H. S. *Techniques in Testing*
 O'Malley, J. M. & L. V. Pierce *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*
 Tsagari, D. *Language Assessment Literacy: From Theory to Practice*

Lecture:

Shortall, T. Authentic Texts, Textbook Language and the Corpus-driven Syllabus (Lecture presented in Hiroshima)

Articles:

Breen, M. P. (1985). Authenticity in the Language Classroom. *Applied Linguistics*, 6(1), 60–70. <https://doi.org/10.1093/applin/6.1.60>
 Breen, M. P., & Candlin, C. N. (1987). Which Materials?: A Consumer's and Designer's Guide. In L. E. Sheldon (Ed.), *ELT Textbooks and Materials: Problems in Evaluation and Development* (pp. 13–28). Modern English Publications.
 Breen, M. P., Candlin, C., & Waters, A. (1979). Communicative Materials Design: Some Basic Principles. *RELC Journal*, 10(2), 1-13. <https://doi.org/10.1177/003368827901000201>
 Clarke, D. F. (1989). Materials adaptation: why leave it all to the teacher? *ELT Journal*, 43(2), 133–141. <https://doi.org/10.1093/elt/43.2.133>
 Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT Journal*, 51(1), 36–42. <https://doi.org/10.1093/elt/51.1.36>
 Peacock, M. (1997). The effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51(2), 144–156. <https://doi.org/10.1093/elt/51.2.144>
 Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(4), 237–246. <https://doi.org/10.1093/elt/42.4.237>

POSTCOLONIAL LITERATURE

Course Code: ENG 5201 (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: Postcolonial literature is a broad term that incorporates literatures produced by writers from erstwhile colonized world as well as from various minority diasporas who live in the West. It is held to repudiate and revise the English canon. Accordingly, it is treated as an antithesis of canonical writing, as a critique of

Western tradition including the re-writing and re-reading of specific works and the appropriation of entire genres and as an instrument component in an effort to recuperate oral and print traditions that colonialism threatened to eradicate. It is actively engaged in the act of decolonizing the mind and the English language. It also challenges colonial discourses and colonial legacies both at the local level of ex-colonies and at the level of more general global developments thought to be aftereffects of empire as well as imperialism. It thus produces new modes of representation, offers new world order, new ways of looking at things and new ways of being in the present globalized world.

Course Objective: The primary objective of this course is to introduce students to postcolonial literature whose form and content work hand in hand to represent a local culture and history that colonialism tried to obliterate. The course will show that postcolonial literature is not just concerned with salvaging past worlds but learning how the world can move beyond the binary relationship between the East and the West, accordingly, leading to building up a world where people regardless of past, race and ethnicity will share power, responsibility and opportunity and which is potentially free from injustice, discrimination and oppression. It will show that this literature is both aesthetic and political and that the act of reading is by no means a neutral activity: an imperializing practice and anti-imperial action.

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

1. Explain the concept of postcolonial literature, its form, content and style
2. Explain its repudiation of the canon through the feat of revising the canon's familiar forms.
3. Explain the contribution of postcolonial literature to the establishment of a new and improved canon.
4. Critically analyze postcolonial literature.
5. Develop an inclusive philosophy in relation to the east-west relationship by moving beyond the binary paradigm.

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	✓	✓	✓	✓		✓	✓					✓	

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
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Course Content:

Any four (4) of the following:

Adib khan	<i>Seasonal Adjustments</i>
Arundhati Roy	<i>The God of Small Things</i>
Kamila Shamsie	<i>Home Fire</i>
Nirad C. Chaudhuri	<i>The Autobiography of an Unknown Indian</i>
V.S. Naipaul	<i>A House for Mr. Biswas</i>
Wole Soyinka	<i>Kongi's Harvest</i>

Recommended Readings:

Aijaz Ahmad	<i>In Theory</i>
Alex Tickell	<i>South-Asian Fiction in English: Contemporary Transformations</i>
Ania Loomba	<i>Colonialism/Postcolonialism</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>
Edward Said	<i>Orientalism, Culture and Imperialism, Covering Islam</i>
Elleke Boehmer	<i>Colonial and Postcolonial Literature: Migrant Metaphors</i>
Fakrul Alam	<i>Imperial Entanglements and Literature in English</i>
Fakrul Alam	<i>South Asian Writers in English</i>
Frantz Fanon	<i>Black Skin, White Masks, The Wretched of the Earth</i>
Homi K Bhabha	<i>The Location of Culture</i>
Krishna Sen & Rituparna Roy	<i>Writing India Anew: Indian English Fiction 2000-2010</i>
Leela Gandhi	<i>Postcolonial Theory: A Critical Introduction</i>
Makarand Paranjape	<i>Another Canon: Indian Texts and Traditions in English</i>
Maswood Akhter	<i>Musings Post Colonies</i>
Padmini Mongia	<i>Contemporary Postcolonial Theory: A Reader</i>
Priyamvada Gopal	<i>The Indian English Novel: Nation, History, And Narration</i>
Rituparna Roy	<i>South Asian Partition Fiction in English: From Khushwant Singh to Amitav Ghosh</i>
Robert J. Young	<i>Postcolonialism: A Very Short Introduction</i>
Ruvani Ranasinha	<i>Contemporary Diasporic South Asian Women's Fiction: Gender, Narration and Globalisation</i>
Salman Rushdie	<i>Imaginary Homelands: Essays and Criticism 1981-1991</i>
Sara Suleri	<i>The Rhetoric of English India</i>
Susheila Nasta	<i>Motherlands. Black Women? Writing: From Africa, the Caribbean and South Asia</i>
Teveson & Upstone	<i>Postcolonial Spaces: The Politics of Place in Contemporary Culture</i>

LITERARY THEORY

Course Code: ENG 5202 (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 Literary Theory includes the history and contemporary status of theories related to literary studies. It mainly discusses theories such as feminist theory, postcolonial studies, psychoanalytic and Marxist theory, as well as the historical progression from new criticism to structuralism, deconstruction, new historicism, and various forms of poststructuralist literary studies. The course aims at providing insights into the fundamental structures of literature and allows the readers the scope to see a text from socio-theoretical light.

Course Objective: The primary objectives of this course are to-

- 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

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

1. Explain literary texts better.
2. Explain the structural/foundational reality on which a text is based
3. Examine texts politically.
4. Investigate the cultural issues found in a text.
5. Develop own interpretation of literary texts.
6. Apply a specific framework of a theory to any text.

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) 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:

- Psychoanalytic Criticism
- Formalism and New Criticism
- Structuralism and Semiotics
- Marxist Criticism
- Feminist Criticism
- Postcolonialism

- Deconstructionism
- New Historicism
- Eco-Criticism
- Posthumanism

Core Readings:

Lois Tyson	<i>Critical Theory Today</i>
Jon Simons (Ed.)	<i>Contemporary Critical Theorists</i>
Jeffrey J Williams, et al. (Eds.)	<i>The Norton Anthology of Theory and Criticism</i>

Recommended Readings:

Aime Cesaire, trans. Joan Pinkham	<i>Discourse on Colonialism</i>
Ania Loomba	<i>Colonialism/Postcolonialism</i>
Bill Ashcroft et al.	<i>The Empire Writes Back: Theory and Practice in Post-Colonial Literatures</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>
Chomsky	<i>The Essential</i>
Edward W. Said	<i>Culture and Imperialism</i>
Edward W. Said	<i>Orientalism</i>
Frantz Fanon	<i>Black Skin, White Masks</i>
John McLeod	<i>Beginning Postcolonialism</i>
Leela Gandhi	<i>Postcolonial Theory</i>
Lodge Wood	<i>Modern Criticism and Theory</i>
Malcolm Bradbury et al. (Ed.)	<i>Modernism</i>
Ngugi Wa Thing’o	<i>Decolonising the Mind</i>
Ngugi Wa Thing’o	<i>Globalectics</i>
Patrick Williams et al. (Ed.)	<i>Colonial Discourse and Post-Colonial Theory: A Reader</i>
Peter Barry	<i>Beginning Theory</i>
Peter Childs et al. (Ed.)	<i>An Introduction to Postcolonial Theory</i>
Peter Hulme et al. (Ed.)	<i>Colonial Discourse/Postcolonial Theory</i>
Raman Selden	<i>A Reader’s Guide to Contemporary Literary Theory</i>
Rice & Waugh (Ed.)	<i>Modern Literary Theory</i>
Richard Ruland et al. (Ed.)	<i>From Puritanism to Postmodernism</i>
Samuel P. Huntington	<i>The Clash of Civilizations and the Remaking of World Order</i>
Terry Eagleton	<i>Literary Theory</i>
Toril Moi	<i>Sexual/Textual Politics</i>
Woods	<i>Beginning Modernism</i>

CULTURAL STUDIES

Course Code: ENG 5203 (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 concept of ‘culture’ what Raymond Williams calls nothing less than "one of the two or three most complicated words in the English language." It first appeared in Britain in the 1950s. It has always been a multi-disciplinary field of study. It analyzes the artistic, social, political, and historical texts and objects that help construct an individual’s ‘whole of way life.’ It also reflects how our perception of class, race and gender changes. It encompasses a range of theoretical and methodological perspectives and practices. It further critically engages with different forms of cultural production, including literature, popular culture, and print and electronic media.

Course Objective: The chief objective of this course is to inaugurate the basic theories and practice of Cultural Studies. This course also helps students concentrate upon the political dynamics of contemporary culture. They will be able to explore the forms of power which are diverse and include class, race, gender, colonialism, capitalism etc. They can also internalize the connections between these forms of power and to develop ways of thinking about culture and power.

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

1. Recognize, critically address, and collaboratively negotiate cultural diversity and difference in a variety of sites.
2. Identify cultural hegemony embedded in almost all areas of capitalistic society.
3. Analyze the hidden agendas of ideology expressed in different productions.
4. Develop an awareness of identity politics and its wider consequences.
5. Conduct a research study on different forms and modes of representations.

Teaching-Learning Strategy:

- Lectures as well as discussions
- Classroom interaction
- Power point 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				✓									

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:

- Globalization,
- Structure and Agency
- Cultural Consumption
- The Concept of 'Text', Race, Gender, Class, Identity
- Gramsci & Hegemony
- Culture as Industry
- English as Industry
- The Internet and Technoculture
- Queer Culture
- Multiculturalism
- Power and Knowledge
- Encoding and Decoding

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	<i>The Clash of Civilizations and the Remaking of World Order</i>
Simon During (Ed.)	<i>The Cultural Studies Reader</i>
Simon During	<i>Cultural Studies: A Critical Introduction</i>

NEW DISCOURSES IN LITERARY STUDIES**Course Code: ENG 5204 (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: Multi-faceted developments centering around human life have expanded the scopes and possibilities of living life in so many diverse and disparate forms and modes that human experiences cannot be said to remain confined any longer to the reality that we have traditionally been used to. Concepts like artificial intelligence and virtual reality not only add new dimensions to the reality, for many they are already the new reality or at least alternatives realities. Against this backdrop, literary representations conforming to genre-specific forms for centuries seem to be bracing for new forms and genres that sprout up and take shape with impetus from these developments. With a view to keeping literary studies focused on the issues that come to affect life in any form, this course intends to explore these newly emerging discourses.

Course Objective: The primary aim of this course is to introduce students with the new developments that have expanded the scopes and possibilities of living life in miscellaneous and disparate forms and modes. Students will know how the traditional and the virtual realities are dis/connected and how this dis/connection will help them live a new life, quite different from the sole traditional life. They will also come to know how the new/alternative realities help emerge new literary genres, how these realities are captured in these genres, and whether they have any social, political and cultural ramifications.

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

1. Understand social, political, cultural and global dimensions of new discourses.
2. Adapt themselves to the new situations created by the new developments.

3. Understand the relationship between the traditional reality and the virtual.
4. Know how new realities are captured in the newly developed literary genres and also know the characteristics of these genres.
5. Critically analyze the new discourses and develop a critical awareness of their global and local 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, workshop 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	✓		✓				✓					✓	

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		

Course Content:

A. Beyond Theory:

- The new Normal
- Truth/Post-truth
- Neo Liberalism
- Post Feminism
- Libtard

B. Beyond Practices:

- Micro Narratives
- 9/11 Narratives
- Historical Fiction
- Docudrama
- Edutainment
- Infomercial
- Propaganda/Preaching

C. Beyond Genres:

New Media:
 Digital Cool
 Social Media:
 Going Viral
 Backlash
 Media Trial
 Intermixing of Realities
 Online Platform:
 Webinar
 Posts
 Podcast
 Online Channels
 Blog

Recommended Readings:

A. Bowdoin van Riper	<i>Learning from Mickey, Donald and Walt: Essays on Disney's Edutainment Films</i>
Bruce McComiskey	<i>Post-Truth Rhetoric and Composition</i>
Dennis C. Grube	<i>Megaphone Bureaucracy: Speaking Truth to Power in the Age of the New Normal</i>
Fatima Vieira	<i>Dystopia(n) Matters: On the Page, on screen, on Stage</i>
Larissa Hjorth	<i>Games and Gaming: An Introduction to New Media</i>
Lee McIntyre	<i>Post-truth</i>
Martin Lister, et al.	<i>New Media: A Critical Introduction</i>
Stephanie, Susan Luckman (eds)	<i>The New Normal of Working Lives: Critical Studies in Contemporary Work and Employment</i>
Stephen Lacey and Derek Paget	<i>The 'War on Terror': Post-9/11 Television Drama, Docudrama and Documentary</i>
Steven N Lipkin	<i>Real Emotional Logic: Film and Television Docudrama as Persuasive Practice</i>
Swatie	<i>The New Normal: Trauma, Biopolitics and Visuality After 9/11</i>
Tobias Ebbrecht-Hartmann & Derek Paget (eds)	<i>Docudrama on European Television: A Selective Survey</i>

TEACHING PRACTICUM

Course Code: ENG 5205 (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: English language teaching is one of the most demanding professions in Bangladesh. The purpose of this course is to prepare students as effective English as a Second Language/English as a Foreign Language teachers so that they can deal with a broad range of language learners. The course incorporates different teaching methods and their pedagogical implications. Students will be required to implement theoretical insights they received about approaches and methods of language teaching in a real or simulated teaching context. The course familiarizes students with different teaching techniques. It also deals with effective lesson planning for the classroom and classroom management. There are two segments in this course. First segment deals with the theoretical part of teaching. The second segment involves practical tasks which encourage students to have real-life teaching experience through mock classes which involve peer teaching, peer evaluation, and peer feedback.

Course Objective: The primary objective of the course is to improve students' understanding of English language teaching and to provide them with teaching experience in a supervised educational environment. Observation, co-teaching, and solo teaching will be part of the teaching practice. These experiences should allow for the integration and practical application of theory related to lesson planning, curriculum design, instructional strategies, classroom management, assessment, and feedback, as well as exposure to actual language teaching scenarios and development of competencies in teaching EFL/ESL. The students will also learn about the reflective approach to teaching in a second/foreign language classroom.

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

1. Apply effective classroom management techniques, planning practices, assessment procedures, and student engagement strategies to ensure language learning.
2. Create a collaborative learning environment.
3. Develop the ability to interact positively with the learners.
4. Evaluate interactions between instructor and learners that lead to reflective practices.
5. Develop a lesson plan that caters to a wide range of student requirements.
6. Prepare language learning materials based on lesson objectives and learning style preferences.
7. Provide proper feedback to the learners.

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.
- The progress of students and their involvement in demo class will be monitored and assessed.
- Essential feedback will be given after every demo class.
- Individual assistance and student-directed learning will be blended with whole and small group training.

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%
Demo Lesson Attendance	5%
Quizzes	10%
Writing Report	15%
Lesson Plan	10%
Semester Mid and End Examination (SMEE)	
Semester Mid Examination	20%
Teaching Practicum + Critical Reflection	25%+5%=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, Multimedia presentation), Collaborative Learning (Discussion, peer teaching), Self-directed Learning (Critical and structured writing)	Multiple Choice Question (MCQ) Question and Answer Continuous Assessment (Quiz, Report, Lesson Plan) Mid-term Written Examination Teaching Practicum
CLO 2	Collaborative Learning (Discussion, peer teaching)	
CLO 3		
CLO 4		
CLO 5	Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion), Self-directed Learning (Critical and structured writing)	
CLO 6	Direct Instruction (Lecture, Multimedia presentation), Collaborative Learning (Discussion, workshop)	
CLO 7		

Course Content:

- Qualities of a good teacher

- Types of teachers
- Level of Students and Student Grouping
- Common Classroom Teaching Methods
- Lesson types
- Structure of a language lesson
- Teaching Listening
- Teaching Speaking
- Teaching Reading
- Teaching Writing
- Teaching Pronunciation
- Teaching Vocabulary
- Teaching Grammar
- Teaching Spelling
- Types of learning difficulties
- Teaching learners with learning difficulties
- Teaching children vs Teaching Teenagers vs Teaching adults
- Using technology in the classroom
- Online and Blended teaching
- Lesson Planning
- Classroom Interaction
- Giving Feedback
- Discipline and Motivation
- Classroom Management
- Bilingualism in language teaching

Core Readings:

Graham Crookes

A Practicum in TESOL: Professional Development through Teaching Practice

H. Douglas Brown

Principles of Language Learning and Teaching

Jeremy Harmer

How to Teach English

Jeremy Harmer

The Practice of English Language Teaching

Julian Edge

Essentials of English Language Teaching

Penny Ur

Course in Language Teaching

Wayne E. Wright

Foundations for Teaching English Language Learners: Research, Theory, Policy, and Practice

Recommended Reading:

Books:

American Psychological Association

Publication Manual of the American Psychological Association

Caroline Brandt

Success on Your Certificate Course in English Language Teaching: A Guide to Becoming a Teacher in ELT/TESOL

Jack C. Richards & Charles Lockhart

Reflective Teaching in Second Language Classrooms

M. Serra Goethals, et al.

Student Teaching: A Process Approach to Reflective Practice

Thomas S. C. Farrell and George Jacobs

Essentials for Successful English Language Teaching, 1st Edition

Websites:

American English

<https://americanenglish.state.gov>

English Language Teaching, OUP

<https://elt.oup.com/?cc=global&selLanguage=en>

English Language Teaching, Pearson

<https://www.pearson.com/us/higher-education/products-services-teaching/english-language-teaching.html>

ETWebsites

<https://www.englishteacherwebsites.com/resource-te.html>

General English Teaching Resources,

[https://www.cambridgeenglish.org/teaching-](https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/general-english-resources/)

CUP&A

[english/resources-for-teachers/general-english-resources/](https://www.cambridgeenglish.org/teaching-english/resources-for-teachers/general-english-resources/)

Onestopenglish, Macmillan Education

<https://www.onestopenglish.com>

Online Teaching Tools and Resources,

[https://cls.yale.edu/faculty/resources/online-teaching-tools-and-](https://cls.yale.edu/faculty/resources/online-teaching-tools-and-resources)

Yale University

[resources](https://cls.yale.edu/faculty/resources/online-teaching-tools-and-resources)

Teaching English, British Council

<https://www.teachingenglish.org.uk>

Teachit

<https://www.teachit.co.uk/english>

The Language Teacher Helpmate!

<https://www.languageteacherhelpmate.com/teaching-resources>

THESIS

Course Code: ENG 5206 (BNQF 0232)

Attendance and Thesis Defense Marks: 100

Course Type: Thesis

Thesis Paper Marks: 100

Credits: 6

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 Master 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 master'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: The primary outcome of this course will be a master's thesis dissertation produced in a written form. Besides, after the completion of this course, students will acquire the ability to design and conduct any advanced study by using appropriate methods and present it in a clearly written document and in oral presentation within predetermined time frames and in a systematic way. They will also be able to 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 a thesis paper. The course will begin with a research proposal. The students will submit a 500-1000-word proposal that includes 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)	
Graduate 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
CLO 2		Presentation
CLO 3		Oral Examination
CLO 4		Graduate Thesis

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>

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/term paper/ project/viva/group works	50%
Total		100%

Practical course:

SEE	Mid Term	20%
	Teaching Practicum + Critical Reflection	30%
CIE	Attendance	10%
	Demo Lesson Attendance	5%
	Quiz	10%
	Writing Report	15%
	Lesson Plan	10%
Total		100%

Thesis course:

SEE	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

VU follows the following Letter Grade and Grade Point system introduced by the UGC as a uniform grading system for all public and private universities:

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:

$$\text{CGPA} = \frac{\text{Sum of (Earned Credit} \times \text{Corresponding Grade Points)}}{\text{Total Credits}}$$

Retake

- a. If a student obtains F grade(s) in any courses for any reasons, s/he must retake the course(s).
- b. For retake and improvement, a student can take a maximum of 12 credits or 4 courses altogether in any semester.
- c. 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.