

**INTERNATIONAL ISLAMIC UNIVERSITY CHITTAGONG (IIUC)**

**Faculty of Arts and Humanities**

**Department of English Language and Literature**



**SYLLABUS for B.A. (Hons) in English Language and Literature**

As per recommendations made in the 175<sup>th</sup> meeting of Academic Committee of the Department of ELL held on 25/05/2017

As per recommendations made in the committee of Courses meeting of the Department of ELL held on 20/08/2017

As per recommendations made in the meeting of the Faculty of Arts and Humanities held on 21/08/2017

As per recommendations made in the 37<sup>th</sup> meeting of the Academic Council held on 16/09/2017 and duly approved in the 204<sup>th</sup> Syndicate meeting held on 23/09/2017

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## Introduction

The B.A. (Hons) Program under the Department of English Language and Literature has been designed to give students a milieu in literature, language, writing, and other relevant fields of studies like philosophy, history and to create a moral awakening among them. The program will reveal to them both the opulent cultural testimony of the old and the most ambitious artistic work of the contemporary poets and writers.

### 1. The Mission, Vision, Objectives and Motto of IIUC:

**1.1 Introduction:** International Islamic University Chittagong (IIUC) is one of the top graded government approved private universities in Bangladesh. Having fulfilled the requirements as laid down in the Private University Act of 1992, and after obtaining the necessary clearance from University Grants Commission (UGC), and the permission of Government of Bangladesh (GOB) through the Ministry of Education, **International Islamic University Chittagong (IIUC)** started functioning on **February 11, 1995**. The credit for the idea of establishing this University goes to International Islamic University Chittagong Trust (IIUCT).

IIUC framed its own Statutes, Ordinances and Regulations governing the manifold activities of IIUC - academic, administrative, financial, student welfare, discipline etc. as per the **Private University Act, 1992, 1998 and revised Act, 2010**. Most statutory bodies formed under the provisions of the Act have since then been functioning.

**1.2 The Mission of the University** is to produce through the pursuit of education properly trained up manpower to contribute to socio-economic development and moral upliftment of the society and to cultivate in our students expertise as well as ethical sensitivity, intelligence and an ability to think independently beyond their areas of study, so that they can sustain justice in all walks of life.

**1.3 The Vision of the University** is to offer nationally competitive and internationally recognized opportunities for learning to make this University as the Centre of Excellence in different areas of scholarship, like Shari'ah and Islamic Studies, Business Studies, Social Science, Science & Engineering, Arts & Humanities, Law, and such other faculties that will be introduced in future. Its door is open to the admission seekers from all over the world, regardless of race, region and religion. This university cherishes the dream of becoming one of the highest seats of learning and creator of knowledge in the South East Asia.

### **1.4 The objective of the University:**

- a. To create a new generation of competent youths, who will be equipped with academic excellence, professional expertise and adorned with moral height.
- b. To follow a policy of continued Modernization of Knowledge and academic curricula in different disciplines of education so that its students can imbibe the true spirit of ethical value as an effective guiding principle in their profession and daily life.

**1.5 The Motto of the University** is to “**Combine Quality with Morality**”.

## 2. Teaching Methods and Policy:

**2.1 Methods:** Outcome-based education (OBE) and Bi- Semester system of Continuous Quality Improvement (CQI) through self-examination and external review are maintained in this university. In this process students are evaluated throughout a course of study rather than exclusively by examination at the end. It is multidimensional based on student's (a) attendance in the Classes; (b) performance in Assignments and Class Tests, (c) Scores in the Mid-Term and the Final Examination (d) Lab. Reports, (e) Thesis/ Project/ internship, (f) Presentations (g) Viva-voce, (f) Industry visits (g) Co-Curricular and Extra-curricular activities.

**2.2 Policy:** The University is committed to the life-long success of students in its undergraduate and master's programs through high-quality instruction and learning experiences. IIUC follows an **Integrated Education** Policy, by which a student achieves holistic learning through awareness of his surroundings and other relevant knowledge bases. IIUC emphasizes the diffusion of scientific, technical and professional knowledge on the one hand, and building up of character in youth by making religion and ethics an integral part of education on the other. In this regard, there are some courses for the students of all Faculties at IIUC, which are not a part of the main curriculum of the Departments, but those are named as **University Requirement Courses (URC)**.

## 3. Morality Development Program (MDP):

IIUC offers studies on the values of mutual respect and peaceful co-existence in relation to different religions through the courses under the "**Morality Development Program (MDP)**" for all students of the university irrespective of caste, creed or religion.

## 4. Co-Curricular and Extra-curricular activities:

IIUC supports student participation in a broad array of *Co-Curricular and Extra-curricular activities* as an integral component of its commitment to student life and success. These activities mainly include leadership training, cultural, environmental, recreational and social activities, debating and public speaking programs, intellectual discussions, games and sports, excursion and study tours at home and abroad to complement their academic pursuits. By these activities students develop the capacity to express out themselves properly, maintain personality and learn to respect others through the mutual understanding among people of various regions, religions, beliefs and cultures. All *Co and Extra-curricular* activities are run by the clubs named after the Departments such as Computer club, Business club etc under the close supervision and monitoring of Students Affairs Division (STAD).

## 5. Student Advisor:

IIUC provides academic career and student welfare counseling by the **Student Advisor** of the respective section of students under each Semester.

## 6. The mission and objective of the Faculty of Arts and Humanities:

### Mission:

❖ To be the center for educational excellence and research in Arts and Humanities.

### Objective:

❖ Research and innovation in the disciplines of Arts and Humanities

## 7. The Mission and Objective of the Department:

**7.1 The mission of the Department of English Language and Literature** is to develop students' knowledge in the fields of English Language and Literature, and their commitment to using their knowledge for the advancement of the humanity.

**7.2 The objectives of the Department of English Language and Literature** is to help students to have a solid foundation in the areas of English Language and Literature. It aims to offer students a number of courses to help develop their understanding of the nuances and distinctions of the English Language and Literature.

## 8. Program Educational Objectives of BA (Honors) in English Language and Literature:

- a) Making students understand grammar, communicate effectively, and write academically standard English as well as Bengali in line with conventions of different genres and writing task types and situations;
- b) Making students know about academic evolution of the English language, literature and history, different forms and patterns of English literary pieces;
- c) Developing among students a sophisticated reading ability to place literary texts in their wider intellectual and historical contexts by orienting them with British and American literature along with works written in English from other parts of the world, and some texts originally written in other languages, so that they are able to think about literature in English in multilingual and global contexts across time and place;
- d) Making students think from the perspective of philosophy, sociology and anthropology and habituate them with the critical processes to analyze and evaluate English literary pieces applying various approaches to literary criticism and theory;
- e) Grooming the students with religious values so that they can uphold good moral height and ethical standard in day to day life;
- f) Making students aware about the development of Bengali language and literature and history of the emergence of an independent Bangladesh.

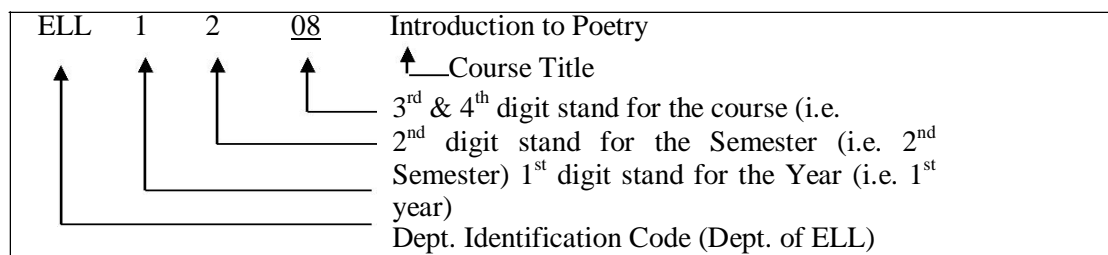
## 9. Duration of Program:

The BA (Hon's) Program normally takes four academic years (i.e. 8 Semesters) to complete. Each academic year is divided into 2 Semesters having duration **15 week Lecture period** for each semester. **The Mid-term Examination** will be held after conducting 6 weeks **classes**. **Conducting** 9 weeks classes after Mid-term Examination **Final Examination** will be held at the end of each semester.

In order to graduate, total **134** credit hours have to be undertaken and completed by a student during 8 semesters. By registering more number of courses in regular semesters, students may also complete their graduation studies within at least three academic years (i.e. 6 Semesters) of regular studentship. However a student may be allowed to complete their graduation studies in the University within maximum of six academic years (i.e.12 semesters). Each course is evaluated in 100 marks. Of the total marks allotted to each course, 20 marks are for class test / assignment / oral test / attendance, 30 marks for the mid-term examination and 50 marks for the final examination

## 10. Course Identification Plan:

Following code plan has been adapted for course identification: First digit stands for Year, the Second digit stands for Semester, the Third & Fourth digit stands for the course number.



### 11. Program of Study:

The Program of study is 4-year BA (Hons.) in English Language and Literature.

### 12. Marks Distribution for Projects/Thesis etc is as follows:

1.	Project/Thesis evaluation by Supervisor	40%
2.	Project/Thesis evaluation by Examiner	30%
3.	Project/Thesis Presentation and Viva	30%

### 13. Basis for awarding marks for attendance is generally as follows:

Attendance	Awarding Marks
90% and above	10
85% to less than 90%	9
80% to less than 85%	8
75% to less than 80%	7
70% to less than 75%	6
65% to less than 70%	5
60% to less than 65%	4
less than 60%	0

### 14. Admission Requirements:

Admission at IIUC is purely on the basis of merit. The general academic qualifications for admission to BA (Hons.) in ELL:

1. At least GPA 6.00 (combined, but scoring not less than GPA 2.50 in any individual examination) in SSC/Dakhil and HSC/Alim or Equivalent Examination.
2. 'O' Level in 5 (five) subjects and 'A' Level in 2 (two) major subjects with minimum 'B' Grade in four subjects and 'C' Grade in three subjects.
3. In case of the ward of Freedom Fighter, at least GPA 5.00 combined in SSC/Dakhil, HSC/Alim or Equivalent Examination is required. Proof of Certificate must be submitted in this connection.

### 15. Other Requirements:

Admission to IIUC is always through a competitive Admission Test (written and oral). All applicants are required to undergo the process to qualify for admission into B.A. (Hons) in English Language and Literature. However, sound health, good character and financial capability to carry on the entire program are also taken into consideration.

### 16. The Credit Hour System at IIUC:

To bring the academic system to international standard, IIUC follows **Open Credit Hour System (OCHS)** based on a quantified curriculum, whereby a certain number of credit hours are assigned to each course. Therefore, a course that carries three credit hours normally has

three contacts hours per week. However, there are courses, which do not tally with the contact hours or for which no contact hours have been assigned. Such courses are normally not a part of the main curriculum of the department, but of the University Requirement Courses (URC).

### 17. Grading System:

The Grading System for assessing the performance of the students shall be as follows:

Numerical grade Marks %	Letter Grade (LG)	Grade Point (GP/unit)	Remarks/Status
80-100	A+ (A plus)	4.00	Excellent
75 to less than 80	A (A regular)	3.75	Very good
70 to less than 75	A- (A minus)	3.50	
65 to less than 70	B+ (B plus)	3.25	Good
60 to less than 65	B (B regular)	3.00	
55 to less than 60	B- (B minus)	2.75	Satisfactory
50 to less than 55	C+ (C plus)	2.50	
45 to less than 50	C (C regular)	2.25	Pass
40 to less than 45	D	2.00	
00 to less than 40	F	0.00	Fail

### 18. Grade Point Average (GPA):

The Grade Point average (GPA) is computed by dividing the total grade points earned by the number of credit hours attempted in a given semester. The Cumulative Grade Point Average (CGPA) is computed by dividing the total grade points earned by the total number of credit hours attempted at the university up to a particular semester

### 19. Earned Credit:

The courses in which a student has obtained minimum 'D' or higher grade will be counted as credits earned by the student. Any course in which a student has obtained 'F' grade will not be counted towards his/her earned credit. 'F' grade will not be counted for GPA calculation but will stay permanently on the Grade Sheet and transcripts.

### 20. Course Requirement for Undergraduate Degree:

Students are required to complete 49 courses (134 Credit Hours) within 8-12 semesters for obtaining the four-year BA (Honors) in ELL.

### All courses for BA (Hons.) in ELL program are distributed as follows:

Course/Areas	Number of Courses	Total Credit Hour
a) Foundation Courses	10	10x3 =30
b) Core Courses	24	24x3 =72
c) Elective Courses	07	7x3 =21
d) University Requirement Courses	08	11
<b>Total</b>	<b>49</b>	<b>134</b>

**A. Foundation Courses for BA (Hons) in English Language and Literature**

**10 courses – 30 credit hours**

<b>S L</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hour</b>	<b>Contact Hour</b>
1.	ELL-1101	Four Skills (Listening, Speaking, Reading and Writing)	03	03
2.	ELL-1102	Remedial Grammar	03	03
3.	ELL-1103	From Paragraph to Essay	03	03
4.	ELL-1105	Basic Bengali Language Skills	03	03
5.	ELL-1206	English Phonetics and Phonology	03	03
6.	ELL-1207	English History	03	03
7.	ELL-1208	Introduction to Poetry	03	03
8.	ELL-2311	English for Professional Purposes	03	03
9.	ELL-2312	Academic Writing	03	03
10.	ELL-2313	Introduction to Prose and Drama	03	03
<b>Total : 10 courses</b>			<b>30</b>	<b>30</b>

**B. Elective Courses for BA (Hons) in English Language and Literature**

**7 courses – 21 credit hours**

<b>S L</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hour</b>	<b>Contact Hour</b>
1.	ELL-1104	History of English Literature	03	03
2.	ELL-1209	History of Bangladesh	03	03
3.	ELL-1210	Bangladeshi Art and Culture	03	03
4.	ELL-2315	Introduction to Sociology and Anthropology	03	03
5.	ELL-2316	Basic Computer Skills	03	03
6.	ELL-2421	Basic Philosophical Concepts	03	03
7.	ELL-4736	Introduction to Bengali Literature	03	03
<b>Total: 7 courses</b>			<b>21</b>	<b>21</b>

**C. Core Courses for BA (Hons) in English Language and Literature**

**24 courses – 72 credit hours**

<b>S L</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hour</b>	<b>Contact Hour</b>
1.	ELL-2314	Old English Literature in Translation	03	03
2.	ELL-2417	Medieval English Literature	03	03
3.	ELL-2418	Renaissance Poetry and Prose	03	03
4.	ELL-2419	Elizabethan and Jacobean Drama	03	03
5.	ELL-2420	17 <sup>th</sup> Century Literature	03	03
6.	ELL-3522	Restoration and 18 <sup>th</sup> Century Literature	03	03
7.	ELL-3523	Romantic Poetry	03	03
8.	ELL-3524	Victorian Prose and Poetry	03	03
9.	ELL-3525	The English Novel from Austen to Hardy	03	03
10.	ELL-3526	Western Classics in Translation	03	03
11.	ELL-3627	Modern English Literature	03	03

<b>S L</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hour</b>	<b>Contact Hour</b>
12.	ELL-3628	South Asian Literature in English	03	03
13.	ELL-3629	American Literature I	03	03
14.	ELL-3630	Latin American Classics in Translation	03	03
15.	ELL-3631	Introduction to Linguistics	03	03
16.	ELL-4732	American Literature II	03	03
17.	ELL-4733	African and Caribbean Literature in English	03	03
18.	ELL-4734	Teaching Language through Literature	03	03
19.	ELL-4735	Introduction to English Language Teaching	03	03
20.	ELL-4837	Asian Classics in Translation	03	03
21.	ELL-4838	Literary Criticism and Theory	03	03
22.	ELL-4839	Language and Media	03	03
23.	ELL-4840	Discourse Analysis	03	03
24.	ELL-4841	Teaching Second Language Skills	03	03
<b>Total: 24 courses</b>			<b>72</b>	<b>72</b>

**D. University Requirement Courses (URC)****8 courses – 11 credit hours**

	<b>Course Code</b>	<b>Course Title/Semester</b>	<b>Credit Hour</b>	<b>Contact Hour</b>
1.	UREM-1101	Ethics and Morality-1	1	2
2.	URED-1201	Basic Principles of Islam (' <i>Aqidah</i> + ' <i>Ibadah</i> ) (For Muslim)	2	2
3.	URWC-1202	Worldview and Civilization	2	2
4.	URED-2302	Sciences of <i>Qur'an</i> and <i>Hadith</i> (For Muslim)	1	2
	URED-2305, Comparative Religion (3 Credit, 4 Contact for Non-Muslims substitute to URED- 1201 and URED-2302)			
5.	UREM-2402	Ethics and Morality-2	1	2
6.	URED-3503	Political Thoughts and Social Behavior	2	2
7.	URED-3604	Life and Teachings of Prophet Muhammad (SAAS)	1	2
8.	URIH-4701	A Survey of Islamic History and Culture	1	2
	<b>Total</b>		<b>11</b>	<b>16</b>

## Semester Wise Course Breakup of the Syllabus

### 1<sup>st</sup> Semester

SL	Course Code	Course Title	Credit Hours	Contact Hours
1.	ELL-1101	Four Skills (Listening, Speaking, Reading and Writing)	03	03
2.	ELL-1102	Remedial Grammar	03	03
3.	ELL-1103	From Paragraph to Essay	03	03
4.	ELL-1104	History of English Literature	03	03
5.	ELL-1105	Basic Bengali Language Skills	03	03
6.	UREM-1101	Ethics and Morality-I	01	02
<b>Total: 6 courses</b>			<b>16</b>	<b>17</b>

### 2<sup>nd</sup> Semester

SL	Course Code	Course Title	Credit Hours	Contact Hours
1.	ELL-1206	English Phonetics and Phonology	03	03
2.	ELL-1207	English History	03	03
3.	ELL-1208	Introduction to Poetry	03	03
4.	ELL-1209	History of Bangladesh	03	03
5.	ELL-1210	Bangladeshi Art and Culture	03	03
6.	URED-1201	Basic Principles of Islam (' <i>Aqidah</i> + ' <i>Ibadah</i> ) ( for Muslims)	02	02
7.	URWC-1202	Worldview and Civilization	02	02
<b>Total: 7 courses</b>			<b>19</b>	<b>19</b>

### 3<sup>rd</sup> Semester

SL	Course Code	Course Title	Credit Hours	Contact Hours
1.	ELL-2311	English for Professional Purposes	03	03
2.	ELL-2312	Academic Writing	03	03
3.	ELL-2313	Introduction to Prose and Drama	03	03
4.	ELL-2314	Old English Literature in Translation	03	03
5.	ELL-2315	Introduction to Sociology and Anthropology	03	03
6.	ELL-2316	Basic Computer Skills	03	03
7.	URED-2302	Sciences of Qur'an and Hadith (only for Muslims)	01	02
	URED-2305	Comparative Religion (3 Credit, 4 Contact for Non-Muslims substitute to URED- 1201 & URED-2302)	03	04
<b>Total: 7 courses</b>			<b>19/21</b>	<b>20/22</b>

**4<sup>th</sup> Semester**

SL	Course Code	Course Title	Credit Hours	Contact Hours
1.	ELL-2417	Medieval English Literature	03	03
2.	ELL-2418	Renaissance Poetry and Prose	03	03
3.	ELL-2419	Elizabethan and Jacobean Drama	03	03
4.	ELL-2420	17 <sup>th</sup> Century Literature	03	03
5.	ELL-2421	Basic Philosophical Concepts	03	03
6.	UREM-2402	Ethics and Morality-II	01	02
<b>Total: 6 courses</b>			<b>16</b>	<b>17</b>

**5<sup>th</sup> Semester**

SL	Course Code	Course Title	Credit Hours	Contact Hours
1.	ELL-3522	Restoration and 18th Century Literature	03	03
2.	ELL-3523	Romantic Poetry	03	03
3.	ELL-3524	Victorian Prose and Poetry	03	03
4.	ELL-3525	The English Novel from Austen to Hardy	03	03
5.	ELL-3526	Western Classics in Translation	03	03
6.	URED-3503	Political Thoughts and Social Behavior	02	02
<b>Total: 6 courses</b>			<b>17</b>	<b>17</b>

**6<sup>th</sup> Semester**

SL	Course Code	Course Title	Credit Hours	Contact Hours
1.	ELL-3627	Modern English Literature	03	03
2.	ELL-3628	South Asian Literature in English	03	03
3.	ELL-3629	American Literature-I	03	03
4.	ELL-3630	Latin American Classics in Translation	03	03
5.	ELL-3631	Introduction to Linguistics	03	03
6.	URED-3604	Life and Teachings of Prophet Muhammad (SAAS) (only for Muslims)	01	02
<b>Total: 6 courses</b>			<b>16</b>	<b>17</b>

**7<sup>th</sup> Semester**

SL	Course Code	Course Title	Credit Hours	Contact Hours
1.	ELL-4732	American Literature-II	03	03
2.	ELL-4733	African and Caribbean Literature in English	03	03
3.	ELL-4734	Teaching Language through Literature	03	03
4.	ELL-4735	Introduction to English Language Teaching (ELT)	03	03
5.	ELL-4736	Introduction to Bengali Literature	03	03
6.	URIH-4701	A Survey of Islamic History and Culture	01	02
<b>Total: 6 courses</b>			<b>16</b>	<b>17</b>

**8<sup>th</sup> Semester**

<b>SL</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Contact Hours</b>
1.	ELL-4837	Asian Classics in Translation	03	03
2.	ELL-4838	Literary Criticism and Theory	03	03
3.	ELL-4839	Language and Media	03	03
4.	ELL-4840	Discourse Analysis	03	03
5.	ELL-4841	Teaching Second Language Skills	03	03
<b>Total: 5 courses</b>			<b>15</b>	<b>15</b>

## 1<sup>st</sup> Semester

**Course Code:** ELL-1101

**Course Title:** Four Skills (Listening, Speaking, Reading and Writing)

**3 C.H.**

**Course Objectives:** This is an integrated-skill language course which aims to develop learners' general communicative competence in English by exposing them to authentic use of the four English language skills (i.e., reading, writing, listening and speaking) in real-life communicative contexts.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ acquire the basic reading skills
- ❖ learn the basic sentence making skills across various tense and aspects
- ❖ acquire the basic communication skills used in day-to-day conversation
- ❖ learn the strategies and skills for effective listening

### Midterm

- Listening:**
- (i) Prediction
  - (ii) Listening for gist
  - (iii) Listening for main ideas
  - (iv) Listening for detail information
  - (vi) Table completion
  - (vii) Note Completion
  - (viii) Making assumptions

- Speaking:**
- (i) Jigsaw activity/prompts  
Everyday English: social expressions, exclamations, showing interest and surprise, being polite, business expressions and numbers, exaggeration and understatement, making your point, linking and commenting
  - (iii) Asking for information
  - (iv) Turn-taking
  - (vi) Pair and group work/discussion
  - (vii) Role play
  - (viii) Debate
  - (ix) Sharing information and giving opinions
  - (x) Beginning and ending telephone conversation
  - (xi) Negotiating

### Final

- Reading:**
- (i) Predicting
  - (ii) Guessing meaning
  - (iii) Skimming
  - (iv) Scanning
  - (vi) Reading for general understanding
  - (vii) Reading for details
  - (viii) Identifying the purpose of writer
  - (ix) Identification of beliefs or arguments

- Writing:**
- (i) Basic sentence construction across tense and aspects
  - (ii) Sentence completion
  - (iii) Writing narratives
  - (iv) Rephrasing sentences
  - (v) Linking ideas: Conjunctions
  - (vi) General writing: emails, CV and covering letter, informal letters
  - (vii) Arguing for a case- *for and against*
  - (ix) Describing places
  - (x) Writing for talking
  - (xi) Formal and informal writing: letters and emails
  - (xii) Adding emphasis in writing

**Prescribed Textbook:**

- (i) Soars, L. & Soars, J. *New Headway: Upper-Intermediate Student's Book* (fourth edition). Oxford: Oxford University Press. 2014.

**Recommended Books:**

- (i) Cotton, D., Falvey, D. & Kent, S. *Language Leader: Intermediate*. London: Pearson.
- (ii) Lebeau, I & Rees, G. *Language Leader: Pre-intermediate*. London: Pearson.
- (iii) Soars, L. & Soars, J. *New Headway: Pre-Intermediate Student's Book*. Oxford: Oxford University Press. 2014
- (iv) Soars, L. & Soars, J. *New Headway: Intermediate Student's Book*. Oxford: Oxford University Press. 2014

**Course Code: ELL-1102**  
**Course Title: Remedial Grammar**

**3 C.H.**

**Course Objectives:** This course provides an intense overview of the basic elements of modern English usage to improve the skill among students in understanding and making basic English sentences. It will build the competence among learners in scientific use of language. It will develop competence among the students in writing grammatically correct sentences.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ analyze English sentence components and use those components skillfully and creatively;
- ❖ think and express clearly and comprehensively in well-structured sentences;
- ❖ improve their capacity to understand and appreciate English literary and non-literary writings.

**Midterm**

- a) Levels: Structural parts of a sentence
- b) Words and their classes in a sentence
- c) The verb: The Finite: transitive, intransitive The Non-finite: participles, infinitives, gerund The Linking verb
- d) The Phrasal Verb Modals
- e) Usage of words as various parts of speech

- f) Formation of new words by adding prefixes and suffixes
- g) Pre-modifiers and post-modifiers of noun
- h) Tenses
- i) Direct and indirect speech
- j) Change of voice
- k) Basic sentence patterns and their illustrations

#### Final

- a) Conditionals, causatives, comparison of adjectives and adverbs
- b) Phrases, clauses and sentences:
- c) Dependent clauses and their uses
- d) Conversion of phrases into clauses and clauses into phrases
- e) Identifying and analyzing clauses in a sentence
- f) Sentence analysis from literary texts
- g) Combination of sentences: Making simple, compound and complex sentences
- h) Completing sentences
- i) Experiments with sentences
- j) Learning grammar in context/ at discourse level: An integrated approach
- k) Corrections

#### **Recommended Books:**

- i) Sadruddin Ahmed: *Learning English the Easy Way*. Rajshahi: Akhtara Publication, 2004.
- ii) Mohammed Sarwar Alam and Mohammad Taher Hossain Salim, *English Sentences: Learning through Structures and Functions*
- iii) George Davidson: *Phrases, Clauses and Sentences*
- iv) A.S. Hornby: *Guide to Patterns and Usage in English*
- v) James A. W. Hefferman, John E. Lincoln: *Writing – A Concise Handbook*
- vi) Jahurul Islam: *A Key to Structure Analysis*
- vii) Thomson and Martinet: *Practical English Grammar*
- viii) Michael Swan: *Practical English Usage*

**Course Code:** ELL-1103

**Course Title:** From Paragraph to Essay

**3 C.H.**

**Course Objectives:** This course aims to familiarize the learners with paragraph and essay writing conventions. In doing so, it focuses on the basic process in which the learners will be able to generate and organize ideas for cohesive and coherent writing.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ brainstorm, generate and organize ideas on various topics
- ❖ identify topic, main idea and supporting details in a paragraph
- ❖ write paragraph with cohesion and coherence
- ❖ learn basic conventions of paragraphs and essays
- ❖ write descriptive, narrative comparison-contrast and argumentative essays.

#### Midterm

- a) **Pre-writing:**
  - i. Brainstorming (Listing, Word-map and Free-writing)
  - ii. Organizing ideas in paragraphs
  - iii. Analyzing paragraphs to understand how (brainstorming) ideas are organized
- b) **Paragraph:**
  - i. Topic and Main Idea Developers Terminator
  - ii. Paragraphs developing techniques
  - iii. Different types and process: descriptive and process paragraphs; opinion paragraphs; comparison and contrast paragraphs; problem/solution paragraph Cohesion and coherence

### **Final**

- a) **Essays:**
  - i. Characteristics/conventions of essays Thesis statement
  - ii. Outlining an essay Introductions and conclusions Unity and coherence
- b) **Essay Types:**
  - i. Descriptive
  - ii. Narrative
  - iii. Expository
  - iv. Comparison and contrast
  - v. Argumentative
- c) **Analysing Good Essays :**
  - ❖ Practical classroom works/project

### **Prescribed Book:**

- (i) Zemach, D. E. & Rumisek, L. A. *Academic Writing: From Paragraph to Essay*. Oxford: McMillan, 2005.

### **Recommended Books:**

- (i) Bazerman, C. & Wiener, H. S. (1988). *Writing Skills Handbook*. New York: Houghton Mifflin.
- (ii) Haque, A., et.al. (2010). *English Writing Skills*. Dhaka: Friend's Book Corner.
- (iii) Islam, J. *A Handbook of Paragraph Writing*.
- (iv) Writing paragraph (Trent University): <https://www.trentu.ca/history/workbook/strongparagraphs.php>
- (v) Zemach, D. E. & Islam, C. (2004). *Paragraph Writing: From Sentence to Paragraph*. Oxford: McMillan

**Course Code: ELL-1104**

**Course Title: History of English Literature**

**3 C.H.**

**Course Objectives:** This course is a chronological survey of the major forces and voices that have contributed to the development of an English literary tradition. It intends to cover the literary ground from the Old English Period till date focusing on the emergence, evolution and progress of English literature through different ages and periods. The objective of the course is to make the students competent to read the English literary texts from the historical perspectives and ensure academic excellence in understanding the texts.

**Learning Outcomes:** Upon successful completion of the course, students will be able to

- ❖ read texts of all kinds critically, and assess their rhetorical, ideological and aesthetic strategies;
- ❖ know about different movements and events of English literary history;
- ❖ develop ideas about how history and English literary texts are interlinked;
- ❖ have good understanding about the English literary texts academically.

**Mid-Term**

- I. The Old English Period or The Anglo-Saxon Period: (450-1066)
- II. The Middle English Period: 1066-1500
  - a) The Anglo-Norman Period: 1066-1340
  - b) The Age of Chaucer: 1340-1400
- III. The Renaissance Period(1798-1832):
  - a) The Elizabethan Period:1558-1603
  - b) The Jacobean Period:1603-1625
  - c) The Caroline Period;1625-1649
  - d) The Commonwealth Period:1649-1660

**Final**

- IV. The Neoclassical Period(1660-1785):
  - a) The Restoration Period:1660-1700
  - b) The Augustan Period:1700-1745
  - c) The Age of Sensibility or The Age of Johnson:1745-1785
- V. The Romantic Period:(1798-1832)
- VI. The Victorian Period: (1832-1900)
  - a) The pre-Raphaelites:1848-1860
  - b) The Aestheticism and Decadence1880-1901
- VII. The Modern Period: (1901-1939)
  - a) The Edwardian Period: 1901-1910
  - b) The Georgian Period:1910-1936
- VIII. The Post-Modern Period: 1939.....

**Prescribed Books:**

- i) English Literature-William J. Long
- ii) An Outline of English Literature- G.C Thornley and Gwyneth Roberts

**Recommended Books:**

- (i) *An Outline History of English Literature* – William Henry Hudson,
- (ii) *The Cambridge Companion to Old English Literature* – ed. Malcolm Godden and Michael Lapidge,
- (iii) *History of English Literature*, Fifth edition – Edward Albert,
- (iv) *The Oxford Illustrated History of English Literature* – Pat Rogers,
- (v) *English Social History: A Survey of Six Centuries – Chaucer to Queen Victoria* – G M Trevelyan
- (vi) *A Critical History of English Literature (4 volumes)* – David Daiches,

(vii) *The Routledge History of Literature in English*, 2nd edition

Course Code: ELL-1105

Course Title: Basic Bengali Language Skills

3 C.H.

**Course Objectives:** The course aims to give an overview of basic skills of Bangla language with specific emphasis on grammar and writing skill. The course also focuses on linguistic and writing competence in Bangla to enable the students to write academic write-ups.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ learn the basic grammatical items of the language;
- ❖ be aware of common errors;
- ❖ write both professional and critical write-ups in Bangla

**Midterm**

1. e`vKiY

K. kã MVY

L. evbv / evbvbi vbqg

M. evK` i`v / c`qum Acc`qum

N. c`v` -c`P`bi vbvZv\_ c`Kv

O. evK` MVb

P. cvi fvlv

**Final**

2. vj Lb `yZv

K. Abv`

L. fve-m`u`vi Y

M. mvi gg<sup>©</sup>

N. ve`AvB vj Lb

O. c`I vj Lb

P. mwnZ` / M`S`-mgv`j vPbv

**Recommended Books:**

(i) evsjv fvlvi e`vKiY- †R`vZfLY Pvkx

(ii) c`gZ evsjv evbvbi vbqg- Wt Avbm`y`v

(iii) fvlv evsjv fvlvi e`vKi b I c`Ü iPbv - Wt tgv` gy`ndRy` i ngvb

(iv) jvj bxj `xcvevj , W. úgvqly AvRv`

Course Code: UREM -1101

Course Title: Text of Ethics and Morality- 1

1 C.H.

Course Objectives:

- a) To make students capable of understanding the text of the Holy Qur'an so that they can understand the rules of ethics from the main and basic ethical book.
- b) To make students capable of understanding the basic Arabic language so that they can communicate with the foreign countries and be fit with labor market worldwide especially in the Middle East.
- c) To inspire students and make them interested in reading the Holy *Qur'an*, the basic ethical book, the last divine scripture and the complete code of life.
- d) To make students familiar with *Ayats* of *Ahkam* of the Holy *Qur'an* so that they can lead their life being enlightened with them.
- e) To go towards achieving the motto of the university – to combine quality with morality.

**Learning Outcomes:** Upon successful completion of the course the students will be able to:

- ❖ recite the Holy Qur'an properly following the rules of recitation.
- ❖ understand the meaning of the significant words & expression mentioned in the text.
- ❖ understand the formation of Qur'anic verses as per Arabic language.
- ❖ derive central theme and subject matter of the text.
- ❖ comprehend general meaning of the text.
- ❖ realize teachings and implication of the text.
- ❖ Compare between the requirements of *Ayats* and the reality of our life.
- ❖ Understand basic formation of Arabic sentences.
- ❖ Obtain the capability of Arabic conversation.

**Outline of the course:**

**Section (A) (Mid-term Examination: 30 marks):**

**(Total lectures = 6 X 2= 12, 6 weeks)**

- i) An introduction to the text of Ethics and Morality.
- ii) An introduction to Arabic language; Arabic alphabet, *harakah*, *tanween*, *sukun* and *tashdeed*.
- iii) Text of ethics and Arabic language lesson (25m+20m).
  - A. Selected text on the introductory chapter of the holy Qur'an (*SuratulFatihah*).
  - B. Writing of the forms of Arabic alphabet with example. **(Assignment)**.
- iv) Text of ethics, and Arabic language lesson (25 m+20m).
  - A. Selected text on procreation of the creation of humankind: 22:5
  - B. The sun letters and the moon letters.
- v) Text of ethics, and Arabic language lesson (25 m+20m).
  - A. Selected text on *iman*: 2: 1-5
  - B. Arabic numbers (10-100).
- vi) Text of ethics, and Arabic language lesson (25 m+20m).
  - A. Selected text on *twheed*: 112: 1-4
  - B. Some common Arabic words used in daily life (20 words).
- vii) Text of ethics, and Arabic language lesson (25 m+20m).
  - A. Selected text on *resalah*: 4: 163-165.
  - B. The name of days in Arabic.
- viii) Text of ethics, and Arabic language lesson (25 m+20m).
  - A. Selected text on *akhirah*: 39: 68-74.
  - B. The name of months in Arabic.
- ix) Text of ethics, and Arabic language lesson (25 m+20m).
  - A. Selected text on *taharah*: 5:6.
  - B. The formation of Arabic word; noun, verb and particle.
- x) Text of ethics, and Arabic language lesson (20 m+20m).

- A. Selected text on *salah*: 11: 114, 24: 68.  
B. Exercise of Damaaer (الضَّمَّائِر): pronouns.
- xi) Text of ethics, and Arabic language lesson (25 m+20m).  
A. Selected text on Zakat: 9: 34-35.  
B. Exercise of Arabic relative pronouns.
- xii) Text of ethics, and Arabic language lesson (25 m+20m).  
A. Selected text on Sawm : 2: 184-185.  
B. Exercise of demonstrative pronouns. (إِسْمُ الْإِشَارَةِ)

**Section (B) (Final examination: 50 marks)**

**Total lectures 8 x 2 = 16 lectures, 8 weeks.**

- xiii) Text of ethics, and Arabic language lesson (25 m+25m).  
A. Selected text on hajj and Ka'ba 2: 127-128; 3: 96-97.  
B. Practice of *huruf al-jarr* (حُرُوفُ الْجَارِ): prepositions.
- xiv) Text of ethics, and conversation (25 m+20m).  
A. Text on ensuring social peace by removing bad behavior 49:5-12  
B. Conversation: myself and my family members.
- xv) Text of ethics, Arabic language lesson and conversation (20 m+15m +10 m).  
A. Selected text on duties and obligations towards family and relatives = 4: 34-36.  
B. Exercise of adverb of time and place (ظَرْفُ الزَّمَانِ وَالْمَكَانِ).  
C. Conversation: at the house.
- xvi) Text of ethics, Arabic language lesson and conversation (20 m+15m +10 m).  
D. Selected text on the operation of creatures in the universe. 2:164.  
E. Exercise of simple nominal sentence (الْجُمْلَةُ الْإِسْمِيَّةُ)  
F. Conversation: at the university
- xvii) Text of ethics, Arabic language lesson and conversation (25 m+15m +10 m).  
1. Selected text on the transition of human life: 10:24  
2. Subject of a sentence ( الْمَبْتَدَأُ )  
3. Conversation: about the weather.
- xviii) Text of ethics, Arabic language lesson and conversation (20 m+15m +10 m).  
1. Selected text on the rule of livelihood = 2: 172- 174, 5:3-5  
2. Predicate of a sentence ( الْخَبَرُ )  
3. Conversation. At masjid.
- xix) Text of ethics, Arabic language lesson and conversation ( 20 m+15m +10 m).  
1. Selected text on the rule of *al-riba* = 2: 275-279.  
2. Exercise of interrogative pronoun (إِسْمُ الْاسْتِفْهَامِ)  
3. Conversation : at library
- xx) Text of ethics, Arabic language lesson and conversation ( 20 m+15m +10 m).  
1. Selected text on the rule of loan =2: 282.  
2. Exercise of possessive phrase ( الْمُرَكَّبُ الْإِضَافِي )  
3. Conversation : at kitchen
- xxi) Text of ethics, Arabic language lesson and conversation ( 20 m+15m +10 m).  
1. Selected Text on the rules of drug and gambling =5: 90-91  
2. Exercise of descriptive phrase ( الْمُرَكَّبُ الْتَوْصِيفِي )  
3. Conversation : at market.
- xxii) Text of ethics, Arabic language lesson and conversation ( 20 m+15m +10 m).  
1. Selected Text on the rule of veil and *mahram* (unmarriageable persons) : 24: 30-31,33:59  
2. Formation of Verb ( الْفِعْلُ ) -1

3. Conversation: at stadium.
- xxiii) Text of ethics, Arabic language lesson and conversation ( 20 m+15m +10 m).  
1. Selected Text on the rule of marriage and *mahr*: 4: 2-4  
2. Formation of Verb الفعل -2  
3. Conversation: the visiting to a sick man.
- xxiv) Text of ethics, Arabic language lesson and conversation (20 m+15m +10 m).  
1. Text on the rule of divorce 2:227-230  
2. Formation of Verb الفعل -3.  
3. Conversation: at relative's house.
- xxv) Text of ethics, Arabic language lesson and conversation ( 20 m+15m +10 m).  
1. Selected text on *kufr*, *shirk* and *nifaq*=5:72, 9:68  
2. Formation of Verbal sentence الجملة الفعلية  
3. Conversation: performing salat.
- xxvi) Text of ethics, Arabic language lesson and conversation ( 20 m+15m +10 m).  
1. Selected text on the sermon of a father to his son =31:13-19.  
2. Exercise of Verbal sentence الجملة الفعلية -1  
3. Conversation: giving *zakah* and *sadakah*.
- xxvii) Text of ethics, Arabic language lesson and conversation ( 20 m+15m +10 m).  
a. Selected text on characteristics of Allah's servants who are inheritors of *Jannah*= 23:1-11  
b. Exercise of Arabic imperative sentence.  
c. Conversation: Conversation: Eid festival and performing hajj.
- xxviii) Text of ethics, Arabic language lesson and conversation (25m+20m).  
1. Selected text on characteristics of ideal servants of Allah ('IbadurRahman) as depicted in the Qur'an= 25: 63-76  
2. Formation and exercise of Arabic negative imperative sentence.

**Recommended Books:**

- i. Abbott, N., Studies in Arabic literary papyri II, Qur'anic commentary and tradition ,Chicago: University of Chicago, 1967.
- ii. Dr. M. FazlurRahman, Everyday Arabic Conversation, RiyadProkashani, Dhaka, 2005.
- iii. Haleem, M. A., Understanding the Qur'an: themes and Style, London: I. B. Tauris, 1999.
- iv. IzzathUroosa, Learning Arabic Language of the Qur'an, Darussalam, Riyadh, 2010.
- v. Saheeh International, The Qur'an Arabic Text with Corresponding English Meanings, Jeddah, Saudi Arabia, 1997.

## 2<sup>nd</sup> Semester

**Course Code:** ELL-1206

**3 C.H.**

**Course Title:** Spoken English and Phonetics

**Course Objectives:** This course exposes to the students how the language is spoken with appropriate pronunciation, stress and intonation. Thereby, the course contributes to the development of speaking skill among them.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ know the phonemic symbols to recognize English sounds;
- ❖ learn the skills to transcribe words using IPA symbols;
- ❖ learn the basic conventions and strategies used within everyday spoken discourses;
- ❖ acquire the socialization skills to discuss a topic individually, in pairs and groups;
- ❖ learn the academic/professional skills to make presentations.

### Midterm

**Phonetics and Phonology:**

- a) Articulators; IPA symbols; transcription
- b) English Consonants: plosives, fricatives, affricates; nasals, lateral and approximants
- c) English vowels: English short and long vowels, diphthongs
- d) Comparative analysis of English and Bangla sound system
- e) Stress in English: The nature of stress, levels of stress, placement of stress within the word

### Final

**Communication Skills:**

- a) Words & phrases used for conversation
- b) Greeting and introducing, Making statements, making requests, questions, order & suggestions – denying –rejecting-disagreeing-possibility-ability, permission, obligations, offering help, giving instructions and directions etc.
- c) Initiating speech  
Turn taking  
Finishing speech  
Seeking clarification  
Extending an apology  
Offering opinion  
Delivering welcome address  
Proposing vote of thanks  
Making a farewell speech  
Describing people, places, events and objects.
- d) Dialogues
- e) Public speech
- f) Telephonic Conversation

**Recommended texts:**

- i. O'Connor & Fletcher C., *Practice in Spoken English*
- ii. Roach, P., *English Phonetics and Phonology*

- iii. Uddin, A., *English Phonetics for Bangla LI Speakers*
- iv. Gimson, A. C., *An Introduction to the pronunciation of English*
- v. Crystal, D., *A Dictionary of Linguistics and Phonetics*

**Course Code: ELL-1207**

**Course Title: English History**

**3 C.H.**

**Course Objectives:** The course provides an overall overview of English history up to the WW1. The course makes students aware of different socio-political and historical events, the relationships between / among the events and their subsequent consequences from academic point of view.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ understand English social and historical ideas in the said historical periods;
- ❖ know how different social, historical, and political events influenced development of different movements.

#### Midterm

- a) The military conquest
- b) The feudal system
- c) The manorial system
- d) Monarchy and the church
- e) Richard- the crusades
- f) Magna carta
- g) The hundred year's war
- h) Religion: Wycliff and the Lollards
- i) The black death and social changes
- j) Richard-II
- k) The house of Lancaster
- l) Henry- VIII
- m) Mary Tudor
- n) Elizabeth-I

#### Final

- a) The Tudors and the Stuarts- Renaissance and Reformation
- b) The Civil War
- c) The Restoration of 1660
- d) The Glorious Revolution of 1688
- e) The Rise of Political Parties
- f) Industrial Revolution
- g) The English Empire
- h) Victorian England
- i) The First World War in England

**Prescribed Textbook:** (i) G.T. Warner et al: *The New Groundwork of British History*  
(Book One: 55 B.C. – A.D. 1603)

**Course Code:** ELL-1208

**3 C.H.**

**Course Title:** Introduction to Poetry

**Course Objective:** This course aims at discussing the major aspects of poetry. It also focuses on different patterns and forms in relation to poetry as well as highlights major literary and historical events in relation to British and American poetry.

**Learning Outcomes:** Upon successful completion of the course, students will be able to :

- ❖ know about major patterns and forms related to poetry;
- ❖ understand literary and poetic terminology;
- ❖ know about Major literary and historical movements relating to British and American poetry.

**Midterm**

(a) Introducing Poetry: Forms and Features of Poetry

(b) Rhetoric

(c) **Selected Poems:**

- i. Shakespeare: Sonnet 130( My Mistress's Eyes are Nothing Like the Sun)
- ii. Robert Browning: My Last Duchess
- iii. W. B. Yeats: The Lake Isle of Innisfree

**Final**

(a) Prosody

(b) **Selected Poems:**

- i. Thomas Gray: Elegy Written in a Country Churchyard
- ii. Matthew Arnold: Dover Beach
- iii. Ted Hughes: The Jaguar
- iv. John Donne: A Valediction: Forbidding Mourning

**Prescribed Textbook:** (i) *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, 12th Edition by X. J. Kennedy , Dana Gioia

**Course Code:** ELL-1209

**3 C.H.**

**Course Title:** History of Bangladesh and Bangladesh Affairs

**Course Objective:** This course has been designed to cover various issues/topics concerning Bangladesh affairs which include history, geography, environment, society, culture, economy and politics. It also provides knowledge to the learners about how different episodes of history led to the emergence of an independent Bangladesh with a view to making them historically and academically well-informed individuals.

**Learning Outcomes:** Upon successful completion of the course, students will be able to

- ❖ demonstrate a comprehensive competence regarding Bangladesh affairs;
- ❖ understand how historical incidents culminated in the emergence of Bangladesh;

- ❖ develop understanding about the Bangladeshi issues from historical perspective.

**Midterm**

- a) Geography of Bangladesh that should include topographical features of different areas/regions and their developments over time.
- b) Demographic features including ethnic and cultural diversity.
- c) History and culture of Bangladesh from ancient to recent times.
- d) Economy, society, literature and culture of Bangladesh with particular emphasis on developments including Poverty Alleviation, Vision-2021, GNP, NNP, GDP etc. after the emergence of the country.
- e) Bangladesh's environment and nature and challenges and prospects with particular emphasis on conservation, preservation and sustainability.
- f) Natural resources of Bangladesh with focus on their sustainable harnessing and management.
- g) The Constitution of the People's Republic of Bangladesh: Preamble, Features, Directive Principles of State Policy, Constitutional Amendments.

**Final**

- (a) **Organs of the Government:**
  - i. Legislature: Representation, Law-making, Financial and Oversight functions; Rules of Procedure, Gender Issues, Caucuses, Parliament Secretariat.
  - ii. Executive: Chief and Real executive e.g., President and Prime Minister, Powers and Functions; Cabinet, Council of Ministers, Rules of Business, Bureaucracy, Secretariat, Law enforcing agencies; Administrative setup - National and Local Government structures, Decentralization Programmes and Local Level Planning.
  - iii. Judiciary: Structure: Supreme, High and other Subordinate Courts, Organization, Powers and functions of the Supreme Court, Appointment, Tenure and Removal of Judges, Organization of Sub - ordinate Courts, Separation of Judiciary from the Executive, Judicial Review, Adjudication, Gram Adalat, Alternative Dispute Resolution (ADR).
- (b) **Foreign Policy and External Relations of Bangladesh:**

Goals, Determinants and policy formulation process; Factors of National Power; Security Strategies; Geo - Politics and Environment Issues; Economic Diplomacy; Man-power exploitation, Participation in International Organizations; UNO and UN Peace Keeping Missions, NAM, SAARC, OIC, BIMSTEC, D-8 etc, and International Economic Institutions, Foreign Aid, International Trade.
- (c) **Political Parties:** Historical development; Leadership; Social Bases; Structure; Ideology and Programmes; Factionalism; Politics of Alliances; Inter and Intra-Party Relations; Electoral Behaviour; Parties in Government and Opposition.
- (d) **Elections in Bangladesh. Management of Electoral Politics:** Role of the Election Commission; Electoral Law; Campaigns; Representation of People's Order (RPO); Election Observation Teams.
- (e) **Contemporary Communication;** ICT, Role of Media; Right to Information (RTI), and E-Governance.
- (f) **Non- formal Institutions;** Role of Civil Society; Interest Groups; and NGOs in Bangladesh.
- (g) **Globalization and Bangladesh:** Economic and Political Dimensions; Roles of the WTO, World

Bank, IMF, ADB, IDB and other development partners and Multi National Corporations (MNCs).

(h) Gender issues and Development in Bangladesh.

The Liberation War and its Background: Language Movement 1952, 1954 Election, Six - Point Movement, 1966, Mass Upsurge 1968 -69, General Elections 1970, Non - cooperation Movement, 1971, Bangabandhu's Historic Speech of 7<sup>th</sup> March. Formation and Functions of Mujibnagar government, Role of Major Powers and of the UN, Surrender of Pakistani Army, Bangabandhu's return to liberated Bangladesh. Withdrawal of Indian armed forces from Bangladesh.

**Recommended Books:**

- (i) *Bangladesh: Landscapes, Soil Fertility and Climate Change*, By Hugh Brammer. The University Press Limited
- (ii) *Bangladesh: History, Politics, Economy, Society and Culture Essays in Honour of Professor Alamgir Muhammad Serajuddin*, Mahmudul Huque (Editor). The University Press Limited (UPL), 2016
- (iii) *History of Bangladesh: A Subcontinental Civilisation*, Abul Maal A. Muhith, The University Press Limited (UPL), 2016
- (iv) *Crafted by History An Interpretive Review of the Emergence of Bangladesh*, Hemayetuddin Ahmed. The University Press Limited (UPL): 2014
- (v) *Climate Change, Sea-level Rise and Development in Bangladesh*. Hugh Brammer. The University Press Limited (UPL): 2014
- (vi) *Human Rights in Bangladesh: Past, Present & Futures*, Imtiaz Ahmed (Editor). The University Press Limited (UPL), 2014
- (vii) *Bangladesh Studies*, Md.Shamsul Kabir Khan, Dr.Daulutnnaheer Khanum
- (viii) *Bangladesh, Politics, Economy and Civil Society*, David J. Lewis, Cambridge University Press, 2011

**Course Code: ELL-1210**

**Course Title: Bangladeshi Art and Culture**

**3 C.H.**

**Course Objectives:** The course aims to give students a brief idea about the art and culture of Bangladesh.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ the major festivals of the country
- ❖ the development of architecture
- ❖ calligraphy and its relation with spirituality
- ❖ folk art and miniature painting

**Midterm**

a) The **characteristics of Bengali culture:**

- i. Archaeological evidence of the cultural heritage
- ii. Kingdoms and empires
- iii. Advent of the Muslims and its impact
- iv. The Mughal rule
- v. Early traces of Muslim architecture in Bengal

vi. Architecture in independent Bangladesh

**b) Religion and society in Mediaeval Bengal:**

- i. Religious tolerance and conflicts
- ii. Social conditions
- iii. Middle Bengali literature
- iv. Major festivals

**c) Introducing Bangladeshi Art:**

- i. Zainul Abedin, Famine Sketch-13
- ii. S.M. Sultan, First Plantation, Oil on canvas
- iii. Shahabuddin Ahmed, Bangladesh, Oil on Canvas

**Final**

**a) History of Paintings:**

- i. Theory of Bengali Paintings
- ii. Objectives of Bengali Paintings
- iii. Mughal Paintings
- iv. Bengali Paintings and Western Influence
- v. Bangladeshi Painting in the pre-Liberian period 1947-1970
- vi. Bengali folk painting and craft
- vii. Impressionism, Expressionism and Modern Bangladeshi Paintings
- viii. Practical orientation to museum study
- ix. Post Modernism in Bengali paintings
- x. Islamic attitude towards pictorial art

**b) Introduction to History of music:**

- i. Early medieval Bengali music
- ii. Tune and lyrics of Bengali music (17th to mid19th century)
- iii. Bengali Folk songs
- iv. Contemporary Bangladeshi Music
- v. Western influence in Bangladeshi Music

**c) Introduction to Origin of Bengali Theatre:**

- i. Genera of Bengali Theatre
- ii. Modern Theories and forms of Bengali Theatre
- iii. Conclusion

**Prescribed Text:**

- i. *Dcgnv`tki wkí Kjv - W. iwdKž Avj g, gvl jv eñ`vm®*

**Recommended Books:**

- i. Folk Painting in Bangladesh- Dr. Rafiqul Alam, Bangla Academy; 2001
- ii. *ifc, im l myi - ð`excñv` PžÆvcva`vq, bqvdž`vM, Kj KvZv|*
- iii. *Pvi žKjv cñi PwZ - GžKGG AvZKjy ingvb, evsjv cKvk|*
- iv. *wkí Kjvi bñ`wbKZv - nvmvZ Avāj nñB, AvMvgx cKvk|*

- v. Rqbtj i wPÎKg® gvingy kwdK, mPxcÎ |  
vi. PviæI Kviakjv - eivsj vt`k GikqmiUK tmviviBwU  
vii. b>`bZËj- %mq` gÄjaj Bmj vg, m†>`l

**Course Code:** URED-1201

**2 C.H.**

**Course Title:** Basic Principles of Islam ('*Aqidah* + '*Ibadah*)

**Course Objectives:** This *course* has been designed:

- To provide the students with proper knowledge and clear conception regarding the Islamic beliefs and comprehensive concept of '*Ibadah* to develop their ethical understanding.
- To make them aware of the existing misconceptions & traditional superstitions contradicting with the basic faith & tenets of Islam.
- To enable the students to have the wide spread impacts of '*Ibadah* on their lives and to inspire them to follow Islam in all walks of life.

**Learning Outcomes:** After completion of this course:

- ❖ The students will be equipped with the knowledge and clear conception regarding the Islamic beliefs and comprehensive concept of '*Ibadah*.
- ❖ They find themselves ethically developed ones.
- ❖ They will have inspiration to live their lives in accordance with Islamic guidance.

**Course Outline Section-A (Midterm Exam: 30 Marks)**

**Chapter# 01** ***Islam: An introduction:*** (a) *Islam: Its definition and characteristic* (b) *Islamic 'Aqidah: Its definition and importance.*

**Chapter# 02** **Articles of Faith (Pillars of Iman):**  
***Believe in Allah (SwT):*** (1) *Existence of Allah (SwT)* (2) *Tawhid: Definition and classifications (Tawhid Al-Rabubiah, Tawhid Al-Uluhiyyah and Tawhid Al-Asma Was-Sifat)* (3) *Impact of Tawhid.*  
***Shirk:*** (1) *Definition, classifications and consequences* (2) *Examples of some Shirks in the contemporary society.*

***Belief in Allah's Angels (Malaikah):*** (a) *Belief in Angels of Allah (SWT): Its meaning, their Nature and Functions* (b) *Benefits of belief in Angels.*

***Belief in the Books of Allah:*** (a) *Belief in the Books of Allah: Its meaning and an introduction to the revealed Books and Scriptures* (b) *The position of the Holy Qur'an amongst the other revealed Books* (c) *Benefits of belief in the Books of Allah (SWT).*

- Chapter# 03** ***Belief in Allah's Prophets:*** (a) *Belief in Allah's Prophets: Its meaning and purpose of their sending* (b) *Features of Prophethood and Contributions of the Prophets towards the Humanity* (c) *Muhammad (SAAS) is the greatest, the best and the last among all the Prophets and Messengers.*
- Belief in the Akhirah (Life After Death):*** (a) *Definition and Stages of Akhirah* (b) *The logic and evidence regarding Akhirah* (c) *Impact and benefits of belief in Akhirah.*
- Belief in Qadr/ Taqdir (Fate) and divine decree:*** (a) *Definition of belief in Qadr/ Taqdir* (b) *Opinions of the scholars regarding Taqdir* (c) *Concept of man's freedom of will in Islam.*
- The nullifiers of Iman:*** (a) *Kufr and Nifaq: Definition, classifications and consequences* (b) *Description of the nullifiers of Iman in details*
- Section-B (Final Exam: 50 Marks)**
- Chapter# 04** ***'Ibadah: Its introduction:***  
(a) *Meaning of 'Ibadah* (b) *Various types of 'Ibadah* (c) *The best 'Ibadah* (d) *Objectives and aims of 'Ibadah.* (e) *Conditions of 'Ibadah.*
- Chapter# 05** ***Characteristics of 'Ibadah and signs of 'IbadurRahman:*** *Characteristics of 'Ibadah in Islam: Free from Intermediaries, Not being confined to specific places, All-Embracing View (Scope of 'Ibadah)...etc.*  
***Signs of 'IbadurRahman (Servent of Ar- Rahman):*** *According to the holy Qur'an.*  
***Taharah & Najasah:***  
*Definition of Taharah (purity) and Najasah (impurity).  
Ways and means of Taharah: Wadu, Gusl,*
- Chapter# 06** **Some Articles of Islam (Pillars of Islam) and Defense system of Islam:**  
***Salah (Prayer): Its significance, teachings & some basic rules:***  
(a) *Definition and kinds* (b) *Importance* (c) *Pre requisites of Salah (Shurutus-Salah)* (d) *Essentials/ Basic components of Salah (Arkanus-Salah)* (e) *How to perform the Salah in detail (practically)?* (f) *Things that invalidate the prayer (Mufsidatus-Salah)* (g) *Sajdah that makes prayer correct (Sajdatus-Sahu)* (h) *Friday prayer (Salatul-Jumu'ah)* (i) *The funeral prayer (Salatul-Janazah)* (j) *Prayer of the traveler (Salatul-Musafir)* (k) *'Eid prayer (Salatul-'Eid)* (l) *Impact of Salah.*  
***Zakah (poor due) : Its significance, teachings & some basic rules:***  
(a) *Definition and types* (b) *Importance* (c) *kinds of property on which Zakah is obligatory* (d) *Who should give Zakah* (e) *Due recipients of Zakah* (f) *Zakah and poverty alleviation* (g) *Impacts/ benefits of Zakah.*
- Chapter# 07** ***Sawm (Fasting): Its significance, teachings & some basic rules:***  
(a) *Definition and types* (b) *Importance* (c) *Things which invalidate the fast (Mufsidatus-Sawm)* (d) *Who must fast?* (e) *Exemption from fasting* (f) *Recompense of mistake (Qada' and Kaffarah)* (g) *Sadqatul Fitr/ Zakatul Fitr* (h) *Impact of Sawm.*  
***Hajj (pilgrimage): Its significance, teachings & some basic rules:***  
(a) *Definition and types* (b) *Importance* (c) *How to perform Hajj in detail?*

- (d) Impact of *Hajj*.
- Chapter#**     **Defense system of Islam:**  
**08**            (a) Definition and classification of *Jihad* from various aspects (b) Importance of *Jihad*(b) Differences between *Jihad* and Terrorism.

**Recommended Books:**

Basic Principles of Islam (Pillars of *Iman*):

- i. *Rafique Dr. Abu Bakr, Islam The Ultimate Religion (Book one) Islamic 'Aqidah', Chittagong: ABC Publications, 2002.*
- ii. Mohammad Shafiul Alam Bhuiyan, *The Fundamental Beliefs of a Pure Muslim*, 1<sup>st</sup> edition, 2003.
- iii. *Sabiq, Assayed, Al-'Aqaeed Al- Islamiyah, Cairo, Al-Fathu Lil-Ielamil Arabi, 10th edition-2000.*
- iv. Bilal Philips, Dr. Abu Ameenah. *The Fundamentals of Thwhid (Islamic Monotheism)*, International Islamic Publishing House.
- v. *Farid, Ahmed, An Encounter with Islam, Dhaka: Islamic Foundation, Baitul Mukarram, Dhaka, 1995.*

Basic Principles of Islam (Pillars of Islam):

- i. Mohammad Amimul Ahsan and others, *Towards Understanding 'Ibadah in Islam*, Bangladesh Institute of Islamic Thought (BIIT), Humanscience Series-06, First Eddithion, May-2015.
- ii. Abdalati, Hammudah, *Islam in Focus*, The Dept. of Islamic Affairs, The Ministry of Awqaf and Islamic Affairs, State of Qatar, 1995/ Islamic Teaching Course. Vol.-1
- iii. Al-Quardawi, Dr. Yousuf, *Al-'Ibadah in Islam*, Wahba publication, Etypt, 24<sup>th</sup> edition, 1995.
- iv. Alkhuli, Muhammad Ali, *The Light of Islam*, E 4, Riyad: Al Farazdak Press, 1983.
- v. Sarwar, Ghulam, *Islam: Beliefs and Teachings*, London: The Muslim Educational Trust, 1980.

**Course Code:**     **URWC- 1202**

**Course Title:**     **Worldview and Civilization**

**2 C.H.**

**Course Objectives:** The course will

- ❖ familiarize the students with Islamic and Western Worldviews and their characteristics.
- ❖ give the students an exposure to the main foundation of the Islamic Worldviews and its implication.
- ❖ provide the students with the necessary knowledge and tools for better understanding and application.

**Learning Outcomes:** Upon completion of the course the students will be able to:

- ❖ demonstrate understanding of the meaning characteristics and significance of both Islamic and Non-Islamic Worldviews.
- ❖ explain the elements of Islamic Worldview and its impact on individual behavior and social life.

- ❖ identify some challenges faced by the mankind and society and suggest for solutions from the perspective of Islamic Worldview.

<b>Weeks (Midterm Exam)</b>	<b>Content Outline Topics</b>	<b>Task/Reading</b>
<b>1<sup>st</sup> and 2<sup>nd</sup></b>	World View: meaning, Characteristics and kinds. Kamal Hasan pp.11-33.	The Islamic world view, pp. 5-62.
<b>3<sup>rd</sup></b>	Al-Tawhid as World View. The importance of Al- Tawhid. Al-Tawhid: Its Implications for thought and Life. (Al- Faruqi pp.1-32)	Al- Tawhid, pp., 1-9, 9-16, 17-32. Bilal Philips pp. 27-42; 88-96.
<b>4<sup>th</sup> &amp; 5<sup>th</sup></b>	Overview of Islam and its characteristics: What is Islam? Islam meaning and message. <i>Tawazun, Sunnatullah, Rabbaniyyah</i>	The Islamic Worldview pp. 123-132, 140-226. Islam the Way of Revival pp.45-50. The Islamic Worldview, pp.65-69.
<b>6<sup>th</sup></b>	Prophethood and its Relevance to the Muslim Life. The Hadith: It's Relevance to Contemporary Society. (Ali Nadwi) Knowing Allah Through Muhammad (SAAS). (Al- Ghazali).	Islam the Way of Revival pp.67-82.
<b>Weeks (Final Exam)</b>	<b>Topics</b>	<b>Task/Reading</b>
<b>7<sup>th</sup></b>	Al-Akhirah and Its Implication on Life. Fazlur Rahman (1994)	The Islamic Worldview pp. 305-334. Towards Understanding Islam pp. 33-60. Islam the Way of Revival pp.133-142,143-146.
<b>8<sup>th</sup></b>	The Qur'an and Its Message to the Mankind. Introducing the Qur'an.	The Islamic Worldview pp.335-352.
<b>9<sup>th</sup> &amp; 10<sup>th</sup></b>	Islamic and Concept of Morality in Islam: Foundations of Islamic Morality.	Islam the Way of Revival pp.163-170, 179-187.
<b>11<sup>th</sup> &amp; 12<sup>th</sup></b>	Principles of Halal and Haram in Islam (Qaradawi).	Islam the Way of Revival pp. 179-187.
<b>13<sup>th</sup></b>	Selective Contemporary Ideologies: Islam and Secularism. (Attas 1993).	The Islamic Worldview pp.63-120.

14 <sup>th</sup> & 15 <sup>th</sup>	Islam and some Contemporary Challenges: Extremism Liberalism Fundamentalism Communalism Heritage Culture and Globalization Islamic Awakening between Rejection and Extremism (Qaradawi:1991)	Islam the Way of Revival pp. 473-566. The Islamic Worldview, pp.97-132
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**Recommended Books:**

- i. Hasan, Kamal, *The Islamic Worldview*, 1994.
- ii. Al-Attas, Sayed Muhammad Naqib, *Islam and Secularism*, 1993.
- iii. Muhammed, Riza and Hussain, Dilwar, *Islam the Way of Revival*, 2003.
- iv. Al-Faruqui, Ismail Raji, *Al- Tawhid its Implications for Thought and Life*, 1992.
- v. Qutb, Sayyid, *The Islamic Concept and its Characteristics*, 1996.
- vi. Al-Qaradawi, Yusuf, *Introduction to Islam*, 1997.
- vii. Al-Qaradawi, Yusuf, *Islamic Awakening between Rejection and Extremism*, 1991.
- viii. Al-Qaradawi, Yusuf, *Principles of Halal and Haram in Islam*, ----
- ix. Philips, Abu Ameenah Bilal, *The Fundamental of Tawheed*, 1982.
- x. Bucaille, Maurice, *What the Origin of Man?*, 1982.
- xi. Rahman, Fazlur, *Major Themes of the Qur'an*, 1994.
- xii. IJMU 2: 1 (2004), *Heritage, Culture, and Globalization* (pp.3-46).

## 3<sup>rd</sup> Semester

**Course Code:** ELL-2311

**3 C.H.**

**Course Title:** English for Professional Purposes

### **Course Objectives:**

This course aims at helping the learners to become competent through the improvement of their English writing skills in line with different professional requirements for clear, concise and effective written communication that creates the impact required in different professional situations. The students will get guidance on how to create professional and persuasive documents that will serve their professional purposes.

### **Learning Outcomes:**

By the end of this course, learners will be able to:

- ❖ write for a specific situation, audience and purpose as competent writers;
- ❖ choose the appropriate level of formality for a given situation;
- ❖ use appropriate format for task at hand;
- ❖ present information in an organized and structured way so as to achieve a specific objective;
- ❖ express ideas with confidence and clarity, supporting persuasive and logical arguments;
- ❖ write documents according to professional standard and needs.

### **Midterm**

- a) Principles of writing Business Letters
- b) Format of Business Letters
- c) Business Letters
  - i) Quotation, Order and Tenders, Advertisement
  - ii) Sales Letter / Sales Promotion Letter
  - iii) Claim, Complain and Adjustment Letter
  - iv) Credit and Collection Letter
  - v) Circular Letter

### **Final**

- a) Inter office Memorandum / Memo
- b) Notices, Agenda and Minutes
- c) Office Procedure
- d) Report Writing
- e) Writing a Press Release/Developing Press Copies
- f) Fax Writing
- g) Business emails
- h) Oral and Written Conventions in Professional Contexts:
  - i) Making a complaint,
  - ii) requesting information,
  - iii) changing an arrangement,
  - iv) declining an offer,
  - v) asking for permission,
  - vi) confirming arrangements.
- i) Spoken English in Workplaces:

- i) Professional presentations
- ii) Voice mails
- iii) Engaging in workplace conversations
- iv) Corporate culture and language
- j) Job Application and CV writing

**Prescribed Text:**

- i. R C Sharma & Krishna Mohan: *Business Correspondence & Report Writing*(4<sup>th</sup> Edition)

**Recommended Books:**

- ii. Andrea B. Geffner : *Business English* (A Complete Guide to Developing an Effective Business Writing Style, 3rd Edition by Andrea B. Geffner
- iii. Ann Dobson : *Writing Business Letters* (How to produce day-to-day correspondence that is clear and effective, 3rd edition
- iv. EDWARD L. SMITH: *Writing at Work* (Professional Writing Skills for People on the Job)
- v. Dr. B. James: *Model Business Letters*
- vi. L Sue Baugh, Maridell Frayar & David A. Thomas: *How to Write First Class Business Correspondence*
- vii. Rajendra Pal & J.S. Korlahalli :*Essentials of Business Communication*, Sultan Chand & Sons.

**Course Code:** ELL-2312

**3 C.H.**

**Course Title:** Academic Writing

**Course Objectives:** The aim of this course is to introduce the learners to the conventions of academic writing across genres. It also upholds academically approved writing conventions needed in different types of writing tasks.

**Learning Outcomes:** After completing this course, learners will be able to:

- ❖ know the stylistic conventions of academic writing;
- ❖ acquire the skills to acknowledge, analyze, paraphrase and summarize academic texts;
- ❖ acquire then skills to write assignments i.e., academic essays;
- ❖ learn the conventions of surveying, analyzing and reporting data.

**Midterm**

a) **Introduction to Academic Writing:**

- i. The Audience
- ii. Purpose
- iii. Genre
- iv. Academic Tone
- v. Types of Academic Writing
- vi. Academic Writing Structure
- vii. Referencing

b) **Paraphrasing:**

- i. Paraphrasing Strategies
- ii. Poor Paraphrasing versus Effective Paraphrasing

- c) **Summarizing:**
  - i. Types of Summarizing
  - ii. Summarizing Strategies
  - iii. Reporting Verbs
  - iv. Discourse Markers
  - v. Anatomy of Summary
  - vi. Length of the Summary
  - vii. Nine Steps of Writing a Good Summary
- d) **Documenting Sources Using APA Format:**
  - i. In-text Citations
  - ii. Writing References
- e) **Analyzing Information from Texts:**
  - i. Discourse Markers
  - ii. Facts and Opinions
  - iii. Conclusions and Inferences
  - iv. Analyzing Articles

**Final**

- a) **Synthesizing Information from Texts:**
  - i. Analyzing and Synthesizing Texts
  - ii. Developing Paragraphs from Topic Sentences
  - iii. Giving Evidences Using In-text Citations
- b) **Evaluating Information from Texts:**
  - i. Evaluating Texts
  - ii. Strong Written Texts versus Weak Written Texts
- c) **Responding Critically to Texts:**
  - i. Main Ideas and Supporting Details
  - ii. Author's Purpose, Tone and Points of View
  - iii. Writing a Critical Response to Texts
- d) **Planning and Writing Essays:**
  - i. Planning an Essay
  - ii. Selecting the Topic
  - iii. Organizing the Information
  - iv. Outlining the Essay
  - v. Drafting the Essay
  - vi. Revising, Editing and Proofreading the Essay
- e) **Writing Annotations:**
  - i. Recognizing Features of an Annotation
  - ii. Writing Annotations for Articles
- f) **Writing Reports:**
  - i. Planning a Report
  - ii. Report Writing Structure
  - iii. Writing the Introduction
  - iv. Writing the Methodology
  - v. Writing the Results Section
  - vi. Writing the Discussion Section
  - vii. Writing the Conclusion
  - viii. Writing the Recommendation Section

g) **Grammar, Vocabulary and Non-linear Forms:**

- i. Vocabulary for Academic Writing
- ii. Academic Nature of Written Texts
- iii. Register of Academic Writing
- iv. Stance in Academic Writing
- v. Non-linear Texts
- vi. Describing Non-linear Texts

**Prescribed Textbook:**

- i) Shafie, L.A., Yahaya, M. F., Mansor, M. &, Osman, N., (2016): *English for Academic Writing*, Oxford University Press.
- ii) Bailey S.: *Academic Writing- A Handbook for International Students* (5<sup>th</sup> Edition), Routledge.

**Recommended Books:**

- i) Alice Savage, : *Effective Academic Writing* (Introductory Level - **Developing Ideas**)-2<sup>nd</sup> Edition, Oxford University Press.
- ii) Alice Savage & Masoud Shafei, : *Effective Academic Writing* (Level-I **The Paragraph**)-2<sup>nd</sup> Edition, Oxford University Press.
- iii) Alice Savage & Patricia Mayer, : *Effective Academic Writing* (Level-2 **The Short Essay**)-2<sup>nd</sup> Edition, Oxford University Press.
- iv) Rhonda Liss & Jason Davis, : *Effective Academic Writing* (Level-3 **The Researched Essay**)-2<sup>nd</sup> Edition, Oxford University Press.
- v) Bailey, S. (2003). *Academic Writing: A Practical Guide for Students*. London: Routledge.
- vi) Cantor, J. A. (1993). *A Guide to Academic Writing*. London: Praeger
- vii) Murray, R. & Moore, S. (2006). *The Handbook of Academic Writing: A Fresh Approach*. Berkshire, UK: Open University Press.
- viii) Griffith, K. (1998). *Writing Essays about Literature*. Harcourt Brace: Orlando.
- ix) Cottrell, S. (2008). *The Study Skills Handbook*. London: Palgrave Macmillan

**Course Code:** ELL-2313

**3 C.H.**

**Course Title:** Introduction to Prose and Drama

**Course Objectives:** This course aims at introducing the students to the forms and elements of drama and novel. This course also gives them introductory knowledge about prose and drama, and makes them acquainted with drama, novel and short story.

**Learning Outcomes:** By the end of the course, students will be able to:

- ❖ develop competence for understanding different forms and patterns of prose and drama;
- ❖ critically and academically analyze prose and drama.

**Midterm**

**A.** Introducing Drama: Forms and elements of Drama :

- (i) G.B. Shaw: *Arms and the Man*

**Final**

**B.** Introducing Fiction: Elements and Characteristics of Fiction and Non-Fiction:

- (i) George Orwell: *Animal Farm*
- (ii) James Joyce: *Araby*
- (iii) Earnest Hemingway: "A Clean Well Lighted Place"
- (iv) Lincoln: Gettysburg Address  
Tagore: Letter to Lord Chelmsford Rejecting Knighthood  
Martin Luther King: I have dream  
Mandela: Long Walk to Freedom (Part Eleven: Freedom Chapter-115)

**Prescribed Textbook:**

- (i) *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, 12th Edition by X. J. Kennedy, Dana Gioia

**Course Code: ELL- 2314**

**Course Title: Old English Literature in Translation**

**3 C.H.**

**Course Objectives:** This course aims to explore the canon of Old English Literature which comprises the earliest corpus of texts in the English literary tradition. Thus, by studying a selection of translated texts in verse forms, from the foundational epic achievement of *Beowulf* through to lyrics, this course eventually has the goal of familiarizing students with the forms and contents of Old English Literature. The focus is also to introduce students with the society, religions: both Paganism and Christianity, kingship, good and evil as well as men's imagination, vulnerability and achievement in that society of Old English Period.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ develop aptitude to examine a variety of poetic components, including foundational epic achievement, Old English alliterative shorter poems dealing with kingship, exile, gender roles, helplessness, escape into the world of fantasy called fairy land, good-evil conflicts, concept of heroism and pre-medieval cults of the cross and Paganism; chronicles and historical narratives;
- ❖ possess basic ideas about Old English pronunciation, grammar and vocabulary which will be helpful to develop professional expertise in the field of English;
- ❖ describe the literature of the period as a product coming mostly from oral culture;
- ❖ demonstrate competency with academic excellence and nurture good moral height;
- ❖ compare and contrast between the learning of this course and modern knowledge to become competent youth for the society.

**Midterm**

- a) Anonymous - *Beowulf* (translated by Seamus Heaney)

**Final**

- a) Anonymous - *The Seafarer*  
*The Wanderer*  
*The Wife's Lament* (Poetry from Exeter Book, Translated by Benjamin Thrope)
- b) **Marie de France** - *Lanval* (Translated by Alfred David) as in *The Norton Anthology of English Literature*, 7th Edition).

**Recommended Books:**

- (i) Adams, Eleanor N., *Old English Scholarship in England from 1566-1800*
- (ii) Andersson, Theodore M., *Early Epic Scenery: Homer, Virgil, and the Medieval Legacy*
- (iii) Bartlett, Adeline C., *The Larger Rhetorical Patterns in Anglo-Saxon Poetry*
- (iv) Bonjour, Adrien, *Twelve Beowulf Papers: 1940-1960, with Additional Comments*
- (v) Calder, Daniel G. and M.J.B. Allen, trans. *Sources and Analogues of Old English Poetry: The Major Latin Sources in Translation*
- (vi) Calder, Daniel G., et al., trans. *Sources and Analogues of Old English Poetry II: The Major Germanic and Celtic Texts in Translation*
- (viii) Chance, Jane, *Woman as Hero in Old English Literature*
- (ix) Godden, Malcolm and Michael Lapidge, eds., *Cambridge Companion to Old English Literature*
- (x) Irving, Edward, Jr., *Rereading Beowulf*
- (xi) Isaacs, Neil D., *Structural Principles in Old English Poetry*
- (xiii) Stanley, E.G., ed. *Continuations and Beginnings: Studies in Old English Literature*
- (xiv) Stanley, E.G., *The Search for Anglo-Saxon Paganism*
- (xvi) Szarmach, Paul E. and Bernard F. Huppé, eds. *The Old English Homily and Its Backgrounds*
- (xvii) Whitelock, Dorothy, *The Audience of Beowulf*

**Course Code:** ELL- 2315

**3 C.H.**

**Course Title:** Introduction to Sociology and Anthropology

**Course Objectives:** This course introduces basic analytical and theoretical issues related with human society and culture. With this objective in end, this course looks at the introductory ideas and concepts of Sociology and Anthropology.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ Explain the major methods and concepts used in the systematic study of society and culture;
- ❖ Demonstrate an understanding of the major theoretical perspectives and pioneers employed in the discipline;
- ❖ Learn how humans develop social consciousness, thinking skills, self-concepts, and moral codes and engage in self-reflective dialogue with others on the point of being human;
- ❖ Analyze the influence of individual values, beliefs, and traditions on the larger society and analyze cultural phenomena and social relations;
- ❖ Describe various levels of social organization including family, groups, kinship and larger forms of organization like community, society, and the world-systems.

**Midterm**

- a) Definition, nature and scope of sociology and its relationship with other sciences, development of sociology in its European /non-European historical context
- b) Capitalism, the Division of Labor and Alienation, Ideology and Power
- c) The Nature of Society, Social Transformation and Social Cohesion, Traditional and Modern Society, Religion and the Sacred

- d) Social Action, Culture, Social Stratification, Modernity and Competing Values
- e) Socialization and Social Integration, Social Differentiation, Culture, and the Secularization of Protestantism, Modernization Theory
- f) Mass Culture and Consumption, Politics: Uniformity and Control, The State and Society
- g) Feminist Theories
- h) Theorizing Sexuality, The body and the Power
- i) Race, Racism and the Construction of Racial Otherness
- j) The Social Reproduction of Inequality
- k) Economic and Political Globalization

#### Final

- a) Definition, Nature and Scope of Anthropology and its Relationship with other Sciences, Development of Anthropology in the context of European imperialism and Colonialism
- b) The Social Person
- c) Person and Society
- d) Kinship as Descent
- e) Marriage and Relatedness
- f) Gender and Age
- g) Politics and Power
- h) Religion and Rituals
- i) Nationalism and Minorities
- j) Anthropology and the Paradoxes of Globalization
- k) Culture Change and Anthropology in Bangladesh.

#### Prescribed Books:

- i. Dillon, M. (2014). *Introduction to sociological theory: theorists, concepts, and their applicability to the twenty-first century*. Wiley-Blackwell.
- ii. Eriksen, T. H. (2015). *Small places, large issues: an introduction to social and cultural anthropology*. London: Pluto.

#### Recommended Books:

- i. M. Haralambos and R M Heald: *Sociology: Themes and Perspectives*.
- ii. Allan, K (2013) *Explorations in Classical Sociological Theory: seeing the social world* (3rd edition) Thousand Oaks: Sage Publication.
- iii. Astuti, Rita, et al (eds.) (2007) *Questions of Anthropology*, Oxford: Berg.
- iv. Keesing, Roger. (1997) *Cultural Anthropology: a Contemporary Perspective*, New York and London: Harcourt Brace.
- v. Ahmed Fazle Kasem Chowdhury: *Anthropology*

**Course Code:** ELL-2316

**Course Title:** Basic Computer Skills

**3 C.H.**

**Course Objective:** The course aims to present to the students the basic computer skills.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ demonstrate fundamental knowledge in computer program, software and language and
- ❖ prove their competence in applying their theoretical knowledge.

### Midterm

**Theory:**

- (i) **Introduction of computer and its Organization:** Historical evolution of computer & classification, Computer generations, Basic organization and functional units of computer, central processing unit, microprocessor and micro controller.
- (ii) **Number system:** Different number systems & their conversion, Fractional numbers, Numeric/alphanumeric data, BCD/ASCII code, Binary arithmetic (Addition, Subtraction.)
- (iii) **I/O devices, logic gates:** Input and output devices, Printers, Keyboard, Mouse, Scanner and other devices. Basic concepts of logic gates, truth table, OR gate, AND gate, XOR gate, NOR gate, universal gates.
- (iv) **Memory:** Memory, RAM, ROM, cache memory, Sequential/Direct/Random access device, Magnetic tape and disk, hard disk, floppy disk, CDROM, optical disk.
- (v) **Operating System:** Basic concept of Operating system, Evolution of OS, Function of Operating system, Batch system, Multiprogramming system, Multiprocessing system, distributed system, Time sharing system, Real time system.
- (vi) **Computer program, software and language:** Program planning, algorithms, flow charts, pseudo code, software and firmware, types of computer software, types of computer language, translator, interpreter, compiler.
- (vii) **Data Communication and Computer Network:** Basic elements of a communication system, Types of communications among computers, Computer Networks, OSI reference model, LAN, MAN, WAN, Network topologies, Network connecting devices.

### Recommended Books:

- (i) Dr. M. Lutfar Rahman : Computer Fundamentals  
: Computer Fundamentals Concepts, Systems and Applications
- (ii) P.K. Sinha : Introduction to Computers
- (iii) N. Subramanjan : Fundamentals of Computers
- (iv) V. Rajarcman : Introduction to Computer
- (v) Peter Norton : Introduction to Computer Science
- (vi) Satish Jain : Introduction to Computer Science

### Final

**Practical:**

- (i) **Operating System:** Proposed Operating Systems: Windows2000/XP
- (ii) **Topics of Windows:** Files, Folders, Basic operations of file/folders, File system, Windows OS Organization and Hierarchy, Searching files and folders.
- (iii) **Word Processing:** Proposed Application Software: Microsoft Word
- (iv) **Topics:** Formatting, Table Editing, Picture, Clipart and object, Charts, Drawing, Text box and shapes, Hyperlink, Macro, Equation editor etc.
  - a. **Lab Assignment:** CV Design, Application/Letter Wring/Formatting.

- (v) **Slide Oriented Presentation:** Proposed Application Software: Microsoft Power Point. **Topics:** Hyperlinks, Slide Window detail, Audio, Video, Animation, Slide Transition. **Lab Assignment:** Simple slide based presentation (Topics are free of choice).
- (vi) **Spreadsheet Analysis:** Proposed Application Software: Microsoft Excel
  - a. **Topics:** Basic idea, Cell formatting, Equation, Function, Different sheet data calculation. **Lab Assignment:** Grade sheet calculation, Salary Sheet calculation.
- (vii) **Internet**
  - a. **Topics:** Browsing Concepts, Searching in the web, E-mail.

**References and resources:**

- (i) MSDN (Microsoft developer network) library.
- (ii) Microsoft Office 2000/XP Premium Edn. BPB Publications.
- (iii) Peter Norton's Complete Guide to MS Windows 2000 Professional
- (iv) Internet (2<sup>nd</sup> Edn.) –BPB Publication, [ISBN:81-7029-053-7]
- (v) Operating system by Andrew S. Tanenbaum- 7<sup>th</sup> edition.

**Course Code: URED-2302**

**Course Title: Sciences of *Qur'an* and *Hadith***

**1 C.H.**

**Course Objectives:** The aims of this course are:

- a) To make the students familiar with the basic sciences of *Qur'an* & *Hadith* to understand them properly.
- b) To provide them with proper knowledge to establish their authenticity and remove misconceptions concerning them.
- c) To achieve the main goal of the University in Islamization of Knowledge through enlightening the students with revealed knowledge of the *Qur'an* and *Hadith*.

**Learning Outcomes:** After completion of this course:

- ❖ The students will have knowledge of the status of *Qur'anic* verses and *Hadiathic* text.
- ❖ They will be able to establish the authenticity of *Qur'an* and *Sunnah*.
- ❖ They will have inspiration to achieve knowledge from the *Qur'an* and *Sunnah* directly.

**Course Outline**

**Section-A (Midterm Exam: 30 Marks)**

**Chapter# 01**

**Sciences of *Qur'an*:**

- (1) Definition of the *Qur'an* Literally and Terminologically
- (2) Various Names and Attributes of the Holy *Qur'an* and their Significance
- (3) Characteristics of the Holy *Qur'an*
- (4) Central Subject Matter & the Main Themes of the Holy *Qur'an*
- (5) The necessity of the Holy *Qur'an*
- (6) The authenticity of the Holy *Qur'an*.

**Chapter# 02**

**Wahi (Revelation) of the Holy *Qur'an*:**

- (1) Meaning of *Wahi*(2) Various classifications and procedure of *Wahi*
- (3) Stages of revelation of the Holy *Qur'an*
- (4) Gradual revelation of the Holy *Qur'an* and the wisdom behind it
- (5) The First and the Last Revelation.

### Chapter# 03

#### The *Ayah* and *Surah* of the Holy Qur'an:

- (1) The *Aayah* of the Qur'an: Definition of *Aayah*. The Number of *Ayah*, words and letters of the Holy Qur'an. The Arrangement of the *Ayah* of the Holy Qur'an
- (2) The *Surah* of The Qur'an: Definition of *Surah*. The Arrangement of *Surah* of the Holy Qur'an. The classification of *Surah* of the Holy Qur'an.

### Section-B (Final Exam: 50 Marks)

#### Chapter# 04

##### **Makki & Madani Revelations:**

- (1) The Definition of *Makki* and *Madani*
- (2) The Characteristics of *Makki* and *Madani* Revelations
- (3) The benefits of knowing *Makki* and *Madani* Revelations.

#### Chapter# 05

##### **Preservation, Compilation & *Asbabunnuzul* (revelation background):**

- (1) Preservation & Compilation of the Holy Qur'an
- (2) The Causes of Revelation (*Asbabunnuzul*): The Definition of *Asbabunnuzul*. The classification of *Asbabunnuzul*. The benefits of Knowing *Asbabunnuzul*.

#### Chapter# 06

##### ***Al-Naskh* (Abrogation) & *I'jaz* (inimitability) of The Qur'an:**

- (1) **Abrogation (*Al-Naskh*) in the Holy Qur'an:** Definition of *Naskh*. The proofs of *Naskh*. The Classifications of *Naskh*. The benefits of knowing *Nasikh*(abrogating) and *Mansukh* (abrogated) verses.
- (2) **The Miraculous Nature of The Qur'an (*I'jaz Al-Qur'an*):** Definition of *I'jaz*. The Proofs of *I'jaz*. Various aspects of *I'jaz Al-Qur'an*.

#### Chapter# 07

##### **Sciences of Hadith:**

- (1) Definition of *Sunnah*
- (2) Difference among Qur'an *Sunnah* and *Hadith Qudshi*
- (3) The Position, importance and authority of *Sunnah* in Islamic *Shari'ah*
- (4) Explanation of some important terms of *Sunnah*: *Isnad/ Sanad, Matn, Rawee* and *Riwayah, Al-jame', Al-Musnad, Al-Sahih, Al-Sunan, Sahihayn, Muttafaquun'Alayh, Al-kutub As-Sittah...*etc.
- (5) Collection & Compilation of *Sunnah*.

#### Chapter# 08

##### **The classification of *Hadith* and fabrication in *Hadith*:**

###### **(1) The classification of *Hadith*:**

- (a) According to the reference to a particular authority
- (b) According to the links in the *Isnad*
- (c) According to the number of narrators involved in each stage of the *Isnad*
- (d) According to the reliability and memory of the narrator.

###### **(2) Fabrication in *Hadith*:**

- (a) Definition of Fabrication
- (b) Causes and consequence of fabrication
- (c) Some examples of commonly used fabricated *Hadith* in our society.

**Recommended Books:**

Sciences of Qur'an:

- i. Denffer, Ahmad, vol. *'Ulum Al-Qur'an: An Introduction to the Sciences of the Qur'an*, The Islamic Foundation, UK, reprinted by – A.S. Noordeen, Kuala Lumpur. 1983.
- ii. Ushama, Dr. Thameem, *Sciences of the Qur'an: An Analytical Study*, International Islamic University Malaysia, Cooperative Limited, Kuala Lumpur. 1998.
- iii. Bucaille, Dr. Maurice, *The Bible The Qur'an & Science*, Thinkers Library, Selangor DarulEhsan. Malaysia, 1996.
- iv. Badruddin Muhammad bin Abdullah Al-Badruddin Al- Zarkashi, *Al-Burhan Fi Ulumil Qur'an*, Dar Al-Marifah, Bairuth, VI. 01.
- v. A Study of the Holy Qur'an and its Teachings, First edition, IQRA International Education Foundation, Chicago, April-1999.

Sciences of Hadith:

- i. Al-Azami, Dr Mohammad Mustafa, *Studies in Early Hadith Literature*, American Trust publication, Indiana, 1978.
- ii. Hasan, Dr. Suhaib, *An Introduction to the Science of Hadith*, London, AL-Qur'an Society, 1994.
- iii. Marhribi, Al-Hassan, *Introduction to the Study of the Hadith*, Roshmee, South Africa, Roshmee Islamic School, 1994.
- iv. Salih, Muhammad Adeeb, *Lamahat fee Usul al-Hadeth*, Damascus, 1393 AH.
- v. Siddiqi, Muhammad Zubayr, *Hadith Literature: its Origin, Development & Special Features*, Cambridge, Islamic Texts Society, 1993.

## 4<sup>th</sup> Semester

Course Code: ELL-2417

Course Title: Medieval English Literature

3 C.H.

**Course Objectives:** This course has the aim to introduce students with the very origins of literary expression in the English language by offering the literary works by Chaucer and some narrative poems by anonymous poets of the medieval period so that students may know about medieval society, family tie, religion, honesty or goodness, corruption, nature, fairy land and infancy of English.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ situate literature of the medieval period within its historical context, particularly in relation to the development of Christian culture;
- ❖ explain the relevance of central themes in medieval texts, including those relating to society, family, individual, politics, war, religion, magic, fairies, nature, good, evil and man-woman relationship that will help students to develop epistemological, human and ethical values among them;
- ❖ compare the gist of this course with modern discourses with academic excellence;
- ❖ recognize and identify the different genres in which medieval writers worked, and explain how these genres relate to one another both historically and stylistically that will contribute to fostering academic excellence among the students;
- ❖ trace the evolution of the English language during the medieval period within the context of the literature of that time that will contribute to building up among students professional expertise in the field of English;
- ❖ describe the literature of the period as a product of oral and written cultures.

### Midterm

a) **Anonymous** Sir Orfeo, Pearl

### Final

a) **Geoffrey Chaucer** *The General Prologue to the Canterbury Tales*  
(The Knight, The Squire, The Prioress, The Friar,  
The Wife of Bath, The Parson, The Summoner, The Pardoner)

b) **Middle English Lyrics** “The Cuckoo Song”  
“Alison”  
“I Am of Ireland”  
“Sunset on Calvary”  
“I Sing of a Maiden”  
“Adam Lay Bound”  
“The Corpus Christy Carol”

c) **Anonymous** *Everyman*

### Recommended Books:

- (i) *A Companion to Chaucer's Canterbury Tales*, Margaret Hallissy, Greenwood Press Westport, Connecticut · London
- (ii) *Chaucer and The Canterbury Tales*, William Witherle Lawrence, New York Columbia U Press 1950

- (iii) *The General Prologue to the Canterbury Tales* Edited and with an introduction by Harold Bloom Sterling Professor of the Humanities, Yale University
- (iv) *Chaucer's Pilgrims An Historical Guide to the Pilgrims in The Canterbury Tales*, a. Edited by Laura C. Lambdin and Robert T. Lambdin, Praeger, London
- (v) *Middle English Lyrics* (Norton Critical Editions) by Richard L. Hoffman (Editor), Maxwell S. Luria (Editor)
- (vi) *Medieval Lyric: Middle English Lyrics, Ballads, and Carols*, John C. Hirsh Wiley, Apr 15, 2008
- (vii) Md. Sirajul Islam Chowdhury: *Siasm Article*, CU Studies.

**Course Code: ELL-2418**

**Course Title: Renaissance Poetry and Prose**

**3 C.H.**

**Course Objective:** This course covers the poetry and prose of Britain from the end of the War of the Roses to the beginning of the English Civil War. This course also highlights the impact of Renaissance on the prose and poetry of the time.

**Learning Outcomes:** Upon successful completion of this course, students will be able to:

- ❖ comprehend the impact that renaissance had on English poetry and prose;
- ❖ identify the stylistic and formal elements of renaissance poetry and prose;
- ❖ develop competence to understand the literary texts academically.

**Midterm**

- a) **Sir Thomas More**                      *Utopia*
- b) **Sir Philip Sidney**                      *An Apology for Poetry*

**Final**

- a) **Edmund Spenser**                      *The Faerie Queene* (Book-I)
- b) **William Shakespeare**                      *The Sonnets* (1, 3, 18, 33, 55, 71, 87, 116, 130, 138, 144, 146, 147, 154)

**Recommended Books:**

- i. Baker-Smith, Dominic. "Thomas More." The Stanford Encyclopedia of Philosophy, Spring 2014 Edition, Edward N. Zalta (ed.).
- ii. BAKER-SMITH, DOMINIC (2000). *More's Utopia*. University of Toronto Press. doi:10.3138/9781442677395. JSTOR 10.3138/9781442677395.
- iii. J. C. Davis (28 July 1983). *Utopia and the Ideal Society: A Study of English Utopian Writing 1516–1700*. Cambridge University Press. p. 58. ISBN 978-0-521-27551-4.
- iv. Norman Davies, *Europe: A History*. London: Pimlico, 1997.
- v. Northrup Frye, *Words With Power: Being a Second Study of the Bible and Literature*. Toronto: Penguin Books, 1992.
- vi. Martin Garrett, Ed. *Sidney: The Critical Heritage*. London: Routledge, 1996.
- vii. John Hale, *The Civilization of Europe in the Renaissance*. New York, 1994.
- viii. Robert Kimbrough, *Sir Philip Sidney*. New York: Twayne Publishers, Inc., 1971.
- ix. Vincent B. Leitch, Ed. *The Norton Anthology of Theory and Criticism*. New York: W. W. Norton & Company, Inc., 2001.

- x. Robertson, Jean. "Philip Sidney." In *The Spenser Encyclopedia*. eds. A.C. Hamilton *et al.* Toronto: University of Toronto Press, 1990.
- xi. Sidney, Philip. *A Defense of Poetry and Poems*. London: Cassell and Company, 1891.
- xii. *The Cambridge History of English and American Literature*. Volume 3. Cambridge: Cambridge University Press, 1910.
- xiii. Abrams, M. H., ed. (2000), *Norton Anthology of English Literature* (7th ed.), New York: Norton
- xiv. Joseph Black, ed. (2007), *The Broadview Anthology of British Literature*, A (concise ed.), Broadview Press,
- xv. Elizabeth Heale (1999), *The Faerie Queene: A Reader's Guide*, Cambridge: Cambridge UP, pp. 8–11
- xvi. Richard A. Levin (1991), "The Legende of the Redcrosse Knight and Una, or of the Love of a Good Woman", *SEL: Studies in English Literature 1500–1900*, **31** (1): 1–24, doi:10.2307/450441, JSTOR 450441
- xvii. Marotti, Arthur F. (1965), "Animal Symbolism in the Faerie Queene: Tradition and the Poetic Context", *SEL: Studies in English Literature 1500–1900*, **5** (1): 69–86, doi:10.2307/449571, JSTOR 449571
- xviii. Richard A. McCabe, (2010), *The Oxford Handbook of Edmund Spenser*, Oxford: Oxford UP, pp. 48–273
- xix. Hiroshi Yamashita,; Toshiyuki Suzuki, (1993), *A Textual Companion to The Faerie Queene 1590*, Kenyusha, Tokyo, ISBN 4-905888-05-0

**Course Code:** ELL-2419

**Course Title:** Elizabethan and Jacobean Drama

**3 C.H.**

**Course Objective:** This course introduces Shakespeare and his contemporaries to a wide range of social and cultural concerns (including religion, nationality, political authority, and non-normative bodies), and their presentation in dramatic texts of the English Renaissance period. Careful attention is also paid to the intersection of such concerns with sixteenth- and seventeenth-century conceptions of class, gender and sexuality.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ demonstrate an understanding of the socio-cultural context within which English Renaissance drama was produced and consumed;
- ❖ discuss critically how the socio-cultural concerns of religion, nationality and political authority are represented and given voice to by Elizabethan and Jacobean dramatists, as well as to explain the intersection of contemporary issues of class, gender and sexuality with such concerns;
- ❖ work effectively as a group to review and debate aspects of alterity in the works of Shakespeare and his contemporaries; and
- ❖ write critically and analytically in a competent manner that demonstrates academic knowledge and understanding of the historicity and performance of Elizabethan and Jacobean drama.

**Midterm**

a) Christopher Marlowe     *Doctor Faustus*

**Final**

a) William Shakespeare     *Macbeth*

b) Ben Jonson     *Volpone, or The Fox*

c) John Webster     *The Duchess of Malfi*

**Recommended Books:**

- (i) *Christopher Marlowe and the Renaissance of Tragedy*. Douglas Cole. Praeger: Westport, CT, 1995.
- (ii) *Christopher Marlowe's Doctor Faustus*, Harold Bloom, Chelsea House, New York, 1988.
- (iii) *Renaissance Magic and the Return of the Golden Age: The Occult Tradition and Marlowe, Jonson, and Shakespeare*, John S. Mebane, University of Nebraska Press, Lincoln, NE, 1989.
- (iv) *The Plays of Shakespeare: A Thematic Guide*, Victor L. Cahn, Greenwood Press, Westport, CT, 2001.
- (v) *The Case for Shakespeare: The End of the Authorship Question*. Scott McCrea – Praeger, Westport, CT. , 2004.
- (vi) *Macbeth: New Critical Essays*, Nick Moschovakis, Routledge, New York, 2008.
- (vii) *The Royal Play of Macbeth: When, Why, and How it Was Written by Shakespeare*, Henry N. Paul, Macmillan, New York, 1950.
- (viii) *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, Macbeth*, Edition: 2nd. A. C. Bradley, MacMillan, London, 1905.
- (ix) *Volpone, or the Fox; Epicene, or the Silent Woman; The Alchemist; Bartholomew Fair*, Ben Jonson, Gordon Campbell, Oxford University Press, Oxford, 1995.
- (x) *Ben Jonson's Volpone, or the Fox*, Harold Bloom, Chelsea House, New York, 1988.
- (xi) *Skull beneath the Skin: The Achievement of John Webster*, Charles R. Forker, Southern Illinois University Press, Carbondale, IL, 1986.
- (xii) *John Webster: The Critical Heritage*, Don D. Moore, Routledge, London, 1995.

**Course Code:** ELL- 2420

**Course Title:** 17<sup>th</sup> Century Literature

**3 C.H.**

**Course Objectives:** This course will highlight some major trends in English poetry, prose and drama in the seventeenth century. This course also introduces students to some of the social, political and cultural contexts in which the literary texts were produced. This course also provides knowledge of 17<sup>th</sup> century men and society.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ demonstrate understanding of major writers and literary works of the period ;
- ❖ identify and apply critical thinking in analysis of the literary texts;
- ❖ have knowledge and academic understanding of epic conventions, metaphysical concepts and prose style.

**Midterm**

- a) **Francis Bacon** “Of Truth”, “Of Marriage and Single Life”,  
“Of Great Place”, “Of Studies”  
b) **John Donne** *Selected Poems*

**Final**

- a) **Andrew Marvell** *Selected poems*  
b) **John Milton** *Paradise Lost* (Book-I &II)  
*Samson Agonistes*

**Recommended Books:**

- (i) *Francis Bacon: His Career and His Thought*. Fulton H. Anderson. University of Southern California Press: Los Angeles. 1962.  
(ii) *The Poetry of John Donne: A Study in Explication*. Doniphan Louthan. Bookman Associates. New York. 1951.  
(iii) *John Donne and the Seventeenth-Century Metaphysical Poets*. Harold Bloom: Chelsea House. New York. 1986.  
(iv) *Marvell: The Writer in Public Life*, Annabel Patterson, Routledge, London, 2014.  
(v) *Andrew Marvell, the Critical Heritage*, Elizabeth Story Donno, Routledge, London, 1995.  
    a. *Lyric Apocalypse: Milton, Marvell, and the Nature of Events*. Contributors: Ryan Netzley, Fordham University Press, New York, 2015.  
(vi) *Milton and Scriptural Tradition: The Bible into Poetry*, James H. Sims, Leland Ryken, University of Missouri Press, Columbia, MO, 1984.  
(vii) *John Milton's Paradise Lost. Contributors:* Harold Bloom, Chelsea House, New York, 1987.  
(viii) *John Milton: The Inner Life*, James Thorpe, Huntington Library, San Marino, CA, 1983.

**Course Code:** ELL-2421

**Course Title:** Basic Philosophical Concepts

**3 C.H.**

**Course Objectives:**

This course introduces fundamental/basic issues in philosophy by looking at the works/ideas/concepts of classical and contemporary philosophers. This course provides knowledge in critical thinking by reading and critiquing philosophers from ancient to the modern.

**Learning Outcomes:** Upon successful completion of the course, students will be able to:

- ❖ discuss the major branches of philosophy and the art of philosophical thinking;
- ❖ expand her or his perspectives on life and engage in discussions about philosophical ideas in epistemology, metaphysics, ethics, political philosophy and aesthetics;
- ❖ understand the importance of tolerating and respecting diverse perspectives on life by looking at philosophical ideas from around the world.

**Midterm**

**I. Introduction**

- A. What is philosophy?
- B. Why Philosophy Matters.

**II. Philosophical Inquiry**

- A. Plato's Apology
- B. Multicultural perspectives on philosophy
- C. Theistic arguments:
  - ❖ Ontological argument
  - ❖ Cosmological argument
  - ❖ Teleological argument
- D. Problem of evil

**III. Epistemology-the structure of knowledge**

- A. Rationalism
- B. Empiricism
- C. Pragmatism
- D. Vision Seeking/Revelation
- E. Existentialism

**Final**

**IV. Metaphysics**

- A. Idealism
- B. Free will and determinism
- C. Materialis

**V. Ethics**

- A. Relativism and Universalism
- B. Islamic ethics
- C. Buddhist ethics
- D. Moral Doctrines

**VI. Political philosophy**

- A. Liberalism
- B. Civil Rights
- C. Non-violent resistance
- D. Democracy

**VII. Aesthetics**

- A. Art and culture
- B. Nature and experience
- C. Multicultural perspectives on aesthetics

**Recommended Books:**

- (i) Samuel Enoch Stumpf and James Feiser: *Socrates to Sartre and Beyond: A History of Philosophy, 8<sup>th</sup> ed.*
- (ii) From Socrates to Sartre: The Philosophic Quest - T.Z. Lavine
- (iii) Durrant, Will : *The Story of Philosophy.*
- (iv) John Shand (editor): *Fundamentals of Philosophy*
- (v) H. Gene Blocker: *World Philosophy: An East-West Comparative Introduction to Philosophy*
- (vi) Bertrand Russell: *A History of Western Philosophy*
- (vii) Octavio Roca and Matthew Schuh: *Powerful Ideas: An Introduction to Philosophy*

Course Code: UREM -2402

Course Title: Text of Ethics and Morality-2

1 C.H.

**Course Objectives:**

- a) To make students capable of understanding the text of the Hadith so that they can understand the rules of ethics from the second source of ethical book.
- b) To make students capable of understanding the basic Arabic language so that they can communicate with the foreign countries and be fit with labor market worldwide especially in the Middle East.
- c) To inspire students and make them interested in reading the *Hadith* as the second main source of ethics as well as the only reliable explanation of the holy *Qur'an*, the basic book of ethics, last divine scripture and the complete code of life.
- d) To make students familiar with the instructions of the Prophet Muhammad (PBUH), the most influential person and excellent model of ethics, so that they can lead their life being enlightened and be sincere and moral in all of their activities.
- e) To go towards achieving the motto of the university – to combine quality with morality.

**Learning Outcomes:**

- ❖ The meaning of the significant words & expression mentioned in the text.
- ❖ Central theme and subject matter of the text.
- ❖ General meaning of the text.
- ❖ Teachings and implication of the text.
- ❖ Comparison between the requirements of *Hadith* and the reality of our life.
- ❖ Understanding basic formation of Arabic sentences.
- ❖ Obtaining the capability of Arabic conversation.

**Outline of the course:**

**Section (A) (Mid-Term Examination: 30 marks):**

**(Total Lectures = 6 X 2= 12, 6 weeks).**

- i) Text of ethics, and Arabic language lesson (20 m+25m).
  - A. Selected text on importance of intention.
  - B. Formation and exercise of past tense in affirmative.
- ii) Text of ethics, and Arabic language lesson (20 m+25m).
  - A. Selected text on the pillars of Islam.
  - B. Formation and exercise of Past Tense in Negative
- iii) Text of ethics, and Arabic language lesson (20 m+25m).
  - A. Selected text on importance of well-wishing in Islamic religion.
  - B. Formation and exercise of Past Tense in Normal Interrogative.
- iv) Text of ethics, and Arabic language lesson (20 m+25m).
  - A. Selected text on true obedience to the prophetic injunctions.
  - B. Formation and exercise of Past Tense in Normal negative- interrogative
- v) Text of ethics, and Arabic language lesson (20 m+25m).
  - A. Selected text on the beauty of Islamic character.
  - B. Formation and exercise of Past Tense in Normal negative- interrogative.
- vi) Text of ethics, and Arabic language lesson (20 m+25m).

- A. Selected text on like for your brother whatever you like for yourself.
- B. Formation and exercise of “WH” word interrogative past Tense-1
- vii)** Text of ethics, and Arabic language lesson (20 m+25m).
  - A. Selected text on prerequisite for being a true Muslim.
  - B. Formation and exercise of “WH” word interrogative past Tense-2
- viii)** Text of ethics, and Arabic language lesson (20 m+25m).
  - A. Selected text on speaking Nice, good Behavior with the neighbors and showing honor to the guest.
  - B. Formation and exercise of “WH” word interrogative present tense-
- ix)** Text of ethics, and Arabic language lesson (20 m+25m).
  - A. Selected text on compensating the bad with good.
  - B. Formation and exercise of “WH” word interrogative present tense-
- x)** Text of ethics, and Arabic language lesson (20 m+25m).
  - A. Selected text on the signs of a hypocrite.
  - B. Formation and exercise of “WH” word interrogative present tense-
- xi)** Text of ethics, and Arabic language lesson (20 m+25m).
  - A. Selected text on righteousness and sinfulness.
  - B. Formation of Arabic imperative sentence.
- xii)** Text of ethics, and Arabic language lesson (20 m+25m).
  - A. Selected text on principle of does and don'ts in Islam.
  - B. Formation of Arabic negative imperative sentence.

**Section (B) (Final Examination: 50 marks):**

**(Total lectures: 8 weeks X 2 = 16 Contact Hours)**

- xiii)** Text of ethics, and Arabic conversation (20 m+25m).
  - A. Selected text on the responsibilities of Islamic brotherhood.
  - B. Conversation: at airport.
- xiv)** Text of ethics, and Arabic conversation (20 m+25m).
  - A. Selected text on encouragement on good deeds.
  - B. Conversation: pass port and visa.
- xv)** Text of ethics, and Arabic conversation (20 m+25m).
  - A. Selected text on exemption of the faults Committed due to mistake or forgetfulness.
  - B. Conversation: at hospital.
- xvi)** Text of ethics, and Arabic conversation (20 m+25m).
  - A. Selected text on attitude of a Muslim towards the world.
  - B. Conversation: about disease and medicines.
- xvii)** Text of ethics, and Arabic conversation (20 m+25m).
  - A. Selected text on the importance of depending on Allah (SWT).
  - B. Conversation: about green and vegetables.
- xviii)** Text of ethics, and Arabic conversation (20 m+25m).
  - A. Selected text on benefit of remembrance of Allah (SWT).
  - B. Conversation: about marriage.
- xix)** Text of ethics, and Arabic conversation (20 m+25m).
  - A. Selected text on importance of *salat*.
  - B. Conversation: at court.
- xx)** Text of ethics, and Arabic conversation (20 m+25m).
  - A. Selected text on professionalism in Islam.

- B. Conversation: at bank.
- xxi)** Text of ethics, and Arabic conversation (20 m+25m).  
A. Selected text on the most valuable things for a Muslim.  
B. Conversation: about seasons.
- xxii)** Text of ethics, and Arabic conversation (20 m+25m).  
A. Selected text on being steadfast in *Iman*.  
B. Conversation: at the beach.
- xxiii)** Text of ethics, and Arabic conversation (20 m+25m).  
A. Selected text on religious obligation on avoiding illegal activities.  
B. Conversation: Examination and result.
- xxiv)** Text of ethics, and Arabic conversation (20 m+25m).  
A. Selected text on forbidding injustice.  
B. Conversation: Social affairs.
- xxv)** Text of ethics, and Arabic conversation (20 m+25m).  
A. Selected text on the secret for being beloved to all.  
B. Conversation: the culture of Bangladesh.
- xxvi)** Text of ethics, and Arabic conversation (20 m+25m).  
A. Selected text on the role of a Muslim against evil.  
B. Conversation: the culture of Bangladesh.
- xxvii)** Delivering speech on education and morality.
- xxviii)** Delivering speech on universities and IIUC.

**Recommended Books:**

- i. Azami, M., Studies in early Hadith literature (Indianapolis: American Trust Publications, 1978).
- ii. Burton, J., and Introduction to the tradition (Edinburgh: Edinburgh University Press, 2000).
- iii. Dr. Abu Bakar Rafique, Text and Translation from Hadith, Abc publication, Chittagong, 2016.
- iv. Dr. M. Fazlur Rahman, Everyday Arabic Conversation, Riyad Prokashani, Dhaka, 2005.
- v. Izzath Uroosa, Learning Arabic Language of the Qur'an, Darussalam, Riyadh, 2010.

## 5<sup>th</sup> Semester

**Course Code:** ELL-3522

**3 C.H.**

**Course Title:** Restoration and 18<sup>th</sup> Century Literature

### **Course Objectives:**

The course aims to study selected major British writers from the Restoration to the late 18th century. Attention is given to such genres as satire, essay, travelogue, novel, and drama. Attention is also given to the politics, philosophy, and cultural phenomena, individual rights, religious sentiment that shaped the literature of the 18<sup>th</sup> century.

**Learning Outcomes:** Upon completion of the course, students will be able to:

- ❖ demonstrate understanding of major writers and literary works of the period;
- ❖ identify and apply the critical tools of the discipline of literary studies in analysis of the texts;
- ❖ develop understanding about how individual rights, political events, and religious issues had impact on the literature of the time.

### **Midterm**

- |                     |  |
|---------------------|--|
| a) John Milton      | <i>Areopagitica</i>                          |
| b) John Dryden      | <i>Preface to Fables, Ancient and Modern</i> |
| c) William Congreve | <i>The Way of the World</i>                  |

### **Final**

- |                   |                             |
|-------------------|-----------------------------|
| a) Jonathan Swift | <i>Gulliver's Travels</i>   |
| b) Alexander Pope | <i>The Rape of the Lock</i> |

### **Recommended Books:**

- (i) *John Dryden: Tercentenary Essays*, Paul Hammond, David Hopkins, Oxford University Press, New York, 2000.
- (ii) *Gender, Theatre, and the Origins of Criticism: From Dryden to Manley*, Marcie Frank, Cambridge University Press, Cambridge, England, 2002.
- (iii) *Valiant Pilgrim: The Story of John Bunyan and Puritan England*, Vera Brittain, Macmillan, New York, 1950.
- (iv) *The Complete Critical Guide to Alexander Pope*, Paul Baines, Routledge, London, 2000.
- (v) *Alexander Pope's The Rape of the Lock*, Harold Bloom, Chelsea House, New York, 1988.

**Course Code:** ELL-3523

**3 C.H.**

**Course Title:** Romantic Poetry

**Course Objectives:** This course will focus on the genre of romantic poetry, specifically those poetic works that originated in Britain and Europe at the turn of nineteenth century. It will enrich students' understanding of feelings and imagination of writers and also the representation of nature in their writings.

**Learning Outcomes:** Upon completion of the course, students will be able to

- ❖ be familiar with the historical, literary, cultural, scientific, and political contexts of the literature of the Romantic period
- ❖ acquire a good working knowledge of the theory and the practice of Romantic poetry and poetics, the novel form, verse drama, and the essay in this period
- ❖ be able to analyze texts independently, making critical comparison between writers and genres
- ❖ be able to employ appropriate critical terminology and secondary sources

**Midterm**

**William Blake**

From *Songs of Innocence*

“Introduction”

“The Lamb”

“The Chimney Sweeper”

“The divine Image”

“Nurse’s Song”

From *Songs of Experience*

“Introduction”

“The Sick Rose”

“The Tyger”

“A Divine Image”

“The Little Black Boy”

**William Wordsworth**

“Tintern Abbey”, “Ode: Intimations of Immortality”

**Final**

**S.T. Coleridge**

“The Rime of the Ancient Mariner”

“Kubla Khan”

**P. B. Shelley**

“Ode to the West Wind” “Ode to Skylark”

**Keats**

Odes (Selection from Norton Anthology)

**Recommended Books:**

- (i) *Modernity's Mist: British Romanticism and the Poetics of Anticipation*, Emily Rohrbach, Fordham University Press, New York, 2016.
- (ii) *British Romanticism and the Science of the Mind*, Alan Richardson, Cambridge University Press, Cambridge, England, 2001.
- (iii) *The Romantic Period: The Intellectual and Cultural Context of English Literature, 1789-1830*, Robin Jarvis, Routledge, London, 2014.
- (iv) *British Romanticism and Italian Literature: Translating, Reviewing, Rewriting*, Laura Bandiera, Diego Saglia, Rodopi, Amsterdam, 2005.
- (v) *The Emergence of Romanticism*, Nicholas V. Riasanovsky, Oxford University Press, New York, 1995.
- (vi) *Closet Stages: Joanna Baillie and the Theater Theory of British Romantic Women Writers*, Catherine B. Burroughs, University of Pennsylvania Press, Philadelphia, 1997.
- (vii) *Locke, Wesley, and the Method of English Romanticism*, Richard E. Brantley, University Presses of Florida, Gainesville, FL, 1984.
- (viii) *The Rise of Romanticism: Essential Texts*, Brian Hepworth, Carcanet New Press,

- Manchester, England, 1978.
- (ix) *Literary Magazines and British Romanticism*, Cambridge University Press, Cambridge, England, 2001.
  - (x) *Re-Visioning Romanticism: British Women Writers, 1776-1837*, Carol Shiner Wilson, Joel Haefner, University of Pennsylvania Press, Philadelphia, 1994.
  - (xi) *Romanticism and Transcendence: Wordsworth, Coleridge, and the Religious Imagination*, J. Robert Barth, University of Missouri Press, Columbia, MO, 2003.
  - (xii) *A Companion to Romantic Poetry*, Charles Mahoney, Wiley-Blackwell, Malden, MA, 2011.

**Course Code: ELL-3524**

**Course Title: Victorian Prose and Poetry**

**3 C.H.**

**Course Objectives:**

This course informs the students of the leading Victorian authors and different aspects of their prominence. This course also addresses the thematic, stylistic, and cultural legacy of the major nineteenth-century British poets and prose writers.

**Learning Outcomes:** Upon the completion of the course, students will be able to:

- ❖ identify why Victorian authors occupy an important and peculiar position in the British canon;
- ❖ opt for distancing and distinguishing the authors from their Romantic predecessors;
- ❖ develop knowledge as a reader of Victorian authors.

**Midterm**

- a) **John Stuart Mill** "What Is Poetry?"
- b) **Alfred, Lord Tennyson** "Ulysses", "Oenone",  
"In Memoriam" (Selections)

**Final**

- a) **Robert Browning** "A Grammarian's Funeral", "Andrea Del Sarto"
- b) **Matthew Arnold** "Thyrsis", "Rugby Chapel"

**Recommended Books:**

- (i) *Victorian Poetry as Victorian Studies*, Kuduk, Stephanie, Victorian Poetry, Volume: 41, Issue: 4, 2003, 513+. © West Virginia University Press.
- (ii) *The Dialogue of the Mind with Itself: Early Victorian Poetry and Poetics*, Lawrence J. Starzyk, University of Calgary Press, Calgary, Alta, 1992.
- (iii) *Victorian Poetry Now: Poets, Poems, Poetics*, Valentine Cunningham, Wiley-Blackwell, Malden, MA, 2011.
- (iv) *Reading Victorian Poetry*, Richard Cronin, Wiley-Blackwell, Chichester, West Sussex, UK, 2012.
- (v) *Encyclopedia of Literature and Criticism*, Martin Coyle, Peter Garside, Malcolm Kelsall, John Peck, Routledge, London, 1990.
- (vi) Woolford, John and Karlin, Daniel. *Robert Browning*. (Longman, 1996)
- (vii) Drew, Philip. *The Poetry of Robert Browning: A critical*

- introduction.* (Methuen, 1970)
- (viii) DeVane, William Clyde. *A Browning Handbook*. 2nd Ed. (Appleton-Century-Crofts, 1955)
- (ix) Litzinger, Boyd and Smalley, Donald (eds.) *Robert Browning: the Critical Heritage*. (Routledge, 1995)
- (x) C. B. Tinker; H. F. Lowry, *The Poetry of Matthew Arnold: A Commentary*, Oxford University Press, 1940.
- (xi) *Poetry and Morality: Studies on the Criticism of Matthew Arnold, T. S. Eliot, and F. R. Leavis*, Vincent Buckley Chatto and Windus, 1959
- (xii) *Matthew Arnold and the Decline of English Romanticism*, D. G. James, Clarendon Press, 1961.
- (xiii) *Ten Studies in the Poetry of Matthew Arnold*, Paull F. Baum, Duke University Press, 1958.
- (xiv) Caufield, James Walter (2016). *Overcoming Matthew Arnold: Ethics in Culture and Criticism*. Routledge
- (xv) Bush, Douglas (1971). *Matthew Arnold: A Survey of His Poetry and Prose*. Springer.
- (xvi) Howard F. Lowry (editor), *The Letters of Matthew Arnold to Arthur Hugh Clough* (New York: Oxford University Press, 1932)
- (xvii) C. B. Tinker and H. F. Lowry (editors), *The Poetical Works of Matthew Arnold*, Oxford University Press, 1950
- (xviii) Kenneth Allott (editor), *The Poems of Matthew Arnold* (London and New York: Longman Norton, 1965)
- (xix) Miriam Allott and Robert H. Super (editors), *The Oxford Authors: Matthew Arnold* (Oxford: Oxford university Press, 1986)

**Course Code: ELL-3525**

**Course Title: English Novel from Austen to Hardy**

**3 C.H.**

**Course Objectives:**

This course examines the evolution of the novel in English from the Romantic era to the Victorian. The course explores changes in authors' techniques and concerns, paying particular attention to the evolution of styles of narrative, approaches to psychological characterization, the appearance of other genres within the realist tradition. Attention is also given to conventions of fiction, and responses to these conventions; attitudes towards authorship, especially when influenced by gender.

**Learning Outcomes:**

Upon the completion of the course students will be able to:

- ❖ examine desire, concealment, sex, and romance portrayed in the novels;
- ❖ develop understanding about the role that literature plays in creating and upsetting communities, defining racial and ethnic categories.

**Midterm**

- |                        |                            |
|------------------------|----------------------------|
| a) <b>Jane Austen</b>  | <i>Pride and Prejudice</i> |
| b) <b>Emily Bronte</b> | <i>Wuthering Heights</i>   |

**Final**

- |                           |                                 |
|---------------------------|---------------------------------|
| a) <b>Charles Dickens</b> | <i>Great Expectations</i>       |
| b) <b>Thomas Hardy</b>    | <i>The Return of the Native</i> |

**Recommended Books:**

- (i) *A Jane Austen Encyclopedia*, Paul Poplawski, Greenwood, Westport, CT, 1998.
- (ii) *A Companion to Jane Austen*, Claudia L. Johnson, Clara Tuite, Wiley-Blackwell, Malden, MA, 2012.
- (iii) *Jane Austen's Civilized Women: Morality, Gender and the Civilizing Process*, Enit Karafili Steiner, Routledge, London, 2016.
- (iv) *The Postcolonial Jane Austen*, You-Me Park, Rajeswari Sunder Rajan, Routledge, London, 2000.
- (v) *Emily Brontë's Wuthering Heights*, Harold Bloom, Chelsea House, New York, 1987.
- (vi) *We Are Three Sisters: Self and Family in the Writing of the Brontës*, Drew Lamonica, University of Missouri Press, Columbia, MO, 2003.
- (vii) *Charles Dickens: A Critical Introduction*, K. J. Fielding, Longmans, Green, London, 1958.
- (viii) *Student Companion to Charles Dickens*, Ruth Glancy, Greenwood Press, Westport, CT, 1999.
- (ix) *Oxford Reader's Companion to Dickens*, Paul Schlicke, Oxford University Press, Oxford, 1999.
- (x) *Dissenting Women in Dickens' Novels: The Subversion of Domestic Ideology*, Brenda Ayres, Greenwood Press, Westport, CT, 1998.
- (xi) *Charles Dicken's Great Expectations*, Harold Bloom, Chelsea House, Philadelphia, 2000.
- (xii) *Understanding Great Expectations: A Student Casebook to Issues, Sources, and Historical Documents*, George Newlin, Greenwood Press, Westport, CT, 2000.
- (xiii) *The Complete Critical Guide to Thomas Hardy*, Geoffrey Harvey, Routledge, London, 2003.
- (xiv) *The Decline of the Goddess: Nature, Culture, and Women in Thomas Hardy's Fiction*, Shirley A. Stave, Greenwood Press, Westport, CT, 1995.
- (xv) *Thomas Hardy's The Return of the Native*, Harold Bloom, Chelsea House, New York, 1987.
- (xvi) *The Making of the Return of the Native*, John Paterson, University of California Press, Berkeley, CA, 1960.

**Course Code:** ELL-3526

**Course Title:** Western Classics in Translation

**3 C.H.**

**Course Objectives:**

This course presents the classical literature of ancient Greece and Rome. Students will study primary sources of different genres, and read these texts critically and hopefully with pleasure in order to understand how these ancient texts have orchestrated such a lasting *coup d'état* over Western culture. Motifs that will be discussed include: genre, gender, identity, art/nature, empire, and morality.

**Learning Outcomes:**

Upon the completion of the course, students will be able to:

- ❖ discuss the problem of what role literature has in human life, and especially in public life: a question that we will have to ask ourselves as we read the works, and reflect

- on how they have been and can be used in Western culture
- ❖ reflect on how a different people at a different time inquired into the meaning of being human and into the possibility of leading a valuable life.

**Midterm**

- |                     |                  |
|---------------------|------------------|
| a) <b>Homer</b>     | <i>The Iliad</i> |
| b) <b>Aristotle</b> | <i>Poetics</i>   |

**Final**

- |                     |                           |
|---------------------|---------------------------|
| a) <b>Sophocles</b> | <i>Oedipus the King</i>   |
| b) <b>Ovid</b>      | From <i>Metamorphoses</i> |

**Recommended Books:**

- (i) *Greek Classics: Notes*, Mary Ellen Snodgrass, Wiley, New York, 1998.
- (ii) *Sounding the Classics: From Sophocles to Thomas Mann*, Rudolph Binion, Praeger, Westport, CT, 1997.
- (iii) *Homer the Preclassic*, Gregory Nagy, University of California Press, Berkeley, 2012.
- (iv) *Homer in English Criticism: The Historical Approach in the Eighteenth Century*, Donald M. Forster, Yale University Press, New Haven, CT, 1947.
- (v) *Homer in the Twentieth Century: Between World Literature and the Western Canon*, Barbara Graziosi, Emily Greenwood, Oxford University Press, New York, 2007.
- (vi) *Reading Homer: Film and Text*, Kostas Myrsiades, Fairleigh Dickinson University Press, Madison, NJ, 2009.
- (vii) *A Commentary on the Plays of Sophocles*, James C. Hogan, Southern Illinois University Press, Carbondale, IL, 1991.
- (viii) *Sophocles and the Tragedy of Athenian Democracy*, Josh Beer, Praeger, Westport, CT, 2004.
- (ix) *The Oedipus Plays of Sophocles: Oedipus the King, Oedipus at Kolonos, Antigone*, Sophocles, Robert Bagg, University of Massachusetts Press, Amherst, MA, 2004.
- (x) *Aeschylus & Sophocles: Their Work and Influence*, J. T. Sheppard, Longmans, Green, New York, 1927.
- (xi) *Poetics before Plato: Interpretation and Authority in Early Greek Theories of Poetry*, Grace M. Ledbetter, Princeton University Press, Princeton, NJ, 2003.
- (xii) *Aristotle's Poetics*, Aristotle, John Baxter, Patrick Atherton, George Whalley, McGill-Queens University Press, Montreal, 1997.
- (xiii) *Playing Gods: Ovid's Metamorphoses and the Politics of Fiction*, Andrew Feldherr, Princeton University Press, Princeton, NJ, 2010.

**Course Code: URED-3503**

**Course Title: Political Thoughts and Social Behavior**

**2 C.H.**

**Course Objectives:**

This course has been designed:

- a) To provide the students with basic idea concerning the political thoughts and social justice.
- b) To inculcate in them Islamic manners and etiquettes for their development as a human being.

- c) To discharge their duties and responsibilities towards Allah (SWT) and His creatures.

**Learning Outcomes:**

After completion of this course:

- ❖ The students will be equipped with the basic idea of political thoughts and human development in Islam.
- ❖ They will be able to establish a society on the basic of social justice and to run it according to the direction of Islam.
- ❖ They will be able to perform their duties and responsibilities towards Allah (SWT) and His creatures.

**Course  
Outline**

**Section-A (Midterm Exam: 30 Marks)**

- Chapter# 01** **Introduction to Political Thoughts:**  
**Government and Politics:** Meaning and Organs  
**Islamic Political System:** Meaning, Importance and Principles
- Chapter# 02** **Shari'ah (Islamic Law):** Meaning, Sources and Differences between *Shari'ah* and Manmade Law  
**Constitution:** Definition, Islamic Constitution and Special Features of an Islamic Constitution
- Chapter# 03** **Islamic State:** Concept of Islamic State, Differences between Islamic and Secular State, Necessity of Islamic State, Main Organs of Islamic State, Principles of Islamic State  
**The Executive (Head of the state):** Conception, Qualifications, How to select a Head of the State, Factions of the Executive.

**Section-B (Final Exam: 50 Marks)**

- Chapter# 04** **Legislative (Al-Shura):** Meaning, Importance, Example and Functions  
**The Judiciary (Al-Qada')**: Meaning, Importance, Nature and Implementation, Types of Punishment  
**Citizenship (Nationality):** Meaning, Types, Rights  
*Hisbah:* Meaning, Importance, Objectives, Functions and Selection of *Mushtasib*
- Chapter# 05** **Social Behavior:**  
**Dealings and Behavior in Islam (Mu'amalah):** Its Meaning, Definition and Scope.  
**Family life in Islam:** (a) Role of Marriage as the basis of Islamic Family (b) Status of women in Islam, comparison with other religion (c) Rights and duties of women in Islam (d) Husband-wife relations (Duties and obligations to each other) (e) Rights of children in Islam (f) Duty towards Parents.

**Chapter# 06 Principles of Islamic Economic System:** (a) Earning and expenditure by *Halal* means (b) Right to own property and individual liberty (c) System of *Zakah* (d) Prohibition of interest (*Riba*) (e) Law of Inheritance (*Mirath*) (f) Various Islamic transactions.

**Chapter# 07 Political System:** Definition, Principals, Islamic State, Islamic monuments.

**Dress code:** Dress code in Islam for male and female

**Duties and obligations towards:** Relatives, Neighbors, Guests, Needy and Orphan.

**Chapter# 08 Basic virtues and Islam,** Duties of the Muslims to each other (1) Honesty (2) Truthfulness (3) Kindness (4) Perseverance (5) Firmness against evil (6) Tolerance (7) Punctuality (8) Courage (9) Trustworthiness (10) Forgiveness (11) Chastity for women (12) Intention (13) Modesty (14) Charity (15) Gifts (16) Thankfulness (17) Visiting the sick.

Vices, Greediness, Jealousy, enviousness, hatred ...etc.

**Social Manners:** (1) Brotherhood (2) Greetings (3) Co-operation (4) Meetings (5) Talking (6) Keeping promises (7) Asking permission before entering someone's house. Welfare.

### **Recommended Books:**

#### Introduction to Political Thoughts:

- i. Ansari, Jalal, *Introduction to the Systems of Islam*, London, Al-Khilafah Publications, ISBN-1899574026.
- ii. Asad, Mohammad, *Basic principles of state and Government in Islam* (California; Southern California University Press.
- iii. Matin, Abdur Rashid and Sirajul Islam, *Introduction to Political Science*.
- iv. Sherwani, H.K. *Studies in Muslim Political Thought and Administration*, Muhammad Ashraf, 1945, Lahore.
- v. Mohammad Shafiul Alam Bhuiyan, *The Government and Politics in Islam*, Noor Publications, 4<sup>th</sup> edition, 2016, Dhaka-1000.

#### Social Behavior:

- i. Abdul Hannan, Shah, *Social Laws of Islam*, BIIT, Dhaka, 1995.
- ii. Abdalati, Hammudah, (1977), "*The Family Structure in Islam*", American Trust Publications. USA.
- iii. Al-Minawi, Kawther M, *The Child Rights in Islam*. Riyadh: Dar al-Amal Publishing House, 1993.
- iv. Umer, Chapra, *Islam and the Economic Challenge*, Leicester, UK: Islamic Foundation and Virginia, USA: the International Institute of Islamic Thought, 1992.
- v. Taqi, Usmani, M., *An Introduction to Islamic Finance*. Karachi, Pakistan: IdaratulMa'arif, 1998.

## 6<sup>th</sup> Semester

**Course Code:** ELL-3627

**Course Title:** Modern English Literature

**3 C.H.**

### **Course Objectives:**

This course provides the opportunity to read modern English texts widely across several genres within post-war and contemporary British and Irish literatures. This course focuses on individual areas of specialized enquiry, studies and discusses some of the key critical terms and concepts that have informed critical and creative practice during the modern period. This course also provides scope to relate literary texts to relevant cultural and historical contexts and debates of the period, and to discuss current and possible future trends in British, and Irish Literatures.

### **Learning Outcomes:**

Upon the completion of the course, students will be able to:

- ❖ identify and discuss a range of literary genres and movements in the modern period;
- ❖ analyze the literature of the period making reference to current issues and relevant critical concepts;
- ❖ articulate an understanding of the complex relationship between literature and culture in the period studied;
- ❖ communicate responses to the material studied on the course both orally and in written form through coherent and sustained argument.

### **Midterm**

- a) **William Butler Yeats** “No Second Troy”  
“The Wild Swans at Coole”  
“Easter 1916”  
“The Second Coming”  
“A Prayer for My Daughter”  
“Sailing to Byzantium”
- b) **T. S. Eliot** *The Waste Land, The Love Song of J. Alfred Prufrock*

### **Final**

- a) **Samuel Beckett** *Waiting for Godot*  
b) **Joseph Conrad** *Heart of Darkness*  
c) **James Joyce** “The Dead”

### **Recommended Books:**

- (i) *Joseph Conrad's Heart of Darkness*, Harold Bloom, Chelsea House, New York, 1987.
- (ii) *Darkness at Heart: Fathers and Sons in Conrad*, Catharine Rising, Greenwood Press, New York, 1990.
- (iii) *Joseph Conrad and American Writers: A Bibliographical Study of Affinities*,

- Influences, and Relations*, Robert Secor, Debra Modellmog, Greenwood Press, Westport, CT, 1985.
- (iv) *Critical Approaches to Joseph Conrad*, Agata Szczeszak-Brewer, University of South Carolina Press, Columbia, SC, 2015.
- (v) *The Yeats Country: A Guide to Places in the West of Ireland Associated with the Life and Writings of William Butler Yeats*, Sheelah Kirby, Patrick Gallagher, Dolmen Press, Dublin, 1962.
- (vi) *States of Desire: Wilde, Yeats, Joyce, and the Irish Experiment*, Vicki Mahaffey, Oxford University Press, New York, 1998.
- (vii) *Introducing James Joyce: A Selection of Joyce's Prose*, James Joyce, T. S. Eliot, Faber and Faber, London, 1942.
- (viii) *A Companion to James Joyce*, Richard Brown, Wiley-Blackwell, Malden, MA. 2011.
- (ix) *James Joyce: The Critical Heritage*, Volume: 2, Robert H. Deming, Routledge, London, 1997.
- (x) *The Poetry of T. S. Eliot*, D. E. S. Maxwell, Routledge & Kegan Paul, London, 1960.
- (xi) *T. S. Eliot: A Collection of Critical Essays*, Hugh Kenner, Prentice-Hall, Englewood Cliffs, NJ, 1962.
- (xii) *Samuel Beckett and the End of Modernity*, Richard Begam, Stanford University Press, Stanford, CA. 1996.
- (xiii) *The Critical Response to Samuel Beckett*, Cathleen Culotta Andonian, Greenwood Press, Westport, CT, 1998.
- (xiv) *A Reader's Guide to Samuel Beckett*, Hugh Kenner, Farrar, Straus and Giroux, New York, 1973.
- (xv) *Samuel Beckett's Waiting for Godot: A Reference Guide*, William Hutchings, Praeger, Westport, CT, 2005.
- (xvi) *Samuel Beckett's Waiting for Godot*, Harold Bloom, Chelsea House, New York, 1987.

**Course Code:** ELL-3628

**Course Title:** South Asian Literature in English

**3 C.H.**

**Course Objectives:** Over the last few decades, South Asian literature in English has achieved a global prominence that is unique among postcolonial literatures. The course presents modern South Asian writing as manifested in novels, short stories and poetry written in English in South Asian context. It covers a wide range of themes: cultural, gender issues, national identity, aesthetics of imagined community, citizenship, urban ethics and diasporic crisis. Attention is also paid to critical theoretical concepts from postcolonial literary theory. Additionally, it focuses on to generate competent youths with academic excellence in South Asian literature.

**Learning Outcomes:** Upon the completion of the course, students will be able to:

- ❖ comprehend distinctive literary traditions in South Asian literature in English;
- ❖ have a critical understanding of South Asian literary texts in their appropriate historical and cultural contexts;
- ❖ have an understanding of key critical/theoretical approaches and events of these writings;
- ❖ produce critical accounts of the South Asian literature, paying appropriate attention to both formal and contextual issues;
- ❖ develop widespread knowledge of South Asian writers;

- ❖ have ideas of South Asian cultures, ethics, morality and socio-political condition.

**Midterm**

- a) **Begum Rokeya**                      *Sultana's Dream*  
b) **Monika Ali**                         *Brick Lane*

**Final**

- a) **Kamala Surayya (Das)**        Selected Poems  
b) **Kaiser Haq**                        "A Myth Reworked"  
    "Ode on the Lungi"  
    "Master Babu"  
    "Civil Servant"  
c) **R. K. Narayan**                    *The Guide*

**Recommended Books:**

- (i) *Handbook of Twentieth-Century Literatures of India*, Nalini Natarajan, Greenwood Press, Westport, CT, 1996.  
(ii) *Third World Women's Literatures: A Dictionary and Guide to Materials in English*, Barbara Fister, Westport, CT, 1995.  
(iii) *Routledge International Encyclopedia of Women: Global Women's Issues and Knowledge. Volume: 2*. Cheris Kramarae, Dale Spender, Routledge. New York. 2000.  
(iv) *R. K. Narayan: A Painter of Modern India*, Michel Pousse, Peter Lang, New York, 1995.  
(v) *Cultural Imperialism and the Indo-English Novel: Genre and Ideology in R.K. Narayan, Anita Desai, Kamala Markandaya, and Salman Rushdie*, Fawzia Afzal-Khan, Pennsylvania State University Press, University Park, PA. 1993.  
(vi) *Modern South Asian Literature in English*, Paul Briens, Greenwood Press, Westport, CT. 2003.  
(vii) *Politics of the Female Body: Postcolonial Women Writers of the Third World*, Ketu H. Katrak, Rutgers University Press, New Brunswick, NJ. 2006.  
(viii) *Dwelling in the Archive: Women Writing House, Home, and History in Late Colonial India*, Antoinette Burton, Oxford University Press, New York, 2003.  
(ix) *Reworlding: The Literature of the Indian Diaspora*, Emmanuel S. Nelson, Greenwood Press, New York, 1992.  
(x) *Asian-American Poets: A Bio-Bibliographical Critical Sourcebook*, Guiyou Huang, Greenwood Press, Westport, CT, 2002.  
(xi) *Edward Said: A Legacy of Emancipation and Representation*, Adel Iskandar, Hakem Rustom, University of California Press, Berkeley, CA, 2010.  
(xii) *Living in America: Poetry and Fiction by South Asian American Writers*, Roshni Rustomji-Kerns, Westview Press, Boulder, CO, 1995.  
(xiii) *Postcolonial Poetry in English*, Rajeev S. Patke, Oxford University Press, New York, 2006.  
(xiv) *Asian Englishes: Beyond the Canon*, Braj B. Kachru, Hong Kong University Press, Hong Kong. 2005.

**Course Code:** ELL-3629

**3 C.H.**

**Course Title:** American Literature - I

**Course Objectives:** The course focuses on writing in the United States from its beginnings to the Romantic era. The construction of America will be examined through intensive study of various texts, including poetry, prose and novels. This course will help students to perceive knowledge regarding American socio-political, cultural and religious aspects.

**Learning Outcomes:** Upon successful completion of this course, students should be able to:

- ❖ read and analyze a variety of New World texts, from Anne Bradstreet to the emergence of a truly American literature in the 18<sup>th</sup> and 19<sup>th</sup> centuries;
- ❖ demonstrate refined composition skills through the writing of critical analytical essays on a variety of American texts.

**Midterm**

- |                                  |                                    |
|----------------------------------|------------------------------------|
| a) <b>Anne Bradstreet</b>        | “The Prologue”                     |
|                                  | “To My Dear and Loving Husband”    |
| b) <b>Thomas Jefferson</b>       | “The Declaration of Independence”  |
| c) <b>James Fennimore Cooper</b> | “On American Equality”             |
|                                  | “On the Disadvantage of Democracy” |
| d) <b>Ralph Waldo Emerson</b>    | “Self Reliance”                    |
| e) <b>Henry David Thoreau</b>    | <i>Walden</i> (Selections)         |

**Final**

- |                               |                           |
|-------------------------------|---------------------------|
| a) <b>Nathaniel Hawthorne</b> | <i>The Scarlet Letter</i> |
| b) <b>Fitzgerald</b>          | <i>The Great Gatsby</i>   |
| c) <b>Herman Melville</b>     | “Bartleby”                |

**Recommended Books:**

- (i) *The Oxford Anthology of American Literature*, Norman Holmes Pearson, William Rose Benét, Oxford University Press, New York, 1938.
- (ii) *American Literature, American Culture*, Gordon Hutner, Oxford University Press, New York, 1999.
- (iii) *Understanding The Scarlet Letter: A Student Casebook to Issues, Sources, and Historical Documents*, Claudia Durst Johnson, Greenwood Press, Westport, CT, 1995.
- (iv) *The Threads of the Scarlet Letter: A Study of Hawthorne's Transformative Art*, Richard Kopley, University of Delaware Press, Newark, DE, 2003.
- (v) *Nathaniel Hawthorne: Identity and Knowledge*, Jac Tharpe, Southern Illinois University Press, Carbondale, IL, 1967.
- (vi) *Nathaniel Hawthorne: The Critical Heritage*, J. Donald Crowley, Routledge, London, 1997.
- (vii) *A Historical Guide to Nathaniel Hawthorne*, Larry J. Reynolds, Oxford University Press, New York, 2001.
- (viii) *The Gun and the Pen: Hemingway, Fitzgerald, Faulkner, and the Fiction of Mobilization*, Keith Gandall, Oxford University Press, New York, 2008.
- (ix) *Scott Fitzgerald: A Collection of Critical Essays*, Arthur Mizener, Prentice-Hall, Englewood Cliffs, NJ, 1963.
- (x) *Fitzgerald-Wilson-Hemingway: Language and Experience*, Ronald Berman,

- University of Alabama Press, Tuscaloosa, AL, 2003.
- (xi) *A Historical Guide to Herman Melville*, Giles Gunn, Oxford University Press, New York, 2005.
  - (xii) *A Political Companion to Herman Melville*, Jason Frank, University Press of Kentucky, Lexington, KY, 2013.
  - (xiii) *A Herman Melville Encyclopedia*, Robert L. Gale, Greenwood Press, Westport, CT, 1995.

**Course Code: ELL-3630**

**Course Title: Latin American Classics in Translation**

**3 C.H.**

**Course Objective:** This course will introduce students to the politics and aesthetics of the “new Novel” in Latin America, the so-called “Boom” and “post-Boom” literature, as well as debates surrounding twenty-first century writings.

**Learning Outcome:** Upon successful completion of this course students will be able to have a close readings of Latin American literature which will alternate with critical and theoretical frameworks for the study of Latin American literature, from cultural studies to political theory

**Midterm**

- a) **Gabriel García Márquez** *One Hundred Years of Solitude*

**Final**

- a) **Paulo Coelho** *The Alchemist*
- b) **Ernesto Che Guevara** *The Motorcycle Diaries*

**Recommended Books:**

- (i) *The Catastrophe of Modernity: Tragedy and the Nation in Latin American Literature*, Patrick Dove, Bucknell University Press, Lewisburg, PA, 2004.
- (ii) *The Social Conscience of Latin American Writing*, Naomi Lindstrom, University of Texas Press, Austin, TX, 1998.
- (iii) *Woman as Witness: Essays on Testimonial Literature by Latin American Women*, Linda S. Maier, Isabel Dulfano, Peter Lang, New York, 2004.
- (iv) *Being in Common: Nation, Subject, and Community in Latin American Literature and Culture*, Silvia N. Rosman, Bucknell University Press, Lewisburg, PA, 2003.
- (v) *Latin American Novels of the Conquest: Reinventing the New World*, Kimberle S. López, University of Missouri Press, Columbia, MO, 2002.
- (vi) *Latin American Women's Writing: Feminist Readings in Theory and Crisis*, Anny Brooksbank Jones, Catherine Davies, Clarendon Press, Oxford, 1996.
- (vii) *Latin American Cyberculture and Cyberliterature*. Contributors: Claire Taylor, Thea Pitman, University of Liverpool Press, Liverpool, England, 2007.
- (viii) *Rain Forest Literatures: Amazonian Texts and Latin American Culture*, Lúcia Sá, University of Minnesota Press, Minneapolis, 2004.

**Course Code:** ELL- 3631

**3 C.H.**

**Course Title:** Introduction to Linguistics

**Course Objective:** The course aims to orient the students with the various phenomena of language. The course also gives them an initial idea about the scientific systems of language.

Learning Outcomes: Upon successful completion of this course, students should be able to:

- ❖ develop awareness about the scientific systems of language;
- ❖ know the relationship between language and education;
- ❖ develop a critical and logical thinking and problem-solving skills necessary for linguistic analysis;
- ❖ acquire academic skills to analyze linguistic data.

#### **Mid-term**

- a) Language: Definition and Characteristics; Language and Communication, Theories regarding the Origins of Language
- b) What is Linguistics? The Role of Linguistics; the Scope and Nature of Linguistics; Schools of Linguistics (Saussure, Bloomfield and Chomsky's Contribution to Linguistic Study)

#### **Final**

Major Branches of Linguistics

- a) Phonetics & Phonology: Branches of Phonetics, Difference between Phonetics and Phonology, Phonemes, Phones and Allophones, Minimal Pairs, Complementary Distribution and Free Variation, Rules for Establishing Phonemes
- b) Morphology: Types of Morphemes; Morphs and Morphemes; Morphological Processes used in English and Bangla
- c) Syntax: Traditional and Modern Views; Syntactic Rules and Syntactic Category.
- d) Semantics: Semantic Relations; lexical semantics and sentence-level semantics; Semantic Field; Changes of Meaning
- e) Pragmatics: Definition and scope of pragmatics; Text; Context; Maxims of Conversations; Speech Acts.

#### **Prescribed Text:**

- i. Andrew Radford et.al.: *Linguistics: An Introduction*

#### **Recommended Books:**

- i. *The Study of Language*, George Yule
- ii. Victoria Fromkin, Robert Rodman, Nina Hyams: *An Introduction to Language*
- iii. *Linguistics: An Introduction*, Jean Aitchison
- iv. *English Phonetics and Phonology*, Peter Roach  
*Longman Dictionary of Applied Linguistics*, Jack Richards, John Platt and Heidi Weber
- v. H.G. Widdowson: *Linguistics: An Introduction*
- vi. *Pragmatics*, S. Levinson (1983)
- vii. *Cohesion in English*, M.A.K. Halliday, and R. Hasan, (1976)
- viii. *Introducing Linguistic Morphology*, Laurie Bauer (1988)
- ix. *Syntactic Structures*, Noam Chomsky (1957)
- x. *Semantics in Generative Grammar*, Irene Heim & Angelika Kratzer (1998)



BanuHashim by the Quraysh, The year of sorrow.

- Chapter# 05** *Ta'if*- the most difficult day, *Mi'raj* of the Prophet. Covenants of *Al-'Aqabah*. *Hijrah* of the Prophet (SAAS).
- Chapter# 06** The Prophet (SAAS)at *Madinah*: (From migration to *Hudaybiyah*)  
Construction of the Mosque, The Charter of *Madinah*, Important Battles till the agreement of *Hudaybiyah*- The Battle of *Badr*, The Battle of *Uhud*, Battle of *Ahzab*, Campaigns against the Jews of *Madinah*, *Hudaybiyah* Agreement.
- Chapter# 07** Letters of the Prophet (SAAS) to the kings beyond Arabia, Battle of *Muta*, Battle of *Hunayun*, The conquest of *Makkah*.
- Chapter# 08** The Farewell Pilgrimage, The Farewell Address of the Prophet (SAAS) and its lessons, Departure of the Prophet (SAAS), Contributions of the Prophet (SAAS) as a reformer and as a nation builder and as an Ideal for the all.

**Recommended Books:**

1. Nadwi, Saiyid Sulaiman, *Muhammad The Ideal Prophet: A Historical, Practical, Perfect Model for Humanity*. Translated by Mohiuddin Ahmad. Islamic Book Trust K.L.N.D.
2. Guillaume, Alfred. *The Life of Muhammad: A Translation of IbnIshaq'sSiratRasul Allah*. London: Oxford University Press, 1955.
3. Lings, Martin. *Muhammad: his life based on the earliest sources*. New York: Inner Traditions International, 1983.
4. Nasr, Seyyed Hossein, *Muhammad: Man of God*. Chicago, IL: Kazi Publ., 1995.
5. Ramadan, Tariq. *In the Footsteps of the Prophet: Lessons from the Life of Muhammad*. New York: Oxford University Press, 2009.
6. Watt, William Montgomery. *Muhammad: Prophet and Statesman*. London: Oxford University Press, 1961.

## 7<sup>th</sup> Semester

**Course Code:** ELL-4732

**Course Title:** American Literature - II

**3 C.H.**

**Course Objective:** This course focuses on writing in the United States from Walt Whitman to the contemporary era with a view to giving students some understanding of the literary history of the United States across periods, genres, regions, cultures, and aesthetics.

**Learning Outcomes:** Upon successful completion of this course, students should be able to:

- ❖ read and analyze a variety of American written texts from Walt Whitman to the early 21<sup>st</sup> century
- ❖ efficiently use the library as a research facility and the internet as a research tool
- ❖ demonstrate refined composition skills through the writing of critical analysis essays on a variety of American texts

### Midterm

- |                        |   |
|------------------------|---|
| a) <b>Walt Whitman</b> | From “Song of Myself”   |
| b) <b>Robert Frost</b> | “Mowing”<br>“Mending Wall”<br>“Home Burial”<br>“After Apple-Picking”<br>“The Road not Taken”<br>“Birches”<br>“Stopping by Woods on a Snowy Evening” |

### Final

- |                              |                                      |
|------------------------------|--------------------------------------|
| a) <b>Eugene O’Neill</b>     | <i>Long Day’s Journey into Night</i> |
| b) <b>Tennessee Williams</b> | <i>A Streetcar Named Desire</i>      |
| c) <b>Arthur Miller</b>      | <i>Death of A Salesman</i>           |

### Recommended Books:

- (i) *Leaving the M/Other: Whitman, Kristeva, and Leaves of Grass.* Beth Jensen - Fairleigh Dickinson University Press, Madison, NJ.,2002.
- (ii) *Leaves of Grass: The Sesquicentennial Essays.* Susan Belasco, Ed Folsom, Kenneth M. Price, University of Nebraska Press, Lincoln, NE. 2007.
- (iii) *The Poetry of Robert Frost: An Analysis,* John Robert Doyle Jr. , Witwatersrand University Press, Johannesburg, 1962.
- (iv) *Roads Not Taken: Rereading Robert Frost,* Earl J. Wilcox, Jonathan N. Barron, University of Missouri Press, Columbia, MO. , 2000.
- (v) *Robert Frost and Northern Irish Poetry,* Rachel Buxton, Clarendon Oxford, 2004.
- (vi) *The Dimensions of Robert Frost,* Reginald L. Cook, Rinehart, New York, 1958.
- (vii) *Eugene O’Neill’s Long Day’s Journey into Night,* Harold Bloom, Chelsea House, Philadelphia, 1987.
- (viii) *Tennessee Williams’s A Streetcar Named Desire,* Harold Bloom, Chelsea House, New York, 1988.

- (ix) *Cliffs Notes on Williams' The Glass Menagerie and A Streetcar Named Desire*, James L. Roberts, Houghton Mifflin Harcourt, Boston, 1999.
- (x) *Arthur Miller's Death of a Salesman*, Harold Bloom, Chelsea House, New York, 1988.
- (xi) *Understanding Death of a Salesman: A Student Casebook to Issues, Sources, and Historical Documents*, Brenda Murphy, Susan C. W. Abbotson, Greenwood Press, Westport, CT, 1999.
- (xii) *The Temptation of Innocence in the Dramas of Arthur Miller*. Contributors: Terry Otten, University of Missouri Press, Columbia, MO, 2002.
- (xiii) *The Play: A Critical Anthology*, Eric Bentley, Prentice Hall, New York, 1951.

**Course Code: ELL-4733**

**Course Title: African and Caribbean Literature in English**

**3 C.H.**

**Course Objective:** This course examines the literary traditions of sub-Saharan Africa and the Caribbean through an intensive study of selected works. Negritude is explored in its own right but also in its relationship with the literature of Europe and the Harlem Renaissance. Particular emphasis is placed on the socio-cultural and political forces that shaped this literature as well as the mode of presentation.

**Learning Outcomes:** Upon successful completion of this course, students should be able to:

- ❖ discuss the universality and the diversity of literary thought
- ❖ apply critical and analytical approaches to the study of African and Caribbean literature to compose critical and analytical essays about such literary works and, specifically, about literary elements
- ❖ write a fully documented, multiple source, literary research paper with citations
- ❖ use efficiently the library as a research facility and the internet as a research tool
- ❖ define and use appropriately literary terms and concepts

**Midterm**

- |                         |  |
|-------------------------|--|
| a) <b>Chinua Achebe</b> | <i>Things Fall Apart</i>                         |
| b) <b>Derek Walcott</b> | “A Far Cry from Africa”<br>“The Glory Trumpeter” |

**Final**

- |                           |                                 |
|---------------------------|---------------------------------|
| a) <b>Wole Soyinka</b>    | <i>The Swamp Dwellers</i>       |
| b) <b>Nadine Gordimer</b> | “Six Feet of the Country”       |
| c) <b>Jean Rhys</b>       | “The Day They Burned the Books” |
| d) <b>V. S. Naipaul</b>   | <i>A Bend in the River</i>      |
| e) <b>Kamau Birtwaite</b> | “Ananse”<br>“Negus”             |

**Recommended Books:**

- (i) *Chinua Achebe's Things Fall Apart*, David Whittaker, Mpalive-Hangson Msiska, Routledge, London, 2007.
- (ii) *The Four Novels of Chinua Achebe: A Critical Study*, Benedict Chiaka Njoku, Peter Lang, New York, 1984.
- (iii) *Understanding Things Fall Apart: Selected Essays and Criticism*, Solomon O. Iyasere, Whitston, Troy, NY, 1998.

- (iv) *Challenging Hierarchies: Issues and Themes in Colonial and Postcolonial African Literature*, Leonard A. Podis, Yakubu Saaka, Peter Lang, New York, 1998.
- (v) *Wole Soyinka: Politics, Poetics, and Postcolonialism*, Biodun Jeyifo, Cambridge University Press, Cambridge, England, 2003.
- (vi) *Scars of Conquest/Masks of Resistance: The Invention of Cultural Identities in African, African-American, and Caribbean Drama*, Tejumola Olaniyan, Oxford University Press, New York, 1995.
- (vii) *From the Margins of Empire: Christina Stead, Doris Lessing, Nadine Gordimer, Louise Yelin*, Cornell University Press, Ithaca, NY, 1998.
- (viii) *Writing Woman, Writing Place: Contemporary Australian and South African Fiction*, Sue Kossew, Routledge, New York, 2004.
- (ix) *Writing Woman, Writing Place: Contemporary Australian and South African Fiction*, Sue Kossew, Routledge, New York, 2004.
- (x) *V.S. Naipaul and the West Indies*, Contributors, Dolly Zulakha Hassan, Peter Lang, New York, 1989.
- (xi) *Nobody's Nation: Reading Derek Walcott*, Paul Breslin, University of Chicago Press, Chicago, 2001.
- (xii) *Abandoning Dead Metaphors: The Caribbean Phase of Derek Walcott's Poetry*, Patricia Ismond, University of the West Indies Press, Kingston, Jamaica, 2001.

**Course Code:** ELL-4734

**3 C.H.**

**Course Title:** Teaching Language through Literature

**Course Objectives:** The course is designed to raise an awareness of various approaches to the integration of literary texts into EFL/ESL contexts. The course departs from a close analysis of different definitions of the term “literature,” moves on to an exploration of the preliminary terms, notions and concepts, and turns to a discussion of the pros and cons of utilizing literature for the purpose of teaching language. The process encourages you to debunk the myth that defines the language of literature as “literary,” an adjective which divorces the language of literature from other uses –particularly from everyday language–and definitely it invites you to rebut the misconception that the language barrier in the literary materials makes it accessible only to the advanced learners.

**Learning Outcomes:** Upon successful completion of this course, students will be able to:

- ❖ enumerate various definitions of the term “literature,”
- ❖ identify some characteristics of the language used in the literary pieces
- ❖ explain basic characteristics of different approaches to teaching language through literature,
- ❖ exemplify some sorts of language deviations in the literary pieces and explain their importance for developing language awareness,
- ❖ appreciate the necessity of integrating literature into EFL/ESL contexts,
- ❖ give some examples of pros and cons of the use of literature in ELT

**Midterm**

- a) Using literature in the language classroom: the issues
- b) Approaches to using literature with the language learners
- c) Selecting and evaluating materials
- d) Reading literature cross-culturally

**Final**

- a) Materials design and lesson planning: Novels and short stories
- b) Materials design and lesson planning: Poetry
- c) Materials design and lesson planning: Plays
- d) Literature and self-access

**Prescribed Books:**

Gillian Lazar: *Literature and Language Teaching*  
Collie & Slater: *Literature in Language Classroom*

**Course Code: ELL-4735**

**Course Title: Introduction to English Language Teaching (ELT)**

**3 C.H.**

**Course Objective:** This course aims to introduce learners to the key areas within applied linguistics (AL) and ELT so that students can develop an understanding of their implications for learning and teaching English for various purposes.

**Learning Outcomes:** Upon successful completion of this course, students will be able to:

- ❖ gain a theoretical understanding of the key areas within AL and ELT;
- ❖ get a practical idea about (second and foreign) language context;
- ❖ get an introduction to the key acronyms used within ELT;
- ❖ understand the practical implications of branches of AL for ELT.

**Midterm**

**a) Language Context:**

- i. ESL, EFL, EIL and EFF
- ii. Acronyms used within AL and ELT

**b) Key issues in SLA**

- i. Nature and nurture
- ii. Competence and performance
- iii. Usage and use
- iv. Errors and mistakes
- v. Interlingual and intralingual errors
- vi. Language transfer
- vii. Overgeneralization
- viii. Interlanguage
- ix. Fossilization
- x. Behaviourism
- xi. Contrastive analysis
- xii. Error analysis
- xiii. Monitor Model
- xiv. Universal Grammar

**c) Introduction to Psycholinguistics**

- i. Overview of L1 production stages
- ii. Critical age and selected case studies [Victor and Genie](from Stein Berg)

**Final**

**a) Introduction to Sociolinguistics:**

- i. Language and society
- ii. Micro and macro sociolinguistics

- iii. Code
- iv. Dialect and variety Pidgin and Creole
- v. Language planning and ELT policy

**b) Curriculum and Instruction:**

- i. Curriculum and syllabus: Basic concepts
- ii. Materials: Basic concepts
- iii. Approaches and methods: GTM and CLT

**c) Testing and Evaluation:**

- i. Test, testing, assessment and evaluation
- ii. Testing-teaching relationship
- iii. Kinds of test and testing
- iv. Test ethics: validity and reliability
- v. Washback and impact

**Prescribed Text:**

Jeremy Harmer: English Language Teaching

**Recommended Books:**

- (i) Cook, V. (2011). *Second Language Learning and Language Teaching*. Chennai: Hodder.
- (ii) Hughes, A. (2003). *Testing for Language Teachers* (2<sup>nd</sup> Edition). Cambridge: Cambridge University Press.
- (iii) Mitchell, R., & Myles, F. (1998). *Second Language Learning Theories*. London: Arnold.
- (iv) Nunan, D. (2000). *Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- (v) Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.
- (vi) Richard, J. C. & Schmid, R. (2002; 3rd Edition). *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Longman

**Course Code: ELL-4736**

**3 C.H.**

**Course Title: Introduction to Bengali Literature**

**Course Aim:** The course aims at introducing prominent writers of different genres of Bengali Literature with special focus on developing critical insight among learners regarding comparative study between Bengali and English Literature.

**Learning Outcomes:** Upon successful completion of the course students will be able to:

- (a) Get introduced with prominent writers of different genres of Bengali Literature
- (b) Develop a critical insight regarding comparative study between Bengali and English Literature.

<u>Midterm</u>		<u>Final</u>	
<b><u>Dcb`im</u></b>		<b><u>cõÜ</u></b>	
†gvrnv\$ bmlRei ingyb	Av†bvqvi	cõ_ †Pšajm	Òmva†vli v bvg Pij Z fvl v
†mij bv †nv†mb	nvOi b`x †M†bW	mmi vRj Bmj vg †Pšajm	ÒDcub†e†kLi v Ges AÜkvi
Ügvqly Avntg`	†R`vr`eI Rbbxi Mí	<b><u>KieZv</u></b>	
<b><u>†QUMí</u></b>		<b><u>gay`b`É</u></b>	†gNbv`ea (cõgmMš)
i ex`bv_ VIKž	ÒyvaZcvi vYÓ	<b><u>ie x`bv_ VIKž</u></b>	ÒmivRvnbÓ, Ómbi a†i khiv†vÓ

KvRx bRiāj Bmj ig kvtn` Ajj x we fuzFLY eþ` vcra`iq	ukDj xgvj v OmReiBtj i Wbvó OcBgVpVó	KvRx bRiāj Bmj ig Ræibv` vk diiā Ang` Kvgmjingvb Ajj gngy`  bUK diiā Ang` tmj g Ajj`xb	Omef` tnxó, ÓþKvi evbxó Óebj Zv tmbó Ówn`-ggyj gvbó ÓmiZmMtii gms, Ój vk Óiacmj` mbó, BKviatmi AvKvkó ÓKweZv Ggb, ÓLtoiMþR, Ó gqvexc` P tjj DþVó  tbvt dj InvtZg nvZn`vB
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**Recommended Books:**

- (i) *Of Women, Outcastes, Peasants, and Rebels: A Selection of Bengali Short Stories.* Contributors: Kalpana Bardhan - Editor, Kalpana Bardhan - Translator. Publisher: University of California Press. Place of publication: Berkeley, CA. Publication year: 1990.
- (ii) *Encyclopedia of Literature.* Contributors: Joseph T. Shipley - Editor. Publisher: Philosophical Library. Place of publication: New York. Publication year: 1946.
- (iii) *Masterworks of Asian Literature in Comparative Perspective: A Guide for Teaching.* Contributors: Barbara Stoler Miller - Editor. Publisher: M.E. Sharpe. Place of publication: Armonk, NY. Publication year: 1994.
- (iv) *The Philosophy of Rabindranath Tagore.* Contributors: Kalyan Sen Gupta - Author. Publisher: Routledge. Place of publication: London. Publication year: 2016.

**Course Code:** URIH-4701

**Course Title:** A Survey of Islamic History and Culture

**1 C.H.**

**Course Objectives:**

The objective of this study is to enrich the learners with the glorious history of four pious *Khalifah* of Islam and their remarkable contributions towards the development of just administration, advancement of civilization and education and their great services towards humanity at large. This course also aims at making the students acquainted with the glorious contribution of the Muslims towards the world civilization during the *Ummayyads* and *AbbasidsKhalifah*. The contributions include the advancement of administration, society, civilization, different branches of science such as geography, mathematics, history, medical science, philosophy etc.

**Learning Outcomes:**

After the study of this course, the learners will be able to

- ❖ explore the glorious history of early Islamic society and state, particularly of four pious *Khalifah* and their successors.
- ❖ have the idea about the Muslim contributions towards the difference branches of world civilization.
- ❖ realize the historical processes of development of Muslim society in early time and to make a comparison with the present society.
- ❖ appreciate various good practices and cultures which will in turn be resulted in becoming a responsible citizen.

**Section A (Midterm Examination: 30 Marks):**

**Chapter One: Khilafah:** Definition, Origin and Development of Khilafah, Difference between Khilafah in general sense and Khilafah 'Ala-minhaj al- Nabuwwah, election to the office of the Khilafah, KhilafahvsMulukiyyah, End of Khilafah, duties and responsibilities of a Khalifah.

**Chapter Two: Introduction to the Four Pious Khalifah:** Character and achievements of the Pious Caliphs, an overall portrayal of four pious Khalifah: Abu Bakr (R) -the savior of Islam, Umar (R) - the model of administration and great conqueror of Islamic empire, Conquest during his Khilafah, Usman (R) - compilation of Qur'an and his other achievements, Causes of revolt, assassination of Usman (R) and its effects on the history, Ali (R) - civil wars during his time and his other achievements.

**Chapter Three: Administration under the Four Pious Khalifah:** The Shura, Civil Administration, Sources of Revenue, Bait-al-Mal, judicial Administration, Police-Prison, Religious Administration and Military Administration.

**Section B (Final Examination: 50 Marks):**

**Chapter Four: The Umayyad Khilafah (661 A.D-750 A.D):**A brief discussion on Umayyad Khilafah, Administrative reforms of Abdul Malik bin Marwan, Conquest and expansion of Islamic empire under Walid bin Abdul Malik, Umar bin Abdul Aziz and his Administration Policies.

**Chapter Five: The Umayyad Administration:** Central and Provincial Administration, Social Condition. Umayyah's contribution towards the development of civilization & education, Fall of the Umayyads. An overall portrayal of Umayyad Khilafah.

**Chapter Six: The Abbasid Khilafah (750 A.D-1258 A.D):** Golden Prime of the Abbasids- Abul Abbas as Suffa, Abu Zafar al Mansur, Harun or Rashid, Al Amin and Al Mamun, Abbasid Society, Scientific and Literary development, Education, Development of Art and Architecture, Civil, Military, Judicial and Revenue Administration under the Abbasids. An overall portrayal of Abbasid Khilafah.

**Chapter Seven:** The Umayyad Khilafah of Spain and The Fatimid Khilafah of Egypt. A brief analysis.

**Chapter Eight: Society during Khilafah:** Rights and Status of women, orphans, disables, non-Muslim citizens in Islamic Society during the period of Kulafa al- Rashideen, the Umayyad and Abbasid Khilafah.

**Chapter Nine:** Muslim contribution to the different fields of world civilization :

- a) Geography,
- b) Medicine,
- c) Chemistry,
- d) Mathematics,
- e) Astronomy,
- f) Historiography,
- g) Art and literature.

**Recommended Books:**

- i. P.K. Hitti, *History of the Arabs*, Macmillan edition, 1970, London.
- ii. S.A.Q. Hussaini, *The Arab Administration*, 1956, Lahore.
- iii. SyeedAmeer Ali, *A Short History of Saracens*, Macmillan edition, 1916, London.
- iv. T.I. Arnold, *The Caliphate*, Oxford, 1924, London.
- v. Muhammad Ali, *The Early Caliphate*, Cambridge, 1936, London.
- vi. W.Muir, *Caliphate, Its Rise, Decline and fall*, Edinburg, 1934.
- vii. B. Lewis, & P.M. Holt(ed.), *Cambridge History of Islam*, 1947.
- viii. Syeed AmeerAli, *The Spirit of Islam*, Christophers, 1891, London.
- ix. Thomas Arnold, *The Legacy of Islam*, Oxford, 1931, London.
- x. JosephHell, *The Arab Civilization*, W. Heffer& sons, limited, 1926, London.
- xi. Hamilton GibbA.R. *Studies on the Civilization of Islam*, Princeton, 1982, London.
- xii. R. Levy, *The Social Structure of Islam*, Cambridge 1979, London.
- xiii. R.A. Nicholson, *A Literary History of the Arabs*, Cambridge 1930, London.
- xiv. A.M.A.Shushtery, *Outline of the Islamic Culture*, The Bangalore Printing & Publishing Co. Ltd., Bangalore, 1954, India.
- xv. S.M.Imamuddin, *Arab Muslim Administration*, 1976, Karachi.
- xvi. *Encyclopedia of Islam*
- xvii. S. KhudaBaksh, *Islamic Civilization*vol 1-2, IdaraIslamiyat-e-Diniyat, or KitabBhavan, 1984, Delhi.
- xviii. H.K.Sherwani, *Studies in Muslim Political Thought and Administration*, Muhammad Ashraf, 1945, Lahore.
- xix. M.A.Shabon, *The Abbasid Revolution*, Cambridge, 1970, London.
- xx. M.A.Shabon, *Islamic History; A New Interpretation*, 1971, London.
- xxi. R.H.Turner, *Science in Medieval Islam: An Illustrated Introduction*. 1995, Austin: University of Texas Press.
- xxii. M.Iqbal, *The Reconstruction of Religious Thought in Islam*. 1986, Institute of Islamic Culture, Lahore.
- xxiii. M.N.Roy, *The Historical Role of Islam*, Ajanta Publications, 1981, Delhi.
- xxiv. MusaAnsari, *Moddhojoger Muslim Sovvota o Sonskriti*, Bangla Academy, 1999, Dhaka.
- xxv. Board of Researchers, *Scientific Indications in the Holy Quran*, Islamic Foundation Bangladesh, 2004, Dhaka.
- xxvi. R.M.Savory, *Introduction to Islamic Civilization*, Cambridge University Press, 1977, London.
- xxvii. FranzRosenthal, *A History of Muslim Historiography*, Leiden, 1952.
- xxviii. CobbS., *Islamic Contributions to Civilization*, Avalon Press, Washington, 1963.
- xxix. ZiauddinSardar, *Science, Technology and development in the Muslim World*, Croom Helm, 1977, London.
- xxx. M. AkborAli, *BigghaneMusalmanderObodan (Muslim Contribution to science)* Volume 1-12, 1936, Dhaka.

## 8<sup>th</sup> Semester

Course Code: ELL-4837

Course Title: Asian Classics in Translation

3 C.H.

**Course Objective** This course introduces the Asian classics in translation starting from the invention of writing to 1600 AD. Chinese Classical Era, Indian Heroic and Classical era, the Golden Age of Japanese Culture and the Rise of Islamic Literature, have been the focus of this course with a view to making the students aware of their vast impact on both European and South Asian (specially in Indian, Bangladeshi and Pakistani) literature. Students will develop understanding to grasp indigenous Asian approaches to the study of language and literature.

**Learning Outcomes:** Upon successful completion of this course, students will be able to:

- ❖ exploit approaches to the study of Asian literature;
- ❖ handle topics include theoretical, applied, historical, and comparative literary and cultural study;
- ❖ have ideas about philosophy; languages, and writing systems of Asia.

### Midterm

- |             |  |
|-------------|--|
| a) Valmiki  | <i>The Ramayana</i> , Book 2 [Rama Exiled]         |
| b) Vyasa    | <i>The Mahabharata</i> , Book 2 [The Game of Dice] |
| c) Kalidasa | <i>Sakuntala and Ring of Recollection</i>          |

### Final

- |                       |   |
|-----------------------|---|
| a) Abolqasem Ferdowsi | <i>From Shahname</i><br>“The Tragedy of Sohrab and Rostam”  |
| b) Faridoddin Attar   | <i>From The Conference of the Birds</i><br>“The Story of Sheikh Sam’an”   |
| c) Jalaluddin Rumi    | Selected <i>Robais</i><br>[Listen, if you can stand to]<br>[What I most want]<br>[Don’t come to us without bringing music]<br>[Sometimes visible, sometimes not, sometimes] |
| d) Sa’di              | <i>From The Golestan</i> , Book I   |
| e) Allama Iqbal       | <i>Tulip in the Desert (selections)</i>   |

### Prescribed Text:

- |                 |                                |
|-----------------|--------------------------------|
| i. R.K. Narayan | <i>The Indian Epics Retold</i> |
|-----------------|--------------------------------|

### Recommended Books:

- (i) *The Ramayana Revisited*, Mandakranta Bose, Oxford University Press, New York, 2004.
- (ii) *Epic Mythology*, E. Washburn Hopkins, Motilal Banarasidass, New York, 1969.
- (iii) *The Gita as It Was: Rediscovering the Original Bhagavadgita*, Phulgenda Sinha, Open Court, La Salle, IL, 1987.
- (iv) *Religion as Art: An Interpretation*, T. R. Martland, State University of New York Press, Albany, NY, 1981.

- (v) *Dusyanta and Sakuntala in the 1980s: Madhava Ghimire's Sakuntala Giti-Nataka*, Treu, Manfred G., Nepalese Studies. Volume: 27. Issue: 2, July 2000. P-191.
- (vi) *Genji and Faust: A Comparative Reading*, Aronsson, Anne, The Comparatist, Volume: 39, October 2015, P-252+
- (vii) *The Tale of Genji as a Modern Novel*, Brian, The Hudson Review. Volume: 63. Issue: 3 Autumn 2010, P-373.
- (viii) *Idealism, Protest, and the Tale of Genji: The Confucianism of Kumazawa Banzan (1619-91)*, James Welsh McMullen, Oxford University, Oxford, England, 1999.
- (ix) *The Traditional Theater of Japan*, Yoshinobu Inoura, Toshio Kawatake, Weatherhill, New York, 1981.
- (x) *Recasting Persian Poetry: Scenarios of Poetic Modernity in Iran*, Ahmad Karimi-Hakkak, University of Utah Press, Salt Lake City, 1995.
- (xi) *Shahnameh: The Persian Book of Kings*, Faktorovich, Anna, Pennsylvania Literary Journal. Volume: 8, Issue: 1, Spring 2016, P-81+
- (xii) *Beyond Dogma: Rumi's Teachings on Friendship with God and Early Sufi Theories*, Jawid Mojaddedi, Oxford University Press, New York, 2012.
- (xiii) *Mystical Dimensions of Islam*, Annemarie Schimmel, University of North Carolina Press, Chapel Hill, NC, 1975.
- (xiv) *The Wise Man and Collective Memory in Sa'di's Rose Garden: A Cognitive - Narrative Analysis*, Ghassemzadeh, Habibollah, International Journal on Humanistic Ideology, Volume: 2. Issue: 1, Spring 2009, P- 135+.
- (xv) *The Reconstruction of Religious Thought in Islam*, Muhammad Iqbal, M. Saeed Sheikh, Stanford University Press, Stanford, CA, 2013.
- (xvi) *Individual and Society: A Socio- Philosophical Account of Iqbal's Thought*, Begum, Shagufta, Awan, Aneeqa Batool, South Asian Studies. Volume: 29. Issue: 1, January-July 2014, P-115+

**Course Code: ELL-4838**

**Course Title: Literary Criticism and Theory**

**3 C.H.**

**Course Objectives:** This course offers selections of literary criticism and theory from different periods of English literature. The aim of this course is to make students think creatively and analytically about English literature. The course contributes to reading books, analyzing theories, critiquing and taking a more critical look at the literary texts relating to their cultural, social, historical and political contexts. The course emphasizes the role of theory in understanding literature and asks students to apply theory to their study of literature and practical knowledge of the changing nature of the profession of English studies.

**Learning Outcomes:**

Upon successful completion of this course, students should be able to:

- ❖ understand critical theories, develop an informed view of the history of English studies as a dynamically changing field, and prepare to make professional contributions to the discipline;
- ❖ learn strategies for applying critical theory to study of literature;
- ❖ develop a better understanding of central developments within literary theories of different centuries;
- ❖ articulate the broader ways in which literary theory applies to their own culture, global culture, and their own lives.

**Midterm**

- |  |                                   |
|--|-----------------------------------|
| a) <b>John Dryden</b> (1631 - 1700):             | <i>An Essay of Dramatic Poesy</i> |
| b) <b>Samuel Johnson</b> (1709 - 1784):          | <i>Preface to Shakespeare</i>     |
| c) <b>William Wordsworth</b> (1770 - 1850):      | <i>Preface to Lyrical Ballads</i> |
| d) <b>Samuel Taylor Coleridge</b> (1772 - 1834): | <i>Biographia Literaria</i>       |

**Final**

- |   |  |
|---|--|
| a) <b>Matthew Arnold</b> (1822 - 1888): | <i>The Study of Poetry</i>                 |
| b) <b>D H Lawrence</b> (1885 - 1930):   | <i>Why the Novel Matters</i>               |
| c) <b>T S Eliot</b> (1888 - 1965):      | <i>Tradition and the Individual Talent</i> |
| d) <b>Edward W. Said</b> (1935 - 2003): | <i>Introduction to 'Orientalism'</i>       |
| e) <b>Terry Eagleton</b> (1943 - ):     | <i>The Rise of English</i>                 |

**Recommended Books:**

- i. *The Use of Poetry and the Use of Criticism*: T S Eliot
- ii. *Critical Approaches to Literature*: David Dacches
- iii. *A History of Modern Criticism*: Rene Wellek
- iv. *Literary Theory*: Terry Eagleton
- v. *A Short History of Literary Criticism*, Vernon Hall Jr., New York University Press, New York, 1963.
- vi. *Main Currents in Twentieth-Century Literary Criticism: A Critical Study*, Yiannis Stamiris, Whitston, Troy, NY, 1986.
- vii. *An Introduction to the Methods and Materials of Literary Criticism: The Bases in Aesthetics and Poetics*, Charles Mills Gayley, Fred Newton Scott, Ginn & Company, Boston, 1899.
- viii. *Criticism: The Foundations of Modern Literary Judgment*, Mark Schorer, Gordon McKenzie, Josephine Miles, Harcourt, Brace, New York, 1948.
- ix. *Modern Continental Literary Criticism*, O. B. Hardison Jr., Appleton-Century-Crofts, New York, 1962.
- x. *English Literary Criticism: the Renaissance*, O. B. Hardison, Appleton-Century-Crofts, New York, 1963.
- xi. *The Quest for Literature: A Survey of Literary Criticism and the Theories of the Literary Forms*, Joseph T. Shipley, Richard R. Smith, New York, 1931.
- xii. *Literary Criticism from Plato to the Present: An Introduction*. M. A. R.Habib, Wiley-Blackwell, Malden, MA, 2011.
- xiii. *Literary Criticism in the Age of Johnson*, A. Bosker – Author, J.B. Wolters, Groningen, Batavia, 1930.
- xiv. *Making a Difference: Feminist Literary Criticism*, Gayle Greene, Coppelia Kahn, Routledge, London, 1991.
- xv. *Literary Theory: The Basics*, Hans Bertens, Routledge, London, 2001.
- xvi. *Contemporary Literary Theory*, G. Douglas Atkins, Laura Morrow, University of Massachusetts Press, Amherst, MA, 1989.

**Course Code: ELL-4839**  
**Course Title: Language and Media**

**3 C.H.**

**Course Objective:** This course will introduce key media concepts, forms, texts and systems and demonstrate the importance of the media for social life. Students will acquire knowledge about how to collect, analyze, organize and critically evaluate information.

**Learning Outcomes:** Upon successful completion of this course, students will be able to:

- ❖ Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation;
- ❖ Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made;
- ❖ Work effectively with others as a member of a team, group, organization, community.

**Midterm**

- a) Political Interaction vs News Reporting
- b) Headlines in English Newspapers
- c) The Development of Text Type Markers
- d) The 'Postmodernization' of Sexism and
- e) Stereotyped Female Role Portrayals

**Final**

- a) Newspaper Genres and Newspaper English
- b) News Stories and News Events — a Changing Relationship
- c) Interpersonal Meaning in Daytime Talk Shows
- d) Verbal Turn-Taking and Picture Turn-Taking in TV Interviews
- e) Multilingualism and the Modes of TV Advertising

**Recommended Books:**

- (i) Anthony, David W. 2010. *The Horse, the Wheel, and Language: How Bronze-Age Riders from the Eurasian Steppes Shaped the Modern World*. Reprint. Princeton University Press
- (ii) Baudrillard, Jean. "Requiem for the Media." For a Critique of the Political Economy of the Sign (1981)
- (iii) Baudrillard, Jean. 2012. *The Gulf War Did Not Take Place*. Tran. Paul Patton. Power Publications.
- (iv) Bazerman, Charles. 1999. *The Languages of Edison's Light*. MIT Press.
- (v) Carey, James W. *Communication as Culture: Essays on Media and Society*. Boston: Unwin Hyman, 1989.

**Course Code: ELL-4840**

**Course Title: Discourse Analysis**

**3 C.H.**

**Course Objective:** This course provides an introduction to discourse analysis, the study of language in context. It examines how language is used in society and how it reflects and shapes our world. This course explores the ways in which language varies according to subject area, social setting, communicative purpose and the social roles and identities of those involved. It examines the workings of various forms of speaking and writing - casual conversation, interviews and interrogations, public speaking, emailing and mobile phone texting and mass media articles, to cite just some examples.

**Learning Outcomes:** Upon successful completion of this course, students should be able to:

- ❖ understand the nature of meaning, how we usually convey more than we actually say or write, the role of politeness in verbal communication, the necessarily cooperative nature of most forms of communication, and what makes texts cohesive and coherent;
- ❖ work with text, that is, larger units of meaning than a clause or sentence;
- ❖ analyze the properties of different texts, in characterizing the interpersonal stances adopted by speakers and writers, and in identifying and classifying the various genres or texts types which operate in particular social settings.

**Midterm**

- a) Lexical Cohesion
- b) Other kinds of Cohesion
- c) Beyond Cohesion

**Final**

- a) Text and discourse
- b) Text and grammar
- c) Context
- d) Context and co-text
- e) Pretext
- f) Critical discourse analysis
- g) Text and corpus analysis
- h) Analysis and interpretation
- i) Approach and method

**Prescribed Text:**

- i) Guy Cook: *Discourse*

**Recommended Books:**

- (i) M. A. K. Halliday, Ruqaiya Hasan : *Cohesion in English*
- (ii) Gillian Brown & George Yule : *Discourse Analysis*
- (iii) Malcolm Coulthard : *An Introduction to Discourse Analysis-*
- (iv) Stephen. C. Levinson : *Pragmatics*

**Course Code: ELL-4841**

**Course Title: Teaching Second Language Skills**

**3 C.H.**

**Course Objective:** This course aims to introduce the learners to the theories that are concerned with the development of reading, writing, listening, speaking and integrated skills. Students will be able to develop academic knowledge in using language skills in teaching second language.

**Learning Outcomes:** Upon successful completion of this course, students will be able to:

- ❖ know the key ideas and theories related to the English language skills
- ❖ understand their implications for classroom pedagogy
- ❖ be able to develop or adapt materials and tasks for classroom use

**Mid-Term**

**i. Reading Skills:**

- a) Reasons for reading

- b) Changes in the concept of reading skills Types of reading skills
- c) Schema theory
- d) Classroom practice and procedure Vocabulary and vocabulary teaching

**ii. Listening Skills**

- a) Reasons for listening
- b) Relationship between listening and reading
- c) Nature of listening comprehension
- d) Listening comprehension: teaching and learning
- e) Materials for teaching listening skills

**Final**

**iii. Speaking Skills**

- a) Reasons for speaking
- b) Characteristics of spoken language
- c) Teaching pronunciation
- d) Conversation analysis
- e) Classroom implications
- f) Types of activities to promote speaking skills

**iv. Writing Skills:**

- a) Reasons for writing
- b) Writing materials in large language class
- c) The written product
- d) The writing process
- e) Correcting written work

**v. Integrated Skills:**

- a) Situations requiring skills integration
- b) Integrated skills in the classroom

**Prescribed Book:**

- (i) McDonough, J., & Shaw, C. (2003). *Materials and Methods in ELT: A Teacher's Guide*. Malden, MA: Blackwell.

**Recommended Books:**

- (i) Cook, V. (2011). *Second Language Learning and Language Teaching*. Chennai: Hodder.
- (ii) Johnson, K. (2011). *An Introduction to Foreign Language Teaching and Learning*. London: Pearson.
- (iii) Nunan, D. (2000). *Cambridge Guide to Teaching English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
- (iv) Nunan, D. (2003). *Practical English Language Teaching*. Contemporary.
- (v) Jeremy Harmer: *English Language Teaching*