

**INTERNATIONAL ISLAMIC UNIVERSITY CHITTAGONG (IIUC)**

**Faculty of Arts and Humanities**

**Department of English Language and Literature**



**SYLLABUS *for* MA in English Language and Literature (MELL)**

As per recommendations made in the 192<sup>nd</sup> meeting of Academic Committee of the Department of ELL held on 09/01/2019

As per recommendations made in the committee of Courses meeting of the Department of ELL held on 10/01/2019

As per recommendations made in the meeting of the Faculty of Arts and Humanities held on 12/01/2019

As per recommendations made in the 41<sup>st</sup> meeting of the Academic Council held on 26/01/2019 and duly approved in the 218<sup>th</sup> syndicate meeting held on 30/01/2019

## Introduction

The MA in ELL Program in the Dept. 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 worksof 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 been functioning since then.

**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.

**3. 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).

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

## **5. 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

## **6. The Mission and Objective of the Department of English Language and Literature:**

**6.1 The mission of the Department** 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.

**6.2 The objectives of the Department** is to help students to have a solid foundation in the areas of English Language, particularly Literature and Language. It aims to offer students

a number of courses to help develop their understanding of the nuances and distinctions of the English Language.

### 7. Program Educational Objectives of MA in English Language and Literature:

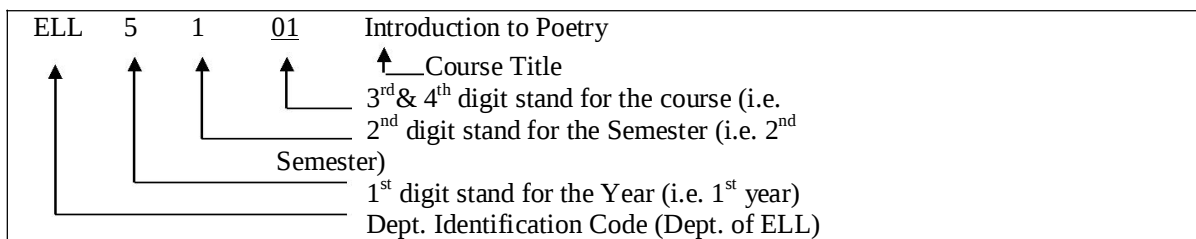
- a) Making graduates study British and American literature along with works written in English from other parts of the world, and some texts originally written in other languages, for developing their ability to think about literature in English in multilingual and global contexts across time and place and connect cultural knowledge to everyday life;
- b) Habituating the graduates with the critical processes to analyze literary texts in their wider intellectual and historical contexts and evaluate various approaches to literary criticism and theory;
- c) Inculcating among the graduates the craftsmanship of writing research papers and translating texts from different languages as the means of creating and disseminating new knowledge;
- d) Making the graduates study the development of English language and the fundamentals of English language teaching in order to enable them to become competent teachers.

**8. Duration of the program:** The duration of the MA in ELL Program is one academic year (i.e. 2 Semesters) for students having four-year BA (Hons) in English and two academic years (i.e. 4 Semesters) for students having a non-English Honors degree or a Pass degree. Each academic year is divided into 2 Semesters (Spring Semester: March-August and Autumn Semester: September - February) having a duration of **15-week lecture period** for each semester.

The **Mid-term Examination** will be held after conducting **classes for six (6) weeks**. Conducting **classes for nine (9) weeks** after Mid-term, **Final Examination** will be held in each semester. There shall be assignments, class tests, mid-term, final exam, thesis/ research paper/ presentations, viva-voce, industry visits, co-curricular and extra-curricular activities.

### 9. 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.



**10. Program of Study:** 1 year MA in English Language and Literature.

### 11. 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% |
|----|--------------------------------------|-----|

**12. Basis for awarding marks for attendance is 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              |

**13. Admission Requirement:** The minimum requirement to apply for admission into MELL (Final) program is an Honors/Preliminary Degree in English from any recognized University with 5 points having minimum 2nd class in S.S.C & H.S.C (where 1st class or equivalent = 3 Points, 2nd class or equivalent = 2 points and 3rd class or equivalent = 1 point) in class system or 7.5 points (securing minimum GPA 2.5 in each exam) in grading system or 8 points (in case of GPA less than 2.50 in any exam of SSC & HSC but not less than 2.00, combined GPA 6.00 is required in SSC & HSC). GPA less than 2.00 in any exam is not acceptable. Students having a non-English Honors degree or a Pass degree with a compulsory English course of 100 marks may also apply for admission into MELL but they have to complete ten (10) prerequisite courses before studying the twelve (12) core courses (**Ref. 19**).

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

**15. The Credit Hour System at IIUC:** For maintaining an academic system of 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 contact hours per week.

**16. 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 |

**17. 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

**18. 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 as his/her earned credit. 'F' grade will not be counted for GPA calculation but will stay permanently on the Grade Sheet and transcripts.

**19. Course Requirement for MA in ELL Degree is as follows:**

Students [with **four-year BA (Honors) in English**] are required to complete 12 courses (36 Credit Hours) within 2 semesters for obtaining the **one-year MA in ELL**.

Students [with a **non-English Honors degree or a Pass degree** with a compulsory English course of 100 marks] are required to complete 22 courses (66 Credit Hours) within 4 semesters for obtaining the **two-year MA in ELL**.

| Courses                                                                                                                                       | Number of Courses | Total Credit Hours |
|-----------------------------------------------------------------------------------------------------------------------------------------------|-------------------|--------------------|
| a) <b>Core Courses</b> [for students with four-year BA (Hons) in English]                                                                     | 12                | 12 x 3 = 36        |
| b) <b>Prerequisite Courses</b> [for students with a non-English Honors degree or a Pass degree with a compulsory English course of 100 marks] | 10                | 10 x 3 = 30        |

**20. Semester Wise Course Breakup of the Syllabus**

**1<sup>st</sup> Semester**

| SL                      | Course Code | Course Title                      | Credit Hours | Contact Hours |
|-------------------------|-------------|-----------------------------------|--------------|---------------|
| 1.                      | ELL-5101    | Shakespeare                       | 03           | 03            |
| 2.                      | ELL-5102    | Reading Literature Postcolonially | 03           | 03            |
| 3.                      | ELL-5103    | Literary Theory                   | 03           | 03            |
| 4.                      | ELL-5104    | Contemporary American Literature  | 03           | 03            |
| 5.                      | ELL-5105    | Research Methodology              | 03           | 03            |
| 6.                      | ELL-5106    | Translation Studies               | 03           | 03            |
| <b>Total: 6 courses</b> |             |                                   | <b>18</b>    | <b>18</b>     |

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

| SL                      | Course Code            | Course Title                                  | Credit Hours | Contact Hours |
|-------------------------|------------------------|-----------------------------------------------|--------------|---------------|
| 1.                      | ELL-5207               | Contemporary Classics in Translation          | 03           | 03            |
| 2.                      | ELL-5208               | Feminist Writing                              | 03           | 03            |
| 3.                      | ELL-5209               | Modernism to Postmodernism                    | 03           | 03            |
| 4.                      | ELL-5210               | Fundamentals of Language Teaching             | 03           | 03            |
| 5.                      | ELL-5211               | Cultural Studies                              | 03           | 03            |
| 6.                      | ELL-5212 /<br>ELL-5213 | English as a World Language /<br>Dissertation | 03           | 03            |
| <b>Total: 6 courses</b> |                        |                                               | <b>18</b>    | <b>18</b>     |

### Prerequisite Courses:

(for Students with a non-English Honors degree or a Pass degree)

| SL                       | Course Code | Course Title                                           | Credit Hours | Contact Hours |
|--------------------------|-------------|--------------------------------------------------------|--------------|---------------|
| 1.                       | ENG-4101    | History of English Literature                          | 03           | 03            |
| 2.                       | ENG-4102    | Introduction to the Study of Literature                | 03           | 03            |
| 3.                       | ENG-4103    | English Poetry: 18th and 19th Centuries                | 03           | 03            |
| 4.                       | ENG-4104    | Four Skills (Listening, Speaking, Reading and Writing) | 03           | 03            |
| 5.                       | ENG-4105    | Basics of English Grammar                              | 03           | 03            |
| 6.                       | ENG-4206    | English for Professional Purposes                      | 03           | 03            |
| 7.                       | ENG-4207    | Modern Poetry                                          | 03           | 03            |
| 8.                       | ENG-4208    | English Language Teaching                              | 03           | 03            |
| 9.                       | ENG-4209    | English Drama: From the Elizabethan to the Restoration | 03           | 03            |
| 10.                      | ENG-4210    | Intermediate Writing                                   | 03           | 03            |
| <b>Total: 10 courses</b> |             |                                                        | <b>30</b>    | <b>30</b>     |

1. **Course Code:** ELL-5101  
**Course Title :** Shakespeare

3 C.H.

**Course Objectives:**

The aim of this course is to make students study some major plays of Shakespeare with special emphasis on the tragedies and comedies, to expose the students to the depth and range of the dramatic achievement of Elizabethan period as exemplified in Shakespeare, and to make them appreciate the verbal felicity and the thematic diversity of Shakespeare's Plays. Students will have academic excellence in Elizabethan drama by acquainting themselves with the socio-political, geographical, and exploratory dimensions of the period and their impact on Shakespeare.

**Learning Outcomes:**

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

- ❖ grasp the generic proficiency of Shakespeare's plays in tragedy and comedy.
- ❖ appreciate the dramatic fusion of humour, thought, emotion, images, and symbols, and English rhythm in Shakespeare.
- ❖ know the language and style of Shakespeare.
- ❖ stay informed with Shakespeare's poetic imagination.

**Midterm**

- a) *As You Like It*
- b) *The Tempest*

**Final**

- a) *Hamlet*
- b) *King Lear*

**Recommended Books:**

- i) A. C. Bradley, *Shakespearean Tragedy*
- ii) Harold Bloom, *Shakespeare: The Invention of the Human*
- iii) F.L. Lucas: *Seneca and Elizabethan Drama*
- iv) G.B. Harrison: *Introducing Shakespeare*
- v) John Drakakis(ed.): *Shakespearean Tragedy*
- vi) Granville-Barker and G.B. Harrison: *A Companion to Shakespeare Studies*
- vii) Harold Bloom: *Shakespeare*
- viii) J. A. Symonds : *Shakespeare's Predecessors in the English Drama.*
- ix) Jan Kott: *Shakespeare: Our Contemporary.*

2. **Course Code:** ELL- 5102  
**Course Title :** Reading Literature Postcolonially

3 C.H.

**Course Objectives:**

This course aims at making students study literary texts in a post-colonial way focusing issues and aftermaths of the decolonization with special emphasis on overall independence of formerly colonized and subjugated people. It also aims at providing knowledge on the encounter of cultural imperialism. It covers ideas and theory needed for postcolonial studies. It focuses on understanding of a range of similar texts with symbolic inclusion from South Asia to Africa or from anywhere in the world.

**Learning Outcomes:**

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

- ❖ Have a broader sense of understanding regarding postcolonial literary approaches

- ❖ Have detailed ideas on different post-colonial discourses, post-colonial authors and their styles
- ❖ Develop a deep historical awareness of the past when both the colonized and the colonizers interacted with each others in a very different cultural setting
- ❖ Have a perception of the good or bad nationalism, along with cross-cultural awareness, by studying the so-called national literature and Eurocentric norms or universalism.
- ❖ Nourish broader outlook on nationhood or universalism thereby developing a global sense of citizenship or broader world view against the narrow self destructive marginalized view of inferiority syndrome.

### Midterm

- |                     |                                            |
|---------------------|--------------------------------------------|
| a) Homi Bhabha      | “The Other Question”                       |
| b) Stuart Hall      | “Cultural Identity and Diaspora”           |
| c) Aijaz Ahmed      | “The Politics of Literary Postcoloniality” |
| d) Michael Ondaatje | <i>The English Patient</i>                 |

### Final

- |                     |                        |
|---------------------|------------------------|
| a) Ngugiwa Thiong’O | <i>Petals of Blood</i> |
| b) Raja Rao         | <i>Kanthapura</i>      |
| c) Anand, M. K.     | <i>Untouchable</i>     |

### Recommended Books:

- i) Contemporary Postcolonial Theory a Reader – Edited by Padmini Mongia, OUP
- ii) The Post colonial Spoke writing the self and the Nation – Nandini Saha, Autantic Publications
- iii) Gregory Costle – The Literary Theory Handbook – Wiley Blackwell
- iv) Literary Theory, A practical Introduction – 2<sup>nd</sup> Edition, Michael Ryon, Blackwell Publishing.
- v) *Decolonising the Mind: The Politics of Language in African Literature*, Zimbabwe Publishing House, 1986.
- vi) E. M. Forster. “Forster’s Preface to Mulk Raj Anand’s *Untouchable*”, *South Asian Review*. 1991; 15.12.

**3. Course Code: ELL- 5103**  
**Course Title : Literary Theory**

**3 C.H.**

### **Course Objectives:**

This course provides students with grounding in some of the major theoretical knowledge in literary studies. These include post colonialism and postmodernism, psychoanalysis, deconstruction, feminism and historical and cultural materialist approaches to literary texts. The course will examine important themes in literary interpretation including character, voice, narrative, and genre. This course is an introduction to literary theory and to some of the key problems or questions that animate theoretical discussion among literary scholars today.

### **Learning Outcomes:**

Upon successful completion of this course, students will have the knowledge and skills to:

- ❖ Show an appreciation of the relevance and value of theoretical models in literary

study.

- ❖ Demonstrate an understanding of important theoretical underpinnings by summarizing key concepts or arguments.
- ❖ Apply these concepts or arguments successfully in a close reading of a literary text.

### **Midterm**

- a) An Introduction: Defining Literary Theory & its scope
- b) Literary Theory and Criticism: Difference and relationship
- c) SQRRR and 'Stocktaking'
- d) The History of English Studies and Liberal Humanism
- e) Ten tenets of Liberal Humanism
- f) Literary theorizing from Aristotle to Leavis
- g) Critical Theory : Some Recurrent Ideas
- h) Formalism and Structuralism: Ferdinand de Saussure
- i) Post Structuralism and Deconstruction

### **Final**

- a) Modernism and Postmodernism
- b) Psychoanalytic Approach and Sigmund Freud
- c) Feminism and Feminist Criticism
- d) Marxist and Post Marxist Approach
- e) New Historicism and Cultural Materialism
- f) Post Colonial Theory
- g) Ecocriticism or Green Studies
- h) Trauma Studies
- i) Reading Literature Theoretically /Theory in Application:
  - i. "Ode on a Grecian Urn": John Keats
  - ii. *Waiting For Godot* : Samuel Becket or *Hamlet* :William Shakespeare
  - iii. *Heart of Darkness* : Joseph Conrad

### **Prescribed Text :**

- i) Peter Barry: *Beginning Theory*

### **Recommended Books:**

- (i) Mary Klages: *Literary Theory: A Guide to the Perplexed*
- (ii) Castle, Gregory. *The Literary Theory Handbook*, 2013
- (iii) Ryan, Michel. *Literary Theory A Practical Introduction*. Blackwell: Oxford, 2007

4.      **Course Code:**        ELL- 5104  
         **Course Title :**        **Contemporary American Literature**

**3 C.H.**

### **Course Objectives:**

This course deals with the literary works of American literary award winning scholars. This course has been designed to make post graduate students competent in understanding contemporary American literary trends and the idea of American culture, racism, diction and the diversity of literary themes.

### **Learning Outcomes:**

Upon the completion of the course, students will:

- ❖ develop understanding of American Culture and recent philosophy of American life;
- ❖ be informed of American recent language and diction;
- ❖ have understanding about the nature of racism, American landscape, diversity of themes and thereby develop the readers' competence in relation to American literature.

### Midterm

- |                  |                      |
|------------------|----------------------|
| a) Saul Bellow   | <i>Seize the Day</i> |
| b) Toni Morrison | <i>Beloved</i>       |

### Final

- |                         |                |
|-------------------------|----------------|
| a) David Auburn         | <i>Proof</i>   |
| b) John Patrick Shanley | <i>Doubt</i>   |
| c) George Saunders      | “Victory Lap”  |
| d) W S Merwin           | Selected poems |

### Recommended Books:

- i) *Saul Bellow: Modern Critical Views*, Harold Bloom (Ed.) (1986)
- ii) *Saul Bellow and the Decline of Humanism*, Michael K Glenday (1990)
- iii) *Saul Bellow and American Transcendentalism*, M.A. Quayum (2004)
- iv) Jennings, La Vinia Delois (2008). *Toni Morrison and the Idea of Africa*. Cambridge: Cambridge University Press.
- v) *Toni Morrison's Beloved: Origins* By Justine Tally Routledge, 2009
- vi) *Reading Toni Morrison* By Rachel Lister Greenwood Press, 2009
- vii) *Toni Morrison: A Critical Companion* By Missy Dehn Kubitschek Greenwood Press, 1998
- viii) Gardner, Elysa. The Complete Review. Proof by David Auburn. 14 August 2006 [http://www.completereview.com/reviews/usplavs\\_auburndl.htm#summaries](http://www.completereview.com/reviews/usplavs_auburndl.htm#summaries).
- ix) Cline, Gretchen S. "The Psychodrama of the "Dysfunctional" Family: Desire, Subjectivity, and Regression in Twentieth-Century American Drama." Diss. Ohio State University, 1991.
- x) Falsani, C. (2008). Beyond the shadow of a doubt. Huffington Post. December 12. [http://www.huffingtonpost.com/cathleen-falsani/beyond-the-shadow-of-a-do\\_b\\_150496.html](http://www.huffingtonpost.com/cathleen-falsani/beyond-the-shadow-of-a-do_b_150496.html).
- xi) Thayer-Bacon, B. J. (1995). Doubting and believing: Both are important for critical thinking. *Inquiry: Critical Thinking Across the Disciplines*, 15(2), 59–66.
- xii) Herman, W., 1987. *Understanding contemporary American drama*. University of South Carolina Press.
- xiii) Saunders, George. “Victory Lap.” *Tenth of December: Stories*. New York: Random House, 2013.
- xiv) Sarah Pogell, ““The Verisimilitude Inspector’: George Saunders as the New Baudrillard?” *Critique* 52, no. 4 (2011): 460–78; 472.
- xv) David Rando, “George Saunders and the Postmodern Working Class,” *Contemporary Literature* 53, no. 3 (2012): 437–58; 439.

5. **Course Code:** ELL- 5105  
**Course Title :** Research Methodology

**3 C.H.**

### **Course Objectives:**

The course has been designed to train the student with the crafts of writing research and

scholarly papers. The steps of research paper writing include selecting a suitable topic, conducting research, and preparing the paper. Apart from the academic requirements, learning how to write a research paper can also help prepare students for assignments in their future professional purposes.

### **Learning Outcomes:**

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

- ❖ write a research paper on a topic in consultation with the course instructor;
- ❖ develop understanding about different strategies of research work;
- ❖ have knowledge about the methods and approaches of research design;
- ❖ be competent enough to write research proposal.

### **Midterm**

- a) Research: definition, asking questions, generating ideas
- b) Choosing the topic
- c) Primary and secondary sources
- d) Finding materials in the library
- e) Evaluating materials,
- f) Literature Review
- g) Taking notes
- h) Avoiding Plagiarism
- i) Documentation: references, footnotes, endnotes, and bibliography
- j) Layout and mechanics
- k) Marshalling facts and arguments
- l) Writing the paper / dissertation: a sample schedule, outline, paper abstract,
- m) The first draft, revision and
- n) The final work

### **Final**

- a) Presenting the paper

### **Prescribed Text Book:**

- i) Joseph Gibaldi :*MLA Handbook for Writers of Research Papers*(8<sup>th</sup> Edition), Affiliated East-West Press Pvt Ltd., New Delhi.

### **Recommended Books:**

- i) Kelley Griffith: *Writing Essays about Literature* (A Guide and Style Sheet-5<sup>th</sup> Edition), Harcourt Brace College Publisher, New York , London.
- ii) Jeff Lenburg: *A Guide to Research*, Viba Books Private Ltd., New Delhi, Mumbai, Kolkata.
- iii) Ian Gregory:*Ethics in Research*, Continuum, New York, London.
- iv) Simon Eliot & W. R. Owens: *A Handbook to Literary Research*, Routledge / The Open University, New York.
- v) David Nunan: *Research Methods in Language Learning*, CUP, Cambridge, UK.
- vi) John C. Hodges, Winifred Bryan Horner, Robert Keith Miller:*Harbrace College* (revised 13<sup>th</sup> Edition with 1998 MLA style manual updates), Harcourt Brace, Orlando, USA.
- vii) Janee Aaron: *The Little Drown Handbook*, Longman, New York, London.
- viii) Jo McDonough& Steven Mc Dough: *Research Methods for English Language Teachers*, Arnold, London.

**6. Course Code: ELL- 5106** **3 C.H.**  
**Course Title : Translation Studies**

**Course Objectives:**

The course will look at the theory and practice of translation as well as the historical evolution of translation studies. Course work will also include translations from English into Bengali and Bengali into English of prose fiction, non-fictional prose, poetry and Drama. Students will understand the skills required to become an expert in a wide and solid range of knowledge which they can employ in all aspects of translation.

**Learning Outcomes:**

After studying this course, the learners will be able to:

- ❖ define the development of translation theories in a historical process;
- ❖ explain linguistic approaches in Translation Studies;
- ❖ explain functionalist and communicative approaches in Translation Studies;
- ❖ explain descriptive approaches in Translation Studies;
- ❖ evaluate personal language skills;
- ❖ undertake a translation activity.

**Midterm**

**Prescribed text:** A Textbook of Translation, Peter Newmark  
 Translation Studies: An Introduction, Susan Bassnett  
 Introducing Translation Studies, Jeremy Munday

**Final**

**Prescribed text:** Postcolonial Translation Theory by Susan Bassnet  
 Translating for Children by Ritta Oittinen

**Translation Practice:**

Selected poems, short stories, dramatic extracts and essays will be used for Bengali to English to Bengali translation practice

**Recommended Books:**

- i. Chesterman, A. (1997) *Memes of Translation*, Amsterdam and Philadelphia, PA: John Benjamins,
- ii. Even-Zohar, I. (1978/2000) 'The position of translated literature within the literary polysystem', in L. Venuti (ed.) (2000).
- iii. Gentzler, E. (1993) *Contemporary Translation Theories*, London and New York: Routledge.
- iv. Hermans, T. (ed.) (1985a) *The Manipulation of Literature*, Beckenham: Croom Helm. Hermans, T. (1999)
- v. *Translation in Systems*, Manchester: St Jerome.
- vi. Toury, G. (1978/2000) 'The nature and role of norms in literary translation', in L. Venuti (ed.) (2000)
- vii. Toury, G. (1995) *Descriptive Translation Studies - And Beyond*, Amsterdam and Philadelphia, PA: John Benjamins.

**7. Course Code: ELL- 5207** **3 C.H.**  
**Course Title : Contemporary Classics in Translation**

**Course Objectives:**

This course attempts to give the students a view of the masterpieces produced in the

different languages other than English. These masterpieces portray different episodes of history of different nationalities. Besides developing academic excellence, the course will help the learners to familiarize with the best works of the contemporary world.

### **Learning Outcomes:**

Upon successful completion of the course, the students will have knowledge about the moral and ethical values and will be able to know about the following shaping influences that were behind the composition of these great works:

- ❖ How socialism came into existence,
- ❖ How women opted for liberation from shackles
- ❖ How masterpieces of different languages projected the human minds

### **Midterm**

- |                         |                                          |
|-------------------------|------------------------------------------|
| a) Kazi Nazrul Islam    | <i>Selected Poems</i> by Kabir Chowdhury |
| b) Hasan Hafizur Rahman | <i>Selected Poems</i> by M. A. Ali       |
| c) Shmasur Rahman       | <i>Selected Poems</i> by Kaiser Haq      |

### **Final**

- |                      |                           |
|----------------------|---------------------------|
| a) Orhan Pamuk       | <i>My Name is Red</i>     |
| b) Maxim Gorky       | <i>Mother</i>             |
| c) Al Mahmud         | <i>Sonali Kabin</i>       |
| d) Abdul Mannan Syed | <i>All Praises to Him</i> |

### **Recommended Books:**

- i. Martin, Diane E. 2001. *The Sexual Woman in Latin American Literature*. Gainesville: University Press of Florida.
- ii. Barry, K. 1979. *Female Sexual Slavery*. Englewood Cliffs, NJ: Prentice-Hall
- iii. *Temptation of the Word: the Novels of Mario Vargas Llosa*, Nashville, TN: Vanderbilt UP, 1998
- iv. *Mestizo Nations: Culture, Race and Conformity in Latin American Literature*, University of Arizona Press, 2002
- v. *Americas: The Changing Face of Latin American and the Caribbean*, New York, 1992
- vi. *Understanding Mario Vargas Llosa*, Columbia: University of South Carolina Press, Klaren, Sara Castro. 1990.
- vii. *The Aesthetics of Murder: A Study in Romantic Literature and Contemporary Culture*, Johns Hopkins UP, 1991
- viii. *A History of Theatre and Popular Entertainment in Turkey*, Ankara, 1963
- ix. Abubakar, S. (2012). *The Golden Kabin*. Mohakal: Dhaka, Print
- x. Chowdhury, K. (1981). *Selected Poems: Al Mahmud* (First ed.). Dhaka: Bangla Academy.
- xi. Rashid, M. H. (1991). *Three Poets* (Second ed.). Dhaka: Shirin Rashid.
- xii. Friedrich Engels (2010), *The Origins of the Family, Private Property and the State*. New York: Penguin Books Limited.

**8. Course Code: ELL- 5208**

**3 C.H.**

**Course Title : Feminist Writing**

**Course Objectives:**

This course offers an introduction to feminism through fiction and criticism in its diverse forms. It makes the students explore the relationship between interpretation and experience, identity and performance, from both the social feminist angle and the literary-critical angle.

**Learning Outcomes:**

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

- ❖ have a historical introduction to feminist aims and concerns;
- ❖ develop textual and contextual familiarity with some of the canonical works of feminist literature;
- ❖ form sophisticated understanding of the broader structural insights of feminism and their impact on literary and political theory.

**Midterm**

- |                               |                                                                        |
|-------------------------------|------------------------------------------------------------------------|
| a) Elizabeth Barrett Browning | Selected Poems                                                         |
| b) Virginia Woolf             | <i>Orlando/ To the Lighthouse</i>                                      |
| c) Simone de Beauvoir         | <i>The Second Sex</i><br>(Introduction; Chapter XI – Myth and Reality) |
| d) Alice Walker               | <i>The Color Purple</i>                                                |

**Final**

- |                       |                                     |
|-----------------------|-------------------------------------|
| a) Sylvia Plath       | <i>The Bell Jar</i>                 |
| b) Zora Neale Hurston | <i>Their Eyes Were Watching God</i> |
| c) Tahmina Anam       | <i>The Golden Age</i>               |
| d) Arundhati Roy      | <i>God of Small Things</i>          |
| e) Anita Desai        | <i>In Custody</i>                   |

**Recommended Books:**

- (i) Shattock, Joanne., The Oxford guide to British women writers
- (ii) Barrett, Michèle., Virginia Woolf: on women & writing
- (iii) Salzman, Paul., Early modern women's writing : an anthology, 1560-1570
- (iv) Gilbert, Sandra; Gubar, Susan., The Norton anthology of literature by women : the tradition in English
- (v) Sandra Gilbert and Susan Gubar The Madwoman in the Attic (1979)
- (vi) Cherrie Moraga and Gloria Anzaldua, eds, This Bridge Called My Back: Writings by Radical Women of Color (1981)
- (vii) Audre Lorde, Sister Outsider, "Poetry is Not a Luxury" and "The Masters Tools Will Never Dismantle the Master's House" (1984)
- (viii) Judith Butler, Gender Trouble, "Subjects of Sex/Gender/Desire" and "Conclusion: From Parody to Politics" (1990)
- (ix) Ridout, Alice (2010). Contemporary Women Writers Look Back: From Irony to Nostalgia. London: Continuum International Publishing.

**9. Course Code: ELL- 5209**  
**Course Title : Modernism to Postmodernism**

**3 C.H.**

**Course Objectives:**

This course introduces students with some of the major texts surrounding modern and postmodern literary culture. The course explores the periods from 1900 to 1930 and considers the modernist experiment by the 1950s. The course covers the emergence of postmodernist culture in the 1960s looking at both the continuities and divergences with modernist culture. The main theorists of post modernity are introduced and selected postmodernist texts are studied. Finally, the course examines how the experiences of time, space and history have been transformed in modern and postmodern culture. Students are supposed to have knowledge to examine issues related to international dimension of modernism and postmodernism.

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

- ❖ analyze ideas, both orally and in writing, on representative works of modernism and postmodernism;
- ❖ analyze the relationship between modernism and postmodernism as well as what differentiates the two movements from a critical perspective;
- ❖ critically respond to a range of theoretical debates within modernism and postmodernism;
- ❖ apply the major critical and cultural theories of modernism and postmodernism in their reading of twentieth century literature;
- ❖ recognize and explain the defining characteristics of each movement;
- ❖ examine some of the major works produced in the context of these movements.

**Midterm**

- |                  |                             |
|------------------|-----------------------------|
| a) Doris Lessing | <i>The Grass is Singing</i> |
| b) Philip Larkin | Selected Poems              |
| c) Ted Hughes    | Selected Poems              |
| d) Seamus Heaney | Selected Poems              |

**Final**

- |                  |                                              |
|------------------|----------------------------------------------|
| a) Harold Pinter | <i>The Caretaker</i>                         |
| b) Tom Stoppard  | <i>Rosencrantz and Guildenstern are Dead</i> |
| c) Sam Shephard  | <i>True West</i>                             |

**Recommended Books:**

- (i) Collins, J. *Uncommon Cultures: Popular Culture and Post Modernism*, London: Routledge, 1989.
- (ii) Connor, Stephen. *Post Modern Culture*, Oxford: Blackwell, 1989.
- (iii) Eagleton, Terry. *Ideology: An Introduction*, London: Varo, 1991.
- (iv) Hassan, Thab. *The Post Modern Turn: Essays in Post Modern Theory and Culture*, New York: Columbia UP, 1987.
- (v) Lyotard, Jean-Francois. *The Post Modern Condition*, Macheater: Manchester UP, 10985.
- (vi) Ross, A (ed.). *Universal Abandon: The Politics of Post Modernism*, Edinburgh: Edinburgh UP, 1988.
- (vii) Sears, S. and Lord, G. W. *The Discontinuous Universe: Selected Writings on Contemporary Consciousness*, New York: Basic Books, 1972.
- (viii) Smythe, E. J., *Post Modernism and Contemporary Fiction*, London: Batsford, 1991.
- (ix) Waugh, Patricia., *Metafiction: The Theory and Practice of Self Conscious Fiction*, London: Methuen, 1984.

**10. Course Code: ELL- 5210**  
**Course Title : Fundamentals of Language Teaching**

**3 C.H.**

**Course Objectives:**

This course aims at making students acquainted with many fundamentals of language teaching that will help them to be competent teachers. It focuses on the elaborate analysis on the four English language learning skills which will provide with practical teaching skills in classroom activities.

**Learning Outcomes:**

After completion of the course students are expected to be able to:

- ❖ Demonstrate knowledge and understanding of past and current theories of, and research into teaching four skills along with pronunciation
- ❖ Critically reflect on teaching different language a post methods era
- ❖ Develop a greater awareness of their own teaching approach and beliefs about teaching both receptive and productive skills,
- ❖ Critically discuss ways in which different stakeholders are important in designing the courses of teaching listening, speaking, reading and writing.
- ❖ Design needs analyses to reflect needs of learners based on the teaching contexts of Bangladesh

**Midterm**

- a) Teaching vocabulary – teaching pronunciation
- b) Teaching Receptive Skills: How we read and listen - Problems and solutions.
- c) Reading: Extensive and intensive reading – Reading lesson sequences.
- d) Listening: Extensive and intensive listening – Listening lesson sequences.

**Final**

- a) Teaching Productive Skills: Productive skills – Productive skills in the classroom – Problems and solutions.
- b) Writing: Writing conventions – Approaches to student writing – Writing lesson sequences.
- c) Speaking: Elements of speaking – Classroom speaking activities – Speaking lesson sequences.

**Prescribed Text:**

- i) Harmer, Jeremy: *The Practice of English Language Teaching*, Longman.

**Recommended Books:**

- i) Schmitt, N. (ed.): *An Introduction to Applied Linguistics*, Arnold.
- ii) Brown, Douglas: *Principles of Language Learning and Teaching*
- iii) Cook, V. J.: *Second Language Learning and Language Teaching*

**11. Course Code: ELL- 5211**  
**Course Title : Cultural Studies**

**3 C.H.**

**Course Objectives:**

This course introduces students with terms, analytical techniques, and interpretive strategies commonly employed in cultural studies. Emphasis is given on interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed and responded to in diverse ways. Through discussion, research and writing, class members

investigate these varied dimensions of culture; learn to understand them in their broader social, aesthetic, ethical, and political contexts. Questions are asked about how power informs or reflects various cultural practices, images, and the stories these items tell. An attempt is taken to examine how cultural artifacts such as advertisements, television, icons, propaganda, artistic expressions, literature, and architecture are produced, consumed, and appropriated. Students are supposed to have academic expertise in applying the strategies to connect cultural knowledge to everyday life.

### **Learning Outcomes:**

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

- ❖ become familiar with basic concepts of cultural studies: for instance, power, agency, identity, ideology, and representation;
- ❖ learn to use interdisciplinary critical perspectives to examine the diverse meanings of cultural objects and processes;
- ❖ learn to develop their analyses of culture through oral and written modes of communication.

### **Midterm**

- a) Cultural Studies as a discipline
- b) Construction of Culture
- c) Representation and Re-representation of Culture and Media
- d) Key Terms in Cultural Studies

### **Final**

- a) Theories in Cultural Studies
- b) Application of Theoretical Perspective
- c) Worldview and Culture
- d) The Future of Cultural Studies

### **Prescribed Text:**

- i. Barker, C. (2016). *Cultural studies - theory and practice*. Sage Publications Ltd.

### **Recommended Books:**

- i. Aksikas, J., Andrews, S. J., & Hedrick, D. (2019). *Cultural studies in the classroom and beyond: critical pedagogies and classroom strategies*. Cham, Switzerland: Palgrave Macmillan.
- ii. During, S. (2010). *Cultural studies: a critical introduction*. London: Routledge.
- iii. Edgar, Andrew, and Peter Sedgwick (2008). *Key Concepts in Cultural Theory*. Routledge Taylor & Francis Group.
- iv. Hebdige, Dick (2013). *Subculture*. Florence Taylor And Francis.
- v. Horkheimer, M., & Adorno, T. W. (2017). The Culture Industry: Enlightenment as Mass Deception. *Karl Marx*, 405–424. doi: 10.4324/9781315251196-23
- vi. Nayar, P. K. (2011). *An introduction to cultural studies*. New Delhi: Viva Books.
- vii. Sardar, Ziauddin and Van Loon, Borin (1994). *Introducing Cultural Studies*. New York: Totem Books.
- viii. Subculture. (n.d.). *Religion Past and Present*. doi: 10.1163/1877-5888\_rpp\_sim\_125005

**12. Course Code: ELL- 5212**

**Course Title : English as a World Language**

**3 C.H.**

**Course Objectives:**

The course explores the topics: Personal, local, regional and world languages, English in the past: the establishment of standards, the spread of English through native and non-native speakers, English from a third world perspective, power and exploitation, language rights, features of English varieties among both native and non-native speakers, the role of literary and cultural studies, a model of the role of English in the contemporary world. The course aims at exploring the rise of English to its current dominant status; considering the implications of its current position for language professionals; and developing appropriate professional expertise in response to the current position of English in the world.

### **Learning Outcomes:**

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

- ❖ understand how English has developed into a global language;
- ❖ understand how the varieties of English spoken in different parts of the world vary between different regions, societies, and communities, with a special focus on the language use of non-native speakers;
- ❖ have a thorough understanding of the impact the globalization of English has, the debates concerning the globalization, as well as of the various research methods used to study this phenomenon.

### **Midterm**

- a) A historical overview of the global expansion of English
- b) English and the British Empire
- c) Descriptive and theoretical models of World Englishes

### **Final**

- a) Case studies of World Englishes
- b) Pidgins and creoles: an introduction
- c) Current debates and issues in World Englishes
- d) Globalization and the spread of English

### **Prescribed Text:**

- i) Crystal, D. (2012) English as a Global Language. 2nd edition (Canto Classics). Cambridge: CUP.

### **Recommended Books:**

- i) Fromkin, V. A, Rodman, R, & Hyams, N. (2010) An Introduction to Language. 9th edition. Belmont, CA: Wadsworth. (Note: Any earlier edition should be fine)
- ii) Graddol D (1997). The Future of English?.
- iii) Graddol D (2006). English Next. Why global English may mean the end of 'English as a Foreign Language'.
- iv) Jenkins, J. (2009) World Englishes: A Resource book for Students. 2nd edition. London: Routledge.
- v) Jenkins J (2015). Global Englishes.
- vi) Kirkpatrick, A. (2007) World Englishes: implications for international communication and English Language Teaching. Cambridge: CUP.
- vii) McArthur T (2002). The Oxford Guide to English.
- viii) McArthur T (1998). The English Languages.
- ix) Wardhaugh, R. (2010) An Introduction to Sociolinguistics. 6th edition. Oxford: Wiley-Blackwell.
- x) Widdowson H G (2003). Defining Issues in English language teaching

### **Prescribed Articles:**

- |                                                           |                                                                             |
|-----------------------------------------------------------|-----------------------------------------------------------------------------|
| a) ALASTAIR<br>PENNYCOOK                                  | Beyond Homogeny and Heterogeny: English as a Global<br>and Worldly Language |
| b) ROBERT<br>PHILLIPSON                                   | English for the Globe, or Only for Globe-Trotters?<br>The world of the EU   |
| c) SUSANNE<br>MÜHLEISEN                                   | Towards Global Diglossia? English in the Sciences and the<br>Humanities     |
| d) BARBARA<br>SEIDLHOFER AND<br>JENNIFER JENKINS          | English as a Lingua Franca and the Politics of Property                     |
| e) HAZEL SIMMONS–<br>MCDONALD                             | Decolonizing English: The Caribbean Counter-Thrust                          |
| f) JANET HOLMES,<br>MARIA STUBBE<br>AND MEREDITH<br>MARRA | Language, Humour and Ethnic Identity Marking<br>in New Zealand English      |

**13. Course Code: ELL- 5213**  
**Course Title : Dissertation**

**3 C.H.**

**Course Objective:**

The students are supposed to choose topics pertaining to language, literature or cultural studies among others for writing a dissertation. The students are expected to write the dissertation within 12000 – 15000 words on the topic chosen for the research. Students are supposed to demonstrate critical understanding about maintaining the ethical standards of research in the collection and evaluation of data and other resources.

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

- ❖ Plan and engage in an independent and sustained critical investigation and evaluation of a chosen research topic relevant to environment and society.
  - ❖ Systematically identify relevant theory and concepts relate these to appropriate conclusions.
  - ❖ Engage in systematic discovery and critical review of appropriate and relevant information sources.
  - ❖ Appropriately apply qualitative and/or quantitative evaluation processes to original data.
  - ❖ Communicate research concepts and contexts clearly and effectively both in writing and orally.
-

## Prerequisite Courses

Students having a **non-English Honors degree or a Pass degree with a compulsory English course of 100 marks** are also **eligible for admission into MA in ELL program**. They have to complete the following ten (10) prerequisite courses (ENG 4000 series) in the 1st Year (i.e. 1st and 2nd semesters) before studying twelve (12) core courses (ELL 5000 series) in the 2nd Year (i.e. 3rd and 4th Semesters).

### The prerequisite courses are:

1. **Course Code: ENG-4101** **3 C. H**  
**Course Title : History of English Literature**

#### 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 the mid twentieth century focusing on the emergence, evolution and progress of English language and literature through different ages and periods. The course will showcase major literary moments, movements and events in the context of the social, political, religious and economic changes that shaped England and its history from the 5th century BC onwards. The objective of the course is to enable a critical understanding of the intellectual history of England and to equip the learners to analyze literary products within particular socio-historical contexts.

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

- ❖ explain the role of literature in articulating and creating categories of identity.
- ❖ explain how a text is produced by its historical and cultural context.
- ❖ read texts critically in a variety of historical contexts.
- ❖ identify and assess the social, environmental and other ethical themes presented in texts

#### Midterm

- a) Introduction to Old English Period
- b) Middle English Period and Renaissance
- c) English Renaissance and Elizabethan Period
- d) The Age of Shakespeare

#### Final

- a) The Restoration Age to Enlightenment
- b) Augustan Age
- c) The Romantic Age
- d) The Age of Wordsworth and Romantic poetry
- e) The Victorian Age
- f) The Rise of the Novel
- g) The Age of Modernism
- h) The Age of Postmodernism

#### 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) *A Short History of English Literature*, Ifor Evans

## Prerequisite Courses

- vi) *English Social History: A Survey of Six Centuries – Chaucer to Queen Victoria* – G M Trevelyan
- vii) *A Critical History of English Literature (4 volumes)* – David Daiches,  
*The Routledge History of Literature in English*, 2nd edition

### 2. Course Code: ENG-4102

3 C. H

Course Title : Introduction to the Study of Literature.

#### ❖ Course Objectives:

This course aims at highlighting the major aspects of literature. It will focus on analyzing specific literary devices and explaining how those devices contribute to the meaning of a literary text. Students will have knowledge about the basic ideas of English literature after completing the course.

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

- ❖ Major patterns and forms related to poetry;
- ❖ Literary and poetic terminology;
- ❖ Elements of fiction and drama;
- ❖ Basic characteristics of fiction and drama.

#### Midterm

- a) Introducing Poetry: Form and Features of Poetry
- b) Rhetoric and Prosody
- c) Selected Poems:
  - i) Shakespeare: Sonnet 130
  - ii) John Donne: *Valediction: Forbidding Mourning*.
  - iii) Keats: *To A Nightingale*
  - iv) Browning: *My Last Duchess*
  - v) Gray: *'Elegy Written in the Country Church Yard'*

#### Final

- a) Introducing Fiction: Elements and Characteristics of Fiction  
Text: George Orwell: *Animal Farm*
- b) Introducing Drama: Forms and elements of Drama  
Text: G.B. Shaw: *Arms and the Man*

#### Prescribed Text:

- i. W.H. Hudson: *An Introduction to the Study of Literature*

#### Recommended Books:

- i. X.J. Kennedy: *Introduction to Literature*
- ii. I.A. Richards – *Practical Criticism*
- iii. Warren Brooks- *Understanding Poetry*
- iv. W.B. Goodman: *Practical Criticism*
- v. Richard Gill: *Mastering English Literature*
- vi. M. Chakraborty: *Principles of English Rhetoric & Prosody*
- vii. Bose & Sterling: *Rhetoric and Prosody*
- viii. M. H. Abrams: *A Glossary of Literary Terms*.
- ix. J. A. Cuddon: *A Dictionary of Literary Terms*. Penguin, 1984.
- x. G. M. Thakur: *The Anatomy of Rhetoric and Prosody*.
- xi. Cleanth Brooks & Robert Penn Warren: *Understanding Poetry*.

## Prerequisite Courses

- xii. Patrick Murray : *Literary Criticism : A Glossary of Major Terms*.
- xiii. Cleanth Brooks & H. Heilman: *Understanding Drama*.
- xiv. R.T. Jones: *Studying Drama: An Introduction*.
- xv. Malcom Kelsall: *Studying Drama: An Introduction*.

### 3. Course Code: ENG-4103

Course Title : English Poetry: 18th and 19th Centuries

3 C.H.

**Course Objectives:** This course aims at highlighting the major aspects and poets of Romantic and Victorian period. By studying the course, students will be familiarized with the literary cultures and traditions of the Romantic and Victorian eras.

#### **Learning Outcomes:**

Upon successful completion of the course, students will be able to understand major traits and forms of Romantic and Victorian poetry.

#### **Midterm**

- a) W. Wordsworth: *Immortality Ode, Lucy Poems*
- b) S.T. Coleridge: *The Ancient Mariner*
- c) Keats: *Ode on a Grecian Urn, To Autumn*

#### **Final**

- a) P.B. Shelly: *Ode to the West Wind, To a Skylark*
- b) Tennyson: *Ulysses, Tithonus, Oenone, Lotos Eaters*
- c) Browning: *Grammarian's Funeral, Andrea Del Sarto*.
- d) Arnold: *Dover Beach, Thyrsis*.

#### **Books Recommended:**

- i) H.N. Brailsford: *Shelley, Godwin and Their Circle*.
- ii) *The Pelican Guide to English Literature, Vol-V & VI*
- iii) F.B. Pinion: *A Wordsworth Companion*.
- iv) Patricia Hodgart: *Preface to Shelley*.
- v) Northrop Frye: *A Study of English Romanticism*.
- vi) D.G. Gilham: *William Blake*.
- vii) Twentieth Century Interpretation on *Songs of Innocence and of Experience*
- viii) F. B. Pinion: *A Tennyson Companion*.
- x) Alan Sinfield: *Alfred Tennyson*.
- xi) Mainsie Dard: *Robert Browning & His World: Two Robert Brownings*.

### 4. Course Code: ENG-4104

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

3 C.H.

**Course Objectives:** The aim of the course is 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. The students will be competent enough about the usage of English language learning skills.

#### **Learning Outcomes:**

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

- ❖ acquire the basic reading skills

## Prerequisite Courses

- ❖ learn the basic sentence making skills across various tense and aspects
- ❖ acquire the basic communication skills used in day-to-day life conversation
- ❖ learn the strategies and skills for effective listening
- ❖ write correct and meaningful sentences for real life situation

### Midterm

#### Listening:

- a) Prediction
- b) Listening for gist
- c) Listening for main ideas
- d) Listening for detailed information
- e) Table completion
- f) Note Completion
- g) Making assumptions

#### Speaking:

- a) Jigsaw activity/prompts
- b) Everyday English: social expressions, exclamations, showing interest and surprise, being polite, business expressions and numbers, exaggeration and understatement, making your point, linking and commenting
- c) Asking for information
- d) Turn-taking
- e) Pair and group work/discussion
- f) Role play
- g) Debate
- h) Sharing information and giving opinions
- i) Beginning and ending telephone conversation
- j) Negotiating

### Final

#### **Reading:**

- a) Predicting
- b) Guessing meaning
- c) Skimming
- d) Scanning
- e) Reading for general understanding
- f) Reading for details
- g) Identifying the purpose of writer
- h) Identification of beliefs or arguments

#### **Writing:**

- a) Basic sentence construction across tense and aspects
- b) Sentence completion
- c) Writing narratives
- d) Rephrasing sentences
- e) Linking ideas: Conjunctions
- f) General writing: emails, CV and covering letter, informal letters
- g) Arguing for a case- *for and against*
- h) Describing places

## Prerequisite Courses

- i) Writing for talking
- j) Formal and informal writing: letters and emails
- k) 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.

5. **Course Code: ENG-4105**

**Course Title : Basics of English 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

## Prerequisite Courses

- 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*

**6. Course Code: ENG-4206**

**Course Title: English for Professional Purposes**

**3 C.H.**

### **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

## Prerequisite Courses

- 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

### **Recommended Books:**

- i. Business English (A Complete Guide to Developing an Effective Business Writing Style, 3rd Edition by Andrea B. Geffner
- ii. Writing Business Letters (How to produce day-to-day correspondence that is clear and effective, 3rd edition by Ann Dobson
- iii. Writing at Work (Professional Writing Skills for People on the Job) by EDWARD L. SMITH
- iv. Business Correspondence & Report Writing by R C Sharma & Krishna Mohan
- v. Model Business Letters by Dr. B. James
- vi. How to Write First Class Business Correspondence by L Sue Baugh, Maridell Frayar & David A. Thomas

7. **Course Code:** ENG-4207  
**Course Title :** Modern Poetry

**3 C.H.**

❖ **Course Objectives:** This course will provide the opportunity to read several genres within post-war and contemporary British, and Irish literature and select individual areas of specialized enquiry, study and discuss some of the key critical terms and concepts that have informed critical and creative practice during the period, relate literary texts to relevant cultural and historical contexts and debates of the period, and discuss current and possible future trends in British, and Irish Literatures. Students will have understanding of the relationship between literature and culture in the period studied.

### **Learning Outcomes:**

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

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

### **Midterm**

## Prerequisite Courses

a) W.B. Yeats: (Selections from the *Norton Anthology 7th Edition*)

### Final

b) T.S. Eliot: 'The Love Song of J. Alfred Prufrock', *The Waste Land*

c) W.H. Auden: (Selections from the *Norton Anthology 7th Edition*)

### Recommended Books:

i) Cullingford: *Yeats: Poems*

ii) A.G. Stock: *W.B. Yeats: His Poetry and Thought*

iii) B.C. Southam: *T.S. Eliot*

iv) Smith: *The Waste Land*

**8. Course Code: ENG-4208**

**3 C.H.**

**Course Title : English Language Teaching**

**Course Objectives:** 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:**

By the end of this course, learners 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) Second Language Acquisition and Language Teaching:**

- i) Explaining second language acquisition: external factors.
- ii) Exploring second language acquisition: internal factors.
- iii) Exploring individual differences in second language acquisition
- iv) Brief history of language teaching
- v) Nature of approaches and methods in language teaching
- vi) Current communicative approaches

### Final

**b) Psycholinguistics:** Introduction: Definition, Different branches of Psycholinguistics, Relationship between Psycholinguistics and Psychology of Language.

**c) Sociolinguistics:** Definition, Linguistic Characteristics, Relationship between society and language, Pidgins, Creoles, The standard language.

**d) Materials Design:**

- i) A framework for materials writing
- ii) Process of materials evaluation

### Prescribed Text:

i) Jeremy Harmer: *The Practice of English Language Teaching*

### Recommended Books:

i) Richards, J.C. and Rodgers S.T. (2001): *Approaches and Methods in Language Teaching*, CUP

## Prerequisite Courses

- ii) Nunan D. (1991): *Language Teaching Methodology - A text book for teachers*, Prentice Hall, London
- iii) Larson Freeman, D (2004): *Techniques and principles in language teaching*, (2nd Ed). O.U.P.
- iv) Cook, V. (2nd Ed.): *Second Language Learning and Language Teaching*, Edward Arnold London.
- v) Ellis, R (1994): *The Study of Second Language Acquisition*, OUP.
- vi) Wardaugh, Ronald: *An Introduction to Sociolinguistics*, Second edition, Blackwell.
- vii) Clark, Herbert H. and Eve V Clark: *Psychology and Language: An Introduction to Psycholinguistics*
- viii) Trudgill, P.: *Sociolinguistics: An Introduction to Language and Society*, 3rd revised edition, Penguin.
- ix) Fromkin, Rodman, Hyams: *An Introduction to Language*
- x) Nunan, D. (1988): *Syllabus Design*, OUP

9. **Course Code:** ENG-4209 3  
**Course Title :** English Drama: From the Elizabethan to the Restoration C.H.

**Course Objectives:** This course aims to:

- a) introduce the students to the form and elements of drama and novel;
- b) give them introductory knowledge and make them acquainted with drama;
- c) enrich the students with the knowledge and culture of Elizabethan period in England.

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

- ❖ have foundations for play and its different types and forms reading with academic seriousness;
- ❖ be equipped with the knowledge of English life and society;
- ❖ have increased understanding of life and living.

### Midterm

- a) Christopher Marlowe: *The Tragical History of Dr. Faustus*

### Final

- b) William Shakespeare : *Hamlet*
- c) Ben Jonson : *Volpone or The Fox*

### Recommended Books:

- i) F.L. Lucas: *Seneca and Elizabethan Drama*.
- ii) Vaughan: *Types of Tragedy*
- ii) J. A. Symonds : *Shakespeare's Predecessors in the English Drama*.
- iv) Jan Kott: *Shakespeare: Our Contemporary*.
- v) J. P. Brockbank: *Marlowe: Dr. Faustus*.
- vi) G.B. Harrison: *Introducing Shakespeare*
- vii) John Drakakis(ed.): *Shakespearean Tragedy*
- viii) Harold Bloom: *Shakespeare*
- ix) A.C. Bradley: *Shakespearean Tragedy*
- x) Granville-Barker and G.B. Harrison: *A Companion to Shakespeare Studies*
- xi) K. Sagar: *Shakespeare: Hamlet*
- xii) K. Muir: *Shakespeare: Hamlet*
- xiii) John MacCall: *18th Century Restoration Plays*

**10. Course Code: ENG-4210**

**3 C.H.**

**Course Title : Intermediate Writing**

**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. The course aims at providing knowledge of modern styles of different types of writings.

**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
- ❖ have learnt basic conventions of paragraphs and essays
- ❖ write descriptive, narrative comparison-contrast and argumentative essays.

**Midterm**

**a) Composing:**

- 1) Pyramid planning
- 2) Using a diagram of ideas
- 3) Brain storming,
- 4) Organizing points,
- 5) Working from opening sentences
- 6) Free writing / Creative writing
- 7) Interviewing people

**b) Communicating:**

- 1) Exchanging letters,
- 2) Giving directions,
- 3) Jigsaw story writing
- 4) Asking and giving advice,
- 5) Writing letters of invitation
- 6) Graph / table reading
- 7) Writing journalistic report and article

**Final**

**c) Crafting:**

- 1) Writing newspaper article
- 2) Combining narrative and direct speech
- 3) Writing simple instructions
- 4) Organizing points for a contrast and comparison essay
- 5) Organizing topics and points in an argument

**d) Writing essays about literature**

**Recommended Books:**

- i) Mc Laren, S. (2003): *Easy Writer*, Viva Books Private Ltd.
- ii) Baugh, S.L. Prayer, M & Thomas, D.A. (1998): *How to write First class Business Correspondence*. NTC Publishing Group.
- iii) Hedge, T. (1988): *Resource Books for Teachers*, OUP
- ix) Tribble, C (1996): *Writing*, OUP
- v) Kelley Griefith Eric: *Writing essays about literature*.