

OBE Curriculum
of
Bachelor of Arts
in
English



Department of English
Comilla University
Comilla-3506, Bangladesh

Prepared and Published by
The Curriculum Development Committee

Department of English
Comilla University
Comilla-3506, Bangladesh

Profile of the Department of English

The Department of English (DoE) is a vibrant academic unit dedicated to nurturing a deep understanding and appreciation of the English language, literature and culture. It is one of the seven founding departments which started its endeavour on May 28, 2007. The department currently offers Bachelor of Arts (BA Hons), Master of Arts (MA) and Weekend Masters degrees with the intention of adjoining MPhil and PhD programmes very soon.

Established with the aim of fostering linguistic and literary excellence, the department has consistently upheld its commitment to providing high-quality education and research opportunities in the field of English studies. Each year the department enrolls students who contribute to various sectors including reputed public and private universities, government services, educational institutions, research organisations, banks and financial institutions, business enterprises, media, tourism etcetera after graduating.

The department is comprised of a highly qualified and dedicated faculty of seventeen esteemed members with expertise in various areas of English studies, including linguistics, literature, cultural studies, and language pedagogy. The faculty members are actively involved in research, producing books and research papers, giving presentations at conferences, and contributing to national and international academic journals. Many of the faculty members hold doctorates (3) or are doctoral candidates (7).

One of the most aspiring ventures of the department is a student club called Liberal Minds which promotes extra and co-curricular activities in students. The cultural wing, sports wing debate wing, etc. organise events, seminars, workshops, and cultural festivals that enrich students' understanding of language, literature, and culture. The club also publishes a magazine titled Green Glow which is a joint pursuit by both teachers and students.

Committee of Courses

Chair

Prof. Dr. Banani Biswas

External Members

Professor Mainul Hasan Chowdhury

Professor Dr. M Maniruzzaman

Professor Dr. Maswood Akhter

Professor Dr. Sayeedur Rahman

Mr. Sheikh Kabir Hossain (Employer)

Md. Khurshedul Alam (Alumni)

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Dr. Md. Habibur Rahman

Mr. Md. Harun

Mr. Md. Abul Hayet

Sharmin Sultana

Renaissance Ahmed

Kazi Fakhra Nawsheen

Tarin Binte Enam

Preparation and Authentication of the Curriculum

After long discussions in a series of meetings, the Academic Committee of the Department of English, Comilla University, drafted and approved the curriculum. The course outlines were developed by the faculty members of the department to place it to the Committee of Courses for finalisation. The Committee of Courses in a daylong meeting have given their deliberate opinion on the draft and duly approved it on 10/07/2019. The Executive Committee of the Faculty of Arts approved it on 26/11/2019 which is then sent and approved by the Academic Council and Syndicate of the University on 01/12/2019 and 03/12/2019 respectively. This curriculum is valid for the academic sessions, 2019- 2020, 2020-2021, 2021-2022.



Message from the Chairman

The Department of English, Comilla University, envisages producing highly qualified graduates to lead the ever-growing field of English studies and nurture humanity through insightful and compassionate thoughts and ideas. In this age of globalisation when different cultures are constantly getting politically, economically, and technologically interconnected, the Department holds that in-depth understanding of English literatures and cultures worldwide and high level of proficiency in English language together mark one of the most significant areas of present studies. The interdisciplinary itinerary that blends language with literary and intercultural studies is the path that best expresses the spirit of the Department. The students will be informed with the most recent trends, ideas, contents and methods of English language and linguistics, world cultures and literatures in English, English education, academic, professional and creative writings as well as general education. To this end, the Department offers liberal and transdisciplinary, foundational and research oriented courses on English literature, language, cultures, and general education through well-structured Bachelor and Masters programmes. The students are encouraged to be culturally and politically nuanced, responsible citizens ready to contribute to humans, irrespective of race, gender, class, religion, and culture. The Department maintains academic atmosphere to ensure interactive and innovative teaching-learning strategies, curricular and extra-/co-curricular activities, motivation and guidance to nurture students' literary sensibility and develop human potentiality to its fullest. It is committed to continual development through research and scholarships.

Prof. Dr. Banani Biswas, Chair, Department of English

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**OBE CURRICULUM
OF THE BACHELOR OF ARTS**

PART-I

OBE Curriculum for Bachelor of Arts (BA) in English (Sessions: 2022-23, 2023-24, 2024-25)

Name of the Programme: Bachelor of Arts (Honours) in English

Vision of the University

Comilla University is committed to produce graduates who are distinctively capable to advance growth and welfare through innovative solutions.

Mission of the University

M1: To educate a wide variety of students through effective teaching-learning to achieve academic excellence

M2: To create an ambience for creative and innovative academic exercise through high quality research

M3: To undertake actions regarding collaboration this entails opportunities for long-term interaction with academia and industry for producing competent graduate at workplace

M4: To develop human potential to its fullest extent so that intellectually capable and socially responsible leaders can emerge in a range of profession.

Core Values of the University

Integrity: The highest level of sincerity and moral, ethical, and professional conducts;

Sense of Excellence: The best kind of knowledge and proficiency to ensure standard in every sect of activities;

Intellectual Curiosity: Insatiable thirst for knowledge to expand intellectual horizon, go beyond the comfort zone and bring back wonders for development;

Openness of Mind: Clear vision to see and think freely, embrace cultural diversity, respect others, give space to different opinions, examine problems with proper reasoning, and lit light into inner darkness to remove ignorance;

Self-Discipline and Sense of Responsibility: Coalition between set of self-principles and institutional rules and accountability as a part of responsibility to self and beyond;

Joint Endeavour: Achieve common goals with others in the University as well as in larger community while valuing teamwork, participation, and diversity of ideas and perspectives;

Innovation and Creativity: Generation of ideas by fostering individual ingenuity and creativity to ensure continual change and growth.

Vision of the Department of English

Department of English envisages producing highly qualified graduates to lead the ever-growing field of English studies and nurture humanity through insightful and compassionate thoughts and ideas.

Mission of the Department of English

M1: To inculcate in students curiosity and passion for English literature, language, cultural studies, and world literatures written in English so that they could attain deep knowledge and insight, prerequisite to creative and critical thinking;

M2: To nurture students' literary sensibility and develop human potentiality to its fullest through curricular and extra-/co-curricular activities, motivation and guidance;

M3: To encourage the graduates to build career in teaching, research, authorship, entrepreneurship, translation, journalism, civil service, and non-government organisations;

M4: To motivate the graduates to work individually as well as collaboratively for sustainable national and global development through their acquired knowledge and future career;

M5: To make the graduate culturally and politically nuanced citizens and cultivate in them human, moral, and ethical values so that they could contribute irrespective of race, religion, and culture.

Core Values of the Department Of English

- Honesty, integrity, and tolerance to difference--in terms of race, ethnicity, class, gender, sexual orientation, and religious and political beliefs--in every stage of life
- Rigorous and comprehensive study of language, culture, and literature
- Cultivation of critical reading and reflection and production of excellent writing in various forms
- Ways the study of language, literature, and culture to transform students' understanding of local, national, and international communities
- Cultural awareness students achieve to explore themselves as *Bangalee* in the world history and uphold own values while appreciating cultural diversity and integrity through sophisticated manners, liberal values, and morals
- Appreciation of teaching, faculty scholarship and services that will lead students to social engagements as informed and responsible citizens

Objectives of the Department Of English

- To offer multidisciplinary and need-based, foundational and research oriented courses through well-structured degree programmes and provide appropriate pedagogies, teaching-learning environment, resource materials and tools that will engage the students in deep learning process in English literature, language, world literature written in English, and cultural studies;
- To set assessment strategies, ensuring that students encounter creativity and critical thinking crucial to English studies and demonstrate those abilities through oral and written presentations as well as research works;
- To balance the needs of general education, i.e., communication and information technology, national history, culture and literature, diversity, interdisciplinary studies with those of the major;
- To provide expertise, professional and consultancy services to make students opt for higher education, research and life-long learning;
- To provide value based and ethical leadership to the profession and social life;
- To facilitate extra-/co-curricular activities to engross students with leadership, skills, competence, and creativity.

Description of the Programme

The Department of English, Comilla University, offers a four-year Bachelor of Arts (Honours) programme in English which is divided into eight semesters. Each semester comprises six months. The programme designs courses on English literature, language, world

literatures written in English, literary and critical theories along with GED courses. No elective or optional course is introduced up to the 7th semester. In the 8th semester, an internship course and a research project are offered as two optional courses from which students will opt for one. The students are required to earn 138 credits to complete the degree. Students will be graded on the basis of formative assessment (FA), summative assessment (SA), and viva-voce.

Graduate Attributes

Attribute-1: In-Depth Knowledge of the Discipline

The graduates will acquire in-depth knowledge of English language, literature, cultural studies, as well as world literatures in English.

Attribute-2: Critical Thinking Ability

The graduates will develop critical awareness of different perspectives and grow the capacity for objective thinking to examine and evaluate ideas and opinions before taking those for granted.

Attribute-3: Creative, Innovative and Problem Solving Skills

The graduates will demonstrate creativity both in literature and real life situations by encountering challenges with innovative ideas and ways.

Attribute-4: Communication Skills

The graduates will show mastery in four skills of language and communicate thoughts to a wide variety of audiences in effective ways.

Attribute-5: Question Spirit and Research Skills

The graduates will show the signs of an investigative mind by identifying problems in related fields of study and asking questions to find out appropriate interpretations and research insight.

Attribute-6: IT Skills

The graduates will be capable of using modern tools and technologies.

Attribute-7: Lifelong Learning and Emotional Intelligence

The graduates will be motivated to self-directed learning for long term for personal development and up-to-datedness. They will be flexible and resilient and work with integrity to take the responsibility for their own action.

Attribute-8: Teamwork and Leadership

The graduates will comfortably engage in and lead collaborative ventures through exchanges of ideas, integrated efforts, time management and interpersonal relationship.

Attribute-9: Professionalism

The graduates will act as global citizens who demonstrate professional behaviour and whose personal values and practices are consistent with their own position and role.

Attribute-10: Liberalism

The graduates will be politically-nuanced and culturally refined personalities. They will demonstrate acceptance and tolerance of diverse cultures and respect different opinions while conserving their own values and cultures.

Programme Educational Objectives

PEO 1: To produce graduates with in-depth knowledge of English language, literature, cultural studies, and world literatures written in English so that they could acquire insight into the respective fields and explore their interdisciplinarity;

PEO 2: To produce graduates with academic and professional knowledge and skills so that they could have success in the local, regional and global organisations by demonstrating intense professionalism and upholding professional, social and ethical values that are highly needed to establish a sustainable future for all;

PEO 3: To generate graduates who will be equipped with a wide range of diverse skills including communication, interpretative, analytical and leadership skills that will make them holistically sound and competent;

PEO 4: To generate graduates with intra-/interpersonal ability and spirit of cultivating autonomous and continuous learning so that they could lead the ever-growing knowledge of English studies and adapt to ever-changing global society through professional works and community services;

PEO 5: To produce graduates with creative and critical thinking abilities and political and cultural consciousness to discover own identity amidst world culture which are essential for evaluating existing knowledge and formulating new insights and approaches.

Programme Learning Outcome

PLO 1: The graduates will be acquainted with a great number of literary works, writers past and present from the arenas of English literature as well as world literatures written in English which will help them develop critical awareness and knowledge of cultural, socio-political and historical contexts in which particular works are written, produced and read.

PLO 2: The graduates will be familiar with the literariness, i.e., rhetoric, grammar, and figurative language. They will be able to express knowledge and understanding and compare and contrast literature with multifarious approaches across its forms, genres and schools using significant authors and representative works to identify essential elements and messages.

PLO 3: The graduates will be introduced to current critical theories, methodologies, and practices in the field of English literature and Applied Linguistics. They will be able to discover the interdisciplinary nature of those fields by linking them to other related studies through subject areas such as Social Sciences, EPS, Creative Writing, Editing and Media and Social Science.

PLO 4: The graduates will be familiar with the linguistic structures of English. They will be able to express knowledge and understanding of English language as a system with its change and variation. Furthermore, they will be conversant with the language in its global settings and with the increasing impact of international forces--the history and politics of cultural and linguistic diversity.

PLO 5: The graduates will be able to examine, evaluate and analyse literary works exploring their internal structures as well as approaching those with appropriate theories, practices and methods.

PLO 6: The graduates will be able to demonstrate mastery of communication through four basic skills of English. They will be able to express their knowledge and understanding both in oral and written forms appropriate and applicable to different audiences.

PLO 7: The graduates will be able to create analytical texts in sophisticated language in a variety of formats, including essays, research papers, reflective writing, and critical reviews of both primary and secondary sources.

PLO 8: The graduates will be introduced to the technical know-how of interpreting any text and, therefore, will be ready for conducting research on above mentioned fields for further comprehension and insights. They will be able to identify appropriate areas where analysis is indispensable to reach a conclusion both in literary and linguistic contexts and provide appropriate interpretations and recommend relevant suggestions.

PLO 9: The graduates will be familiar with modern ICT based tools and techniques. They will also be introduced with general education for basic foundation so that they could enhance their confidence for taking versatile challenges. Finally, the students will develop knowledge and interest in own history, culture, language, and literature.

Mapping missions of the University with PEOs

PEOs	Mission 1	Mission 2	Mission 3	Mission 4
PEO 1	3	3		2
PEO 2	2	3	2	3
PEO 3	3	2	3	2
PEO 4	3	3		3
PEO 5	3	2	2	2

Mapping PLOs with PEOs

PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PLO 1	3	2	2	2	2
PLO 2	3	2	3	2	3
PLO 3	3	2	2	2	3
PLO 4	2	2	3	3	1
PLO 5	3	2	2	3	2
PLO 6	2	2	3	2	2
PLO 7	2	2	3		1
PLO 8	2	2			2

PLO 9		2			3
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Mapping Course with the PLOs

ISCED Code	Course Code	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
0231-1101	ENG-1101	2	2		2	3	1			
0231-1102	ENG-1102	3	3		2	3	1	2	3	
0231-1103	ENG-1103	3	3	2	1	3	1	2	1	
0231-1104	ENG-1104	3	3	2	1	2	1	2	1	
0222-1105	ENG-1105						2	3	1	2
0231-1201	ENG-1201			2	2		1		1	
0222-1202	ENG-1202			2	1		1		1	3
0231-1203	ENG-1203	3	3	3	1	2	1	2	1	
0231-1204	ENG-1204	3	3	3	1	2	1	2	1	
0231-1205	ENG-1205	3	3	2	1	3	1	2	1	
0231-1206	ENG-1206			2	2		1		1	
0231-1207	ENG-1207	3	3	3	3	3	3	3	1	3
0231-2101	ENG-2101			2	2		2		1	
0231-2102	ENG-2102	3	3	2	1	2	1	2	1	
0231-2103	ENG-2103	3	3	2	1	2	1	2	1	
0231-2104	ENG-2104	3	3	2	1	2	1	2		
0232-2105	ENG-2105		2	3		2		2	1	3
0231-2201	ENG-2201			1	2		2			3
0231-2202	ENG-2202	3	3	3	1	2	1	2	1	
0231-2203	ENG-2203	3	3	2	1	2	1	2	1	
0231-2204	ENG-2204	3	2	2	1	2	1	2	1	

0223-2205	ENG-2205	2		2				2	1	1
0231-2206	ENG-2206	3	3	3	3	3	3	3	1	3
0231-3101	ENG-3101				2		2	3	2	3
0231-3102	ENG-3102	3	3	3	1	2	1	2	1	
0231-3103	ENG-3103	3	3	2	1	2	1	2	1	
0231-3104	ENG-3104	3	3	2	1	2	1	2	1	
0714-3105	ENG-3105								1	3
0231-3106	ENG-3106			2	2		2		1	
0231-3201	ENG-3201				3		2	2	1	
0231-3202	ENG-3202	3	3	2	1	2	1	2	1	
0231-3203	ENG-3203	3	3	2	1	2	1	2	1	
0231-3204	ENG-3204	3	3	2	1	2	1	2	1	
0231-3205	ENG-3205	3	3	2	1	2	1	2	1	
0314-3206	ENG-3206			2				2	1	1
0231-3207	ENG-3207	3	3	3	3	3	3	3	1	3
0231-4101	ENG-4101			2	3		2		1	
0231-4102	ENG-4102			2	3		3	1	1	3
0231-4103	ENG-4103	3	3	1	1	2	1	2	1	
0231-4104	ENG-4104	3	3	2	1	2	1	2	1	
0231-4105	ENG-4105	3	3	2	1	2	1	2	1	
0231-4106	ENG-4106	3	3	2	1	2	1	2	1	
0231-4201	ENG-4201			2	2		2		1	
0231-4202	ENG-4202	3	3	2	1	2	1	2	1	
0231-4203	ENG-4203	3	3	2	1	2	1	2	1	

0231-4204	ENG-4204	3	3	2	1	2	1	2	1	
0231-4205	ENG-4205	1		3		3	1	3	3	3
0231-4206	ENG-4206	3	3	2	1	2	1	2	1	
0231-4207	ENG-4207	3	3	3	3	3	3	3	1	3

Structure of the Curriculum

- a) **Duration of the Programme:** Four Years
- b) **Admission Requirements:** Applicable
- c) **Total Minimum Credit Requirements for Graduation:** 136
- d) **Total Class Week in a Semester:** 14 Weeks
- e) **Minimum CGPA Requirements for Graduation:** 2.00
- f) **Assessment Strategy: Both Summative and Formative**
- a. Marks distribution:
- i. Formative Assessment: 40 Marks
- | | |
|-------------------------|-----------|
| Class attendance | 5 |
| Two Mid-Terms | 10+10=20 |
| Assignments | 5 |
| Term-Paper/Presentation | 10 |
| <u>Total</u> | <u>40</u> |
- ii. Summative Assessment: As per the taxonomy given
- g. **Category of Courses:**
- i. **General Education Courses:** 12 (11 Theory + 1 Lab); Credit: 33

Sl. No.	ISCED Code	Course Code	Course Title	Marks	Credit
1	0222-1105	ENG-1105	European History, Culture and Literature	100	3
2	0231-1201	ENG-1201	Listening and Speaking	50	1.5
3	0222-1202	ENG-1202	Emergence of Bangladesh	100	3
4	0231-1206	ENG-1206	Lab: Listening and Speaking	50	1.5
5	0231-2101	ENG-2101	Reading and Writing	100	3
6	0232-2105	ENG-2105	বাংলা ভাষা ও সাহিত্য	100	3
7	0231-2201	ENG-2201	English for Professional Purposes	100	3
8	0223-2205	ENG-2205	Introduction to Philosophical Thoughts	100	3
9	0231-3101	ENG-3101	Academic Writing	100	3
10	0714-3105	ENG-3105	Introduction to Computer and Information System	100	3

11	0314-3206	ENG-3206	Introduction to Cultural Anthropology	100	3
12	0231-4102	ENG-4102	English Language Education, Sustainable Development and Beyond	100	3

ii. **Core Courses:** 37 (33 Theory 4 Viva-Voce), Credit: 103

Semester-Wise Distribution of Courses

First Year: First Semester

ISCED Code	Course Code	Course Title	Course Type	Marks	Credit
0231-1101	ENG-1101	Learning Language Through Literature	Core	100	3
0231-1102	ENG-1102	Critical Appreciation, Rhetoric and Prosody	Core	100	3
0231-1103	ENG-1103	Introduction to Poetry	Core	100	3
0231-1104	ENG-1104	Introduction to Fiction	Core	100	3
0222-1105	ENG-1105	European History, Culture and Literature	GED	100	3

First Year: Second Semester

ISCED Code	Course Code	Course Title	Course Type	Marks	Credit
0231-1201	ENG-1201	Listening and Speaking	GED	50	1.5
0222-1202	ENG-1202	Emergence of Bangladesh	GED	100	3
0231-1203	ENG-1203	Introduction to Drama	Core	100	3
0231-1204	ENG-1204	Introduction to Prose	Core	100	3
0231-1205	ENG-1205	Literary Criticism	Core	100	3
0231-1206	ENG-1206	Lab: Listening and Speaking	GED	50	1.5
0231-1207	ENG-1207	Viva-Voce	Core	50	1

Second Year: First Semester

ISCED Code	Course Code	Course Title	Course Type	Marks	Credit
0231-2101	ENG-2101	Reading and Writing	GED	100	3
0231-2102	ENG-2102	Old and Middle English Literatures	Core	100	3
0231-2103	ENG-2103	16 th and 17 th Century Poetry and Prose	Core	100	3
0231-2104	ENG-2104	Elizabethan and Jacobean Drama	Core	100	3
0232-2105	ENG-2105	বাংলা ভাষা ও সাহিত্য	GED	100	3

Second Year: Second Semester

ISCED Code	Course Code	Course Title	Course Type	Marks	Credit
0231-2201	ENG-2201	English for Professional Purposes	GED	100	3
0231-2202	ENG-2202	Classics in English Translation	Core	100	3

0231-2203	ENG-2203	Restoration and 18 th Century Literature	Core	100	3
0231-2204	ENG-2204	Romantic Poetry	Core	100	3
0223-2205	ENG-2205	Introduction to Philosophical Thoughts	GED	100	3
0231-2206	ENG-2206	Viva-Voce	Core	50	1

Third Year: First Semester

ISCED Code	Course Code	Course Title	Course Type	Marks	Credit
0231-3101	ENG-3101	Academic Writing	GED	100	3
0231-3102	ENG-3102	Victorian Poetry	Core	100	3
0231-3103	ENG-3103	Contemporary Literary Theory and Practice	Core	100	3
0231-3104	ENG-3104	American Literature-I (Poetry and Drama)	Core	100	3
0714-3105	ENG-3105	Introduction to Computer and Information System	GED	100	3
0231-3106	ENG-3106	Introduction to Linguistics	Core	100	3

Third Year: Second Semester

ISCED Code	Course Code	Course Title	Course Type	Marks	Credit
0231-3201	ENG-3201	Teaching English to the Speakers of Other Languages (TESOL)	Core	100	3
0231-3202	ENG-3202	Victorian Novels	Core	100	3
0231-3203	ENG-3203	20 th Century Poetry	Core	100	3
0231-3204	ENG-3204	American Literature-II (Prose & Fiction)	Core	100	3
0231-3205	ENG-3205	Shakespeare and His Literary World	Core	100	3
0314-3206	ENG-3206	Introduction to Cultural Anthropology	GED	100	3
0231-3207	ENG-3207	Viva –Voce	Core	50	1

Fourth Year: First Semester

ISCED Code	Course Code	Course Title	Course Type	Marks	Credit
0231-4101	ENG-4101	Phonetics and Phonology	Core	100	3
0231-4102	ENG-4102	English Language Education, Sustainable Development and Beyond	GED	100	3
0231-4103	ENG-4103	20 th Century Drama	Core	100	3
0231-4104	ENG-4104	Continental Literature	Core	100	3
0231-4105	ENG-4105	20 th Century Novels	Core	100	3
0231-4106	ENG-4106	Postcolonial Studies-I (African and Caribbean)	Core	100	3

Fourth Year: Second Semester

ISCED Code	Course Code	Course Title	Course Type	Marks	Credit
0231-4201	ENG-4201	English Language Teaching (ELT)	Core	100	3
0231-4202	ENG-4202	American Literature-III (African American)	Core	100	3
0231-4203	ENG-4203	Postmodern and Popular Fiction	Core	100	3
0231-4204	ENG-4204	Postcolonial Studies-II (South Asian)	Core	100	3
0231-4205	ENG-4205	Research Methodology	Core (Optional)	100	3
0231-4206	ENG-4206	Anglophone Literature from the Bangalee Writers	Core	100	3
0231-4207	ENG-4207	Viva-Voce	Core	50	1

Elaboration of Abbreviations

CLO – Course Learning Outcome

FA - Formative Assessment

GA – Graduate Attributes

GED – General Education

IT - Information Technology

M – Mission

PLO – Programme Learning Outcome

PEO – Programme Educational Objective

OBE – Outcome Based Education

SA - Summative Assessment

PART - II

Course Code: ENG-1101 Course Title: Learning Language Through
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Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

This course is designed to enhance learners’ English language skills as well as literary competence. It will prepare students for understanding and appreciating literature by developing high levels of linguistic skills and continue doing so as they encounter literary texts in all semesters. Different units in the module of the course are to guide students through each stage of the linguistic development as well as assisting with other increasing literary sensibilities among the learners. The course will place emphasis on development of four macro and other micro skills, such as, reading, writing, listening, speaking, grammatical structures, and other aspects of the English language, etc.

Course Objectives

This course aims to enable students systematically develop language skills and literary sensibilities in sophisticated ways. Its primary objective is to acquaint students with the types of language and everyday expressions used in literary writing so that the students can develop intrinsic feel for the language and automatize the language production. Focusing on different genres of literature, i.e., short stories, poems, novella, (non-)fictional essays etc., it intends to enhance students’ linguistic and literary competence to compete in the 21st century local job market.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Understand different critical texts and ideas about literature and language
- CLO 2: Use ornamental expressions in literature and everyday communication
- CLO 3: Use literary texts to learn various usage and grammatical structures of English
- CLO 4: Critically analyse different literary texts and contextual language
- CLO 5: Apply critical approaches to developing reading and writing skills
- CLO 6: Create novel expressions and structures in English

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	1	2		2	3	2			
<i>CLO 2</i>	2					2			
<i>CLO 3</i>		1		2		1	2		
<i>CLO 4</i>	2			2		1	3	1	
<i>CLO 5</i>				1	2	1	3		
<i>CLO 6</i>	2	1			2	2	3	2	

1: Low

2: Significant

3: High

Course Content

George Orwell:	<i>Animal Farm</i>
Martin Luther King Jr.:	“I Have a Dream”
Jhumpa Lahiri:	<i>When Mr. Pirzada Came to Dine</i>

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	<i>Animal Farm</i> : Language Focus: Developing vocabulary diary, predicting unfamiliar words, developing inferences, Understanding various contexts.	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1
3 rd -4 th	“I Have a Dream”	Do	Do	1, 2
5 th -6 th	Mother Earth Poems : Figures of speech, advanced writing strategies, Identify types of writing, commenting on literary elements and analysing stylistic features in texts	Do	Do	4
7 th -9 th	Mother Earth Poems : Punctuation, Use of tenses, Phrases and Clauses, Simple, Complex and Compound sentences	Do	Do	2, 3
10 th -11 th	Mother Earth Poems : Cohesive markers: Cohesion and Coherence, Modifiers and linkers, Preposition and its use, Development of plot and argument literary and rhetorical terms, identifying tenses	Do	Do	5
12 th -14 th	<i>When Mr. Pirzada Came to Dine</i> : Writing an essay, expressing personal opinions, responding to ideas, developing sound (phonetic symbols), articulation, intonation, stress.	Do	Do	5, 6

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom’s Category	Marks (60)
Remember	5
Understand	10
Apply	25
Analyse	10
Evaluate	
Create	10

Learning Materials

Recommended Readings

1. Bailey, S. (2017). *Academic Writing: A Handbook for International Students*. Routledge.
2. King Jr, Martin Luther (1963). I Have a Dream Speech. *Washington, DC*, August 28.
3. Lahiri, Jhumpa (1999). When Mr. Pirzada Came to Dine. *Interpreter of Maladies: 23-42*.
4. Orwell, G. (2021). *Animal Farm*. Oxford University Press.
5. Morley, D. (2007). *The Cambridge Introduction to Creative Writing*. Cambridge University Press.
6. Murphy, R., & Ćhakramāt, S. (2002). *Essential Grammar in Use* (Vol. 20010). Cambridge University Press.
7. Troyka, L. Q., & Hesse, D. (2012). *Simon and Schuster Handbook for Writers*. Pearson.

Course Code: ENG-1102

Course Title: Critical Appreciation, Rhetoric and Prosody

Contact Hours: 42

Total Marks: 100

Course Type: Core Course

Credit Value: 03

Rationale of the Course

This course aims to develop a comprehensive understanding of the fundamental elements of literature, literary language, and literary devices in the students. Critical appreciation of literary pieces promotes critical thinking in students which helps them to evaluate literature with precision and depth. Understanding the nuances of language, imagery, and themes is also prompted by this course, along with an in-depth knowledge of tone, rhyme, meter, etc. This course is essential for beginners in the department and will help them develop their literary and linguistic abilities.

Course Objectives

The course will discuss various figurative speeches, the basics of prosody, and essential issues in studying poetry. Students will be taught to interpret and analyze prose and poetry formally and evaluate its sound, sense, imagery, tone, structure, etc. This course will encourage students to develop a keener view of analysis and interpretation by identifying the poetic qualities of literary texts.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Remember the definition, scope and importance of reading poetry
- CLO 2: Understand different forms of poetry such as lyric, sonnet, ode, elegy, etc.
- CLO 3: Analyse the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc.
- CLO 4: Develop the skills to recognize the rhythms, metrics, and other musical aspects of poetry
- CLO 5: Apply the principles of literary criticism to the analysis of poetry

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
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<i>CLO 1</i>	<i>3</i>	<i>2</i>	<i>1</i>		<i>1</i>	<i>1</i>	<i>1</i>	<i>1</i>	
<i>CLO 2</i>	<i>3</i>	<i>3</i>	<i>1</i>		<i>1</i>	<i>2</i>	<i>2</i>	<i>3</i>	
<i>CLO 3</i>	<i>3</i>	<i>3</i>	<i>1</i>		<i>1</i>	<i>2</i>	<i>1</i>	<i>3</i>	
<i>CLO 4</i>	<i>3</i>	<i>3</i>	<i>1</i>		<i>1</i>	<i>2</i>	<i>1</i>	<i>3</i>	
<i>CLO 5</i>	<i>3</i>	<i>3</i>	<i>1</i>		<i>1</i>	<i>2</i>	<i>2</i>	<i>3</i>	

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co-curricular activities (if any), teaching, learning, and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st	Introduction to Critical Appreciation, Rhetoric and Prosody: Overview of the course Definitions and examples of critical appreciation, rhetoric, and prosody	Lecture/ Group-Discussion/Group-work/ Presentation/ Multimedia Administration/Use of Realia	FA & SA	1
2 nd -4 th	Literary Analysis: Literary and non-literary language Denotation- connotation Literary Genres (poetry, drama, fiction, etc.) Themes, symbols, and motifs Word patterns	Do	Do	1, 3, 5
5 th -7 th	Rhetorical Analysis: Persuasive strategies (ethos, pathos, logos) Figures of speech: Simile, Metaphor, Synecdoche, Personification, Metonymy, Symbol, Irony, Climax, Anticlimax, Hyperbole, Paradox, Bathos, Allusions, Conceit, Pun, Imagery, Oxymoron, etc.	Do	Do	1, 3, 4, 5
8 th -10 th	Summary, Interpretation, and Prediction: 1. Analysing different types of poetry such as sonnets, odes, epics, free verse, dramatic poetry, etc.	Do	Do	1, 2, 5
11 th -13 th	Poetic Devices and Prosody: Meter, rhyme, stanza Sound devices: alliteration, assonance, consonance, onomatopoeia, etc. Sound patterns Tone Scansion	Do	Do	1, 3, 4, 5
14 th	Stylistic Analysis: Analysing poetry and prose for its sound, sense, imagery, structure, rhetoric, prosody, etc.	Do	Do	1, 5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	20
Apply	25
Analyse	10
Evaluate	
Create	

Learning Materials

Recommended Readings

- Abrams, Meyer Howard, and Geoffrey Harpham. *A Glossary of Literary Terms*. Cengage Learning, 2014.
- Bose, B., and T. Sterling. *Elements of English: Rhetoric and Prosody*. 1999.
- Cuddon, John Anthony. *A Dictionary of Literary Terms and Literary Theory*. John Wiley & Sons, 2012.
- Daiches, David. *Critical Approaches to Literature*. Prentice-Hall, 1956.
- Ferguson, Margaret, Tim Kendall, and Mary Jo Salter. *Norton Anthology of Poetry*. W. W. Norton & Company, 2018.
- Murray, Patrick. *Literary Criticism: A Glossary of Literary Terms*. Longman, 1982.

<p>Course Code: ENG-1103 Course Title: Introduction to Poetry</p>

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

Poetry is a form of literary expression. This course includes carefully selected poems from the Old Period to the Modern era. This course will encourage the learners to understand and appreciate poetry as literary art form and to know figures of speech, symbolism, theme etc. This course also focuses on vocabulary, and an appreciation of language and its connotations and denotations. Besides, this course will enable the students to understand the thought and imagination contained in the poems, and at the same time develops their intellectual faculty to appreciate the poems.

Course Objectives

This course intends to enhance the imaginative power of the students by analyzing poetry through discussion and writing. It also explains the relationship between literature and the cultural contexts in which it was written. The objective of this course is to recognise and evaluate the elements that compose a poem and articulate how poetry functions as a social and communicative art.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Remember definition, scope and importance of reading poetry
 CLO 2: Understand different forms of poetry such as lyric, sonnet, ode, elegy etc.
 CLO 3: Critically appreciate different types of poetry
 CLO 4: Apply the principles of literary criticism to the analysis of poetry

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	2	1	2	3	3	3		
CLO 2	3	3	1	3	2	3	3		
CLO 3	3	3		3	3	3	1		1
CLO 4	3	2	1	2	3	3	3		

1: Low

2: Significant

3: High

Course Content	
Anon:	“The Seafarer”
Christopher Marlowe:	“The Passionate Shepherd t His Love”
William Shakespeare:	“Shall I Compare Thee to a Summer’s Day?”
John Donne:	“The Good-Morrow”
Thomas Gray:	“Elegy Written in a Country Churchyard”
William Wordsworth:	“I Wandered Lonely as a Cloud”
Percy B. Shelley:	“The Cloud”
John Keats:	“To Autumn”
Alfred Tennyson:	“Tithonus”
William Butler Yeats:	“The Lake Isle of Innisfree”
Robert Frost:	“Tree at My Window”
Dylan Thomas:	“Fern Hill”
Ted Hughes:	“Jaguar”
Kaiser Haq:	“Ode on the Lungi”
Carol Ann Duffy:	“Prayer”

Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Poetry: Definition, characteristics and different forms of poetry.	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1
3 rd -4 th	“The Seafarer”: Chief characteristics and themes of Old and Middle Period Poetry	Do	Do	1, 2
5 th -6 th	“The Passionate Shepherd to His Love,” “Shall I Compare Thee to a Summer’s	Do	Do	4

	Day?,” “The Good-Morrow,” “Elegy Written in a Country Churchyard”: Chief characteristics and critical evaluation of Elizabethan and Restoration poetry.			
7 th -9 th	“I Wandered Lonely as a Cloud,” “The cloud,” “To Autumn”: Chief characteristics and critical evaluation of Romantic poetry.	Do	Do	2, 3, 6
10 th -11 th	“Tithonus”: Chief characteristics and critical evaluation of Victorian poetry.	Do	Do	6
12 th -14 th	“The Lake Isle of Innisfree,” “Tree at My Window,” “Fern Hill,” “Jaguar,” “Ode on the Lungi,” “Prayer”: Chief characteristics and critical evaluation of modern poetry.	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom’s Category	Marks (60)
Remember	10
Understand	20
Apply	10
Analyse	10
Evaluate	10
Create	

Learning Materials

Recommended Readings

- Abrams, M.H. *A Glossary of Literary Terms*. Cengage Learning; 11th edition, 2014.
- Boulton, M. *Anatomy of Poetry*, Routledge, London; 1st edition, 2014.
- Brooks, C. and R. P. Warren. *Understanding Poetry*, Holt Rinehart and Winston; 4th edition, 1976.
- Cuddon, J. A. *A Dictionary of Literary Terms*. Penguin Books; 5th Edition, 2015.

Course Code: ENG-1104
Course Title: Introduction to Fiction

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

The course introduces the undergraduate students to the fiction in English Literature. It will teach the students basic mechanism of literary fiction in English and enhance their linguistic skill in the process. It is intended to educate the learners about the literary genres, usage of literary terms and rhetoric. Knowledge obtained from the course will enhance the students creative writing skill and critical thinking ability. In addition, the learners will achieve knowledge on to correlate the socio-cultural and political scenario and fictions. This course

will equip the students with ability and skill to venture into further literary text, research and critical literary courses in senior semesters in university level.

Course Objectives

This course will explore the genres of novel and short story. Reading of fictions in English will enhance their reading and analytical skill. It will help the students understand the implementation of literary devices in fictions. The students will examine how a variety of works of fiction integrate the essential elements such as plot, character, point of view, style, setting, and theme; considering similarities and differences and the effects of these choices. Learner will also accumulate a diverse vocabulary which will add to excellent language skill eventually. This course will require the students to engage in group discussion, presentation, quiz, examination, writing critical essays on work of fiction. Consequently, they will develop superior reading and writing skills, and learn to critically approach a literary text.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Examine how a literary device and essential elements such as plot, character, point of view, style, setting, and theme function in literature
- CLO 2: Comprehend the similarities and differences in literary narratives
- CLO 3: Understand the correlation between human condition and literature
- CLO 4: Recognise the construction of society, culture, human behaviour through literary and critical lens

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	3	1	3	3	1	3	1	
CLO 2	3	3	1	3	2	1	2	2	
CLO 3	3	3	1	2	3	3	2	2	
CLO 4	3	2	1	2	3	3	2	3	

1: Low

2: Significant

3: High

Course Content

James Joyce:	“Araby”
Katherine Mansfield:	“Garden Party”
George Orwell:	<i>Animal Farm</i>
R. K. Narayan:	<i>The Guide</i>
Robert Coover	“The Babysitter”
Jhumpa Lahiri:	“When Mr. Pirzada Came to Dine”

Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Short Story “Araby”: Life and works of the author, Plot,	Lecture/ In class group discussion/	FA &	1, 2, 3, & 4

	theme, characters, Critical appreciation of the text; finding literary terms, patterns and structures, Recognising the socio-cultural, political and gender issues in the text	Critical reading/ Class Presentation/ Peer-revision/ Multimedia Exposition	SA	
3 rd -4 th	Short Story “Garden Party” : Life and works of the author, Plot, theme, characters, Critical appreciation of the text; finding literary terms, patterns and structures, Recognising the socio-cultural, political and gender issues in the text	Do	Do	1, 2, 3 & 4
5 th -6 th	Novella Animal Farm : Life and works of the author, Plot, theme, characters, Critical appreciation of the text; finding literary terms, patterns and structures, Recognising the socio-cultural, political and gender issues in the text	Do	Do	2, 3, 4, 5
7 th -9 th	Novel The Guide : Life and works of the author, Plot, theme, characters, Critical appreciation of the text; finding literary terms, patterns and structures, Recognising the socio-cultural, political and gender issues in the text	Do	Do	2, 3, 4 & 5
10 th -1 st	Short Story “The Babysitter” : Life and works of the author, Plot, theme, characters, Critical appreciation of the text; finding literary terms, patterns and structures, Recognising the socio-cultural, political and gender issues in the text	Do	Do	2, 3, 4, & 6
12 th -4 th	Short Story “When Mr. Pirzada Came to Dine” : Life and works of the author, Plot, theme, characters, Critical appreciation of the text; finding literary terms, patterns and structures, Recognising the socio-cultural, political and gender issues in the text	Do	Do	1, 2, 3, 4, & 5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom’s Category	Marks (60)
Remember	5
Understand	10
Apply	25
Analyse	10

Evaluate	10
Create	

Learning Materials

Recommended Readings:

Boulton, Marjorie. *Anatomy of Fiction; Anatomy of Prose*. Routledge & Kegan Paul Books, 1968.

Forster, E. M. *Aspects of the Novel*. Penguin Books Ltd, 1927.

Kennedy, X. J., and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, and Drama*. 12th ed., Longman, 2012.

Lodge, David. *The Art of Fiction*. Secker & Warburg, 1992.

Millet, Fred Benjamin. *Reading Fiction: A Method of Analysis with Selections for Study*. Harper & Brothers, 1950.

Course Code: ENG-1105
Course Title: European History, Culture and Literature

Contact Hours: 42

Total Marks: 100

Course Type: GED

Credit Value: 03

Rationale of the Course

This course is a linear study of the significant voices contributing to the development of English literary tradition. European history teaches students about historical events and circumstances that have shaped the European countries, their culture, geopolitical relations, economy, and international relations. This course introduces students to the history of English literature from Anglo-Saxon period to postmodern period. Organised around works representative of major periods, movements, and places in literary history, and supplemented by historical information and documents, the course traces developments in the definition of English as a literary language, the status and role of the writer in society, and the ways in which literary texts are produced and circulate, as each relates and contributes to the understanding of individual texts. This course has been designed with the intention of giving students a strong foundation for their entry into literary studies by introducing the fundamentals of European socio-political history. Emphasis is laid on recognition of English society, culture, as art and literature, politics, ethics, aesthetics, science and so on.

Course Objectives

This course aims to introduce the students with the fundamentals of socio-political history of Europe and cover the literary basis from the Old English Period to postmodern period, centering on the appearance, growth, and advancement of the English language and literature. It exhibits the growth and changing forms of literary genres, i.e., poetry, drama, sonnet as well as the advent and development of the novel. The objective of this course is to show the significance of historical context in the construction and explanation of literary texts and paint the influence of historiography on the textuality. The course will investigate significant literary moments, movements, and events in the background of the social, political, religious, and economic changes that molded England and its history from the 5th century BC onwards. The purpose of the course is to qualify a critical understanding of England's intellectual history and furnish the learners to evaluate literary texts within specific socio-historical contexts.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Locate the literary periods, their timeline, sub-ages, and characteristics of respective ages. Learn the literary trends
- CLO 2: Outline the major developments in all the literary genres
- CLO 3: Understand how the religious, social, and political history of England influence the English writers and compare the different features of each age
- CLO 4: Analyse literary texts according to the features of different literary movements effectively
- CLO 5: Identify and explain the events and issues that occurred during various historical periods in Europe, as well as their impact on society and culture

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>
<i>CLO 1</i>	3	3	3	2	1	1	1	2
<i>CLO 2</i>	3	3	3	3	2	2	2	1
<i>CLO 3</i>	3	3	2	3	3	3	2	3
<i>CLO 4</i>	3	3	3	3	3	3	2	3
<i>CLO5</i>	3	3	2	2	1	2	1	1

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st	Overview	Lectures/ Interactive Discussion / Multimedia Presentation/ Group Discussion	FA & SA	1
2 nd -3 rd	Ancient British History and Literature: Dark ages, Anglo-Saxons, poetry, Beowulf, epic	Do	Do	1
4 th	Medieval British Society and Literature: Examples from related texts.	Do	Do	1, 3
5 th -6 th	Renaissance in Europe and Renaissance Literature: 1. Renaissance 2. Comparative study between renaissance and ancient periods 3. Exploration and trade 4. Examples from related texts 5. Sonnets (Italian versus Shakespearean)	Do	Do	1, 3, 4, 5
7 th -8 th	Neoclassical and Restoration Period: 1. Neoclassicism and its features	Do	Do	1, 3,

	<ol style="list-style-type: none"> 2. Romanticism and its features 3. Compare and contrast between two 4. Examples from related texts 			
9 th -10 th	Romantic Period: <ol style="list-style-type: none"> 1. Socio-cultural History 2. Romanticism and Romantic literary movement 3. Romantic poets and works 	Do	Do	1, 3, 4, 5
11 th -12 th	Victorian Period: <ol style="list-style-type: none"> 1. Industrial Revolution 2. Dilemma between religion and science 3. Characteristics of literary figures 4. The novel became the leading literary genre in English. 5. Structure of literary forms 6. Examples from poetry and novel 	Do	Do	1, 3, 4
13 th -14 th	Modernism and Postmodernism: <ol style="list-style-type: none"> 1. World War I 2. Paris Peace Conference 3. Examples from related texts 4. Great Depression: 1929–1939 5. World War II 6. Examples from related texts 7. Comparative study between WW-I and WW-II 8. Philosophical ideology 9. Compare and contrast between Modernism and Postmodernism 	Do	Do	1, 2, 3, 4, 5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	20
Apply	25
Analyse	5
Evaluate	5
Create	

Learning Materials

Recommended Readings

1. Abrams M.H. & Greenblatt, S. (Eds.). (2000). *The Norton Anthology of English Literature*, 1, (7 th Ed.). New York, London: W.W. Norton.
2. Baugh, A. C. (2000). *A Literary History of England Vol 2*. London: Routledge.
3. Baugh, A. C. (2000). *A Literary History of England Vol 3*. London: Routledge.

4. Ford, Boris, (Ed.). (1980). *The New Pelican Guide to English Literature Vol 1*. London: Penguin.
5. Ford, Boris, (Ed.). (1982). *The New Pelican Guide to English Literature, Vol 2*. London: Penguin.
6. Ford, Boris, (Ed.). (1984). *The New Pelican Guide to English Literature, Vol 5*. London: Penguin.
7. Jarvis, R. (2005). *Romantic Writing and Pedestrian Travel*. London: Macmillan, 2005.
8. Kalstone D. (Eds.) (1998). *The Norton Anthology of American Literature, 2*. New York, London: W.W. Norton.
9. Kinney, A. F. (Ed.). (2000). *The Cambridge Companion to English Literature, 1500-1600*. Cambridge: Cambridge University Press.
10. Rogers, P. (2003). *The Oxford Illustrated History of English Literature*. Oxford: Oxford University Press.
11. Stephen, M. (2001). *English Literature: A Student Guide*. London, New York: Longman.
12. Tillyard, E.M.W. (1984). *The Elizabethan World Picture*. London: Penguin.

Course Code: ENG-1201
Course Title: Listening and Speaking

Contact Hours: 21
 Total Marks: 50

Course Type: GED
 Credit Value: 1.5

Rationale of the Course

This course is devised for practical learning of English listening and speaking skills. Since any language learning intends to combine four skills development, it becomes important to focus on the learning of these language skills with enough attention. Opportunities for exposure to the real-life situations for English listening and speaking create good chances to be proficient in these language skills. Usually undergraduate students have the experience of going through English learning endeavors in their previous academic stages that clearly targeted to concentrate on English reading and writing skills. Almost surprisingly that did not have any well-planned adequate exposures to English.

To come up with this unnoticed shortcoming of our learners at the undergraduate level as the students are going to study English literature and language to a further level, such a course is expected to enable the learners to acquire minimum competence in basic English listening and speaking skills.

Course Objectives

The primary objective of this course is to develop students' competence level in listening and speaking skills for various purposes: academic and professional. This course is aimed to acquaint students with the utterances of the native and non-native speakers of English in different circumstances- personal and/or public, formal and/or informal- so that the students could comprehend general and specific information from the English listening input with adequate attention to correct and standard pronunciation, stress and intonation used in the listening input. This will help the learners to speak English with maximum fluency and accuracy with this reflection of the ideas of correct and standard pronunciation, stress, and intonation. This knowledge will involve the learners in practical English-speaking tasks with proper motivation.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the

students will be able to-

- CLO 1: Understand the various aspects of utterances of the native and non-native speakers of English and their correlation of English speaking
- CLO 2: Analyse the features of correct and standard pronunciation, stress and intonation present in the English listening inputs and speaking tasks
- CLO 3: Apply the learning aspects in their practice of English listening and speaking tasks in different context and purposes
- CLO 4: Demonstrate better competence and confidence in English communication through the effective development of English listening and speaking skills

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	1	1	2	1	1	1	1	3	3
<i>CLO 2</i>	1	1	2	2	1	1	1	1	3
<i>CLO 3</i>	1	1	1	1	1	1	1	1	3
<i>CLO 4</i>	1	3	2	2	1	1	1	1	3

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching- Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Listening for understanding English varieties and standard pronunciation	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer- revision/ Multimedia Exposition	FA & SA	1
3 rd -4 th	Listening for stress and intonation, English phonemes	Do	Do	1, 2
5 th -6 th	Listening for comprehension, general information, specific information, and note taking from sources in various contexts	Do	Do	1, 2, 3, 4
7 th -9 th	Introduction to speaking, controlling nervousness, reaching the audience	Do	Do	3, 4
10 th -11 th	Selecting topic, purpose, central idea of the speech	Do	Do	3
12 th -13 th	Introduction, conclusion, outlining of the speech, developing supporting ideas and visual aids	Do	Do	3, 4
13 th -14 th	Body of the speech, linking words and signposting	Do	Do	3, 4

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (30)
Remember	5
Understand	10
Apply	10
Analyse	5
Evaluate	
Create	

Learning Materials

Recommended Readings

- Bonet, Diana. *The Business of Listening: A Practical Guide to Effective Listening*. Crisp Learning, 2001.
- Carnegie, Dale. *The Art of Public Speaking*. Cosimo Classics, 2007.
- Comfort, Jeremy. *Effective Negotiating*. Oxford University Press, 1999.
- Hancock, Mark. *English Pronunciation in Use*. Cambridge University Press, 2003.
- Lynch, Tony. *Study Listening*. Cambridge University Press, 2007.
- O'Connor, J. D. *Better English Pronunciation*. Cambridge University Press, 1980.
- Rothwell, J. Dan. *Practically Speaking*. Oxford University Press, 2007.

Supplementary Materials

Selected audio-visual listening and speaking sources and online materials

<p>Course Code: ENG-1202 Course Title: Emergence of Bangladesh</p>
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Contact Hours: 42
Total Marks: 100

Course Type: GED
Credit Value: 03

Rationale of the Course

This course facilitates the students with the history of Bangladesh, recounting the Ancient and Medieval Bengal with a specific focus on pre-independent struggles leading to the Liberation War of 1971 and the political, social, and economic conversions over the succeeding decades. The course promotes a deep understanding of the subsequent political upheavals of the pre-independent era of Bangladesh that significantly deposited the pillars of the independence movement in 1971. Furthermore, it offers immense opportunity to observe, analyse and interpret the pre-war and post-war scenario and track the socio-economic growth of sovereign Bangladesh.

Course Objectives

This course concerns exploring the prominent writings on the liberation movement of Bangladesh that will enhance the learners' comprehension of the coveted freedom from persecution and its significance. After completing this course, students will track down the significant reasons behind every struggle in the emergence of Bangladesh since the partition.

Thus, they will be able to relate post-war and current political and social phenomena of Bangladesh in a global context that will transform them into responsible and rational citizens.

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

- CLO 1: Identify the socio-political, economic, and cultural developments in ancient; medieval; colonial Bengal and their relevance to the emergence of Bangladesh as an independent state
- CLO 2: Identify and describe major social and political insurgence since the partition of India and Pakistan in 1947
- CLO 3: Trace the language, cultural and identical differences between East and West Pakistan and explain the importance and impact of indigeneity in the contemporary socio-economic and political contexts
- CLO 4: Critically appreciate and interpret the major political uprisings that accelerated the independence movement
- CLO 5: Analyse and explain the gradual socio-economic developments and political changes since 1971
- CLO 6: Express original ideas and multiple viewpoints through written and oral means on the tactics that could be implemented to enhance the indicators and factors for the further growth of the state.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	2								2
<i>CLO 2</i>	1					1			2
<i>CLO 3</i>	1								2
<i>CLO 4</i>	1						1		2
<i>CLO 5</i>	1							2	2
<i>CLO 6</i>	1					2	3	1	2

Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching- Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Introduction to the Course 1. Ancient Bengal (3rd century BCE to the 12th century CE): Mauryan Dynasty; Gupta; Pala and Sen Dynasties 2. Medieval Bengal (12th century CE to the 18th century CE): The Mughal Empire 3. Diverse Cultural History: Hinduism, Buddhism, Islam, and Colonialism	Lectures Discussions/ In-class Composition/ Class Presentation/ Multimedia Exposition/Consulting study materials	FA & SA	1
3 rd -4 th	4. The British Rule in the Indian Subcontinent (early 17 th century): Establishment of British East India Company	Do	Do	1

	<p>5. The British Rule in Bengal (1757-1947): The Battle of Plassey; Permanent Settlement Act in 1793 introducing Zamindari System in Bihar and Bengal</p> <p>6. Implementation of British Administrative System, English Language and Education; Exploitation of Local Communities and resources; Economic and Social Hardships During the Reign</p> <p>7. The First Partition of Bengal in 1905; Formation of Muslim League in 1906; Annulment of the partition of Bengal in 1911; The Swadeshi Movement; The Non-Cooperation Movement; The Quit India Movement in 1942</p>			
5 th -6 th	<p>8. Birth of Pakistan (1935-1947): Government of India Act 1935; Pakistan Resolution 1940; Simla Conference; Elections of 1945; Tebhaga Movement; Lord Mountbatten & Partition Plan</p> <p>9. The Language Movement of 1952 in East Pakistan: Background; significant events</p> <p>10. Political Autonomy and development of Awami League; United Front Election in 1954; Constitution of Pakistan in 1956; Military Takeover in 1958; Education movement, 1962; Six Point Movement in 1966 led by Sheikh Mujibur Rahman</p>	Do	Do	1, 2, 3, 4
7 th -8 th	<p>11. Agartala conspiracy case; 11 points of the students East Pakistan Mass Uprising in 1969; General Election of 1970; Victory of Awami League; West Pakistan's Refusal; Non Cooperation Movement</p>	Do	Do	2, 3, 4
9 th -10 th	<p>12. Historic 7 March Speech of Bangabandhu Sheikh Mujibur Rahman;</p> <p>13. Liberation War of 1971: Operation searchlight; Military crackdown; <i>arrest of Bangabandhu</i> Sheikh Mujibur Rahman and his declaration of Independence; Teliapara Documents; The Formation of Mujibnagar Government; 11 Sectors of Liberation War; Seven Great Heroes of the Liberation War</p>	Do	Do	3, 4
11 th	<p>Training of Freedom Fighters; Refugee Crisis; Role of Mass People and Students; Contribution of Women; Role of Swadhin Bangla Betar Kendro and Cultural and</p>	Do	Do	4

	Global Media; Role of Big Nations; Intellectuals killing and Independence in December, 1971; Homecoming of the Father of Nation- Bangabandhu Sheikh Mujibur Rahman in 1972			
12 th	14. History of Bangladesh's Constitution; Major Amendments; Basic Features of the Constitution; Amendments; New Political Structure; 15th August, 1975			5, 6
13 th	15. Social and Cultural History of Bangladesh: Religious Diversity and Festivals; Language; Art Literature and Music; Food Culture; National Days	Do	Do	1, 3, 6
14 th	16. Achievements of Bangladesh in Several Sectors: Poverty Reduction; Education; Economy, Health; Agriculture; Women Empowerment; MDGs; SDGs; RMG; Infrastructural Development	Do	Do	5, 6

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	20
Apply	10
Analyse	10
Evaluate	10
Create	

Learning Materials

Recommended Readings

- Ahmed, Nafis. *Bangladesh: A Legacy of Blood*. Hodder & Stoughton, 1991.
- Akhtaruzzaman, Muhammad. *Society and Urbanization in Medieval Bengal*. Asiatic Society of Bangladesh, 2009.
- Blood, Archer K. *The Cruel Birth of Bangladesh: Memoirs of an American Diplomat*. University Press, 2005.
- Choudhury, Serajul Islam. *Bangladesher Itihas 1204-1971*. 1st ed., Bangladesh Asiatic Society, 2003.
- Haque, M. Enamul. *Sheikh Mujibur Rahman and the Struggle for Bangladesh*. University Press Limited, 2011.
- Imam, Jahanara. *Ektattorer Dinguli*. Sandhani Prokashoni, 1986.
- Ibrahim, Neelima. *Ami Birangona Bolchi*. Jagroti Prokashon, 1998.
- Majumdar, Ramesh Chandra. *Early History of Bengal*. Oxford University Press, 1925.
- . *History of Ancient Bengal*. G. Bharadwaj & Co., 1971.
- . *History of Medieval Bengal*. G. Bharadwaj & Co., 1973.

- . *History of Bengal*. 2nd ed., University of Dacca, 1963.
- Mascarenhas, Anthony. *Bangladesh: A Legacy of Blood*. Hodder and Stoughton, 1986.
- Rahman, Hasan Hafizur, editor. *History of Bangladesh War of Independence: Documents*. Vols. 1-15. Ministry of Information, Government of the People's Republic of Bangladesh, 1982-1985.
- Rahman, Sheikh Mujibur. *The Unfinished Memoirs*. Edited by Fakhrul Alam, The University Press Limited, 2012.
- Saikia, Yasmin. *Women, War and the Making of Bangladesh*. Duke University Press, 2011.
- Van Schendel, Willem. *A History of Bangladesh*. Cambridge University Press, 2009.

<p>Course Code: ENG-1203 Course Title: Introduction to Drama</p>
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Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

This course familiarises the students with the genre of drama and its basic proponents by studying the dramatic works of various writers of different periods. The students will be encouraged to explore the historical, biographical, cultural, and socio-economic contexts in which the plays are written, which will help develop their critical thinking abilities. This course will further help the students appreciate and appraise dramatic works based on basic components like plot, character, style, setting, dialogue, theme, structure, performance, etc. There will also be a focus on developing their linguistic abilities in order to communicate the complex human experiences portrayed in the plays.

Course Objectives

In this course, undergraduate students are introduced to drama, a new genre in literature. It covers a selection of four comparatively simple and easy-to-approach plays written during different ages. The objective of the course is to discuss the fundamental issues regarding drama- themes, contexts, structures, languages, and styles. By studying different types of plays written by a variety of playwrights, students will be able to develop a keen understanding of the genre. This course will encourage a deeper appreciation of the craft of plays and aid in future courses dealing with plays.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Demonstrate knowledge of the plays according to the different periods of theatre History
- CLO 2: Analyse the key elements of plays including but not limited to plot, character, setting, dialogue, theme, style, structure, and stagecraft
- CLO 3: Demonstrate how literary texts can be used for linguistic purposes through the use of dialogues
- CLO 4: Evaluate how the authors employ historical, cultural, socio-economic, and biographical contexts in plays
- CLO 5: Employ critical analysis of the literary ideas present in the plays
- CLO 6: Reproduce small piece(s) of plays

Mapping of Course Learning Outcomes CLOs with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	2	1	1	2	1	3		
CLO 2	3	3	2	2	3	1	3		
CLO 3	3	3	2	3	1	3	2		
CLO 4	3	3	3	2	2	2	3		
CLO 5	3	2	3	1	3	2	3		
CLO 6									

1: Low

2: Significant

3: High

Course Content	
Sophocles	<i>King Oedipus</i>
Anonymous	<i>Everyman</i>
William Shakespeare	<i>The Merchant of Venice</i>
George Bernard Shaw	<i>Arms and the Man</i>
John Millington Synge	<i>Riders to the Sea</i>

Course plan specifying content, CLOs, co-curricular activities (if any), teaching, learning, and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st	Introducing Drama: 1. What is drama? 2. Different Elements of Drama e.g. plot, character, setting, dialogue, theme, style, structure, etc. 3. Brief discussion on the development and evolution of plays	Lecture/ Group-Discussion/Group-work/ Presentation/ Multimedia Administration/Use of Realia	FA & SA	1, 2
2 nd -4 th	King Oedipus: 1. Analysis of different dramatic elements like plot, character, themes etc. 2. Introducing Greek theatre and Sophocles 3. Brief introduction of Aristotle's idea of tragedy	Do	Do	1, 2, 4, 5
5 th -6 th	Everyman: 1. Analysis of different dramatic elements like plot, character, themes etc. 2. Author introduction 3. Socio-cultural discussion in reference to the themes and characters	Do	Do	1, 2, 4, 5
7 th -8 th	The Merchant of Venice: 1. Analysis of different dramatic elements like plot, character, themes etc. 2. Socio-cultural discussion in reference to	Do	Do	1, 2, 4, 5

	the themes and characters			
9 th -10 th	<i>Arms and the Man:</i> 1. Analysis of different dramatic elements like plot, character, themes etc. 2. Author introduction 3. Socio-cultural discussion in reference to the themes and characters	Do	Do	1, 2, 4, 5
11 th -13 th	<i>Riders to the Sea:</i> 1. Analysis of different dramatic elements like plot, character, themes etc. 2. Author introduction 3. Socio-cultural discussion in reference to the themes and characters	Do	Do	1, 2, 4, 5
14 th	General Discussion	Do	Do	3

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	10
Apply	25
Analyse	5
Evaluate	5
Create	10

Learning Materials

Recommended Readings

- Sidgwick, Frank. *Everyman: A Morality Play*. AH Bullen, 1902.
- Shakespeare, William and A. R. Braunmuller. *The Merchant of Venice*. New ed. New York, N.Y., U.S.A., Penguin Books, 2000.
- Shaw, George Bernard. *Arms and the Man*. Indo European Publishing.com, 2019.
- Synge, J. M. *Riders to the Sea*. Kessinger Publishing, LLC, 2004.
- Three Theban Plays: Antigone; Oedipus the King; Oedipus at Colonus*. Translated by Robert Fagles, Penguin Books, 1984.

Supplementary Readings

- Abrams, Meyer Howard, and Geoffrey Harpham. *A Glossary of Literary Terms*. Cengage learning, 2014.
- Bloom, Harold. *Dramatists and Dramas*. Infobase Publishing, 2009.
- Boulton, Marjorie. *The Anatomy of Drama (Routledge Revivals)*. Routledge, 2014.
- Elton, Oliver. *A Survey of English Literature, 1780-1830*. Vol. 2. E. Arnold, 1920.
- Jones, R. T. *Studying Poetry: An Introduction*. London and New York: Edward Arnold, 1986.
- Kennedy, X. J., and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, Drama, And Writing*. Pearson, 2013.

Course Code: ENG-1204
Course Title: Introduction to Prose

Contact Hours: 42
 Total Marks: 100

Course Type: Core Course
 Credit Value: 03

Rationale of the Course

This course is designed to familiarise learners with a specific genre of English literature i.e., prose and short stories. Students of literature encounter pieces of prose in every aspect of their lives. This course introduces the students to fictional and non-fictional prose texts. Students are expected to develop awareness of literary prose texts as well as critical ability by analyzing the prescribed texts. Hence, this course is designed to offer an introduction to prose literary works, including representative texts from different authors and periods. It traces upon pure literary issues as well as that of political, racial and psychological aspects of the society and individuals. The goal of this course is to sensitise the students with different prose genre, base their critical thinking of and sensibility to discursal manifestation of the accompanying prose texts. After the completion of the course, the students will be able to locate and critique different prose texts from both literary and socio-political perspectives. Along with these, learners will develop English language skills through various prose texts that are prescribed under this course.

Course Objectives

This course aims to introduce learners to various prose texts and short stories in English. Its primary objective is to acquaint students with the internal structures of prose texts and short stories. Focusing on different modes of analysis, i.e., interpretive, guessing, finding symbolic meaning, predicting, it intends to enhance students' cognitive knowledge, critical thinking ability along with linguistic empowerment.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Demonstrate knowledge of prose text
- CLO 2: Analyse how prose texts vehicle ideas as well as everyday linguistic expressions of a particular language
- CLO 3: Demonstrate how literary texts can be used for improving analytic skills and linguistic ability
- CLO 4: Evaluate how the authors employ linguistic expressions to tell stories and reveal human thoughts
- CLO 5: Employ critical analysis of literary and linguistic ideas

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	3	3	1	2	3	3	3		
<i>CLO 2</i>	3	3	1	3	2	3	3		
<i>CLO 3</i>	3	3	3	3	3	3	1	3	
<i>CLO 4</i>	3	3	3	3	3	3	3		
<i>CLO 5</i>	3	2	1	2	3	3	3	3	

1: Low

2: Significant

3: High

Course Content	
John Henry Newman:	<i>The Idea of a University</i>
Martin Luther King:	“I Have a Dream”
Aldous Huxley:	“Tragedy and the Whole Truth”
Virginia Woolf	“A Room of One’s Own”
Sheikh Mujibur Rahman:	“Speech of 7 th March” (Trans. By Fakrul Alam)
George Orwell:	“Politics and the English Language”

Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	“The Idea of a University” : Selections from the Norton Anthology, Life and Works, Critical Evaluation, Application	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1
3 rd -4 th	“I Have a Dream” : Life and Works, Historicising, Application	Do	Do	1, 2
5 th -6 th	“Tragedy and the Whole Truth” : Life and Works, Critical Evaluation, Application	Do	Do	4
7 th -9 th	“A Room of One’s Own” : Life and Works, Critical Evaluation, Application	Do	Do	2, 3, 6
10 th -11 th	“Speech of 7th March” : Life and Works, Historicising, Application	Do	Do	6
12 th -14 th	“Politics and the English Language” : Life and Works, Critical Analysis, Linguistic Evaluation	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom’s Category	Marks (60)
Remember	5
Understand	20
Apply	25
Analyse	5
Evaluate	5
Create	

Learning Materials

Recommended Readings

- Boulton, Marjorie. *The Anatomy of Prose*. Routledge, 2014. Forster, E. M. *Aspects of the Novel*. Harcourt, Brace, 1927.
- Greenblatt, Stephen, and Christ, Carol T., (eds.). *The Norton Anthology of English Literature*. Vol. 1, W. W. Norton & Company, 2012.
- Kennedy, X. J., and Gioia, Dana. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*. Pearson, 2013, p. 2192.
- Millett, Fred B. *Reading Fiction: A Method of Analysis with Selections for Study*. Harper, 1950.

<p>Course Code: ENG-1205 Course Title: Literary Criticism</p>

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

Literary criticism as a distinct genre in literature dates back to its foundation as early as the phase of Plato and Aristotle. The course is planned uniquely to show the ongoing progress in diverse literary periods-from the ancient (Aristotle) to modern (Virginia Woolf). Besides, some selected texts/critics are prescribed for the in-depth study whose contribution to this area establishes a noteworthy benchmark in each era. It also provides a conceptual framework for recognising the function and practice of traditional modes of literary criticism. Students are anticipated to comprehend the terminology allied with literary criticism and explore different ways in which way literature and culture amalgamate. It will also try to delve into the interrelationships between the critical concepts and their philosophical underpinnings. The main objective of this course is to help students get acquainted with various theories and their interrelations and to identify how literature and culture are interrelated.

Course Objectives

The course aims to enable students to understand the works of literature through the traditional and modern modes of literary criticism. The primary objective of this course is to develop students' critical thinking skills that offer an in-depth analysis of literary texts within a conceptual framework of existing criticisms. This course gives the students cognitive thought by introducing what the critics say in their criticisms and allowing them to analyse, interpret and evaluate various literary texts written in different social and cultural contexts.

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

- CLO 1: Express familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature
- CLO 2: Examine various forms, styles, structures, and modes and link the value of close reading in the study of critical text
- CLO 3: Illustrate effectively and creatively, and construct writing style appropriate to the subject's content, context, and nature
- CLO 4: Investigate research projects and locate, assess, organise, and integrate information effectively. Examine the relations among culture, history, and texts

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	3	1		2				
CLO 2	2	3	1		3	1		1	
CLO 3	2	3	1		3	3	2	2	
CLO 4	2	3	1		3	2	3	3	

1: Low

2: Significant

3: High

Course Content	
Aristotle:	<i>Poetics</i>
Philip Sidney:	<i>An Apology for Poetry</i>
Samuel Johnson:	“Preface to Shakespeare”
William Wordsworth:	“Preface to <i>Lyrical Ballads</i> ”
Samuel Taylor Coleridge:	<i>Biographia Literaria (XIV & XVII)</i>
Matthew Arnold:	“The Study of Poetry”
Thomas Stearns Eliot:	“Tradition and the Individual Talent”

Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching- Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Poetics: Mimesis and catharsis, features of a story: plot, character, thought, diction, song, and spectacle	Lectures Discussions/ In-class Composition/ Class Presentation/ Multimedia Exposition/Consulting study materials	FA & SA	1, 2, 3
3 rd -4 th	An Apology for Poetry: Poetry vs. History and Philosophy; poetry; creation, and imagination; defending poetry	Do	Do	1, 2, 3, 4
5 th -6 th	“Preface to Shakespeare”: Shakespeare’s characters; Shakespeare’s plays; Shakespeare’s use of tragic-comedy; Shakespeare’s comic genius, ; merits and demerits of Shakespeare	Do	Do	1, 2, 3
7 th -8 th	“Preface to <i>Lyrical Ballads</i>”: Poetry as the language of common people; prose and poetry; role of the poet	Do	Do	1, 2, 3
9 th -10 th	<i>Biographia Literaria (XIV & XVII):</i> Artistic influences, poetic form, individual expression	Do	Do	1, 2, 3
11 th -12 th	“The Study of Poetry”: Touchstone method, Chaucer as a poet; age of Dryden and Pope; Robert Burn as a poet	Do	Do	1, 2, 3
13 th -	“Tradition and the Individual Talent”:	Do	Do	1, 2, 3, 4

14 th	Tradition, Theory of Impersonal poetry			
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Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	20
Apply	10
Analyse	10
Evaluate	10
Create	

Learning Materials

Recommended Readings

- Abrams, M. H. *A Glossary of Literary Terms*. Singapore: Harcourt Asia Pvt. Ltd., 2000.
- Arnold, Matthew. *Essays in Criticism*. New York: MacMillan and company, 1865.
- Blamires, Harry. *A History of Literary Criticism*. Delhi: Macmillan, 2001.
- Daiches, David. *Critical Approaches to Literature*, 2nd ed. Hyderabad: Orient Longman, 2001.
- George, A.G. *T.S. Eliot and the Impersonal Theory of Poetry: A Reconsideration*
- Habib, M. A. R. *A History of Literary Criticism and Theory: From Plato to the Present*. Oxford: Blackwell, 2005.
- House, Humphrey. *Aristotle's Poetics*. Ludhiana: Kalyani Publishers, 1970.
- Leitch, Vincent B et al (Ed.). *The Norton Anthology of Theory and Criticism*. New York: W. W. Norton & Company, 2001.
- Lucas, F. L. *Tragedy in Relation to Aristotle's Poetics*. New Delhi: Allied Publishers, 1970.
- Nagarajan, M.S. *English Literary Criticism & Theory: An Introductory History*. Hyderabad: Orient Longman, 2006.
- Ryan, Michael. *Literary Theory: A Practical Introduction*. Second Edition. Massachusetts: Blackwell Publishing, 2007.
- Wellek, Rene. *A History of Modern Criticism: 1750-1950*, Vols. I-IV. London: Jonathan Cape, 1958.

<p>Course Code: ENG-1206</p> <p>Course Title: Lab Listening and Speaking</p>
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Contact Hours: 21
Total Marks: 50

Course Type: Core Course
Credit Value: 1.5

Rationale of the Course

This course is designed to facilitate learners to develop communicative competence in terms of both receiving and producing language chunks. Focusing on the listening and speaking skills, this course contributes to the enhancement of graduate employability. Aligning with the processes of globalization, the importance of communicating with nationals from other countries is ever growing. Students of English department are expected to develop awareness

of communicative competence as well as critical ability to take immediate decisions based on various situations. Hence, this course is designed to offer rooms for adequate practice for speaking and listening in the target language to develop oral proficiency. It traces upon pure features of English phonological sounds, suprasegmental issues and pragmatics of communication.

Course Objectives

This course aims to make learners communicatively competent to vie for jobs in various job fields nationally and internationally. Its primary objective is to acquaint students with the English consonants, vowels and other suprasegmental features. Focusing on different modes of speaking and listening, i.e., asking for directions, answering questions, guessing, finding simple meaning, predicting, it intends to enhance students' communicative competence and critical thinking ability along with linguistic empowerment.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

CLO 1: Produce English sound and communicate in English effectively

CLO 2: Use suprasegmental features

CLO 3: Make use of pragmatics as per the situations

CLO 4: Understand various sound/phonological varieties

CLO 5: Listen and understand short lectures, descriptions, and narrations efficiently

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>						3			3
<i>CLO 2</i>						3			3
<i>CLO 3</i>						3			3
<i>CLO 4</i>						3			3
<i>CLO 5</i>						3			3
<i>CLO 6</i>						3			3

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Listening for basic English conversations, English consonants	Presentation, Role play, Sessional Conversation	FA & SA	1
3 rd -4 th	English vowels, Practising English stress and intonation	Do	Do	1, 2
5 th -6 th	English suprasegmentals	Do	Do	4
7 th -9 th	Body language, teacher-students rapport	Do	Do	2, 3, 6
10 th -1 th	Conversations	Do	Do	6

12 th - 14 th	Role play	Do	Do	5
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Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (30)
Remember	10
Understand	10
Apply	10
Analyse	
Evaluate	
Create	

Learning Materials

Recommended Readings

The Course teacher(s) will recommend the texts.

Course Code: ENG-2101
Course Title: Reading and Writing

Contact Hours: 42
Total Marks: 100

Course Type: GED
Credit Value: 03

Rationale of the Course

Reading and writing are the two important skills in language learning which are essential for students to master their skills in English language. This course is designed to strengthen student's skills in reading and writing so that they can develop theoretical aspects of reading and writing in different purposes and contexts. The course is divided into two parts. Firstly, it helps students to learn how to read effectively as well as critically. Secondly, it enables students to write focused, coherent, organized, and grammatically correct sentences that they are required to write in their academic and everyday life.

Course Objectives

The course offers an overview of generating ideas, planning, drafting, revising, editing and proofreading. The key objectives of the course include activating and reinforcing the writing, grammar and vocabulary of the students, developing students' basic reading skills and training students to produce coherent sentences and paragraph, using correct punctuation and demonstrating effective strategies as readers and writers by reflecting on their reading and writing.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Understand the basic skills of reading such as reading fast, searching for information and identifying main ideas in informative reading passages
- CLO 2: Analyse the concept or theme and main ideas of the text. Relate the theme to other ideas found in a text as well as supporting ideas

- CLO 3: Infer meaning of new vocabulary from the surrounding context
 CLO 4: Write compound and complex sentences
 CLO 5: Develop their ability as critical readers and writer
 CLO 6: Link between sentences using cohesive devices by maintaining cohesion and coherence

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	1	1	1	2	2	3	1	1	
CLO 2	1	1	1	2	2	3	1	1	
CLO 3	1	1	1	3	3	3	1	2	
CLO 4	1	1	1	2	2	2	2	1	
CLO 5	1	1	1	2	2	3	1	1	
CLO 6									

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Reading: Skimming and scanning, extensive and intensive reading, comprehending, extracting main ideas.	Lecturing/ Discussion/ Slide Presentation/ self-study/ cooperative learning	FA & SA	1, 2, 3
3 rd -4 th	Reading: Classroom tasks for teaching reading, reading strategies.	Do	Do	1, 2, 3, 5
5 th -6 th	Reading: Vocabulary development, writing summaries of the text.	Do	Do	3, 5
7 th -9 th	Writing: Micro-skills of writing, Types of writing.	Do	Do	4
10 th -11 th	Writing: Approaches to writing, classroom techniques and tasks for teaching writing.	Do	Do	4, 5
12 th -14 th	Writing: Paragraph writing, letter writing, resume writing	Do	Do	4, 5, 6

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	15
Apply	10

Analyse	10
Evaluate	10
Create	5

Learning Materials

Recommended Readings

8. Bailey, S. (2004). *Academic Writing: A Practical Guide for Students*. London: Routledge.
9. Greenall, S. & Michael, S. (2001). *Effective Reading: Reading Skills for Advanced Students*. Cambridge: Cambridge University Press.
10. Grellet, F. (1981). *Developing Reading Skills*. Cambridge: Cambridge University Press.
11. Maniruzzaman, M. (2009). *Basic English Language Skills*. Dhaka: Friends Book Corner.
12. Raymond, R. C. (2011). *Readings in Writing Courses: Replacing Literature in Composition*. USA: Information Age Publishing Inc..

<p>Course Code: ENG-2102</p> <p>Course Title: The Old and Middle English Literature</p>

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

This course encourages students to acquire a keen understanding of the historical and cultural contexts of various literary texts from Old and Middle English literature. This course is essential for putting the overall syllabus into perspective by interrogating the earliest texts written in English. Students are recommended to explore the critical and close reading of the texts, their historical contextualization, interpersonal tendencies, and linguistic oddities/similarities in order to hone their analytical abilities. Overall, the course aims to promote a better understanding of the literary heritage of English language.

Course Objectives

This course presents two earliest periods of English Literature, the Old and Middle English period and describes the contemporary literary practices along with an understanding of the development of English language and literature originating from the Anglo-Saxons. The course also engages students with socio-political, cultural and historical aspects of Old and Middle English periods in order to familiarize them with the complex and varied history of humanity. This course contains Heroic legend epic, elegiac lyrics, religious poetry, frame narrative, and morality plays representing the affluent literary trends of these two periods. This course aims to introduce students to the earliest pieces of English literature, which will promote a better understanding of the succession of literary styles and genres in the upcoming ages.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Locate and analyse the socio-historical background of popular texts and genres during the Old and Middle Ages of English literary history, ranging from the 5th to the 14th century
- CLO 2: Interpret selected texts and their salient literary features, themes, and motifs

- CLO 3: Develop a critical understanding of the linguistic nuances of Old and Middle English, including their vocabulary, syntax, and grammar
- CLO 4: Investigate thematic indications to analyze the cultural and personal philosophies and struggles of Anglo-Saxons and Medieval England closely and critically
- CLO 5: Assess the development of English literary tradition guided by Old and Middle English Literature

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	2	1	3	2	1	1	2	
CLO 2	3	3	1	2	2	1	3	2	
CLO 3	3	3	1	3	2	3	3	2	
CLO 4	3	3	2	3	3	1	3	3	
CLO 5	3	1	2	2	3	1	3		

1: Low

2: Significant

3: High

Course Content	
Anonymous:	“The Wanderer”
Anonymous:	“The Seafarer”
Anonymous:	“Dream of the Rood”
Anonymous:	Beowulf
Geoffrey Chaucer:	The Canterbury Tales “The general prologue”
Sir Thomas Malory:	Le Morte d'Arthur

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st	Introducing Old and Middle English literature: 1. Course Overview and Expectations 2. Discussing the historical and cultural context and significance	Lecture/ Group-Discussion/Group-work/ Presentation/ Multimedia Administration/Use of Realia	FA & SA	1
2 rd -4 th	“The Wanderer,” “The Seafarer,” “Dream of the Rood”: 1. Historical and cultural context 2. Literary and linguistic features 3. Themes, motifs, symbols 4. Language and stylistic features	Do	Do	1, 2, 3, 4
5 th -7 th	Beowulf: 1. Historical and cultural context 2. Epic hero and his characteristics 3. Themes, motifs, symbols and other	Do	Do	1, 2, 3, 4

	literary devices 4. Language and stylistic features like alliteration and kennings			
8 th -10 th	Genre: Poetry: <i>The Canterbury Tales</i> “The General Prologue”: 1. Historical and cultural context 2. Literary and linguistic features 3. Themes, motifs, symbols, characters 4. Language and stylistic features	Do	Do	1, 2, 3, 4
11 th -13 th	<i>Le Morte d'Arthur</i>: 1. Historical and cultural context 2. Literary and linguistic features 3. Themes, motifs, symbols, characters 4. Language and stylistic features	Do	Do	1, 2, 3, 4
14 th	General Discussion 1. Comparative and critical perspectives	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom’s Category	Marks (60)
Remember	5
Understand	10
Apply	25
Analyse	10
Evaluate	10
Create	

Learning Materials

Recommended Readings

- Alexander, Michael, ed. *Beowulf*. Penguin, 1995.
Pearsall, Derek. *Old English and Middle English Poetry*. Vol. 39. Routledge, 2019.
Richardson, Christine, and Jackie Johnston. *Medieval Drama*. London: Macmillan, 1991.

Supplementary Reading

- Abrams, M. H. and Stephen Greenblatt, eds. *The Norton Anthology of English Literature*, 7 ed. Vol. 1. New York: W. W. Norton, 2000.
Alego, John. *The Cambridge History of the English Language*. UK: Cambridge University press, 2001.
Dinah, Birch (Ed) *The Oxford Companion to English Literature*, 7th ed, 2009.
Hogg, Richard Hogg and David Denison (Eds.) *A History of the English Language*. UK: Cambridge University Press, 2000.
Lambdin, Laura C. & Robert T. Lambdin. (Eds.) *A Companion to Old and Middle English Literature*. London: Greenwood Press, 2002.

Course Code: ENG-2103
Course Title: 16th and 17th Century Poetry and Prose

Contact Hours: 42
 Total Marks: 100

Course Type: Core Course
 Credit Value: 03

Rationale of the Course

This course will survey some major trends in English poetry, and prose during the English Renaissance (the sixteenth and seventh century) and introduce students to some of the literary, political, religious and cultural milieu in which literature was produced in that period. The goal of this course is to increase students' understanding of the historical and cultural backgrounds of some of the key authors, works, and literary genres from this time period. Students will be better equipped to recognize important characteristics that are unique to the writers' artistic accomplishments. This course will help students refine their own literary critical analysis skills by having them reflect on and write analytically about literary texts and their contexts. This course will examine how particular texts have been shaped by socio-historical factors and how particular texts reflect their age.

Course Objectives

The objectives of the course are to provide insights into particular literary devices and explain how those devices affect a literary text's meaning, and to recognize the formal and literary elements that each genre and text possesses, and understanding how these elements affect the complexity of the values and feelings that the texts convey.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Remember a range of genres from the 16th and 17th centuries and evaluate their rhetorical, ideological, and aesthetic techniques
- CLO 2: Understand the conventions of a variety of genres and to identify ways in which individual text works within
- CLO 3: Apply their understanding of the cultural and historical backgrounds of this period's literature to a number of significant authors, genres, and works
- CLO 4: Analyse particular literary devices and explain how they add to a literary text's significance
- CLO 5: Evaluate the social, environmental and other ethical themes presented in texts
- CLO 6: Reflect and write analytically about the literary texts and their contexts

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	3	3	3	2	1	1	1	1	
<i>CLO 2</i>	3	3	3	1	2	1	1	2	
<i>CLO 3</i>	3	3	3	2	1	1	2	1	
<i>CLO 4</i>	3	3	3	2	2	1	1	2	
<i>CLO 5</i>	3	2	3	1	2	1	1	2	
<i>CLO 6</i>	2	3	2	2	1	1	2	1	

1: Low

2: Significant

3: High

Course Content

John Milton:	<i>Paradise lost</i> (Book I, X)
Francis Bacon:	“Of Truth,” “Of Studies,” “Of Marriage and Single Life,” “Of Plantation”
Philip Sidney:	“Astrophel and Stella”
Andrew Marvell:	“To His Coy Mistress,” “The Definition of Love”
John Donne:	“A Valediction: Forbidding Mourning,” “The Canonisation”

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	<i>Paradise Lost</i> (Book I, X): Life and works of the author, Context of the text, Exploring themes, literariness and appreciating the poem	Lecturing/ Discussion forum/ Slide Presentation/ self-study/ Explanation and illustration/ small group meeting	FA & SA	1, 2, 3, 4
3 rd -4 th	“Of Truth,” “Of Studies”: Life and works of the author, Context of the texts, Exploring linguistic, stylistic, and thematic features	Do	Do	1, 2, 3, 4
5 th -6 th	“Of Marriage and Single Life”: Life and works of the author, Context of the texts, Exploring linguistic, stylistic, and thematic features	Do	Do	1, 2, 3, 4
7 th -9 th	“Astrophel and Stella”: Life and works of the author, Exploring linguistic, stylistic, and thematic features			
10 th -11 th	“To His Coy Mistress,” “The Definition of Love”: Life and works of the author, Context of the text, Exploring themes, literariness and appreciating the poem	Do	Do	1, 2, 4, 6
12 th -14 th	“A Valediction: Forbidding Mourning,” “The Canonisation”: Life and works of the author, Context of the text, Exploring themes, literariness and appreciating the poem	Do	Do	1, 2, 4

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom’s Category	Marks (60)
Remember	10

Understand	10
Apply	10
Analyse	10
Evaluate	10
Create	10

Learning Materials

Recommended Readings

Abrams, M. H. *A Glossary of Literary Terms*. Eight Edition. Boston: Thomson Wordsworth, 2005.

Gassner, John & William Green (ed.). *Elizabethan Drama: Eight Plays*. Cambs: Applause Books, 1990.

Barish, J. A. (ed.). *Ben Jonson: A Collection of Critical Essays*. Englewood Cliffs, N. J.: Prentice-Hall, INC., 1963.

Wilson, F. R. *Seventeenth Century English Prose*. Berkeley, Calif: University of California Press, 1958.

Course Code: ENG-2104
Course Title: Elizabethan and Jacobean Drama

Contact Hours: 42

Total Marks: 100

Course Type: Core Course

Credit Value: 03

Rationale of the Course

This course aims to introduce the students to one of the most spectacular ages of English drama. This course focuses on the development of the Elizabethan and Jacobean drama including the evolution of the stage from Thomas Kyd and Christopher Marlow through William Shakespeare and Ben Jonson. These iconic playwrights wrote plays that were patterned on numerous previous sources including the Greek and Roman tragedy, native English traditions and folk tales, English miracle plays, morality plays and interludes but revised the patterns based on Renaissance period. The selected plays in this course are manifestations of the Renaissance humanism which places great importance on Renaissance man, his passion, ambition, aspiration, and psychological complexities and rejects the earlier theocratic medieval world. Thus, this course puts an emphasis on the dramatic representation of the secular outlook of Renaissance period in general and Elizabethan and Jacobean eras in particular.

Course Objectives

This course aims to enable the students to read the selected plays written by the famous dramatists analytically and critically. The students will be able to analyse the texts critically having knowledge of the Renaissance key concepts and themes, issues, and questions with an exploration of different technical and stylistic devices. The students will be familiar with different literary genres like tragedy, comedy, problem play, revenge play, miracle play, morality play and interlude and will be able to apply their salient features in the selected plays for the better understanding of the texts. The learners will be able to acquire knowledge of the development of English theatre from pre- Shakespearean University Wits to Shakespeare and then post- Shakespearean Jacobean period which is considered as golden era of English drama.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Develop analytical and critical competences through dealing with different literary texts selected in this course
- CLO 2: Understand the social, political, cultural, historical, and philosophical characteristics and influences of Elizabethan and Jacobean age that are represented in the literary works
- CLO 3: Identify the contexts, critical theories of the text and analyze it for discussing the plots, characters, and the themes
- CLO 4: Demonstrate an ability to deal with different types of plays of the period like tragedy, comedy, problem plays, miracle plays and morality plays
- CLO 5: Apply different dramatic techniques, tools, and styles for better understanding to the texts
- CLO 6: Understand the playwrights' figurative languages and their variation of languages

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	2	1	1	3	1	2	2	
CLO 2	3	1	2	1	1	1	3	2	
CLO 3	3	3	3	1	3	1	2	2	
CLO 4	2	3	3	1	3	1	2		
CLO 5	1	3	2	3	3	1	1		
CLO 6	1	1	1	3	1	1	1		

1: Low

2: Significant

3: High

Course Content	
Thomas Kyd:	<i>The Spanish Tragedy</i>
Christopher Marlowe:	<i>Doctor Faustus</i>
William Shakespeare:	<i>Macbeth</i>
Ben Jonson:	<i>Volpone</i>
John Webster:	<i>The Duchess of Malfi</i>

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Introduction to English drama (Elizabethan and Jacobean): Background of evolving English drama, different features of Elizabethan and Jacobean drama, different genres of drama: tragedy, comedy, revenge play etc. Elizabethan, and Jacobean worldview	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1, 2, 3, 4, 5, 6
3 rd -4 th	The Spanish Tragedy: Socio-political-cultural background of the playwright and his	Do	Do	Do

	works, Analysis of the plot, characters, and themes, Theoretical discussion			
5 th -6 th	Doctor Faustus: Socio-political-cultural background of the playwright and his works, Analysis of the plot, characters, and themes, Theoretical discussion	Do	Do	Do
7 th -9 th	Macbeth: Socio-political-cultural background of the playwright and his works, Analysis of the plot, characters, and themes, Theoretical discussion	Do	Do	Do
10 th -11 th	Volpone: Socio-political-cultural background of the playwright and his works, Analysis of the plot, characters, and themes, Theoretical discussion	Do	Do	Do
12 th -14 th	The Duchess of Malfi: Socio-political-cultural background of the playwright and his works, Analysis of the plot, characters, and themes, Theoretical discussion	Do	Do	Do

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	20
Apply	20
Analyse	5
Evaluate	5
Create	

Learning Materials

Recommended Readings

- Bloom, Harold. *Elizabethan Drama*. Infobase Publishing, 2004.
- Bradbrook, M. *Themes and Conventions of Elizabethan Tragedy*. 2nd edition. Cambridge University Press, 1980.
- Kastan, David Scott and Stallybrass, Peter. *Staging the Renaissance: Reinterpretations of Elizabethan and Jacobean Drama*. Routledge, 1992.
- Richard, Hosley. *Essays on Shakespeare and Elizabethan Drama*. Routledge, 1962.
- Tillyard, E. M. W. *The Elizabethan World Picture: A Study of the Idea of Order in the Age of Shakespeare, Donne & Milton*. Vintage, 1942.

Course Code: ENG-2105
Course Title: বাংলা ভাষা ও সাহিত্য

Contact Hours: 42
Total Marks: 100

Course Type: GED
Credit Value: 03

Rationale of the Course

The study of Bengali language and literature holds great significance for several reasons. Bengali literature encompasses a rich and diverse literary tradition that spans centuries. Studying Bengali language and literature helps to preserve and promote the cultural heritage of the Bengali-speaking people. It allows individuals to connect with their roots, understand their history, and appreciate the artistic expressions of their ancestors. Exploring different genres, styles, and literary techniques enhances learners' ability to express themselves effectively in both oral and written forms. Bengali literature has produced renowned poets, novelists, playwrights, and essayists whose works are considered literary masterpieces. By studying Bengali literature, individuals gain exposure to classic and contemporary literary works, enabling them to appreciate the beauty of language, the depth of emotions, and the power of storytelling.

Course Objectives

This course focuses on the history of Bengali language and literature from old age to modern period and explores cultural, historical, and social aspects of Bengali-speaking regions through the study of literary texts. The learners will cultivate an appreciation for Bengali literature by studying and analyzing literary works across different genres, such as novels, poetry, short stories, plays, and essays and understand literary devices, themes, styles, and cultural contexts. Moreover, the course helps to recognize the importance of language as a reflection of identity and cultural expression.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Identify the development of the Bengali language from its earliest form to the present and apply the correct usage of language in formal contexts
- CLO 2: Describe the rich heritage of Bengali literature from old age to modern age and explore the interconnections between Bengali literature and historical events, cultural movements, and intellectual trends
- CLO 3: Analyze and interpret literary texts, poems, novels, plays, and essays to understand their themes, techniques, and cultural significance
- CLO 4: Examine the role of literature in reflecting and shaping Bengali identity, traditions, and values and also gain a deeper understanding of the diverse cultural aspects represented in Bengali literary works
- CLO 5: Develop critical thinking skills by analyzing and evaluating literary texts.

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>									
<i>CLO 2</i>		2			2				
<i>CLO 3</i>									
<i>CLO 4</i>									

CLO 5							2		2
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1: Low

2: Significant

3: High

Course Content	
মাইকেল মধুসূদন দত্ত:	“বঙ্গভাষা”
রবীন্দ্রনাথ ঠাকুর:	গোরা
কাজী নজরুল ইসলাম:	“বিদ্রোহী”
জীবনানন্দ দাশ:	“বনলতা সেন”
সৈয়দ ওয়ালীউল্লাহ:	“নয়নচারা”
আখতারুজ্জামান ইলিয়াস:	“দুধভাতে উৎপাত”
শামসুর রাহমান:	“তোমাক পাওয়ার জন্য হে স্বাধীনতা”
সৈয়দ শামসুল হক:	পায়ের আওয়াজ পাওয়া যায়
কবীর চৌধুরী:	“আমাদের আত্মপরিচয়”

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	প্রাক-কথন ও কোর্স পরিচিত <ul style="list-style-type: none"> • বিষয়বস্তু • উদ্দেশ্য • শিখনফল এবং পঠন পদ্ধতি • বাংলা ভাষার জন্ম ও ক্রমবিকাশ • ইন্দো-ইউরোপীয় ভাষাবংশ • ভারতীয় আর্য ভাষা • প্রাকৃত • অপভ্রংশ • বাংলা 	Lectures Discussions/ In-class Composition/ Class Presentation/ Multimedia Exposition/Consulting study materials	FA & SA	1, 2, 3
3 rd -4 th	বাংলা সাহিত্যের যুগ বিভাজন প্রাচীন বাংলা সাহিত্যের ইতিহাস ও পরিচিতি- চর্যাপদ মধ্যযুগীয় বাংলা সাহিত্যের ইতিহাস ও পরিচিতি- চণ্ডীদাস; মঙ্গলকাব্য; বৈষ্ণব পদাবলি, রামায়ণ; মহাভারত; অনুবাদ সাহিত্যের ধারা; নাথ সাহিত্য; পুঁথি সাহিত্য; ফোর্ট উইলিয়াম কলেজের ভূমিকা; বাংলা গদ্যের বিকাশ ও সমৃদ্ধি; বাংলা নাটকের উদ্ভব ও বিকাশ;	Do	Do	1, 2, 3, 4

	গীতি কবিতা ও মহাকাব্যের ধারা; ছোটগল্পের উদ্ভব ও বিকাশ; আধুনিক বাংলা সাহিত্য			
5 th -6 th	কবিতা: “বঙ্গভাষা”- মাইকেল মধুসূদন দত্ত “বিদ্রোহী” - কাজী নজরুল ইসলাম “বনলতা সেন” - জীবনানন্দ দাশ “তোমাকে পাওয়ার জন্য হে স্বাধীনতা” - শামসুর রাহমান	Do	Do	1, 2, 3
7 th -8 th	ছোটগল্প: “দুধভাতে উৎপাত” - আখতারুজ্জামান ইলিয়াস “নয়নচারা”- সৈয়দ ওয়ালীউল্লাহ	Do	Do	1, 2, 3
9 th -10 th	উপন্যাস: গোরা - রবীন্দ্রনাথ ঠাকুর	Do	Do	1, 2, 3
11 th	নাটক: পায়ের আওয়াজ পাওয়া যায় -সৈয়দ শামসুল হক	Do	Do	1, 2, 3
12 th	প্রবন্ধ: “আমাদের আত্মপরিচয়”- কবীর চৌধুরী	Do	Do	1, 2, 3, 4
13 th - 14 th	<ul style="list-style-type: none"> • বাংলা ধ্বনির উচ্চারণ স্থান ও রীতি • প্রমিত বাংলা বানানের নিয়ম (বাংলা একাডেমি) • প্রায়োগিক বাংলার ব্যাকরণ ও আচরণ • শুদ্ধ উচ্চারণ • শুদ্ধ বানান • বাক্যশুদ্ধি • সরকারি কাজে বাংলা বানান • পারিভাষিক শব্দ • প্রায়োগিক বাংলার ক্ষেত্রসমূহ- জ্ঞান কাঠামো ও গবেষণা পেশাগত ও দাপ্তরিক কাজ সাহিত্য, অনুবাদ সংবাদমাধ্যম, জনসংযোগ 	Do	Do	1, 2, 3, 4

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
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Remember	5
Understand	10
Apply	25
Analyse	5
Evaluate	5
Create	10

Learning Materials

Recommended Readings

অমিতকুমার বন্দোপাধ্যায় - *বাংলা সাহিত্যের ইতিবৃত্ত*

আহমদ শরীফ - *বাঙালি ও বাংলা সাহিত্য (১-২)*

ডঃ মুহম্মদ শহীদুল্লাহ - *বাংলা সাহিত্যের কথা*

নীহাররঞ্জন রায় - *বাঙালির ইতিহাস*

সুকুমার সেন - *বাংলা সাহিত্যের ইতিহাস*

আনিসুজ্জামান - *পুরানো বাংলা গদ্য*

দীনেশচন্দ্র সেন - *বাংলা ভাষা ও সাহিত্য*

মুহম্মদ আবদুল হাই ও সৈয়দ আলী আহসান (সম্পাদক), *বাংলা সাহিত্যের ইতিবৃত্ত*

জামিল চৌধুরী - *বাংলা একাডেমি বাংলা বানান - অভিধান*

ডক্টর মুহম্মদ এনামুল হক - *ব্যবহারিক বাংলা অভিধান*

Bidrohi: শতবর্ষে শতদৃষ্টি. Bangla Academy, 2022.

ভট্টাচার্য, পীযুষ কুমার. *অনন্য অনুবাদক নজরুল*

Course Code: ENG-2201

Course Title: English for Professional Purposes

Contact Hours: 42

Total Marks: 100

Course Type: GED

Credit Value: 03

Rationale of the Course

Since the domains of English are increasing day by day in the globalised world, it becomes more imperative to converse learners with the forms and registers of the English language required in various professional fields. The course is designed to enhance students' writing skill so that they can write competently for academic and professional purposes. As the subject matter of this course touches upon the English writing skills necessary for professional correspondence, this course will thereby contribute to enhancing graduate employability.

Course Objectives

The course aims to familiarise learners with the types, structures and registers of English that are used in the professional domains. Focusing on learning how to write job applications, CV, and other professional correspondences, this course will equip students with models of writing and linguistic empowerment.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the

students will be able to-

- CLO 1: Write various types of essays required for professional activities
- CLO 2: Write different professional writings as per the situational demands
- CLO 3: Analyse different essay types and develop a good model for their own writing
- CLO 4: Evaluate the nature of English used for professional purposes
- CLO 5: Create portfolio reports on their learning progress

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	2	2	1	3	2	3	3	1	
<i>CLO 2</i>	3	3	1	3	2	3	3	1	
<i>CLO 3</i>	3	3	1	3	3	3	1	2	
<i>CLO 4</i>	3	3	3	3	3	3	3	1	
<i>CLO 5</i>	3	2	1	2	3	3	3	2	

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Writing CV, Job applications and employment letters.	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1
3 rd -4 th	Memorandum, notices, agenda and minutes, etc.	Do	Do	1, 2
5 th -6 th	Formal letters, Press releases, Newspaper Report, etc.	Do	Do	4
7 th -9 th	Using fax and E-mail, etc.	Do	Do	2, 3
10 th -11 th	Students are supposed to write a portfolio report on their writing progress as a term paper for the course.	Do	Do	5
12 th -14 th	Writing in Practice: Basics of a professional letter (various parts of the letter), increasing positive impressions through application.	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
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Remember	5
Understand	10
Apply	25
Analyse	5
Evaluate	5
Create	10

Learning Materials

Recommended Readings

1. Ashley, A. (2003). *Commercial Correspondence*.
2. Bazerman, C., & Wiener, H. S. (1997). *Writing Skills Handbook*. Houghton Mifflin College Division.
3. Imhoof, M., & Hudson, H. (1978). *From Paragraph to Essay: Developing Composition Writing*. Longman.
4. Ingram, B. and King, C. (2004). *From Writing to Composing: An introductory Composition Course*. Cambridge: CUP.
5. Mohan, R. S. K. (2002). *Business Correspondence and Report Writing, 3e*. Tata McGraw-Hill Education.
6. Naterop, B. J., Weis, E., & Haberfellner, E. (1978). *Business Letters for All*. Oxford University Press.
7. Raymond, R. C. (2011). *Readings in Writing Courses: Replacing Literature in Composition*. USA: Information Age Publishing Inc.
8. Sue, B., Maridell, F., & David, T. (1997). *How to Write First-Class Business Correspondence*.

Course Code: ENG-2202
Course Title: Classics in English Translation

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

This course familiarises with some classical works from world literatures-mainly in English translation. The course will focus on traditional tales passed down orally from one generation to the next and visit many times and places, from the ancient Near East, Greece, Rome and India, to medieval Central Asia and Europe. The course introduces students to carefully selected English translations of some timeless Greco-Roman plays- both comedy and tragedy. By understanding cultures that are different from our culture, values, and assumptions, it also provides prospects for developing people's awareness of the diversity of civilisations.

Course Objectives

Students will improve their skills in textual analysis and critical thinking by engaging in vigilant analysis of the individual texts, aiming to recognise their main features as well as the historical and cultural frameworks within which they were produced. While making students aware of the origin, history and development of drama in classical times, the course is also expected to make learners familiar with key terms and issues related to classical plays such as

the concept of tragic hero, dramatic irony, hamartia, catharsis, the conventions of Old Comedy and New Comedy. Learners are also expected to relish at ancient classics and be aware of their permanent appeal to all ages.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Identify the histories and cultures behind these epics
- CLO 2: Understand major political, social, and cultural contexts of classical Greek, Hellenistic, and Roman literature
- CLO 3: Develop a deeper sense of the nature of literary styles in classical literature (such as drama, lyric, or epic) and their generic products (such as epic poems, pastoral lyrics, or satirical writings)
- CLO 4: Investigate the relations between classical literature and later literary production
- CLO 5: Place texts within their historical and cultural contexts and will enable them to appreciate the influence that such texts had upon the subsequent literature of the Western world

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	2	1	1	1	1	1	1	1
CLO 2	3	2	2	2	1	2	3	1	1
CLO 3	3	3	3	3	2	2	3	3	1
CLO 4	2	3	3	2	3	2	2	2	1
CLO 5	2	2	2	2	2	2	2	2	1

1: Low

2: Significant

3: High

Course Content	
Vyasa:	<i>The Mahabharata (Selections)</i>
Homer:	<i>The Iliad</i>
Sophocles:	<i>Antigone</i>
Aeschylus:	<i>Agamemnon</i>
Virgil:	<i>Aeneid</i>

Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st	Introduction: Greek and Roman mythology and literature- Greek mythology, Roman mythology, God and goddess, Definition tragedy, Comedy, Epic, Socio-cultural context, Idea about Classics	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1, 2, 3, 4, 5
2 nd -4 th	The Mahabharata: Life and works of the author, Context of the text, Critical	Do	Do	

	appreciation			
5 th -6 th	The Iliad: Life and works of the author, Context of the text, Critical appreciation	Do	Do	
11 th -12 th	Antigone: Introducing the author, Idea about tragedy, Background of the text Reading and analysis, Discussion on themes, plot, settings, characters etc., Analysis from modern perspective	Do	Do	
13 th -14 th	Agamemnon: Introducing Aeschylus, Idea about tragedy, Background of Agamemnon, Reading and analysis, Reading of the text and analysis Discussion on themes, plot, settings, characters etc., Analysis from modern perspective	Do	Do	Do
13 th -14 th	Aeneid: Introduction of author and the socio-cultural background, Idea about Roman Epic, Background of Aeneid Relation to Greek mythology, Reading of the text and analysis, Discussion on themes, plot, settings, characters etc., Analysis from modern perspective	Do	Do	Do

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	15
Apply	15
Analyse	20
Evaluate	
Create	

Learning Materials

Recommended Readings

- Adler, Eve. *Vergil's Empire: Political Thought in the Aeneid*. Rowman and Littlefield, 2003.
- Bednarowski, Katharina P. *Negotiating Dramatic Character in Aeschylean Drama*. The University of Texas at Austin, 2009. PhD Dissertation.
- Beye, Charles Rowan. *Ancient Epic Poetry: Homer, Apollonius, Virgil*. Cornell UP, 1993.
- Edmunds, Lowell. "Deixis in Ancient Greek and Latin Literature: Historical Introduction and State of the Question." *Philologia Antiqua: An International Journal of Classics*, vol. 1, 2008, pp. 67-98.
- Edwards, Mark. *Homer, Poet of the Iliad*. JHUP, 1987.
- Finley, M. I. *The World of Odysseus*. 2nd ed., Penguin, 1977.
- Kirk, Geoffrey. *Homer and the Epic*. Cambridge UP, 1965.

O'Hara, James. *Death and the Optimistic Prophecy in Vergil's Aeneid*. Princeton UP, 1990.
 Schein, Seth L. *The Mortal Hero: An Introduction to Homer's Iliad*. U Cal Press, 1985.

Course Code: ENG-2203
Course Title: Restoration and 18th Century Literature

Contact Hours: 42
 Total Marks: 100

Course Type: Core Course
 Credit Value: 03

Rationale of the Course

This course is an exposure to significant literary works written in the 17th and 18th centuries in the history of English literature. The restoration of the monarchy and other political realities coincide with the social and cultural life of Great Britain. Engraved with meaningful political, religious, and philosophical ideas that combine historical, social, and cultural embodiments, this period was renounced as the Age of Reason and Enlightenment. Additionally, its designation to revise and recapitulate ancient classics that identify it as the Neoclassical period of English Literature offers an insightful study of contemporary issues. Thus, the course is designed with renowned writers and their writings that canonize the restoration and 18th-century realities.

Course Objectives

The goal of this course is to offer students sufficient knowledge to track the development of specific genres influenced by several contexts signifying the entire century. Finally, after completing the course, students will be able to appreciate the notable works and develop an understanding of stylistic and thematic features and concerns of the characteristics of the period.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Identify major historical and political events that characterize the period; locate the major writers and their writings along with knowledge of the popular genres
- CLO 2: Classify the features that distinguish Restoration and 18th century as a prominent age of literary richness
- CLO 3: Examine satire as a popular tool used by the contemporary writers to reflect the anomalies, social injustices and insignificance experienced in socio political reality of the period
- CLO 4: Explore within the most focused prose narrative genres such as novel along with drama and poetry to explore and study closely the scholarship of 18th century literary trends and contexts
- CLO 5: Detect and critiquing 18th century literature in light of its stylistic and thematic approaches

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	2	2			3	1	1	2	
<i>CLO 2</i>	1	1	1		2	1	2	1	
<i>CLO 3</i>	1	3	1		3	1	2	2	
<i>CLO 4</i>	3	3	1		3	1	2	2	

CLO 5	1	2			2	1		2	
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1: Low

2: Significant

3: High

Course Content	
Daniel Defoe:	<i>Robinson Crusoe</i>
Jonathan Swift:	<i>Gulliver's Travels</i>
William Congreve:	<i>The Way of the World</i>
Addison and Steele:	<i>The Coverley Papers (Selections)</i>
Alexander Pope:	<i>The Rape of the Lock</i>

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st	Introduction to the course: socio-political contexts, literary features Genre: Novel	Lectures Discussions/ In-class Composition/ Class Presentation/ Multimedia Exposition/ Consulting study materials	FA & SA	2, 3, 5
2 nd -4 th	<i>Robinson Crusoe:</i> Plot, structure, characterization, point of view, main ideas and events in the narrative	Do	Do	1, 2, 3, 4, 5
5 th -8 th	Genre: Novel <i>Gulliver's Travels</i> (Book I & II): Prose satire, individual and social follies, political undertone, irony, humorous tone	Do	Do	1, 2, 3, 4, 5
9 th -10 th	Genre: Play <i>The Way of the World:</i> Acts, scenes, plot, setting, characterization, point of view, main ideas and events in the scenes and dialogues	Do	Do	1, 2, 3, 4, 5
11 th -12 th	Genre: Non-fiction <i>The Coverley Papers (Selections):</i> Themes and Social context	Do	Do	3, 4, 5
13 th -14 th	Genre: Poem (Mock Epic) <i>The Rape of the Lock</i> (Canto: I-II) Characteristics: long narrative poem dealing with trivial subject matter, parody of the epic style, heroic couplet, sarcastic tone	Do	Do	3, 4, 5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	10
Apply	15
Analyse	15
Evaluate	10
Create	

Learning Materials

Recommended Readings

- Maclean, Gerald. (Ed.) *Culture and Society in the Stuart Restoration: Literature, Drama, History*. Cambridge University Press, 1995.
- Owen, Susan J. *A Companion to Restoration Drama*. Wiley-Blackwell, 2002.
- Rothstein, Eric. *Restoration and Eighteenth-Century Poetry 1660-1780*. Routledge, 1981.
- Wall, Cynthia. (ed.) *A Concise Companion to the Restoration and Eighteenth Century*. Vol. 17, John Wiley & Sons, 2008.
- Widdowson, Peter. *The Palgrave Guide to English Literature and its Contexts 1500-2000*. Palgrave Macmillan, 2004.
- Zwicker, Steven N., (ed.) *The Cambridge Companion to English Literature, 1650-1740*. Cambridge University Press, 1998.

Course Code: ENG-2204
Course Title: Romantic Poetry

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

This course includes some carefully selected poems of the English Romantic authors from Austen to Keats. This course will make the students familiar with Romanticism, a revolutionary movement in art, culture and literature of late 18th and early 19th century. This course also focuses on the common romantic subjects and themes, the movement's break from the Neo-classical poetic trends, imagination, and its place in Romantic literature, romantic aesthetics, and the social, political and cultural atmospheres that made romanticism inevitable. Apart from this, this course will enable the students to understand the philosophical and theoretical concepts of Romantic literature as well as to explore the themes, techniques and style of that period.

Course Objectives

This course aims to rediscover the artists as supremely individual creators; focusing on the exaltation of the passions and emotions over reason and intellectuality; creating a sense of a shared collective heritage and a common cultural past. This also tends to improve our empathy, enhance our ability to accommodate uncertainty and our powers of decision-making.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

CLO 1: Recognise the significant features of the Romanticism

- CLO 2: Recall the historical and social events of the Romantic period
 CLO 3: Demonstrate an understanding of the historical and cultural context of English Romanticism
 CLO 4: Discuss the philosophical ideas that inform English Romantic literature
 CLO 5: Analyse through close reading major authors and texts of English Romanticism

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	2	1	2	3	3	3		
CLO 2	3	3	1	3	2	3	3		
CLO 3	3	3	3	3	3	3	1		
CLO 4	3	3	3	3	3	3	3		
CLO 5	3	2	1	2	3	3	3		

1: Low

2: Significant

3: High

Course Content	
William Blake:	<i>Songs of Innocence and of Experience</i> (Selections)
William Wordsworth:	“Tintern Abbey,” “Immortality Ode”
Samuel Taylor Coleridge:	“Kubla Khan”, “The Rime of the Ancient Mariner”
Jane Austen:	<i>Pride and Prejudice</i>
Lord Byron:	<i>Don Juan</i> (Book 1)
Percy Bysshe Shelley:	“Ode to the West Wind”, “To a Skylark”, “To Night”
John Keats:	“La Belle Dame sans Mercy”, “Ode to a Nightingale”, “Ode on Melancholy”, “Ode on a Grecian Urn”

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Romantic Movement and William Blake: <i>Songs of Innocence and of Experience</i> (Selections): History and the salient features of Romantic Revival. Life, works and literary career of Blake. The chief characteristics and analysis of Blake’s poetry	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1
3 rd	“Tintern Abbey,” “Immortality Ode”: Life, works and literary career and philosophy of Wordsworth. The chief characteristics and analysis of Wordsworth’s poetry	Do	Do	1, 2
4 th -5 th	“Kubla Khan,” “The Rime of the Ancient Mariner”: Life, works and literary career and philosophy of Coleridge. The chief characteristics and analysis of Coleridge’s poetry	Do	Do	4

6 th -7 th	Pride and Prejudice: Social context, author's introduction, themes, plot, characterisation			
8 th -9 th	Don Juan (Book 1): Life, works and literary career and philosophy of Byron. The chief characteristics and analysis of Byron's poetry	Do	Do	2, 3, 6
10 th -11 th	"Ode to the West Wind," "To a Skylark," "To Night": Life, works and literary career and philosophy of Shelly. The chief characteristics and analysis of Shelley's poetry	Do	Do	6
12 th -14 th	"La Belle Dame sans Mercy," "Ode to a Nightingale," "Ode on Melancholy," "Ode on a Grecian Urn": Life, works and literary career and philosophy of Keats. The chief characteristics and analysis of Shelley's poetry	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	10
Apply	20
Analyse	10
Evaluate	10
Create	

Learning Materials

Recommended Readings

Abrams, M. H. (ed). *English Romantic Poets*, Oxford University Press; 2nd edition, 1975.
 Bowra, C. Maurice. *The Romantic Imagination*, Oxford University Press, 1961.
 Ford, Boris, ed. *The Pelican Guide to English Literature: From Blake to Byron. Vol 5.* 1962.
 Hough, Graham. *The Romantic*, Routledge, 1st edition, 2017.

Course Code: ENG-2205
Course Title: Introduction to Philosophical Thoughts

Contact Hours: 42
 Total Marks: 100

Course Type: GED
 Credit Value: 03

Rationale of the Course

This course familiarises students with the discipline of philosophy and its major concerns and themes. It draws from both Eastern and Western philosophy to create a comprehensive understanding of the development of different thoughts and encourages students to engage in meaningful discourse regarding the fundamental questions of human existence. The

understanding of philosophical tenets also promotes critical thinking, logical reasoning, and philosophical inquiries.

Course Objectives

English literature has been profoundly influenced by different philosophical ideas over the ages. This course introduces students to dominant philosophical thoughts formulated in different regions of the world. It offers an eclectic array of philosophical ideas, theories, and writings, ranging from ancient philosophical practices like the Vedas, Buddhism, and Confucianism to pre-Socratic philosophers, the sophists, Socrates, Plato, Locke, Descartes, Marx, and so on. After the completion of this course, the students will be acquainted with philosophical thoughts and, hence they will be able to discern the mutual interdependence of literature and philosophy.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Identify the chronological development of philosophical thoughts and discover the overlap among various schools of thought
- CLO 2: Comprehend different philosophical ideas, thoughts, perspectives, arguments, and methods
- CLO 3: Analyse different kinds of philosophical texts
- CLO 4: Understand the importance of philosophical thinking in social and cultural spaces
- CLO 5: Apply philosophical insights and inquiry into their personal life and engage in informed discussions and debates about philosophical issues

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	1	1	3	1	2	1	1	2	3
CLO 2	1	3	3	1	3	2	2	3	3
CLO 3	3	3	3	2	3	2	3	3	3
CLO 4	1	2	3	1	2	3	2	3	3
CLO 5	1	2	3	1	2	3	2	3	3

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st	Eastern Philosophy: 1. The Vedas i) Basic overview of the four Vedas ii) Major concepts such as Karma, Dharma, Atman, etc. iii) The role of the Vedas in Hinduism and their influence on Indian culture and philosophy	Lecture/ Group-Discussion/Group-work/ Presentation/ Multimedia Administration/Use of Realia	FA & SA	1, 3, 4, 5
2 nd	1. Contribution of Buddhism	Do	Do	1, 3, 4, 5

	<ul style="list-style-type: none"> i) Key concepts such as samsara, Nirvana, etc. ii) The Four Noble Truths and the Eightfold Path <p>2. Ideas related to Confucianism</p> <ul style="list-style-type: none"> i) The life and teachings of Confucius and his followers <p>Comparative study between the Eastern religious-philosophical ideas</p>			
3 rd	<p>Key Concepts:</p> <ul style="list-style-type: none"> 1) What is philosophy? 2) A brief overview of the key concepts such as epistemology, metaphysics, ethics, philosophy of religion, existentialism, Reasoning, Logic, etc. 	Do	Do	2
4 th -5 th	<p>Early Western Philosophy:</p> <ul style="list-style-type: none"> 1. Pre-Socratic philosophers <ul style="list-style-type: none"> i) Overview and historical context ii) Key Figures iii) Influence on later philosophers 2. The sophists <ul style="list-style-type: none"> i) Overview and historical context ii) Key figures iii) Skepticism 3. Socrates <ul style="list-style-type: none"> i) Dialectical method ii) Influence on Plato 	Do	Do	1, 2, 3, 4
6 th	<p>Plato</p> <ul style="list-style-type: none"> 1. Theory of Forms 2. Ideal State 3. Allegory of the Cave 	Do	Do	1, 2, 3, 4
7 th	<p>Rene Descartes:</p> <ul style="list-style-type: none"> 1. Cartesian Doubt 2. Dualism 3. The Ontological Argument 4. Rationalism 	Do	Do	1, 2, 3, 4
8 th	<p>John Locke:</p> <ul style="list-style-type: none"> 1. Theory of knowledge 2. Political theory 3. Empiricism 	Do	Do	1, 2, 3, 4
9 th	<ul style="list-style-type: none"> 1. Thesis-antithesis-synthesis 2. Dialectical Materialism 3. Historical Materialism 4. Alienation 	Do	Do	1, 2, 3, 4
10 th -11 th	<p>Friedrich Nietzsche:</p> <ul style="list-style-type: none"> 1) Epistemology 2) The idea of Superman 3) Slave vs Master Morality 	Do	Do	1, 2, 3, 4

	4) Nihilism			
12 th	Sigmund Freud: 1. The Theory of Unconscious 2. ID, ego, superego 3. Psychoanalysis	Do	Do	1, 2, 3, 4
13 th	Jean-Paul Sartre: 1. Basic Ideas of Existentialism 2. Authenticity 3. being-in-itself versus being-for-itself	Do	Do	1, 2, 3, 4
14 th	General Discussion 1. Comparative study of Eastern and Western philosophical ideas 2. Comparative analysis between major Western philosophical schools of thought	Do	Do	1, 5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	20
Apply	10
Analyse	10
Evaluate	10
Create	

Learning Materials

Recommended Readings

1. Billington, R. (2002). *Understanding Eastern Philosophy*. Routledge.
2. Gaarder, J. (1994). *Sophie's World: A Novel about the History of Philosophy*; trans. Paulette Moller. New York: Farrar, Straus and Giroux.
3. Gilje, N., & Skirbekk, G. (2013). *A History of Western Thought: From Ancient Greece to the Twentieth Century*. Routledge.
4. Lavine, T. Z. (1989). *The Philosophical Quest: From Socrates to Sartre*.
5. Russell, B. (2004). *History of Western Philosophy*. Routledge.
6. Vesey, G. N. A., & Foulkes, P. (1990). *Dictionary of Philosophy*. Unwin Hyman.

Course Code: ENG-3101
Course Title: Academic Writing

Contact Hours: 42
 Total Marks: 100

Course Type: GED
 Credit Value: 03

Rationale of the Course

This course is designed to reinforce essay composition skills and introduce students to the practice of writing for academic purposes. It will prepare students for work in high level English courses in which research writing is a requirement. Different units in the module of the course are to guide students through each stage of the process of writing an academic essay as well as conducting research from brainstorming ideas, finding suitable sources, making notes from the sources, summarising and paraphrasing, planning and structuring an essay, writing a draft using references, integrating data and finally editing and proofreading using an appropriate academic style. The course will place emphasis on macro-level composition skills such as essay structure, paragraph structure, research paper structure, coherence and unity in writing. Accuracy in and style of writing will be revisited in brief since there is another course entitled “Reading and Writing” which covers micro-level skills of writing.

Course Objectives

This course aims to enable students systematically write in sophisticated English their critical views of literary texts as well as wider world. Its primary objective is to acquaint students with the process and mechanics of academic writing for university level so that the students could write focused coherent, organised, and grammatically correct compositions and critical essays. Focusing on different modes of writing, i.e., descriptive, narrative, argumentative, expository, it intends to enhance students’ cognitive knowledge and critical thinking ability.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Apply knowledge of basic paragraph and essay structures by creating well-structured, coherent academic texts
- CLO 2: Perform university-level critical analysis of texts by identifying, evaluating, and debating authors’ controlling and supporting ideas, dominant rhetorical patterns, tone, context, and features of style
- CLO 3: Employ the various stages of the writing process, including pre-writing, planning, drafting, conferring, revising, editing, and proofreading
- CLO 4: Employ descriptive, narrative, argumentative, expository and other modes of writing
- CLO 5: Outline the body of a research paper and develop research proposals recognising appropriate genre, review books and films
- CLO 6: Analyse, synthesise, interpret, and evaluate source materials and employ correct MLA or APA citation style of latest edition

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>				3	2	2	3	2	3
<i>CLO 2</i>		2		3	2	2	3	2	3
<i>CLO 3</i>		1		2	1	2	3	2	3
<i>CLO 4</i>					2	2	3	2	3

CLO 5					2	2	3	3	3
CLO 6								3	3

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Paragraph: Topic sentence, supporting sentences, terminating sentence, linking words, coherent & cohesion	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer- revision/ Multimedia Exposition	FA & SA	1
3 rd -4 th	Essay: Title, introduction and thesis statement, supporting paragraphs, cohesion, conclusion	Do	Do	1, 2
5 th -6 th	Basic Rhetorical Modes: Narration, description, illustration, definition, comparison and contrast, division and classification, causal analysis, process, argument, persuasion, etc.	Do	Do	4
7 th -9 th	Writing Process: Pre-writing, writing, re-writing, avoiding plagiarism proofreading, editing (evaluating a text, understanding purpose, selecting key points, paraphrasing, capitalization, combining sources, subject, audience, purpose, describing visual information, analysing data etc.)	Do	Do	2, 3, 6
10 th -11 th	Accuracy in Writing: Abbreviations in writing, punctuation, capitalisation, quoting, bibliography, in-text citation and reference in the latest versions of MLA & APA	Do	Do	6
12 th -14 th	Writing Practice: Basics of a research paper, (thesis statement, research objectives, research question, literature review, methodology, structuring, outlining, formatting), research proposal, book review film review	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	
Understand	10
Apply	20
Analyse	10
Evaluate	10
Create	10

Learning Materials

Recommended Readings

1. Barnet, S, and William E. (2006). *A Short Guide to Writing about Literature*. 9th Edition. New Jersey: Pearson.
2. Bazerman, C., & Wiener, H. S. (1997). *Writing Skills Handbook*. Houghton Mifflin College Division.
3. Gibaldi, J. (1995). *MLA Handbook for Writers of Research Papers*. Modern Language Association of America, 9th Edition. 10 Astor Place, New York, NY 10003-6981.
4. Goatly, A. (2000). *Critical Reading and Writing: An Introductory Coursebook*. New York: Routledge.
5. Graff, G., Birkenstein, C., & Maxwell, C. (2014). *They Say, I Say: The Moves That Matter in Academic Writing*. 4th Edition. Gildan Audio.
6. Hairston, M., Ruskiewicz, J. J., & Friend, C. (2002). *The Scott, Foresman Handbook for Writers*. Longman Publishing Group.
7. Heath, Marylin. (2010). *MLA Made Easy: Citation Basics for Beginners*. Oxford: Linworth Publishing.
8. Imhoof, M., & Hudson, H. (1978). *From Paragraph to Essay: Developing Composition Writing*. Longman.
9. Ingram, B. and King, C. (2004). *From Writing to Composing: An Introductory Composition Course*. Cambridge: CUP.
10. Morley, D. (2007). *Cambridge Introduction to Creative Writing*. Cambridge: CUP.
11. Ramdhani, A., Ramdhani, M. A., & Amin, A. S. (2014). Writing a Literature Review Research Paper: A step-by-step approach. *International Journal of Basic and Applied Science*, 3(1), 47-56.
12. Raymond, R. C. (2011). *Readings in Writing Courses: Replacing Literature in Composition*. USA: Information Age Publishing Inc.

<p>Course Code: ENG-3102 Course Title: Victorian Poetry</p>
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Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

This course covers the prominent poets from the Victorian Period which is especially marked for the popular reception of this literary form. Along with the selected texts, it will also reflect on their background—industrial revolution and its aftermath on people, gender issues, class conflict, social and political turmoil, conflict between science and religion, loss of faith, French Revolution, Reign of Terror, and other Victorian cultural phenomena—that

commonly shapes these literary productions. This course will enable the students to be conscious about the persistent struggles with the legacy of romanticism, the crisis of faith brought on by cultural revolutions, the power empire on poetic imagination, the retrospective movements of neo-medievalism and the Pre-Raphaelite Brotherhood.

Course Objectives

This course aims at dealing extensively with the legendary Victorian poets and their works that will show the path of correlating the broader cultural movements of the Victorian age with the poetry. The objective of this course is to focus on the specific literary period, different literary modes and terms and major poets like Tennyson, Browning, Arnold and so on. This course also aims at examining how the poetic enterprise corresponds with Victorian life and culture.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Recognize the major salient traits of the Victorian poetry
- CLO 2: Identify the sensory elements, the recurring themes of religion-science conflict of the Victorian period
- CLO 3: Demonstrate an understanding of the historical and cultural context of the Victorian period
- CLO 4: Exploring the philosophical ideas that are prevalent in the Victorian poetry
- CLO 5: Analyse through close reading the major authors and texts of the Victorian Era

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	2	1	2	3	3	3		
CLO 2	3	3	1	3	2	3	3		
CLO 3	3	2	3	3	3	3	1		
CLO 4	3	3	3	3	3	3	3		
CLO 5	3	2	1	2	3	3	3		

1: Low

2: Significant

3: High

Course Content	
Alfred Lord Tennyson:	“The Lotos-Eaters,” “Ulysses,” <i>In Memoriam A. H. H.</i> (Selections)
Elizabeth Barret Browning:	Sonnets from the Portuguese (21, 43), “Mother and Poet”
Robert Browning:	“My Last Duchess,” “Porphyria’s Lover,” “Fra Lippo Lippi,” “Andrea del Sarto”
Matthew Arnold:	“The Scholar-Gypsy,” “Dover Beach”
Dante Gabriel Rossetti:	“The Blessed Damozel”
Christiana Rossetti:	“Promises Like Pie Crust,” “An Apple-Gathering”

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	“The Lotos-Eaters,” “Ulysses,” In Memoriam A. H. H. (Selections): History and the salient features of Victorian Poetry. Life, works and literary career of Tennyson. The chief characteristics and analysis of Tennyson’s poetry	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1
3 rd -4 th	Sonnets from the Portuguese (21, 43), “Mother and Poet”: Life, works and literary career and philosophy of Barret Browning. The chief characteristics and analysis of Barret Browning’s poetry	Do	Do	1, 2
5 th -6 th	“My Last Duchess,” “Porphyria’s Lover,” “Fra Lippo Lippi,” “Andrea del Sarto”: Life, works and literary career and philosophy of Browning. The chief characteristics and analysis of Browning’s poetry	Do	Do	4
7 th -9 th	“The Scholar-Gypsy,” “Dover Beach”: Life, works and literary career and philosophy of ArnoldThe chief characteristics and analysis of Arnold’s poetry	Do	Do	2, 3, 6
10 th -11 th	“The Blessed Damozel”: Life, works and literary career and philosophy of Gabriel Rossetti. The chief characteristics and analysis of Rossetti’s poetry	Do	Do	6
12 th -14 th	“Promises Like Pie Crust,” “An Apple-Gathering”: Life, works and literary career and philosophy of Christiana Rossetti. The chief characteristics and analysis of Christiana’s poetry	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom’s Category	Marks (60)
Remember	5
Understand	20
Apply	10
Analyse	10
Evaluate	10
Create	5

Learning Materials

Recommended Readings

- Abercrombie, L. *Thomas Hardy: A Critical Study* Martin Secker, 1928.
Allen, W. *The English Novel*, Phoenix House, 1957.
Cecil, D. *Victorian Novelists: Essays in Revaluation*, Penguin Books; 1st edition, 1948.
Johnson, E. D. *An Alien Vision of Victorian Poetry*, Shoe String Press; reprint edition, 1964.
Bickely, F. *Mathew Arnold and His Poetry*.
Marsh, Jan. *Christina Rossetti and the Pre-Raphaelite Brotherhood* Drew, Philip. *The Poetry of Browning: A Critical Introduction*, Methuen; 1st edition, 1970.

Course Code: ENG-3103

Course Title: Contemporary Literary Theory and Practice

Contact Hours: 42

Total Marks: 100

Course Type: Core Course

Credit Value: 03

Rationale of the Course

The course will introduce students to contemporary literary theories in the field of literature. The learners will acquire theoretical knowledge of history, ontology, functions and features of various literary theories. In addition, this course will enable the student to decipher literary texts through theoretical eyes. With learned critical ability students will conduct research work in the field of literature and linguistics. This course will also help the students to develop a deeper understanding of the socio-cultural context of the surroundings. To achieve it all, this course will offer the learners the knowledge of basic theories to begin with and implement them in further research work.

Course Objectives

This course is designed to grow the learner's knowledge of the history and contemporary leading theories connected to literary and cultural studies. The course requires the students to study current movements, such as feminist and queer theory, postcolonial studies, critical race studies, psychoanalytic and Marxist theory, as well as the historical progression from new criticism to structuralism, deconstruction, new historicism, and various forms of poststructuralist literary and cultural studies. Through extensive readings and class discussions, assignments, critical writing students will learn to implement the accumulated knowledge. This course also intends to examine critical, reflective and analytical thinking ability of the students by engaging them in wide-ranging class works.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Acquire fundamental knowledge of basic literary theory, its history, ontology and function in literature
- CLO 2: Develop a critical ability to evaluate the literature, language and socio-cultural context
- CLO 3: Be able to evaluate, criticize, redefine literature using the literary theories and achieve the mastery to explore the similarities and differences of those literary theories as well as their benefits and limitations
- CLO 4: Develop an ability of critical thinking and approaching complex discourse in a multi-disciplinary dynamic and express their ideas in clear, logical, organized, concise, and persuasive way

CLO 5: Outline the body of a research paper and develop research proposals recognising appropriate genre, review books and films

CLO 6: Be equipped with knowledge to implement the literary theories in further research work

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	2	2	1	2	3	3	3	3	
CLO 2	1	3	1	3	2	3	3	3	
CLO 3	2	3	3	3	3	3	3	3	
CLO 4	1	3	3	3	3	3	3	3	
CLO 5	1	2	1	2	3	3	3	3	
CLO 6	1	3	3	3	3	3	3	3	

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Post-structuralism Postmodernism and Deconstruction: 1. Post-structuralism 2. Postmodernism and postmodern literary movement 3. Concept and idea of deconstruction by Jacques Derrida,	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1, 2, 3, 4
3 rd -4 th	Feminist Literary Criticism: 1. Feminist theory & feminism 2. Different waves of feminism 3. Schools of feminism: Radical feminism, liberal feminism, black feminism, socialist feminism, cultural feminism, eco-feminism, French feminism.	Do	Do	1, 2, 4, 5
5 th -6 th	Psychoanalytic Literary Criticism: 1. Freudian Psycho-analysis: a) Id, ego, super ego b) psycho-sexual development c) Conscious & subconscious mind d) Defense mechanism e) Dream work 2. Lacanian Psychoanalysis: a) The three orders, b) Concepts of other/Other, Phallus, Desire, Drive, and Object petit a. 3. Trauma Theory: Memory, Silence, Repetition, Literature as Testimony.	Do	Do	4, 5, 6

7 th -8 th	Classical Marxism: Concept of base and superstructure/Dialectical Marxism, concept of class-bourgeoisie/proletariat 1. Trotskyism 2. Bakhtin and Marxism 3. Nietzsche Marxism 4. The concept of ISS/RSS of Louis Althusser 5. The concept of Ideology, Hegemony, and organic intellectuals in Gramsci's Marxism 6. Cultural Materialism	Do	Do	2, 3, 6
9 th -10 th	Eco-criticism: 1. First and Second wave of ecocriticism 2. Tropes and Approaches 3. Ecofeminism	Do	Do	2, 3, 4, & 6
11 th -12 th	Cyber-criticism: A Cyborg Manifesto and others.	Do	Do	2, 3, 4, & 5
13 th -14 th	Critical Discourse Analysis: Nroman Fairclough Teun A. Van Dijk			

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	
Understand	10
Apply	20
Analyse	20
Evaluate	10
Create	

Learning Materials

Recommended Readings

- Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and the Critical Tradition*. OUP, 1953.
- Berry, Peter. *Beginning Theory*. MUP, 2002.
- Bennett, Andrew, editor. *Readers and Reading*. Longman, 1995.
- Bennett, Andrew, and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. Routledge, 2014.
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. 2nd ed., OUP, 2000.
- Day, Garry. *Literary Criticism: A New History*. EUP, 2008.
- Darder, Antonia, et al. *The Critical Pedagogy Reader*. Routledge-Falmer, 2003.

- Davies, Alan. *An Introduction to Applied Linguistics: From Practice to Theory*. 2nd ed., EUP, 2007.
- Fairclough, Norman. *Critical Discourse Analysis: The Critical Study of Language*. 2nd ed., Routledge, 2013.
- Guerin, Wilfred L., et al. *A Handbook of Critical Approaches to Literature*. 6th ed., OUP, 1999.
- Kolbas, E. Dean. *Critical Theory and the Literary Canon*. Westview, 2001.
- Leitch, Vincent B., et al., editors. *The Norton Anthology of Theory and Criticism*. W. W. Norton & Norton Company, 2001.
- Makoni, Sinfrey, and Alastair Pennycook, editors. *Disinventing and Reconstituting Languages*. Multilingual Matters Ltd., 2007.
- Miner, Earl. *Comparative Poetics: An Intercultural Essay on Theories of Literature*. PUP, 1990.
- Nayar, Promod K. *Contemporary Literary and Cultural Theory: From Structuralism to Ecocriticism*. Longman Pearson Publisher, 2010.
- Pennycook, Alastair. *Critical Applied Linguistics: A Critical Introduction*. Lawrence Erlbaum Associates Publishers, 2001.
- Richards, I. A. *Principles of Literary Criticism*. 1924. Routledge, 2004.
- Ryan, Michael. *Literary Theory: A Practical Introduction*. 2nd ed., Blackwell Publishing, 2007.
- . *Literary Theory: A Practical Introduction*. Blackwell Publishing, 2004.
- Seidlhofer, Barbara, editor. *Controversies in Applied Linguistics*. OUP, 2001.
- Selden, Raman, et al. *A Readers' Guide to Contemporary Literary Theory*. Pearson, 2005.
- Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. 3rd ed., Routledge, 2015.
- Waugh, Patricia, editor. *Literary Theory and Criticism: An Oxford Guide*. OUP, 2006.
- Wodak, Ruth, and Michael Meyer, editors. *Methods of Critical Discourse Analysis*. 2nd ed., Sage, 2009.

<p>Course Code: ENG-3104</p> <p>Course Title: American Literature-I (Poetry and Drama)</p>
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Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

The course will focus on the development of poetry and drama in the records of America literature ranging from early 19th century to 20th century. In the poetry section, students will be introduced with the representative American poets and their poems which are exemplary as well as persuasive to let them explore the development of American poetics. The drama section of this course invokes to the conspicuous development of modern American drama during the 20th century. Students will study works of most reputed contemporary playwrights such as Arthur Miller, Tennessee Williams and Edward Albee who represented the tragic, complicated and insensitive reality of modern America initiated by the after effects of two world wars. The course will influence students to gain a deeper appreciation of American literary history through American poetry and drama. It manifests the rich terrain of literary merits that define and delineate the uniqueness of American style of literature. The course will help students map American history, language, culture and imagination while appreciating critically.

Course Objectives

The course will help students map American history, language, culture and imagination while appreciating critically.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Identify the greatest American poets and playwrights and outline the ideas, philosophies and contexts in their works
- CLO 2: Estimate American history, culture, language and imagination to interpret American identity represented by the writers
- CLO 3: Examine and explain the interrelation within historical, cultural, political and intellectual contexts and their influences in the texts
- CLO 4: Point out thematic issues and stylistics features to understand the development of American literary erudition
- CLO 5: Critique intellectual trends and distinguished writing features in American poetry and dramas through reading and writing about the texts

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	2	2	1	2	2	1	2		
CLO 2	2	3	2	3	2	2	3	2	1
CLO 3	3	2	2	3	3	2	3	2	
CLO 4	1	2	1	2	2	2	1	1	1
CLO 5	1	2	2	2	1	2	2	1	1

1: Low

2: Significant

3: High

Course Content	
Walt Whitman:	“Song of Myself”(Selections)
Emily Dickinson:	“Because I Could Not Stop for Death”, “I Taste a Liquor Never Brewed”
Robert Frost:	“Mending Wall”, “The Death of the Hired Man,” “Stopping by Woods on a Snowy Evening,” “Design”
Sylvia Plath:	“Daddy”, “Lady Lazarus”
Eugene O’Neil:	<i>Long Day’s Journey into the Night</i>
Arthur Miller:	<i>Death of a Salesman</i>
Edward Albee:	<i>The Zoo Story</i>

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
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1 st -2 nd	“Song of Myself” : Life and works of the author, context of the text, Critical appreciation	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1, 2, 3, 4, 5
3 rd -4 th	“Because I Could Not Stop for Death,” “I Taste a Liquor Never Brewed” : Life and works of the author, context of the text, Critical appreciation	Do	Do	
5 th	“Mending Wall”, “The Death of the Hired Man,” “Stopping by Woods on a Snowy Evening,” “Design” Life and works of the author, context of the text, Critical appreciation	Do	Do	
6 th	“Daddy,” “Lady Lazarus” : Life and works of the author, context of the text, Critical appreciation	Do	Do	
7 th -8 th	<i>Long Day’s Journey into the Night</i> : Life and works of the author, context of the text, Critical appreciation	Do	Do	
9 th -11 th	<i>Death of a Salesman</i> : Life <i>and</i> works of the author, context of the text, Critical appreciation	Do	Do	
12 th -14 th	<i>The Zoo Story</i> : Life and works of the author, context of the text, Critical appreciation	Do	Do	

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom’s Category	Marks (60)
Remember	5
Understand	10
Apply	15
Analyse	15
Evaluate	15
Create	5

Learning Materials

Recommended Readings

Bloom, Harold (Ed). *Emily Dickinson*. New York: Infobase Publishing, 2008.

LeMaster, J.R. and Donald D. *Kummings*. *Walt Whitman: An Encyclopedia*. London and New York: Routledge, 1998.

- McDonald, Gail. *American Literature and Culture 1900-1960*. London: Blackwell Publishing, 2006.
- Kalaidjian, Walter. *The Cambridge Companion to American Modernism*. Cambridge: CUP, 2005.
- Biggsby, W.E. *The Cambridge Companion to Arthur Miller*. 2nd Edition. Cambridge: CUP, 2010.
- Grabes, Herbert. *Literature, Literary History, and Cultural Memory*. Germany: Gunter Narr Verlag Tübingen, 2005.
- Baym, Nina, and Robert S. Levine, eds. *The Norton Anthology of American Literature. Shorter Eighth Edition*, 2-Volume Set. New York: W.W. Norton, 2013.

Course Code: ENG-3105

Course Title: Introduction to Computer and Information System

Contact Hours: 42
Total Marks: 100

Course Type: GED
Credit Value: 03

Rationale of the Course

The fundamentals of computer course helps students become familiar with computer terminology, understand basic computer operations, and develop essential skills to use computers confidently and efficiently. Technology is constantly evolving, and new advancements emerge regularly. This course provides students with a strong foundation to adapt to new technologies, stay updated with current trends to avail academic advantages, and embrace emerging technologies. Moreover, this course equips students with the necessary skills to meet the challenges of the 21st century.

Course Objectives

This course offers a comprehensive overview of the basic components and fundamentals of a computer system including functional units of a computer, input-output devices, and different types of memory, Unicode, operating system basics, and data processing. This course also familiarizes students with the essential hardware components of a computer, such as the central processing unit (CPU), memory (RAM), hard drives, and peripheral devices. It is also designed for real-life applications of computer literacy including editing and creating documents, spreadsheets, presentations, troubleshooting, web browsing, and sending emails. This course will also enhance students' digital literacy skills, including effective online communication, information evaluation, and responsible use of technology and promote ethical behavior and digital citizenship.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Identify the basic computer terminology and describe the functional units, operation of computer processor, primary, secondary and cache memory and operating system basics
- CLO 2: Demonstrate input and output device functions and organise files and documents on hard drive
- CLO 3: Run programs, share information, manage files and multitasking, use multi-threading and manage hardware
- CLO 4: Acquire basic programming skills and develop interest in using computer for professional purpose

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1									2
CLO 2									2
CLO 3									3
CLO 4									3

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Introduction to Computer: Types of Computer, functional units, information revolution and generations of computer. Data information processing cycle.	Lectures Discussions/ In-class Composition/ Class Presentation/ Multimedia Exposition/Consulting study materials	FA & SA	1, 2, 3
3 rd -4 th	Bit, bytes, BCD, ASCH, Unicode and Unicode in Bangla.	Do	Do	1, 2, 3, 4
5 th -6 th	Input and Output Devices: keyboard, mouse, touch screen, OCR, OMR, bar code, microphone, monitor, printer, scanner sound systems.	Do	Do	1, 2, 3
7 th -8 th	Computer Memory: Primary and secondary memory- RAM, ROM, flash memory, cache memory and bus.	Do	Do	1, 2, 3
9 th -10 th	Operating System Basics: Graphical User Interface (GUI), Command Line, running programs, sharing information. Multi-tasking, multi-threading, managing files, and managing hardware.	Do	Do	3, 4
11 th -12 th	Network Data Communication: History of internet and browsers. Structural diversities, Internet protocol, use of internet and sending electronic mail.	Do	Do	1, 2, 3, 4
13 th	Computer Programming Basics: Approaches of programming and programming language. Computer crimes, privacy and ethical issues, ICT Laws in Bangladesh.	Do	Do	1, 2, 3, 4
14 th	Microsoft Office: Microsoft Word, Microsoft Excel, Microsoft PowerPoint and Microsoft Access for Windows PCs.	Do	Do	1, 2, 3, 4

Referencing, styling using software (selective)			
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Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	20
Understand	20
Apply	20
Analyse	
Evaluate	
Create	

Learning Materials

Recommended Readings

- Beisse, Fred. *A Guide to Computer User Support for Help Desk and Support Specialists*. 3rd ed., Course Technology, 2009.
- Dale, Nell, and John Lewis. *Computer Science Illuminated*. 7th ed., Jones & Bartlett Learning, 2019.
- Miller, Michael. *Computer Basics Absolute Beginner's Guide*. Pearson Education, 2015.
- Nisan, Noam, and Shimon Schocken. *The Elements of Computing Systems: Building a Modern Computer from First Principles*. The MIT Press, 2005. eBook, The Internet Archive Edition.
- Norton, Peter. *Peter Norton's Introduction to Computers*. 5th ed., McGraw-Hill Education, 2002.
- Rahman, M. Lutfar, and M. Alamgir Hossain. *Computer Fundamentals*. Dhaka: Systech Publications, 2003.
- Sedgewick, Robert, and Kevin Wayne. *Computer Science: An Interdisciplinary Approach*. Addison-Wesley, 2017.
- Subramanian, N. *Introduction to Computers: Fundamentals of Computer Science*. Volume 1. Tata McGraw-Hill, 1986.
- Vermaat, Misty E., et al. *Discovering Computers: Digital Technology, Data, and Devices*. Cengage Learning, 2017.

Course Code: ENG-3106
Course Title: Introduction to Linguistics

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

Introduction to Linguistics is a basic course laying the foundation of linguists' professional expertise. The field seeks to increase students' understanding of what linguistics is, what it examines, and how it does so. It gets students ready for more in-depth inquiry into other connected subjects. The discipline imparts fundamental knowledge on topics like the history of language, its structure, how it fits into society, how linguistic and mental processes are

related, how language and culture interact, etc. This course helps the students to know how sounds are produced, how words are formed, how sentences are constructed, how meaning works with and without any reference to the context of situation. Students who study this course get familiar with the linguistic diversity and universal characteristics of human language.

Course Objectives

The key objectives of this course are to provide knowledge about the different modes of language use and their effects on the language, to increase the students' understanding of issues such as linguistic diversity, language structure, the relationship between linguistic and mental processes, language and speech, language structure, different types of language units, etc., to familiarize students with the object, aims, and methods of general and special linguistics and prepares them for further in-depth study of language-related issues. The course will increase students' understanding of how language interacts with other social constructs, such as history, culture, and politics.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Remember the basic concepts, theories and methodologies of linguistics and its main sub fields
- CLO 2: Understand basics of linguistics, social and psychological effects as well as word formation, sentence construction, meaning with and without reference to the context
- CLO 3: Apply different applications of theory and approaches in real-life contexts
- CLO 4: Analyse different concepts and theories of linguistics and its main sub fields (Socio and Psycholinguistics)
- CLO 5: Evaluate language learning approaches, linguistic proficiency, language awareness, classroom practices and so on
- CLO 6: Create own beliefs about attitudes towards languages and how those influence the way language is used

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	1	1	1	3	3	2	2	2	
<i>CLO 2</i>	1	1	1	3	3	2	1	2	
<i>CLO 3</i>	1	1	1	2	3	3	1	1	
<i>CLO 4</i>	1	1	1	3	3	2	2	1	
<i>CLO 5</i>	1	1	1	2	3	3	2	2	
<i>CLO 6</i>	1	1	1	3	2	1	2	1	

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Fundamentals of Linguistics: language, linguistics, levels and branches of linguistics.	Lecturing/Forum Discussion/ Slide	FA &	1, 2, 3

		Presentation/ Demonstration/ Multimedia Exposition/ Student Activities	SA	
3 rd -4 th	Morphology: Morpheme, classification of morphemes, word formation rules.	Do	Do	1, 2, 4
5 th -6 th	Syntax: Syntactic processes, IC analysis, PS grammar.	Do	Do	1, 2, 4
7 th -9 th	Semantics: Meaning, types of meaning, meaning relations. Pragmatics: Transactional and interactional functions of language, coherence and cohesion.	Do	Do	1, 2, 5
10 th - 11 th	Introduction to Sociolinguistics: Major concepts of sociolinguistics, issues and aspects of sociolinguistics, standardization process.	Do	Do	2, 3, 5, 6
12 th - 14 th	Introduction to Psycholinguistics: Primary ideas of psycholinguistics, first language acquisition theories, SLA.	Do	Do	2, 3, 5, 6

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	10
Apply	10
Analyse	10
Evaluate	10
Create	10

Learning Materials

Recommended Readings

1. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
2. Homes, J. (1992). *An Introduction to Sociolinguistics*. London: Longman.
3. Hudson, R. A. (1996). *Sociolinguistics*. Cambridge: Cambridge University Press.
4. Maniruzzaman, M. (2013). *Introduction to Linguistics*. Dhaka: Friends' Book Corner.

Course Code: ENG-3201
Course Title: Teaching English to the Speakers of Other Languages (TESOL)

Contact Hours: 42
 Total Marks: 100

Course Type: Core Course
 Credit Value: 03

Rationale of the Course

This course gives importance on the development of specialist teaching methods through practice. The field seeks to manage and stimulate active participation among a class of learners and provide a relevant learning environment and learning opportunities in relation to their learning objectives. Students reflect on what constitutes language and how languages are learnt with the purpose of gaining a fuller understanding of the principles and practices behind the choices teachers make regarding particular methods. This course will help to put into practice current TESOL approaches, methodologies management skills, assessment tools appropriate to lesson aims and to the learners’ background and learning objectives.

Course Objectives

The objectives of the course are to understand and critically evaluate theories and approaches to teaching English as a second language, to develop a teaching philosophy and professional development plan for their work within the field of TESOL, to examine learners’ behaviour to encourage confidence, creativity and cooperation with other learners, and to analyze and utilize appropriate assessment tools to evaluate language proficiency and progress.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Remember the basic techniques, approaches and methodologies of language teaching
- CLO 2: Understand the main advantages and disadvantages of various language teaching approaches and methods
- CLO 3: Apply different methods and approaches in real-life contexts
- CLO 4: Develop a personal philosophy that articulates a theoretical approach to teaching languages and informs future practice
- CLO 5: Examine and analyze a variety of teaching methods and appropriate assessment tools that reflect different language learning principles

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	1	1	1	3	3	2	2	2	
<i>CLO 2</i>	1	1	1	3	3	2	1	2	
<i>CLO 3</i>	1	1	1	2	3	3	1	1	
<i>CLO 4</i>	1	1	1	3	3	2	2	1	
<i>CLO 5</i>	1	1	1	2	3	3	2	2	

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Fundamentals of TESOL, teaching Methodology	Lecturing/ Slide Presentation/ Demonstration/ Multimedia Exposition/ Student Activities	FA & SA	1, 2, 3, 4
3 rd -4 th	Approaches, Methods and Techniques, Grammar Translation Method	Do	Do	1, 2, 3, 4, 5
5 th -6 th	Audio-lingual Method, Communicative Language Teaching Approach	Do	Do	1, 2, 3, 4, 5
7 th -9 th	Total Physical Response, Task-based language Teaching	Do	Do	1, 2, 3, 4
10 th -11 th	Multiple Intelligence, Post Method Pedagogy	Do	Do	1, 2, 3, 4
12 th -14 th	Classroom Management, Assessment and Evaluation, TESOL and Sustainability	Do	Do	4, 5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	15
Apply	15
Analyse	10
Evaluate	10
Create	

Learning Materials

Recommended Readings

1. Carter, R. & Nunan, D. (2001). *The Cambridge Guide to Teachers English to Speakers of Other Languages*. Cambridge: Cambridge University Press.
2. Hughes, A. (1989). *Testing for Language Teachers*. Cambridge: Cambridge University Press.
3. Larsen-Freeman, D. (1978). *Principles and Methods in Foreign Language Teaching*. London: Longman.
4. Maniruzzaman, M. (2013). *Introduction to Linguistics*. Dhaka: Friends' Book Corner.
5. Ur, Penny. (1991). *A Course in Language Teaching*. Cambridge University Press.
6. Harmer, J. (2015). *The Practice of English Language Teaching*. Third Edition. Longman
7. Harmer, Jeremy. (2012). *Essential teacher knowledge: core concepts in English language*
8. *Teaching*. Harlow, England: Pearson Education Ltd.
9. Hedge, Tricia (2000). *Teaching and Learning in the Language Classroom*. Oxford Handbooks for Language Teachers. Oxford: Oxford University Press

Course Code: ENG-3202
Course Title: Victorian Novels

Contact Hours: 42
 Total Marks: 100

Course Type: Core Course
 Credit Value: 03

Rationale of the Course

This course is designed to discuss the different aspects of the selected novels from the prominent writers of the Victorian Period that is especially marked for the popular reception of this literary form. Along with dealing the selected texts, this course teacher is expected to reflect on their background—industrial revolution and its aftermath on people, gender issues, class consciousness, social and political turmoil, conflict between science and religion, loss of faith, French Revolution, Reign of Terror, and other Victorian cultural phenomena—that commonly shapes these literary productions.

Course Objectives

This course deals with the prominent Victorian novelists and their works that will show the path of correlating the broader cultural movements of the Victorian age with their literary texts. The objective of this course is to focus on the themes of the specific contemporary problems of the Victorian society caused by the predominance of industrialism and utilitarianism. This course also aims at examining the purposes of the Victorian novelists as how they moralise or satirise or humanise the socio-political issues of that period.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Recognise the salient features of the Victorian novel
- CLO 2: Remember the major events of the Victorian era of literature
- CLO 3: Demonstrate an understanding of the historical and cultural context of the Victorian period
- CLO 4: Exploring the philosophical ideas that are prevalent in the Victorian novel
- CLO 5: Exploring the major Victorian authors and their style of writings

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	3	2	1	2	3	3	3		
<i>CLO 2</i>	3	3	1	3	2	3	3		
<i>CLO 3</i>	3	3	3	3	3	2	1		
<i>CLO 4</i>	3	3	3	3	3	3	3		
<i>CLO 5</i>	3	2	1	2	3	3	3		

1: Low

2: Significant

3: High

Course Content

Charles Dickens: *Great Expectations*
 Charlotte Bronte: *Jane Eyre*
 Emily Bronte: *Wuthering Heights*
 Thomas Hardy: *The Return of the Native*

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Great Expectations: Life, works and literary career and philosophy of Charles Dickens. The chief characteristics and analysis of Charles Dickens's novel.	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1, 2
3 rd -5 th	Jane Eyre: Life, works and literary career and philosophy of Charlotte. The chief characteristics and analysis of Charlotte's novel	Do	Do	4
6 th -9 th	Wuthering Heights: Life, works and literary career and philosophy of Bronte. The chief characteristics and analysis of Bronte's novel	Do	Do	2, 3, 6
10 th - 11 th	The Return of the Native: Life, works and literary career and philosophy of Hardy. The chief characteristics and analysis of Hardy's novel.	Do	Do	6
12 th - 14 th	An overall discussion on Victorian novels.	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	10
Apply	25
Analyse	5
Evaluate	5
Create	10

Learning Materials

Recommended Readings

- Abercrombie, L. *Thomas Hardy: A Critical Study* Martin Secker, 1928.
 Allen, W. *The English Novel*, Phoeix House, 1957.
 Cecil, D. *Victorian Novelists: Essays in Revaluation*, Penguin Books; 1st edition, 1948.
 Fielding, K. J. *Charles Dickens: A Critical Introduction*.
 Pinion, F. B. *A Bronte Companion: Literary Assessment, Background and Reference*

Course Code: ENG-3203
Course Title: 20th Century Poetry

Contact Hours: 42
 Total Marks: 100

Course Type: Core Course
 Credit Value: 03

Rationale of the Course

This course will illustrate the major traits of modernism in English poetry with a strong focus on such poets as Yeats, Eliot, Auden, Ted Hughes, Atwood and Seamus Heaney. This course also highlights how modernism as a literary, cultural and intellectual movement broke away from the aestheticism of Victorian era. Furthermore, it will emphasize on modernist styles and techniques (i.e. imagism, symbolism, stream of consciousness, fragmentation, experimentation) as well as themes, issues and aesthetics illustrated by major modernist poets and writers. This course will enable the students to have insight into the historical background – the socio-political changes in 20th century English Poetry as well as to gain knowledge about literary criticism and innovative techniques introduced by the poets of 20th century.

Course Objectives

The main objective of this course is to impart the learners the in-depth knowledge about the attitude and culture of the 20th century, radical social change in the aftermath of World War I and, also every aspect of new reality of life, even those things that were ugly and uncomfortable. This course aims at capturing what it was like living during the tumultuous times.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Understand and successfully deploy a range of terms and concepts integral to literary studies
- CLO 2: Identify elements that are distinctive to literary achievement of writers in the Modernist periods of English Literature
- CLO 3: Reflect and write analytically about the literary works and their contexts
- CLO 4: Develop their own skills of literary critical analysis
- CLO 5: Apply knowledge of the historical and cultural contexts of 20th Century poetry
- CLO 6: Realise the social, moral and religious decay of modern civilisation

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	3	2	1	2	3	3	3		
<i>CLO 2</i>	3	3	1	3	2	3	3		
<i>CLO 3</i>	3	3	3	3	3	3	1		
<i>CLO 4</i>	2	3	3	3	3	3	3		
<i>CLO 5</i>	3	2	1	2	3	3	3		
<i>CLO 6</i>	3	2	2	2	3	3	3		

1: Low

2: Significant

3: High

Course Content	
William Butler Yeats:	“Easter 1916” “The Second Coming,” “Sailing to Byzantium,” “No Second Troy,” “Leda and the Swan”
Thomas Stearns Eliot:	“The Love Song of J. Alfred Prufrock,” “The Waste Land”
Wystan Hugh Auden:	“Musee des Beaux Arts,” “The Shield of Achilles”
Ted Hughes:	“Pike,” “The Thought-Fox”
Margaret Atwood:	“This is a Photograph of Me,” “At the Tourist Center in Boston”
Seamus Heaney:	“Digging,” “Punishment”

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	“Easter 1916,” “The Second Coming,” “Sailing to Byzantium,” “No Second Troy,” “Leda and the Swan” : History and the salient features of Modern Poetry. Life, works and literary career of Yeats. The chief characteristics and analysis of Yeats’s poetry	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1
3 rd -4 th	“The Love Song of J. Alfred Prufrock,” “The Waste Land” : Life, works and literary career and philosophy of Eliot. The chief characteristics and analysis of Eliot’s poetry	Do	Do	1, 2
5 th -6 th	“Musee des Beaux Arts,” “The Shield of Achilles” : Life, works and literary career and philosophy of Auden. The chief characteristics and analysis of Auden’s poetry	Do	Do	4
7 th -9 th	“Pike,” “The Thought-Fox” : Life, works and literary career and philosophy of Hughes, the chief characteristics and analysis of Hughes’s poetry	Do	Do	2, 3, 6
10 th -11 th	“This is a Photograph of Me,” “At the Tourist Center in Boston” : Life, works and literary career and philosophy of Atwood. The chief characteristics and analysis of Atwood’s poetry	Do	Do	6
12 th -14 th	“Digging,” “Punishment” : Life, works and literary career and philosophy of Heaney. The chief characteristics and analysis of Heaney’s poetry	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	10
Apply	25
Analyse	5
Evaluate	5
Create	10

Learning Materials

Recommended Readings

Cowell, R. W. B. Yeats, Evans Bros; 1st edition, 1969.

Fuller, J. W. H. Auden: A Commentary Faber & Faber Ltd. 1st US edition, 1998.

Williamson, G. A Reader's Guide to T. S. Eliot, Syracuse University Press; 1st Syracuse University Press edition, 1998.

Course Code: ENG-3204
Course Title: American Literature-II (Prose & Fiction)

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

The course will center on the advancement of fiction within the literary history of American writing extending from the early 19th century to the 20th century. The prose section will introduce authors like R.W. Emerson and H. D. Thoreau who liberated the philosophical idea of transcendentalism that helped to shape the intellectual traits of American writing as well as American culture. The next section is to acquaint students with the classic writers like Washington Irving, H. G. Wells and Edgar Allan Poe who produced classic short stories that conveniently manifest the cultural consciousness of American times. Novelists such as Nathaniel Hawthorne, Mark Twain, Earnest Hemingway and Saul Bellow are introduced with a view to guide students' exploration of American realities ranging from puritan to modern times.

The course will impact to lift up a profound appreciation of American scholarly history through great American prose, short stories and novels. It shows the wealthy landscape of scholarly merits that characterize and portray the uniqueness of American fashion of writing. The course will aid outline the American history, dialect, socio-cultural temperament and creative ability, fundamentally to.

Course Objectives

This course introduces learners to various American prose texts and novels. Students will be familiar with the development of American prose texts and novels. Focusing on different modes of analysis, i.e., interpretive, guessing, finding symbolic meaning, predicting, it intends to enhance students' cognitive knowledge, critical thinking ability along with

linguistic empowerment.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Recognise the most prominent American writers and read about their thoughts, rationalities and settings in their works
- CLO 2: Determine and summarise American history, culture, dialect and creative ability to translate American individuality
- CLO 3: Investigate and describe the interrelationships between historical, cultural, political, and intellectual backgrounds, as well as their effects on the texts
- CLO 4: Understand the evolution of American literary tradition by identifying diverse themes and stylistic features
- CLO 5: Critique the conceptual patterns and discern scholarly features in American prose and fiction by reading and writing about the texts

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	3	1	2	3	3	3		
CLO 2	3	3	1	3	2	3	3		
CLO 3	3	3	3	3	3	3	1	3	
CLO 4	3	3	3	3	3	3	3		
CLO 5	3	2	1	2	3	3	3	3	

1: Low

2: Significant

3: High

Course Content	
Washington Irving:	“Rip Van Winkle”
R.W. Emerson:	“Self-Reliance”
Nathaniel Hawthorne:	<i>The Scarlet Letter</i>
Mark Twain:	<i>The Adventures of Huckleberry Finn</i>
Ernest Hemingway:	<i>The Old Man and the Sea</i>
F. Scott Fitzgerald:	<i>The Great Gatsby</i>

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	“Rip Van Winkle”: Fantasy, supernaturalism, classical fairy tales	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1
3 rd -4 th	“Self-Reliance”: Transcendentalism, individualism, democracy, nationalism	Do	Do	1, 2

5 th -6 th	<i>The Scarlet Letter</i> : Sin, Redemption	Do	Do	4
7 th -9 th	<i>The Adventures of Huckleberry Finn</i> : Racism, colonialism, dialectology	Do	Do	2, 3, 6
10 th -11 th	<i>The Old Man and the Sea</i> : Existentialism	Do	Do	6
12 th -14 th	<i>The Great Gatsby</i> : Americanism, American Dream	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	10
Apply	25
Analyse	5
Evaluate	5
Create	10

Learning Materials

Recommended Readings

- Emerson, Ralph Waldo, and Wulf, Ralph. "Self-Reliance." Caxton Society, 1909, pp. 49-50.
- Field, Peter S. *Ralph Waldo Emerson: The Making of a Democratic Intellectual*. Rowman & Littlefield, 2003.
- Hawthorne, Nathaniel. *The Scarlet Letter: 1850*. Infomotions, Incorporated, 1850.
- Hemingway, Ernest. *The Sun Also Rises: The Hemingway Library Edition*. Simon and Schuster, 2014.
- Husband, Julie. *Antislavery Discourse and Nineteenth-Century American Literature: Incendiary Pictures*. Springer, 2010.
- Irving, Washington. *Rip Van Winkle*. H. Altemus, 1896.
- McDonald, Gail. *American Literature and Culture, 1900-1960*. John Wiley & Sons, 2008.
- Turner, Jack, (ed). *A Political Companion to Henry David Thoreau*. University Press of Kentucky, 2009.
- Twain, Mark. *The Adventures of Huckleberry Finn*. 1884. Available from a variety of publishers, 1985.

Course Code: ENG-3205 Course Title: William Shakespeare and His Literary World

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

The course is designed to examine Shakespeare’s works to develop students’ much stronger understanding of the various life doctrines and philosophies depicted in his plays. By delving deeply into the selected plays of Shakespeare, this course will investigate the language, culture and politics, shedding light on the social, historical and religious issues that were prevalent during the Elizabethan and Jacobean period. Furthermore, the course expects students to be familiar with Shakespeare's stylistic devices, major dramatic conventions such as tragedy and comedy, as well as his portrayal of universal themes and timeless characters, which have greatly influenced literature and theater.

Course Objectives

The course aims to introduce students to Shakespeare’s literary domain and enable them to analyse texts from a variety of perspectives. The objective of this course is to inform students about the socio-political reality and changes of Shakespeare’s England and bring out the nature of the language, themes, stylistic devices and dramatic genres depicted in Shakespeare. Additionally, students will gain the ability to approach a text within historical, social, cultural, theoretical, and philosophical contexts.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Understand Shakespearean conventions of Shakespearean plays, literary genres and styles. Explain Tragedies
- CLO 2: Demonstrate literary knowledge about historical, social, political, cultural, religious, and philosophical concerns
- CLO 3: Apply relevant critical theories for writing in-depth formal literary criticism, interpretive arguments, assignments, and scholarly papers
- CLO 4: Demonstrate skills in written communication while analyzing, interpreting, and evaluating literary works effectively

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	3	3							
<i>CLO 2</i>	3			2					
<i>CLO 3</i>			3		3		3		
<i>CLO 4</i>				2		3			

1: Low

2: Significant

3: High

Course Content William Shakespeare: a. <i>Hamlet</i>

- b. *King Lear*
- c. *Sonnets (Selections)*
- d. *As you Like It*
- e. *The Tempest*

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Introduction to Shakespeare: Elizabethan and Renaissance Period, Biography, Globe Theater, Shakespeare as a Dramatist, Art of characterisation, Philosophy	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1, 2
3 rd -4 th	Hamlet: Shakespearean theatre, Philosophy, Revenge Tragedy, Crises of modern men, Soliloquy	Do	Do	
5 th -6 th	King Lear: Tragedy, Comic Relief, Art of characterisation, Sin and Redemption	Do	Do	1, 2
7 th -8 th	Sonnets (Selections): English sonnets, Themes, Typical Shakespearean sonnet Structure, Anti Petrarchan	Do	Do	1, 3
9 th -10 th	As You Like It: Comedy, Pastoral Romance, Appearance vs. Reality	Do	Do	2
11 th -12 th	The Tempest: Three Unities, Colonization, Elizabethan Tradition, Nature vs. Nurture	Do	Do	1, 2
13 th -14 th	Hamlet and The Tempest: Review	Do	Do	3, 4

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	10
Apply	20
Analyse	15
Evaluate	10
Create	

Learning Materials

Recommended Readings

Eastman, M. A. *A Short History of Shakespearean Criticism*. Random House, 1968.

Holinshed, R., Harrison, W., & Stanyhurst, R. *Chronicles of England, Scotland, and Ireland*. Creative Media Partners, 2018.
 Samuel, J. "Preface to Shakespeare." Outlook Verlag GmbH, 2018.
 Smith, N. *Shakespearean Criticism: 1623-1840*. Oxford University Press, 1961.
 Wimsatt, W. K., editor. *Dr. Johnson on Shakespeare*. Penguin Books, 1969.

Course Code: ENG-3206
Course Title: Introduction to Cultural Anthropology

Contact Hours: 42
 Total Marks: 100

Course Type: GED
 Credit Value: 03

Rationale of the Course

This is an interdisciplinary course designed to make students familiarize with the basic aspects of Anthropology that studies human culture, beliefs, customs, traditions, and social practices. Cultural evolution, its development and interaction with other cultures contribute to human civilization by creating diversity, awareness, and sensibility. Literary works are the products of different times that offer an insightful study of contemporary social and cultural contexts in light of Cultural Anthropology.

Course Objectives

Students will be given the scope of exploring the core aspects of culture, its relation to human life, and history that would be instrumental to understanding cultural studies at their postgraduate level. The course intends to provide a better understanding of cultural contexts that contributed to the shaping of a society, its ideologies, and practices. Moreover, students will be able to apply Anthropological theories to generate new explanations of the texts.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Understand the concept of culture in the context of Anthropology and recognize the diversity in human culture and social behaviour
- CLO 2: Describe and analyse the relationship between culture and a social group or an individual
- CLO 3: Identify and use Anthropological terminology in their research work
- CLO 4: Identify and connect cross-cultural backgrounds of human society to the existing culture and its transformation
- CLO 5: Examine literary texts in the historical and cognitive context of Cultural Anthropology

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1									1
CLO 2						1			1
CLO 3									
CLO 4							2		1
CLO 5	2	3		2	2	2			2

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Introduction: Meaning and definition of Anthropology; Classification and Subject matter; Anthropological perspectives and methods of studying human society and their culture.	Lectures Discussions/ In-class Composition/ Class Presentation/ Multimedia Exposition/Consulting study materials	FA & SA	1, 2, 3
3 rd -4 th	Culture: Definition and meaning of culture and its key features; ethnocentrism, cultural relativism; symbolic anthropology, interpretative anthropology; structuralism; cultural constructionism	Do	Do	1, 2, 3, 4
5 th -6 th	Concepts of Culture: Enculturation, Socialization, Acculturation, Cultural assimilation, and cultural accumulation, Ethnocentrism and social change.	Do	Do	1, 2, 3
7 th -8 th	Multiple Cultural Worlds: class; gender; race, ethnicity and indigenous people	Do	Do	1, 2, 3
9 th -10 th	Gender, Sexuality and Power-politics: ideologies, gender roles and power-relations	Do	Do	1, 2, 3
11 th -12 th	Cultural Pluralism: Multicultural society and Bangladesh, Ethnicity and ethnic profile of Bangladesh.	Do	Do	1, 2, 3
13 th -14 th	Aboriginal Debate (Adibashi Bitorko): History, Constitution and Reality.	Do	Do	1, 2, 3, 4

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	20
Apply	10
Analyse	10
Evaluate	10
Create	

Learning Materials

Recommended Readings

Bailey, Garrick, and James Peoples. *Essentials of Cultural Anthropology*. Thompson Learning, 2002.

Beauvoir, Simone de. *The Second Sex*. Translated by Howard Madison Parshley, Vintage, 1997.

Butler, Judith. *Gender Trouble: Feminism and the Subversion of Identity*. Routledge, 1990.

Ember, Carol R., and Melvin Ember. *Cultural Anthropology*. Pearson, 2015.

Ferraro, Gary, and Susan Andreatta. *Cultural Anthropology: An Applied Perspective*. 11th ed., Cengage, 2018.

Foucault, Michel. *Discipline and Punish: The Birth of the Prison*. 2nd Vintage Books ed., Vintage Books, 1995.

Haviland, William A. *Cultural Anthropology*. Cengage, 2018.

Haviland, William A., Robert J. Gordon, and Luis A. Vivanco. *Talking About People: Readings in Contemporary Cultural Anthropology*. McGraw Hill, 2006.

Kottak, Conrad Phillip. *Cultural Anthropology*. 18th ed., McGraw-Hill Education, 2017.

Miller, Barbara D. *Cultural Anthropology*. 8th ed., Pearson, 2016.

Nanda, Serena. *Cultural Anthropology*. Cengage, 2018.

Course Code: ENG-4101
Course Title: Phonetics and Phonology

Contact Hours: 42
 Total Marks: 100

Course Type: Core Course
 Credit Value: 03

Rationale of the Course

This course explores speech sounds as physical entities (phonetics) and linguistic units (phonology). This course is intended to reinforce the students' foundational understanding of the English sound system and of key analytic ideas in phonetics and phonology. The goal of the course is to give students the information and abilities needed to produce and analyze both segmental and suprasegmental features of English in particular as well as language in general. It will equip students to apply this knowledge to linguistic analysis of sources. The focus of the course will be on suprasegmental elements like stress, syllable, tone, and intonation, as well as segmental elements like speech sound, sound system, places of articulation, English vowels, and consonants.

Course Objectives

The course establishes a basic understanding of phonetics and phonology, to systematically raise student awareness of metalinguistic in order to enlighten and increase their understanding of the human language sound system in terms of sensitivity, accuracy, and clarity, to give insight into English pronunciation and into central concepts in phonetics and phonology. This course enables students to identify, describe, classify and produce the sounds of the languages and help students to communicate more effectively with good pronunciation and intonation.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Understand speech sound, sound system, places of articulation, English vowels, consonants as well as English segmental and suprasegmental
- CLO 2: Apply the principles regulating the use of the sounds in the spoken form and the fundamentals of articulation, diction, enunciation and transcriptions of English words written in IPA symbols
- CLO 3: Analyse authentic speech data, the phonemes of English and their articulation,

suprasegmental such stress, tone and intonation, sound and sound patterns of human language

CLO 4: Synthesise authentic materials by using higher-order thinking

CLO 5: Evaluate knowledge of the English Phonetics and Phonology orally and in writing

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	1	1	1	2	3	1	3	1	
CLO 2	1	1	1	3	2	2	3	2	
CLO 3	1	1	1	2	3	1	2	1	
CLO 4	1	1	1	2	2	2	3	1	
CLO 5	1	1	1	2	2	1	2	2	

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Basics of phonetics and phonology, branches of phonetics, difference between phonetics and phonology. Phone, phoneme and allophones.	Lecturing/ Discussion/ Slide Presentation/ self-study/ Multimedia Exposition/ Explanation and illustration	FA & SA	1, 2, 3
3 rd -4 th	Speech organs, air stream mechanisms.	Do	Do	1, 5
5 th -6 th	Usage and application of vowels, monophthongs, diphthongs.	Do	Do	1, 2, 4
7 th -9 th	English consonant, places and manners of articulations of consonants.	Do	Do	1, 2, 4
10 th -11 th	Syllable and stress, factors of stress prominence, rules for stress placement.	Do	Do	1, 3
12 th -14 th	Tone, tone unit, types of tone. Intonation, functions of intonation. IPA symbols, practicing transcription.	Do	Do	1, 3, 5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	15
Understand	15
Apply	10

Analyse	10
Evaluate	10
Create	15

Learning Materials

Recommended Readings

1. Abercrombie, D. (1966). *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.
2. Crystal, D. (1996). *A Dictionary of Linguistics and Phonetics*. Oxford: Blackwell.
3. Hancock, M. (2003). *English Pronunciation in Use*. Cambridge: Cambridge University Press.
4. Maniruzzaman, M. (2006). *Introduction to English Language Study*. Dhaka: Friends Book Corner.
5. Roach. P. (2000). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.

Course Code: ENG-4102

Course Title: English Language Education, Sustainable Development and Beyond

Contact Hours: 42

Total Marks: 100

Course Type: GED

Credit Value: 03

Rationale of the Course

Since the fields of English language education (ELE) have become so diverse, this course is designed to provide learners with a good introduction to the economic and other developmental aspects of English language education. The learners will know about the various dimensions of ELE, the SDGs as well as how to align the two fields for mutual enrichment. As a field of study, both ELE and the SDGs are important skills for students to master to increase their employability. This course is designed to strengthen student's skills in analytic explanations so that they can develop theoretical aspects of the issues. The course is divided into two parts. Firstly, it helps students to master different course contents related to the ELE and SDGs as well as critically study some developmental theories. Secondly, it enables students to prepare drafts and get topical ideas to write focused, coherent, and organized research essays that they are required to write in their master level.

Course Objectives

This course enables students to systematically develop ideational concepts and express them in sophisticated English. Its primary objective is to acquaint students with the ELE and the SDG issues that are so integral for university graduates. Focusing on different developmental theories, i.e., neoliberalism and (English) education, human capital development, inclusive education, degrowth, the SDGs, etc., it intends to enhance students' conceptual competencies to enhance employability, readiness to compete in the 21st century global job market.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

CLO 1: Understand some concepts and theories about ELE and economic development

CLO 2: Sensitize the learners to the SDGs and how they can be studied as a part of ELE

CLO 3: Analyse the concept or theme and main ideas of the ELE and the SDGs; Relate the

theme to other ideas found in their curriculum

CLO 4: Demonstrate contemporary thematic knowledge and issues to talk about with others to raise awareness on the SDGs

CLO 5: Develop their critical ability as well as linguistic expressions to discuss such SDGs and other issues in an academic way

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	2	2	1	1	2	3	3	1	
CLO 2	1	2	1	2	2	3	3	1	
CLO 3	1	2	1	1	3	3	1	2	
CLO 4	1	2	3	1	3	3	3	1	
CLO 5	1	2	1	2	3	3	3	2	

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Definition of terms i.e., ELE, SDGs, 4IR, Development and Degrowth etc.	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1
3 rd -4 th	Critical Understanding of SDGs and Development Understanding the 2010 Education policy of Bangladesh	Do	Do	1, 2
5 th -6 th	ELE and Human Capital, Economic, Social, Cultural and Environmental Development	Do	Do	4
7 th -9 th	Researching the Developmental Aspects of ELE Reading a research paper on English language and human capital development	Do	Do	2, 3
10 th -11 th	Reading a research paper on English language and socio-economic development	Do	Do	5
12 th -14 th	Reading a research paper on English language and environmental development	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	10
Apply	25
Analyse	5
Evaluate	5
Create	10

Learning Materials

Recommended Readings

1. Ali, M. M., & Hamid, M. O. (2020). English for human capital development. In *The Routledge handbook of English language education in Bangladesh* (pp. 369-381). Routledge.
2. Bekteshi, E., & Khaferi, B. (2020). Learning about Sustainable Development Goals through English Language Teaching. *Research in Social Sciences and Technology*, 5(3), 78-94. <https://doi.org/10.46303/ressat.05.03.4>
3. Chiswick, B. R. (2008). *The economics of language: An introduction and overview*. Bonn, Germany: The Institute for Study of Labor (IZA).
4. Hamid, O. (2022). English as a Southern language. *Language in Society*. doi:10.1017=S0047404522000069
5. Lazzarini, B., Pérez-Foguet, A., & Boni, A. (2018). Key characteristics of academics promoting Sustainable Human Development within engineering studies. *Journal of cleaner production*, 188, 237-252
6. Majid, N. (2020). The Role of Foreign Language Education in Achieving Sustainable Development Goals. *Foreign Language Education for National Development. Contributions of the Institute of Modern Languages*.
7. McCowan, Tristan & Filho, Walter & Brandli, Luciana & Salvia, Amanda & Ruiz Vargas, Valeria & Muthu, Nandhivarman & Edwin, Golda & Liu, Jing & Pretorius, Rudi & Newman, Julie. (2021). Universities facing Climate Change and Sustainability.
8. Secretary-General, U. N. (2009). Climate change and its possible security implications: report of the Secretary-General.
9. Zamora-Polo, F., & Sánchez-Martín, J. (2019). Teaching for a better world. Sustainability and sustainable development goals in the construction of a change-maker university. *Sustainability*, 11(15), 4224.
10. Selections by course teacher(s).

Course Code: ENG-4103
Course Title: 20th Century Drama

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

This course is designed to study the contemporary experimental English plays. The objective of this course is to explore the range of modern experimental approaches towards drama and theatres that rejected the conventional traditions in style and subject matter. The selected dramas are manifestation of major stylistic transformations in English drama. Thematically,

the texts emphasize on post-World War II crises and conflicts of mankind which find the conventional styles, dictions, subject-matters inadequate to address modern man's complexities and difficulties.

Course Objectives

The aim of the course is to reassess the shift from conventional trends of English drama and theatre to the modern experimental approaches and its consequences. It introduces to the students the key issues, questions, and debates in 20th century experimental English dramas. It seeks to apply a variety of methods, concepts, and theories to analyze post-World War II crisis and conflicts that human race encounters focusing on the contemporary experiences and historical events. Focusing on the stylistic transformation happened in 20th century English drama, this course intends to trace that manifestation in major modern works.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Demonstrate knowledge about critical and literary writings related to key issues, questions, and debates in 20th century English dramas
- CLO 2: Conceptualise how stylistic transformation happened in 20th century English drama and how to trace that manifestation in major works
- CLO 3: Employ and integrate various methods, concepts, and theories to analyse post World War II crisis and conflicts in human civilization
- CLO 4: Examine modern experimental approaches to English drama and theatre

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	3	3	1	3	1	2	3	
CLO 2	3	3	3	1	3	1	3	3	
CLO 3	1	3	2	1	3	1	3	3	
CLO 4	1	3	2	1	3	1	1		

1: Low

2: Significant

3: High

Course Content	
George Bernard Shaw:	<i>Saint Joan</i>
Bertolt Brecht:	<i>Mother Courage and Her Children</i>
Samuel Beckett:	<i>Waiting for Godot</i>
John Osborne:	<i>Look Back in Anger</i>
Harold Pinter:	<i>The Caretaker</i>

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
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1 st -2 nd	Introduction to modern drama: Background of the evolution of modern drama, different features of modern drama, difference between conventional drama and modern drama	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1, 2, 3, 4
3 rd -4 th	Saint Joan: Socio-political-cultural background of the playwright and his works Analysis of the plot, characters and themes, Theoretical discussion	Do	Do	Do
5 th -6 th	Mother Courage and Her Children: Socio-political-cultural background of the playwright and his works Analysis of the plot, characters, and themes, Theoretical discussion	Do	Do	Do
7 th -9 th	Waiting for Godot: Socio-political-cultural background of the playwright and his works, Analysis of the plot, characters, and themes, Theoretical discussion	Do	Do	Do
10 th -11 th	Look Back in Anger: Socio-political-cultural background of the playwright and his works, Analysis of the plot, characters, and themes, Theoretical discussion	Do	Do	Do
12 th -14 th	The Caretaker: Socio-political-cultural background of the playwright and his works, Analysis of the plot, characters, and themes, Theoretical discussion)	Do	Do	Do

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	10
Apply	20
Analyse	5
Evaluate	5
Create	10

Learning Materials

Recommended Readings

Esslin, Martin. *The Theatre of the Absurd*. Penguin, 1961.

Hinchliffe, Sam. *British Theatre*. Basil Blackwell, 1974.
 Hunter, Jim. *Tom Stoppard: A Faber Critical Guide*, Farrar Straus and Gioux, 2000.
 Trussler, Simon. *The Plays of John Osborne*. Gollanez, 1969.

Course Code: ENG-4104
Course Title: Continental Literature

Contact Hours: 42
 Total Marks: 100

Course Type: Core Course
 Credit Value: 03

Rationale of the Course

This course explores European and American literary narratives translated into English, analysing their context within world politics and emphasising socio-political, cultural, local, and global issues in each work. Literary works from these regions not only provide exposure to diverse literary traditions but also foster the development of expertise and a nuanced understanding of different perspectives. Through close reading, analysis, and critical interpretation of different texts, students gain valuable insights into the complexities of human experiences, honing their critical thinking skills and cultivating a profound appreciation for the power of language and storytelling.

Course Objectives

The course aims to familiarise students with significant literary works from European countries and to foster students' understanding of the cultural, historical, and social contexts that shape continental literature. The objective of this course is to enhance students' critical thinking and analytical skills through the interpretation of complex literary texts. Furthermore, this course intends to cultivate students' appreciation for the diverse aesthetic traditions and styles found in continental literature and to enable them examine literary movements like Romanticism, Modernism, Feminism etc. that prepare the ground for continental European literature.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Demonstrate knowledge of representative works of continental literature from diverse periods and countries, including their key themes, stylistic features, and historical significance
- CLO 2: Analyse the literary pieces within the historical, geopolitical, national and global contexts from which they emerged, and evaluate their responses to the specific literary movements
- CLO 3: Apply theoretical frameworks and critical approaches to analyze and interpret the selected literary works, exploring their relevance to contemporary issues
- CLO 4: Participate in thoughtful discussions and debates about the significance and impact of continental literature on broader literary and cultural movements

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	3	2							
CLO 2	3								
CLO 3			3		3		2		

CLO 4					3				
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1: Low

2: Significant

3: High

Course Content	
Henrik Ibsen:	<i>A Doll's House</i>
Anton Chekhov:	Short Stories (Selections)
Franz Kafka:	<i>Metamorphosis</i>
Bertolt Brecht:	Poetry (Selections)
Albert Camus:	<i>The Outsider</i>

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Introduction to Continental Literature: Significant literary trends and movements, Socio-political history, Philosophical developments	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/Multimedia Exposition	FA & SA	1, 4
3 rd -4 th	<i>A Doll's House:</i> Patriarchy, Feminism, Characterisation, Realistic Prose Drama	Do	Do	2, 4
5 th -6 th	Anton Chekov's Short Stories (Selections)	Do	Do	3
7 th -9 th	<i>Metamorphosis:</i> Marxism, Capitalism, Modern Crisis, Loneliness, absurdity <i>The Outsider:</i> Existential crisis, Anti Establishment, Modern dramatic form	Do	Do	2, 3
10 th -11 th	Bertolt Brecht's Poetry (Selections)	Do	Do	1, 2
12 th -14 th	Albert Camus' <i>The outsider</i>	Do	Do	

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	10
Apply	20
Analyse	15
Evaluate	10
Create	

Learning Materials

Recommended Readings

- Downs, B.W. *The Intellectual Background*, Cambridge University Press, 1948.
- Gaskell, P. *Landmarks in Continental European Literature*. Edinburgh University Press, 1999.
- Knapp, B., editor. *Critical Essays on Albert Camus*. G K Hall & Co, 1988.
- Lewis, P., editor. *The Cambridge Companion to European Modernism*. Cambridge University Press, 2011.
- Peace, R. *Dostoevsky: An Examination of Major Novels*. Bloomsbury, 1998.
- Politzer, H. Franz Kafka, *Parable and Paradox*. Cornell University Press, 1962.
- William, R. *Drama from Ibsen to Brecht*. Vintage Digital, 2013

Course Code: ENG-4105
Course Title: 20th Century Novel

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

The 20th century in English literary history marks an era of massive social changes which were reflected in the style, form, writing techniques, and philosophy of the authors. The aim of this course is to allow the students to explore the diverse and innovative works produced during this period. The students will also become more socially, culturally, and historically aware by exploring concepts of Modernism, the two world wars, feminist movements, postcolonialism, etc. This course will also encourage linguistic and literary development by analysing modern narrative techniques like stream-of-consciousness, fragmented narrative structures, unreliable narrators, etc.

Course Objectives

This course is a study of five novels drawn from the early 20th century. The course is designed to understand the means by which the novels are marked as modern. The selected novels represent major transformations in the style of writing novels encouraged by the rapid social changes and the coming of a new age. The objective of this course is to explore the diversified range of stylistic, thematic, generic, geographic, and socioeconomic features apparent in these novels to classify the 20th century as a remarkable literary period.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Demonstrate knowledge of the historical, cultural, and social context of the novels
- CLO 2: Associate key relevant theories with the novels
- CLO 3: Demonstrate how the narrative style, structure, language, and tone of the novels can be used for linguistic and literary purposes
- CLO 4: Analyse the key distinctive elements of the novels
- CLO 5: Employ critical ideas to literary and linguistic analysis

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
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<i>CLO 1</i>	3	1	1	1	2	1	3	1	
<i>CLO 2</i>	1	1	2	2	3	1	3	2	
<i>CLO 3</i>	1	3	2	3	1	3	2	3	
<i>CLO 4</i>	3	2	2	2	2	2	3	2	
<i>CLO 5</i>	3	1	3	1	3	2	3	3	

1: Low

2: Significant

3: High

Course Content	
Joseph Conrad:	<i>Heart of Darkness</i>
E. M. Forster:	<i>A Passage to India</i>
Virginia Woolf:	<i>Mrs. Dalloway</i>
James Joyce:	<i>A Portrait of the Artist as a Young Man</i>
D. H. Lawrence:	<i>Sons and Lovers</i>

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -3 rd	<i>Heart of Darkness</i> : Author introduction, Analysis of plot, character, and theme,	Lecture/ Group-Discussion/Group-work/ Presentation/ Multimedia Administration/Use of Realia	FA & SA	1, 2, 3, 4, 5
4 th -6 th	Socio-cultural discussion in reference to the themes and characters, Theoretical discussion e.g. postcolonialism	Do	Do	1, 2
7 th -9 th	<i>A Passage to India</i> : Author Introduction, Analysis of plot, character, and themes, Socio-cultural discussion in reference to the themes and characters, Theoretical discussion e.g. colonialism and postcolonialism	Do	Do	1, 2, 3, 4, 5
10 th -12 th	<i>Mrs. Dalloway</i> : Author Introduction, Analysis of plot, character, and themes,	Do	Do	1, 2, 3, 4, 5
13 th -14 th	Socio-cultural discussion in reference to the themes and characters, Theoretical discussion e.g. feminism	Do	Do	5

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	10

Apply	25
Analyse	5
Evaluate	5
Create	10

Learning Materials

Recommended Readings

- Conrad, Joseph, and Joseph Conrad. *Heart of Darkness*. Palgrave Macmillan US, 1996.
- Forster, Edward Morgan. *A Passage to India*. Rosetta Books, 2002.
- Joyce, James. *A Portrait of the Artist as a Young Man by James Joyce*. Book Rix, 2014.
- Lawrence, David Herbert, Helen Baron, and Carl Baron, eds. *Sons and Lovers*. Penguin, 1994.
- Woolf, Virginia. *Mrs. Dalloway*. Palgrave Macmillan UK, 1992.

Supplementary Readings

- Bolt, Sydney. *A Preface to James Joyce*. Routledge, 2014.
- Burgess, Anthony. *Here Comes Everybody: An Introduction to James Joyce for the Ordinary Reader*. Hamlyn (UK), 1982.
- Forster, Edward Morgan. *Aspects of the Novel*. Harcourt, Brace, 1927.
- Harvey, Geoffrey, and D. H. Lawrence. *Sons and Lovers*. Macmillan, 1987.
- Williams, Raymond. *The English Novel from Dickens to Lawrence*. Random House, 2013.

<p>Course Code: ENG-4106</p> <p>Course Title: Postcolonial Studies-I (African and Caribbean)</p>
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Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

As the British Empire began its steady decline in the wake of World War II, an outpouring of literature often dubbed variously as Commonwealth Literature, Post-Colonial Literature, or Postcolonial Literature, emerged from its former colonies in reaction to ‘mainstream’ English Literature. That new body of literature covers the authors writing in ‘english’ from those once-colonised countries especially in 20th century, representing their marginalised experience with colonialism, negotiating violent legacies of empire, ongoing processes of de-colonisation, and evolving forms of neo-colonialism that impact today. It heralds an epochal shift in global relations and pries open some crucial literary traditions which counter the Eurocentric canons. This course, therefore, introduces non-western literary traditions that respond to and represent voices outside the ‘centre,’ providing students with an opportunity to consider the complex power dynamics that influence literature and the way literary texts can engage and influence these same power dynamics.

Course Objectives

This course will introduce students with a wide variety of literary works written in English from formerly colonised nations (African and Caribbean). It will explore authors and texts through the historically under-represented perspectives of race, ethnicity, gender, disability, post-coloniality, sexuality and assist students understand the dynamics of identities in global context. It will also consider the ways these texts circulate in the West as ‘exotic’

commodities, as sites of resistance and critique, or as ‘proof’ of irreconcilable ‘Otherness.’ As a result, the students will be aware of the matters of perspectives and politics of representation. They will be able to locate the relationship between literary modes and western politics of power, hence, will be able to analyse how the postcolonial writings have appropriated the language and the narrative mode of the ‘centre’ both as a critique of domination and creative resistance. Moreover, this course meets the students’ need for diversity and cultural awareness. It will assist students in developing a set of cognitive, affective, and behavioral skills and characteristics that will help them to engage in effective and appropriate interactions involving diverse cultural and social groups across the world. Learning about the key differences and similarities between diverse modes and values shaping cultures and civilisations, the students will reach to a better understanding of human conditions and will prepare them to act thoughtfully and responsibly in a global society.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Examine central concepts, questions, and debates in postcolonial studies
- CLO 2: Understand the selected works by writers from Africa and Caribbean, placing those in the historical, socio-political, and cultural contexts those are produced and read
- CLO 3: Explore and analyse the linguistic and thematic structure of the postcolonial texts
- CLO 4: Evaluate the language and literary modes of selected literary works by comparing those with the “mainstream” literary tradition
- CLO 5: Apply postcolonial theories and discourse to write analytical and critical essays on the selected texts
- CLO 6: Write reflective term papers on the vast area of postcolonial literature past and present and demonstrate a variety of worldviews and ideas, conceptualising cultural diversity, appreciating different cultural works or artifacts and accommodating difference

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1			3		3	1	3	2	
CLO 2	3		3	2	3	1	3	2	
CLO 3	3	3	3	2	3	1	3	2	
CLO 4	2	2	2	2	3	1	3	2	
CLO 5	2	2	2	2	3	1	3	2	
CLO 6	3	2	2	2	3	1	3	3	

1: Low

2: Significant

3: High

Course Content	
Chinua Achebe:	<i>Things Fall Apart</i>
Nadine Gordimer:	<i>July's People</i>
Gabriel Okara:	“You Laughed And Laughed And Laughed,” “The Snowflakes Sail Gently Down,” “The Mystic Drum”
Louise Bennett:	“Jamaica Oman,” “Bed-time Story”
V. S. Naipaul:	<i>A House for Mr. Biswas</i>
Derek Walcott:	“A Far Cry from Africa,” “Ruins of a Great House,” <i>Another Life</i> (Selection)

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Introduction: Postcolonialism; Postcolonial Literature; Key Concepts, Discourse, and Theories of Postcolonialism	Lecture/ Seminar Discussion/ Class Presentation/ Multimedia Exposition	FA & SA	1
3 rd -5 th	Things Fall Apart: Life, works, literary career, and mission of the author; Historical, cultural, and socio-political contexts of the text; Oral literary traditions of African Literature past and present; Appropriation and abrogation of English (“english”); Approaching the text from Postcolonial perspectives	Do	Do	2, 3, 4
6 th -7 th	July’s People: Life, works, political view, and literary career of the author; Apartheid and other Political history of South Africa; Contemporary literary tradition; Textual reading through related Postcolonial theories and concepts	Do	Do	2, 3, 4
8 th	“You Laughed And Laughed And Laughed,” “The Snowflakes Sail Gently Down,” “The Mystic Drum”: Life, works, literary career, and philosophy of the author; Political, cultural, and literary contexts; Textual reading through related Postcolonial theories and concepts, i.e., Africanness, Negritude, Appropriation of English	Do	Do	2, 3, 4
9 th -10 th	“Jamaica Oman,” “Bed-time Story”: Life, works, literary career, and political view of the author; History of Caribbean; Jamaican literature within Caribbean literary tradition; Textual reading through related Postcolonial theories and concepts	Do	Do	2, 3, 4
11 th -12 th	A House for Mr. Biswas: Life, works and literary career of the author; History of Caribbean; Caribbean literary tradition and identity; Textual reading through related Postcolonial theories and concepts	Do	Do	2, 3, 4
13 th -14 th	“A Far Cry from Africa,” “Ruins of a Great House,” Another Life (selection): Life, works, literary career, and philosophy	Do	Do	2, 3, 4

of the author; author's philosophy of building Caribbean identity and literary tradition; Textual reading through related Postcolonial theories and concepts			
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Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	
Understand	10
Apply	10
Analyse	10
Evaluate	10
Create	20

Learning Materials

Required Readings

- Edward Said "Orientalism Reconsidered"
 Chinua Achebe "The African Writer and the English Language"
 Stuart Hall "Cultural Identity and Diaspora"
 Ngug wa Thiong'o *Decolonizing the Mind* (selection)

Recommended Readings

- Anderson, Benedict. *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London and New York: Verso, 1983.
- Appiah, Kwame Anthony. *In My Father's House: Africa in the Philosophy of Culture*. New York and Oxford: Oxford University Press, 1992.
- Ascroft, Bill, Gareth Griffiths and Helen Tiffin (eds.). *The Post-colonial Studies Reader*. London and New York: Routledge, 1995.
- . *Post-Colonial Studies: The Key Concepts*. London and New York: Routledge, 2000.
- . *The Empire Writes Back: Theory and Practice in Post-colonial Literatures*. 1989. London and New York: Routledge, 2003.
- Beier, Uli and Gerald Moore. *The Penguin Book of Modern African Poetry*. Middlesex: Penguin, 1986.
- Boehmer, Elleke. *Colonial and Postcolonial Literature*. Oxford: OUP, 1995.
- Brown, Stewart and Ian McDonald (sel.). 1992. *The Heinemann Book of Caribbean Poetry*. Oxford: Heinemann.
- Childs, Peter and Patrick Williams. *An Introduction to Post-Colonial Theory*. Essex: Longman-Pearson Education, 1997.
- Donnell, Alison and Sarah Lawson Welsh (eds.). *The Routledge Reader in Caribbean Literature*. London and New York: Routledge, 1996.
- Gilbert, Helen and Joanne Tompkins. *Post-Colonial Drama: Theory, Practice, Politics*. London and New York: Routledge, 1996.
- King, Bruce (ed.). 1998. *New National and Post-colonial Literatures: An Introduction*.

Oxford: Clarendon Press.

Loomba, Ania. *Colonialism/Postcolonialism*. London and New York: Routledge, 2001.

Nayar, Promod K. *Postcolonial Literature: An Introduction*. New Delhi: Pearson Longman, 2008.

Soyinka, Wole. *Myth, Literature and the African World*. Cambridge: CUP, 1976.

Course Code: ENG-4201

Course Title: English Language Teaching (ELT)

Contact Hours: 42

Total Marks: 100

Course Type: Core Course

Credit Value: 03

Rationale of the Course

Since the fields of English language teaching (ELT) have become so diverse, this course is designed to provide learners with a good introduction to the pedagogical aspects of English language teaching. The learners will know about the various dimensions of ELT, and learn how to align ELT with other branches of education i.e., developing universal literacy for mutual enrichment. As a field of study, both ELT and literary courses are important skills for students to master to increase their employability. This course is designed to strengthen student's skills in teaching a foreign/second language e.g., English so that they can develop theoretical aspects of the issues. The course is divided into two parts. Firstly, it helps students to master different course contents related to the ELT as well as critically study some pedagogical theories. Secondly, it enables students to focus on the practical dimensions of second/foreign language teaching contexts that they are required to learn later in their master level.

Course Objectives

This course is aimed to introduce the students to different methods, approaches, and techniques of teaching second/foreign languages. To complement teaching, testing is also incorporated in this course. Therefore, both teaching and testing constitute an integral part of the course. Error analysis also plays significant roles in learning a second/foreign language. This part has been included for the would-be English language teachers as to how to analyse different types of learners' errors and thence, design remedial language courses for their learners.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

CLO 1: Understand different approaches and techniques of teaching four skills, testing and error analysis

CLO 2: Apply teaching techniques for teaching the language skills

CLO 3: Analyse different teaching techniques suitable for their contexts

CLO 4: Evaluate various testing methods that are suitable for Bangladeshi EFL/ESL learners

CLO 5: Critique different types of errors and error remedial approaches

CLO 6: Simulate language classroom, create new language tests for their learners

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
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<i>CLO 1</i>				3		3			
<i>CLO 2</i>				3		3			
<i>CLO 3</i>				3		3			
<i>CLO 4</i>				3		3			
<i>CLO 5</i>				3		3			
<i>CLO 6</i>				3		2			

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Teaching Four Language Skills Basic Skills: Reading	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1, 2, 3
3 rd -4 th	Teaching Four Language Skills Writing	Do	Do	1, 2, 3
5 th -6 th	Teaching Four Language Skills Listening	Do	Do	1, 2, 3
7 th -9 th	Teaching Four Language Skills Speaking	Do	Do	1, 2, 3
10 th - 11 th	Teaching vocabulary, grammar and pronunciation	Do	Do	1, 2, 3, 5
12 th - 14 th	Testing Definitions of testing and tests, purposes of testing, types of tests, qualities of a good test, and constitution of a particular test.	Do	Do	4, 6

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	10
Understand	20
Apply	10
Analyse	5
Evaluate	5
Create	10

Learning Materials

Recommended Readings

1. Bachman, L. F. (1990). *Fundamental Considerations in Language Testing*. Oxford university press.
2. Bailey, K. M. (1996). Working for washback: A review of the washback concept in language testing. *Language Testing*, 13(3), 257-279.
3. Brown, H. Douglas. (1994). *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.
4. Cheng, L. E., Watanabe, Y. E., & Curtis, A. E. (2004). *Washback in Language Testing: Research Contexts and Methods*. Lawrence Erlbaum Associates Publishers.
5. Fulcher, G. (2013). *Practical Language Testing*. Routledge.
6. Hughes, A. (2003). *Testing for Language Teachers*. Cambridge: CUP.
7. McNamara, T. (2000). *Language Testing*.
8. Nunan, David. (ed.) (2003). *Practical English Language Teaching*. New York: McGraw Hill.
9. Oller Jr, J. W. (1983). *Issues in Language Testing Research*. Newbury House Publishers, Inc., Rowley, MA 01969.
10. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching*. Cambridge university press.
11. Roever, C., & McNamara, T. (2006). Language testing: The social dimension. *International Journal of Applied Linguistics*, 16(2), 242-258.

Course Code: ENG-4202

Course Title: American Literature-III (African American)

Contact Hours: 42

Total Marks: 100

Course Type: Core Course

Credit Value: 03

Rationale of the Course

Slave narrative, born out of people from African descent in the United States, has always been excluded both from American literary history and America itself. But it is the site where the entire sojourn of those myriad people is recorded. This course will examine the significance of this literary tradition in shaping both the identities and the histories of the people today known as African American, hence, their literature as African American literature. Positioning African American literature within the American literary history, this course will closely examine the literary “self-representations” of African American people to understand how these representations respond to and interact with the “majority culture’s” efforts to define race in a different set of terms. It will consider the literature as a venue where this struggle over definition takes place--where African American writers have re-appropriated and revised words, images and ideas that had been used to exclude them from American history and culture, relegating them to the level explained as “sub-human” to grasp by today’s academia.

Course Objectives

This course will offer an opportunity for the students to read, evaluate, criticise and re-assess a wide array of genres and forms of Black Writings in America from the age of slavery to the present. It will engage students with textual, critical, political, and theoretical issues related to cardinal literary movements, such as Harlem Renaissance, Black Arts Movement of 1960s

and Third Renaissance of 1980s-90s. The students will examine the uneasy relationship between race and writing by asking: What role has writing by African Americans played in the long fight for political freedom and equality? How has that writing changed over time—stylistically or otherwise—to reflect the different political needs of its historical moment? How has that writing been shaped by different ways of thinking about race? How has race, in turn, been shaped or constructed by that writing? And how do representations of gender and sexuality participate in a literary construction of race? Moreover, the course will help the students discern how the models of storytelling shape African American narratives. The students will be able to understand how verbal and literary modes, including: African retentions, oral traditions, signifying, folklore, and music, have created a unique African American literary voice, and have affected both African Americans’ understandings of themselves, as well as the ways in which they have historically been understood in the American popular imagination. In an effort to critically map the genealogies of this tradition, the course will be interrogating not only the historical and political contexts of the works, but also the ways in which issues of gender, sexuality, and class specifically inform the works.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Discuss, compare, and analyse a broad range of African American texts in a variety of genres, including poetry, fiction, autobiography, and criticism
- CLO 2: Deduce and describe the arguments of literary texts and the political ramifications of literary techniques, genres, and productions
- CLO 3: Express critical understanding of the uses of narrative forms of oral traditions signifying folklore and music in making African American literature a unique literary model and the theoretical concepts of race, racism and racialisation as they inform the creation of an ethnic literature
- CLO 4: Examine how racial and ethnic groups have resisted and struggled to reconstruct their own cultural identities in relations to each other and dominant white groups, leading to both conflict and community empowerment
- CLO 5: Develop an ability of critical thinking and approaching complex discourse in a multi- disciplinary dynamic and make informed and politically-nuanced analysis of texts
- CLO 6: Develop and sharpen critical communication skills through the facilitation of oral and written argumentations in their analyses of textual evidence

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	3	3	3	1	3	1	3	2	
<i>CLO 2</i>	3	3	3	1	3	1	3	2	
<i>CLO 3</i>	3	3	3	1	3	1	3	2	
<i>CLO 4</i>	2				3	1	3	2	
<i>CLO 5</i>	2		2		3	1	3	2	
<i>CLO 6</i>						3		2	

1: Low

2: Significant

3: High

Course Content	
Memoirs:	
Fredrick Douglas:	<i>Narrative of the Life of Frederick Douglass</i> (Preface and Chapters 1-2)
Harriet Jacobs:	<i>Incidents in the Life of a Slave Girl</i>
Critical and Creative Writings:	
Bell Hooks:	<i>Ain't I a Woman</i>
Richard Wright:	<i>Native Son</i>
Maya Angelou:	“Still I Rise,” “Phenomenal Woman,” “Caged Bird”
Alice Walker:	“On Stripping Bark from Myself”
Jamel Brinkley:	<i>A Lucky Man</i> (Selections)

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st	Introduction: African American history; African American literary tradition; key terms, theories & discourse	Lecture/ Seminar Discussion/ Class Presentation/ Multimedia Exposition	FA & SA	2, 3, 5
Memoirs				
2 nd -5 th	<i>Narrative of the Life of Frederick Douglass (Preface and Chapters 1-2):</i> Life, works, philosophy, and literary career of the author; Historical, cultural, and socio-political contexts of the text; Reading the text within American and African American literary contexts; Autobiographical elements; Textual reading through related theories and concepts <i>Incidents in the Life of a Slave Girl:</i> Life, works, activism, and literary career of the author; Historical, cultural, and socio-political contexts of the text; Reading the text within American and Black Feminist literary traditions; Autobiographical elements; Textual reading through related theories and concepts	Do	Do	1, 2, 3, 4 5, 6
Critical and Creative Works				
6 th -14 th	<i>Ain't I a Woman:</i> Life, works, activism, and literary career of the author; Historical, cultural, and socio-political contexts of the text; Reading the text within American and Black Feminist critical studies; Autobiographical elements <i>Native Son:</i> Life, works, and literary career of the author; Historical, cultural, and socio-	Do	Do	1, 2, 3, 4 5, 6

<p>political contexts of the text; Reading the text within American and African American literary traditions past and present; Textual reading through theories and concepts</p> <p>“Still I Rise,” “Phenomenal Woman,” “Caged Bird”: Life, works, political activism, and literary career of the author; Socio-cultural context of the text; Reading the texts within mainstream and Black Feminist literary context</p> <p><i>The Bluest Eye:</i> Life, works, social activism, and literary career of the author; Cultural and socio-political contexts of the text; Reading the text within mainstream and African American literary traditions; Autobiographical elements; Textual reading through related theories and concepts</p> <p>“On Stripping Bark from Myself”: Life, works, political activism, and literary career of the author; Cultural and socio-political contexts of the text; Reading the text within mainstream and Black Feminist literary traditions</p> <p><i>A Lucky Man (Selections):</i> Life, works, and literary career of the author; Cultural and socio-political contexts of the texts; Reading the text within American and African American literary traditions past and present; Autobiographical elements; Textual reading through related theories and approaches</p>			
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Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom’s Category	Marks (60)
Remember	
Understand	
Apply	10
Analyse	20
Evaluate	20
Create	10

Learning Materials

Recommended Readings

- Anzaldúa, Gloria. *Borderland: La Frontera: The New Mestiza*. San Aunt Lute, 1999.
- Ashcroft, Bill, Gareth Griffiths and Helen Tiffin. *The Post-colonial Studies Reader*. Routledge, 1995.
- Bell, Bernard W. *The Afro-American Novel and Its Tradition*. Amherst: The University of Massachusetts Press, 1987.
- . *The Contemporary African American Novel*. Amherst and Boston: 2004.
- Butle-Evans, Elliott. *Race, Gender, and Desire: Narrative Strategies in the Fiction of Toni Cade Bambara, Toni Morrison, and Alice Walker*. Temple UP, 1989.
- Castro-Borrego, Silvia Pilar. *The Search for Wholeness and Diaspora Literacy in Contemporary African American Literature*. Ed. Silvia Pilar Castro-Borrego. Cambridge Scholars Publishing, 2011.
- Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. 2nd ed. Routledge, 2002.
- Dickson-Carr, Darryl. *The Columbia Guide to Contemporary African American Fiction*. Columbia University Press, 2005.
- Du Bois, William E. B. *The Negro American Family*. Negro Universities Press, 1969.
- Gates, Henry Louis Jr., and K. A. Appiah, eds. *The Signifying Monkey: A Theory of African-American Literary Criticism*. Oxford University Press, 1988.
- Essed, Philomena and David Theo Goldberg (Eds.). *Race Critical Theories: Text and Context*. Blackwell, 2002.
- Mitchell, Angelyn. *The Freedom to Remember: Narrative, Slavery, and Gender in Contemporary Black Women's Fiction*. Routger University Press, 2002.
- Wolfreys, Julian, ed. *Introducing Criticism at the 21st Century*. Qingdao: Ocean University Press, 2006.

<p>Course Code: ENG-4203 Course Title: Postmodern and Popular Fiction</p>

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

The course offers the student an opportunity to understand the common trends and styles traced in postmodern and popular fiction. To reach the goals, it will introduce major literary figures and their works within postmodern era (from 1945-onwards). The course also focuses on cultural, social and political transformations occurred in Europe and elsewhere, thereby making this new kind of literature possible. This course inclined to introduce the learners to Postmodern, Postmodernity, Postmodernism, Postmodernism and Visual Arts, Postmodernism and Popular Culture, Consumerism, Multiculturalism. Focus on historical and contemporary migration and the circulation of commodities, knowledge, bodies, and culture to understand how racial and transnational formation is shaped and contested by such movements with intersection with Post-modern literature.

Course Objectives

The course is designed to familiarize the students to postmodern literature in English and explore the escalation, crowning, and probable expiry of postmodernism. It aims at exposing

the students to the prospect to absorb perspectives and literary strategies of postmodern and contemporary popular fiction. Students are required to identify and discuss the themes, concepts, and aesthetic approaches of postmodern and popular fiction. They will imply the key theoretical and critical arguments about postmodernism in selected literary works. The learners will be engaged in evaluating, criticizing, analyzing the texts and write their own critical essays.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Understand the contemporary critical and literary works that address the issues of postmodern identity, culture and ontological features
- CLO 2: Comprehend Postmodern, Postmodernity, Postmodernism, Postmodernism and Visual Arts, Postmodernism and Popular Culture, Consumerism, Multiculturalism
- CLO 3: Explore the correlation between postmodern literary theory and postmodern and popular literature
- CLO 4: Recognise the construction of society, culture, human behavior, consumerism and post-capitalism through literary lens
- CLO 5: Develop an ability of critical thinking and approaching complex discourse in a multi-disciplinary dynamic
- CLO 6: Make an informed and politically-nuanced analysis of discourses and make extensive research on the areas related to this course

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	1	2	1	2	3	3	3	3	
CLO 2	3	3	1	3	2	3	3	3	
CLO 3	2	2	3	3	3	3	1	3	
CLO 4	3	3	3	3	3	3	3	3	
CLO 5	3	3	1	2	3	3	3	3	
CLO 6	3	3	2	3	3	2	3	3	

1: Low

2: Significant

3: High

Course Content	
Kurt Vonnegut:	<i>Breakfast of Champion</i>
Milan Kundera:	<i>Unbearable Lightness of Being</i>
Salman Rushdie:	<i>Midnight's Children</i>
Haruki Murakami:	<i>Norwegian Woods</i>
Adib Khan:	<i>Seasonal Adjustments</i>

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
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1 st -2 nd	Critical Works: 1. Fredric Jameson "Postmodernism and consumer society" 2. Dick Hebdige "The Function of Subculture" 3. Theodor W. Adorno & Max Horkheimer "The Culture Industry: Enlightenment as Mass Deception" 4. Postmodernism, Postmodern, Postmodernity, Postmodernism, Postmodernism and Visual Arts, Postmodernism and Popular Culture, Consumerism, Multiculturalism.	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1, 4, 5, 6
3 rd -4 th	Literary Works: <i>Breakfast of Champion:</i> Life and Works of the author, critical reading of the novel, analysing the text in intersection with postmodernism, and other related literary theories	Do	Do	1, 2, 3, 4, 5, 6
5 th -6 th	<i>Unbearable Lightness of Being:</i> Life and Works of the author, Critical reading of the novel, analysing the text in intersection with postmodernism, trauma theory and other related literary theories	Do	Do	1, 2, 3, 4, 5, 6
7 th -9 th	<i>Midnight's Children:</i> Life and Works of the author, critical reading of the novel, Analyzing the text in intersection with postmodernism, postcolonialism, ecocriticism, and other related literary theory	Do	Do	1, 2, 3, 4, 5, 6
10 th -11 th	<i>Seasonal Adjustments:</i> Life and Works of the author, critical reading of the novel, analyzing the text in intersection with postmodernism, postcolonialism, and other related literary theories	Do	Do	1,2,3,4,5 & 6
12 th -14 th	<i>Norwegian Woods:</i> Life and Works of the author, critical reading of the novel, analyzing the text in intersection with postmodernism, and other related literary theories	Do	Do	1, 2, 3, 4, 5, 6

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	10
Apply	25

Analyse	5
Evaluate	5
Create	10

Learning Materials

Recommended Readings

- Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *The Post-colonial Studies Reader*. Routledge, 1995.
- Bennett, Andrew, and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. Routledge, 2014.
- Childs, Peter, and Patrick Williams. *An Introduction to Post-Colonial Theory*. Longman Pearson Education, 1997.
- Gilbert, Helen, and Joanne Tompkins. *Post-Colonial Drama: Theory, Practice, Politics*. Routledge, 1996.
- Hall, Stuart. *Critical Dialogues in Cultural Studies*. Routledge, 1996.
- Jameson, Frederic. *Postmodernism, or, The Cultural Logic of Late Capitalism. Post Contemporary Interventions*. Duke University Press, 1992.
- Leitch, Vincent B., et al., editors. *The Norton Anthology of Theory and Criticism*. W. W. Norton & Company, 2001.

Course Code: ENG-4204
Course Title: Postcolonial Studies-II (South Asian)

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

B.A. (Hons.) fourth-year English students are encouraged to study the literature to focus on culture and society in South Asia (i.e., Bangladesh, India, Pakistan) addressing the issues of colonization, decolonization, neo-imperialism, cultural hybridity, hegemony etc. By reading the stories of individuals and groups in social context, this course explores various forms of colonial hangover, voyeuristic gaze towards West and colonial aftermath in South Asia and people's struggles in everyday lives through encountering repression, repudiation, shaping, and reshaping of colonial memory and impact. The course also focuses life history, the novel, political critique and other literary genres to examine the cultural and material foundations of colonization in contemporary South Asia.

Course Objectives

The course is designed to enlighten students about the shift of Postcolonial Literature, which ranges from the pre-colonial, during-colonial and post-colonial era. It aims to bring out the bleak reality of colonial era and its impact on the colonized and introduce students to the ways in which Postcolonial authors, upholding the indigenous culture, respond to the cultivating practices and discourses propagated by the colonial apparatus. Furthermore, it explores how race, class, gender, history and identity are presented and problematized in the literary texts and the issues arising from colonization, independence and diasporic migration in these areas. Additionally, this course aims to contextualize postcolonial writings in terms of their historical and geographical specificities.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Demonstrate a wide range of understanding of Postcolonial narratives and their response to cultural settings and political movements
- CLO 2: Interpret, explain, and critique complex postcolonial literary texts
- CLO 3: Develop sophisticated, creative, and well-reasoned arguments about the cultural aspects of Postcolonial Literature
- CLO 4: Apply cultural theories and discourses to construct interpretive arguments, developing the ability to write and present academic papers

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9
CLO 1	2	3							
CLO 2	3				3				
CLO 3							3		
CLO 4			2					3	

1: Low

2: Significant

3: High

Course Content

Rabindranath Tagore:	<i>Home and the World</i>
Rokeya Sakhawat Hossain:	<i>Sultana's Dream</i>
Kamala Das:	Selections
Bapsi Sidhwa:	<i>Ice Candy Man</i>
Amitav Ghosh:	<i>The Shadow Lines</i>
Khaled Hosseini:	<i>And the Mountains Echoed</i>

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Introduction to Postcolonial Studies: Postcolonialism, Discourse, Cultural Representation, Partition narratives	Lecture/ Seminar Discussion/ In-class Composition/ Class Presentation/ Peer-revision/ Multimedia Exposition	FA & SA	1, 2, 3, 4
3 rd -4 th	<i>Home and the World:</i> Swadeshi Movement, Indian Independence Movement, Tagore's Internationalism	Do	Do	Do
5 th -6 th	<i>Sultana's Dream:</i> Women Empowerment, Science Fiction, Ecofeminism, Feminism	Do	Do	Do
7 th -8 th	Kamala Das (Selections): Feminism, Confessional Writing	Do	Do	Do
9 th -10 th	<i>Ice-Candy-Man:</i> Partition Narrative, Indian	Do	Do	Do

	Partition, Dislocation, Doubly marginalized, Atrocity and Nationalism			
11 th -12 th	<i>The Shadow Lines:</i> Nationalism, Hybridity, and Identity Crisis, Dislocation, Diaspora	Do	Do	Do
13 th -14 th	<i>And the Mountains Echoed:</i> Familial love, concept of War and Mortality, Stereotyping	Do	Do	Do

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	10
Apply	20
Analyse	15
Evaluate	10
Create	

Learning Materials

Recommended Readings

- Ashcroft, B., Griffiths, G., & Tiffin, H. (2006). *The Post-colonial Studies Reader*. 2nd Edition. London: Routledge.
- Benedict, A. (1983). *Imagined Communities: Reflections on the Origin and Spread of Nationalism*. London: Verso.
- Palit, C. (2017). *Social History of Colonial Bengal*. India: Avenel Press.

Course Code: ENG-4205
Course Title: Research Methodology

Contact Hours: 42
Total Marks: 100

Course Type: Core Course
Credit Value: 03

Rationale of the Course

The course is designed to help students grasp the fundamentals of the research process as well as different research designs and methodologies. The students' ability to recognize different information sources for literature reviews and data collection will be aided by this course. Through a critical examination of research terminology, ethics, and techniques, this course will also give students the chance to deepen their understanding of research. The components of the research process for qualitative, quantitative, and mixed method techniques are covered in this course. In order to begin critically analysing literature pertinent to their work and ascertain how research findings are valuable in shaping their knowledge of their work, students will draw on a variety of theoretical underpinnings.

Course Objectives

This course offers an overview of the fundamentals to research and its concepts and the methods necessary for graduate research. The key objectives of the course include understanding research and its concepts, types of research, reviewing literature, research approach and design, tools for data collection and analysis, research ethics, referencing styles and formatting, and finally developing a graduate research proposal. It is intended to equip students with necessary research skills, so they are able to carry out their MA dissertation in the following semester.

Course Learning Outcomes (CLOs): Upon the successful completion of the course, the students will be able to-

- CLO 1: Define and memorize the concept of research and approaches to research in English language and English literature and studies, associated terms
- CLO 2: Understand, discuss and classify different types of research and their design and operationalisation of them, and research ethics
- CLO 3: Apply and demonstrate the concepts and terms in given ideas of research, and referencing and formatting style
- CLO 4: Analyse and examine relevant literature on the research topics and the research design and methods involved, validity, reliability and trustworthiness of quantitative and or qualitative research
- CLO 5: Evaluate relevant literature and the choice of research design and methods for given topics, and research ethics
- CLO 6: Develop and create a research proposal of a given/chosen research topic

Mapping of Course Learning Outcomes (CLOs) with Program Learning Outcomes (PLOs)

<i>CLOs</i>	<i>PLO 1</i>	<i>PLO 2</i>	<i>PLO 3</i>	<i>PLO 4</i>	<i>PLO 5</i>	<i>PLO 6</i>	<i>PLO 7</i>	<i>PLO 8</i>	<i>PLO 9</i>
<i>CLO 1</i>	1	1	1	2	2	3	3	1	
<i>CLO 2</i>	1	1	1	1	2	3	3	2	
<i>CLO 3</i>	1	1	2	2	1	3	2	2	
<i>CLO 4</i>	1	1	2	1	2	3	3	1	
<i>CLO 5</i>	1	1	1	2	1	3	3	1	
<i>CLO 6</i>	1	1	1	2	2	3	3	1	

1: Low

2: Significant

3: High

Course plan specifying content, CLOs, co- curricular activities (if any), teaching learning and assessment strategy mapped with CLOs:

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corresponding CLOs
1 st -2 nd	Definition and concept of research and different types of research depending on their nature and scope	Lecturing/ Group Discussion/ Slide Presentation/ Student Activities	FA & SA	1, 2, 3, 4
3 rd -4 th	Different types of educational research with approaches and methodologies; Searching and reviewing literature	Do	Do	1, 2, 3, 4

5 th -6 th	Validity, reliability, credibility and trustworthiness of quantitative and qualitative research	Do	Do	1, 2, 3, 4
7 th -9 th	Research ethics	Do	Do	2, 5
10 th -11 th	Documentation and formatting	Do	Do	1, 3
12 th -14 th	Developing a research proposal on a given/chosen topic- designing and developing topic, research questions or hypothesis, research design and approach, data collection and analysis methods.	Do	Do	1, 2, 3, 4, 5, 6

Assessment and Evaluation

- i. Formative Assessment: 40 Marks
- ii. Summative Assessment: 60 Marks

Bloom's Category	Marks (60)
Remember	5
Understand	5
Apply	15
Analyse	10
Evaluate	10
Create	15

Learning Materials

Recommended Readings

1. Achesi, W.S & Gibaldi, J. (2002). *MLA Handbook for Writers of Research Papers* (9th edition).
2. Cohen, L., Manion, L., & Morrison, K. (2002). *Research Methods in Education*. Routledge.
3. Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies* (pp. 95-123). Oxford: Oxford University Press.

Further Reading

1. Brown, J. D. (1988). *Understanding Research in Second Language Learning*.
2. Creswell, J. W., & Clark, V. L. P. (2017). *Designing and Conducting Mixed Methods Research*. Sage publications.
3. Nunan, D. (1992). *Research Methods in Language Learning*.
4. Watson, G. (1987). *Writing a Thesis: A Guide to Long Essays and Dissertations*.

Course Code: ENG-4206
Course Title: Anglophone Literature from the
 Bangalee Writers

Contact Hours: 42

Course Type: Core Course

Total Marks: 100

Credit Value: 03

Rationale of the Course

This course is a necessary intervention to introduce the students to Bengali literature (by contents, themes, and authors) written in English. It is essential for exploring the old and enriched tradition of Bangladeshi Anglophone literature written in different socio-political and historical transitional phases of this region along with its counterpart, *Bangla literature*. The selected texts focus on the development of this field from pre-independence time to the liberation movement, and consequently the post-independence time. Hence, the selected texts can be considered literary representations of previous East Bengal, East Pakistan and present Bangladesh, part of which is now introduced as Bangladeshi English Literature. Bengali literature written in English is entangled with the nation's history and its subsequent development.

Course Objectives: The objectives of the course are-

- Introduce the students with the history and the long tradition of English writing of this part of globe, named differently in different times of history, i. e., East Bengal, East Pakistan and Bangladesh;
- Offer them diverse literary genres of this literature from the beginning till present, e.g., travel story, poem, novel, and short story;
- To familiarise them with different writers of the field, their literary works, writing styles and various subject matters;
- To make them understand the changing nation literature of Bangladesh in different historical moments of this country, i.e., British colonialism, Partition, Pakistani occupation and resistance against it, and the post-liberation;
- To represent to them the bridge between different socio-political and historical upheavals of the country and its literature.

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

<i>CLO-1</i>	Demonstrate in-depth knowledge on the rich tradition, divergent themes, styles, literariness, and use of English in the works of this field;
<i>CLO-2</i>	Develop a critical understanding of the interconnections of history, politics, and cultural knowledge /diversity with literature of the field;
<i>CLO-3</i>	Employ analysing skills to interpret a literary text from contemporary theoretical perspectives;

CLO-4	Compose individual/research work on the field.
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Mapping of CLOs to PLOs				
CLOs \ PLOs	PLOs			
	PLO-1	PLO-2	PLO-3	PLO-4
CLO-1	3	2	1	1
CLO-2	3	2	1	1
CLO-3	3	2	1	1
CLO-4	3	2	1	1

Correlation: 1—Low; 2—Significant; 3—High

Course Contents
Sheikh Deen Muhammad -- <i>The Travels of Dean Mahomet</i> (Selections) Bankim Chandra Chattopadhyay – <i>Rajmohon’s Wife</i> Toru Dutt’s – “Savitri,” “Jogadhya Uma” Rokeya Sakhawat Hossain -- <i>Padmarag</i> Syed Waliullah: <i>Tree Without Roots</i> Kaiser Haq – “Welcome, Tourist Sahib,” “Your Excellency,” “Purdah”, “Durga Puja,” “Master Babu” Rumana Siddique’s <i>Five Faces of Eve</i> (“Alice in Neverland,” “Eve’s Song”) Syed Manzoorul Islam – “Alter Ego” Dilruba Z. Ara <i>Blame</i>

ek (14 th weeks)	Topic	Corresponding CLOs
1 st -2 nd	<i>The Travels of Dean Mahomet</i> Focus: Historical context, genre (travel Story), style, defining features, themes	1, 2
2 nd -3 rd	<i>Rajmohon’s Wife</i> Focus: Social Context, genre, themes, women’s	1, 2, 4

	status Reading: Feminist	
4 th	“Savitri,” “Jogadhya Uma” Focus: Genre, tradition of Bengali folklore, Indian tales, versification Readings: Formalist, feminist	1, 2, 3, 4
5 th	1st Midterm	1, 2
5 th - 6 th	<i>Padmarag</i> Focus: Socio-political context, genre, themes Reading: Feminist	1, 2, 3, 4
7 th - 8 th	<i>Tree Without Roots</i> Focus: Contemporary society, religious superstition, social power structure, use of English, themes Readings: Psychoanalytical, feminist, Marxist	1, 2, 3, 4
9 th	2nd Midterm	1, 2,
10 th -11 th	“Welcome, Tourist Sahib,” “Your Excellency,” “Purdah”, “Durga Puja,” “Master Babu” Focus: Use of English, versification, tone, style, diction, themes, socio-political circumstances, cultural consciousness, ordinary characters Readings: Postcolonial, stylistic	2, 3, 4
11 th – 12 th	“Alice in Neverland,” “Eve’s Song” Focus: Patriarchy, women’s status in contemporary society, mythical tradition, tone, style Reading: Feminist, stylistic	1, 2, 3, 4
12 th – 13 th	“Alter Ego” Focus: Contemporary society, theme Reading: Modernist, psychoanalytic	2, 3, 4
13 th – 14 th	<i>Blame</i> Focus: Liberation War, <i>Biranganas</i> , Disintegration of Society Reading: Feminist, psychoanalytical,, subaltern, Foucauldian	

Mapping CLOs with Teaching-Learning and Assessment Strategies		
CLOs	Teaching-Learning Strategies	Assessment Strategies (CA + SA)
<i>CLO-1</i>	Interactive lectures, Group discussion, Group works, Collecting resources, Article review, Critical writing task	Written tests, Class test/ sudden test, Assignment
<i>CLO-2</i>	Interactive lectures, Close Reading Sessions, Group discussion, Group/pair work, Critical writing task	Written tests, Term paper
<i>CLO-3</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Collecting resources, Article review, Critical writing task	Written tests, Presentation/ Term paper
<i>CLO-4</i>	Interactive lectures, PPT presentation, Close Reading Sessions, Group discussion, Group/pair work, Collecting resources, Article review, Critical writing task, Demonstration, Case study	Written tests, Presentation/ Demonstration/ Term paper

Learning Materials	
Required Readings	<p>Ara, Z. Dilruba. <i>Blame</i>. University Press Limited, 2015.</p> <p>Chatopadhyay, Bankim Chandra. <i>Rajmohon's Wife</i>. Penguin Classics, 1864.</p> <p>Dutt, Toru, and Edmund Gosse. <i>Ancient ballads and legends of Hindustan</i>. BoD–Books on Demand, 2024.</p> <p>Haq, Kaiser. <i>Published in The Streets of Dhaka: Collected Poems</i>. 2nd edition, The University Press Limited, 2017.</p> <p>Hossain, Rokeya Sakhawat. <i>Sultana's Dream and Padmarag</i>. Trans. Barnita Bagchi. Penguin Classics, 2005.</p> <p><i>Islam, Sayed Manzoorul</i>. "Alter Ego." <i>Our Many Longings: Contemporary Short Fiction from Bangladesh</i>. Edited by Sohana Manzoor. Dhauli Books, 2021.</p>

	<p>Muhammad, Sheikh Deen . <i>The Travels of Dean Mahomet</i>. Edited by Michael H. Fisher. University of California Press. https://apnaorg.com/books/english/dean-muhammad/dean-muhammad.pdf</p> <p>Siddique, Rumana. <i>Five Faces of Eve</i>. Writers.ink, 2007.</p> <p>Waliullah, Syed. <i>Tree Without Roots</i>. writers.ink, 2005.</p>
<p>Recommended Readings</p>	<p>Achebe, Chinua. “The African Writer and the English Language”. <i>Colonial Discourse and Post-Colonial Theory: A Reader</i>, edited by Patrick Williams and Laura Chrisman. Pearson Education Limited, 1994, pp. 428-434.</p> <p>Ahmed, Tahmina. “Kaiser Haq: Emerging Transnational Poet of Bangladesh”. <i>Asiatic</i>, vol. 12, no.1, 2018, pp. 126-143.</p> <p>Akhtar, Shaheen. et. al. <i>Rising from the Ashes</i>. Ain o Salish Kendra and University Press Limited, 2013.</p> <p>Alam, Fakrul, et al. “In the Streets of Dhaka”. <i>The Bangladesh Paradox</i>. Web-exclusive Series, 15 October 2015. https://www.himalmag.com/english-language-literature-bangladesh/</p> <p>Ashcroft, Bill, et al, editors. <i>The Post-Colonial Studies Reader</i>. Routledge, 1995.</p> <p>Askari, Rashid. “Bangladeshi Writing in English”. <i>The Daily Star</i>, 14 August 2010. http://www.thedailystar.net/news-detail-150619</p> <p>---. “A Brief History of Bangladeshi Writing in English”. <i>The Missing Slate</i>, 1 October 2015. http://www.themissingslate.com/.../a-brief-history-of-Bangladesh.../</p> <p>Bhabha, Homi K. “Cultural Diversity and Cultural Difference.” Ashcroft et al., 206-209.</p> <p>Fisher, Michael Herbert. <i>The First Indian Author in English: Dean Mahomed (1759-1851) in India, Ireland, and England</i>. Oxford University Press, USA, 1996.</p> <p>Hasan, S M, and Adilur Rahaman. “The Status of Bangla and the English Language in Post-Colonial Bangladesh-Resistance Verses Utility”. <i>Language in India</i>, 2012, pp. 14-23.</p> <p>Hastrup, Inger. “Bangladeshi Literature in English.” <i>Checklist</i>, pp. 172-175.</p> <p>Islam, Sirajul (Ed.). <i>History of Bangladesh 1704-1971</i>, vol. 1-3. Asiatic Society of Bangladesh, 1997.</p>

	<p>Said, Edward W. "Orientalism." Ashcroft et al., pp. 87-91 Schendel, William Ven. <i>A History of Bangladesh</i>. Cambridge University Press, 2009.</p> <p>Quayum, M. A. and Hasan, Md. Mahmudul. <i>Bangladeshi Literature in English: A Critical Anthology</i>. Asiatic Society of Bangladesh, 2021.</p> <p>Zaman Niaz. ed. <i>Syed Waliullah: A Centenary Tribute</i>, Punjaree, 2022</p>
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Assessment Strategies: CA 40 Marks						
Levels of Learning	Description	Mid-1 (10)	Mid-2 (10)	Class Test/Quiz/Sudden Test (5)	Assignment/Presentation/Term Paper/Case Study (10)	Attendance (5)
Remembering	Recall factual information, list, locate					5
Understanding	Explain, exemplify, classify, summarise, infer, match					
Applying	Demonstrate, adapt, construct, use, perform		5	2.5	2.5	
Analysing	Demonstrate, adapt, construct, use, perform	5		2.5		
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	5	5		2.5	
Creating	Compose, assemble, propose				5	

Assessment Strategies: SA 60 Marks		
Levels of Learning	Description	Marks (60)
Remembering		
Understanding	Explain, exemplify, classify, summarize, infer, match	
Applying	Demonstrate, adapt, construct, use, perform	10
Analysing	Compare, differentiate, group, survey, interpret, critique	20
Evaluating	Assess, argue, tell why, defend, reject, justify, provide a verdict	20
Creating	Compose, assemble, propose	10

Examination Conditions

1. Duration of the Academic Program

The duration of the Bachelor program is for four academic years (except Pharmacy) divided into eight semesters. Each academic year is divided into two semesters.

An academic semester is comprised of six months and is distributed as follows:
(Amended in 67th Academic Council & 82th Syndicate)

(i) Class Teaching (actual class)	=	14 Weeks
(ii) Preparation time for semester-final examination	=	1 Weeks
(iii) Semester-final examination	=	3 Weeks
Total	=	18 Weeks

2. Examination Entry Requirements

A student will be allowed to take part in Semester Final Examination provided s/he fulfils the following conditions:

- If s/he has the required percentage of attendance in each course lecture.
- If the student has paid all dues (registration fees/tuition fees/other charges) applicable to university administration/residential hall administration/discipline administration.
- If the student has not been instructed by the Disciplinary Board/Examination Disciplinary Committee to refrain from taking part in the examination.

3. Evaluation System

a. Theoretical Course: Each theoretical course offered should be composed of either 50 or 100 marks (each 50 marks course is consisting of two credit points). The proportion of the total marks of a particular course is distributed as follows:

Continuous Assessment /Before-Final Assessment	=	40%
Semester-Final Examination	=	60%
Total	=	100%

b. Before-final Assessment Report: At the end of the course, the course teacher shall calculate the total marks of the continuous assessment (including class attendance) and prepare a marks sheet. The answer scripts of the mid-term examinations should be shown to the students as it is valuable for their learning process. The before-final assessment marks have to be submitted to the Controller of the Examinations before the suspension of class for the semester final examinations.

c. Class-Attendance Requirements to Appear in the Semester Final Examination:

- If class attendance of any student at any course is below 60%, but in the range of 40% to 59%, s/he will be allowed to attend the examination only with the recommendation of the course teacher and approval of the chairman of the department. In such cases the student will have to pay a fine as fixed by the authority/department.
- A student having class attendance of less than 40% in any course will be debarred from appearing in the Final Examination.

1. Promotion

a. Keeping consistence with the spirit of the semester system, semester-wise promotion will be announced.

b. For promotion from one semester to the next semester, a student is required to earn a minimum of 50% of the total credit in the respective semester on condition that s/he has passed the viva-voce examination. Remaining credit hour has to be earned within the next available batches.

The failed student shall be allowed to appear in the examination in the failed course/s only and s/he does not need to appear in the course/s that s/he has already passed except applying for improvement.

2. Degree Requirements

a. For Bachelor's (Honours) degree/BBA degree, a student requires to:

i. earn required number of total credit points successfully;

ii. earn a minimum CGPA of 2.25; and

iii. complete the program within six academic years from her/his 1st admission to the program.

b. Award of (Pass) Degree:

i. A student who fails to secure a minimum of CGPA 2.25 after completing eighth semester final examination but succeeds in securing a CGPA between 2.00 and 2.25 will be eligible for a Pass Degree.

ii. A student who fails to remove 'F' (fail) in any two courses but secure a minimum of CGPA 2.00 after completing eight semester final examination will be eligible for a pass degree.

iii. The student with a Pass Degree shall not be eligible for admission into a Master's Program.

3. Improvement/Removal of 'F' Grades

i. F-Removal: A student having earned an 'F' grade in any course in any semester shall be required to remove the 'F' grade. Removal of an 'F' grade in any course is permitted only for two (2) times excluding the regular examination which has to be done with subsequent available batches

ii. Improvement: A student having earned a letter grade of 'B-' (GP- 2.75) or below in any course may be allowed to improve the grade by appearing in the semester-final examination with the next available batch. S/he can avail this opportunity only once for a course. In such a case the higher GPA between the improvement and the regular examination shall be considered for tabulation.

iii. No improvement shall be allowed in the 7th & the 8th semester/final year.

* If a student gets one month after his result publication to sit for the examination with a batch that batch will be considered as available batch for her/his.

iv. Special Semester Examination: Students who did not get the opportunity of removing a 'F' grade in any course shall be allowed to sit for a special semester examination. This will be allowed only for the courses in the 7th and the 8th semester/final year. In special circumstances this opportunity would be allowed for courses in semester in the 5th and the 6th. In such cases the student has to apply to the Chairman of the department within one week after publication of the 8th /10th semester result.

4. Re-Admission

a. A student failing to earn the requisite credit (50%) points for promotion from one semester to the next may seek re-admission with the next batch.

b. Re-admitted students shall be allowed to appear in the examination only in the fail course/s and they do not need to appear in the course/s that they have already passed except when applying for improvement.

c. সকল বিশ্ববিদ্যালয়ের অনুসৃত একাডেমিক রুলস অনুসারে একজন ছাত্র-ছাত্রী স্নাতক (সম্মান) সম্পন্ন করার জন্য সর্বোচ্চ ছয় (০৬) ক্রম শিক্ষাবর্ষ সময় পাবে। একটি বর্ষে সর্বোচ্চ একবার এবং সম্পূর্ণ প্রোগ্রামে অনধিক দুইবার পুনঃভর্তির সুযোগ পাবে। (পুনঃভর্তি সংক্রান্ত অন্যান্য শর্ত পূরণ সাপেক্ষে) (Amended in 24th Academic Council)

8. Drop Out

a. If a student re-admitted twice in any semester fails to earn minimum required credits for promotion shall be dropped out from the program.

b. If a student fails to earn the required total credit points within six academic years since admissions, s/he will be dropped-out from the program and s/he will not be allowed to continue his/her studentship with other programs.

c. **Penalty for adoption of unfair means:** A student who has adopted unfair means in any examination, assignments, term papers, reports, research monograph etc. might be expelled from that semester or any other punishment might be imposed on him/her by the Examination Disciplinary Committee. Each such case has to be reported to the Examination Disciplinary Committee by the chief invigilator through the chairman of the Examination Committee. The Instruction to the examinee on cover page of the answer script must be followed by the examinee. Violation of these instructions and/ or any clause under Section-4 of the “Rules and Regulation Regarding Examination Offences and Disciplinary Actions” (Annex-2) will be treated as serious offence and punishable.

The following shall be considered Examination offences: (Annex-2)

(a) Communication or attempt to communicate with any other candidate in the Examination Hall.

(b) Writing in the Examination Hall anything incriminating on the question paper or admit card, table, desk, bench, etc.

(c) Possession of incriminating notes, books, map, chart, slip, chit or any other documents, in the examination hall.

(d) Creating or inciting to create any nuisance or disturbance in the Examination Hall.

(e) Copying or attempt to copy from incriminating documents or from another’s script, or from any writing on the person or wearing apparel while appearing at the Examination.

(f) Taking the script out of the Examination Hall.

(g) Changing the script or inserting unauthorized sheets in the script.

(h) Approaching or influencing the invigilator, examiners or members of the Examination Committee, tabulators to gain undue favour or advantage in connection with the Examination.

(i) Using abusive language or holding out threat to the invigilator or any other person engaged on Examination duty inside or outside the Examination Hall.

(J) Assault or attempt to assault or use of criminal force against Chief Invigilator or the Invigilator or any other person engaged on Examination duty inside or outside the Examination Hall.

Any other offence not covered by the above rules shall be dealt with by the Syndicate on the recommendation of the Examination Discipline Committee as it deems fit.