# BA HONOURS HANDBOOK

(From Session 2020-2021)

Department of English
University of Dhaka

Welcome to the **Department of English, University of Dhaka**. This handbook offers you an introduction to the Department with detailed information and guidelines about courses offered, teaching faculty, office staff, student facilities and other relevant information about student life in the Department.

**FIND US**

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# BA Honours Handbook
## (From Session 2020-2021)

Department of English
University of Dhaka

"Go wisely and slowly.
 Those who rush stumble and fall".

From Shakespeare's *Romeo and Juliet*

# CONTENTS

Photo: Nevin Farida
-From the banks of Shitalakhya

# MISSION STATEMENT

From the inception of the University of Dhaka, the Department of English has played a pivotal role in projecting the ethos of academic research and dissemination of knowledge that are the core values of the institution. Its mission has been to establish itself as the chief centre of English Studies in this part of the world. It aims to produce graduates who are highly skilled in the English language and who have absorbed the great tradition of writing in English, ranging from the classics of English and American literature to contemporary works that reflect the diversity of English in global contexts. The Department of English has constantly evolved to keep pace with developments in academic curriculums worldwide which reflect the crosscurrents of change in sociopolitical and theoretical perspectives. The Department also aligns to the growing demands of globalisation to offer studies in applied linguistics and English language teaching, equipping students with modern day methods and techniques of teaching English. The Department responds to the core values of sustainable development goals, making vital contributions to upscale the English language education standards in Bangladesh. The current curriculum is interdisciplinary to an extent to accommodate the intersection of English studies with other fields of study and research such as gender, environment, migration, media studies and information technology. The Department hopes that studying such a curriculum will equip its students with the skills and vision required to contribute productively in national and international arenas and to be confident and conscientious citizens of the world.

# SHORT HISTORY OF THE DEPARTMENT

The Department of English at the University of Dhaka has a long and distinguished history. It was one of the first twelve departments with which the university started on July 1, 1921. Students and teachers of the Department of English contributed to establishing and developing the nation's cultural and literary landscape and their names have a place in Bangladesh's history. Leela Nag, a student of this Department, was the first woman graduate of the University of Dhaka. Famous literary geniuses like Buddhadeva Bose and Munier Chowdhury have graduated from the Department.

In the seventies and eighties teachers like Professor Kabir Chowdhury, Professor Serajul Islam Choudhury, Professor Ahsanul Haque, Professor Husniara Haq and Professor Razia Khan Amin made great contributions in the socio-political and literary fields of the country. Some of them were prolific writers in both Bangla and English. National Professor Kabir Chowdhury, after his retirement, became a part-time teacher in the Department. Professor Serajul Islam Choudhury is the present Professor Emeritus at the University of Dhaka. Both of them have made notable contributions in the fields of Bangla and English language and literature. During the Liberation War of Bangladesh in 1971, both teachers and students of the Department played active and glorious roles. Some took on the vital role of organising the freedom struggle inside the country while others fought on the war front. Dr. Jyotirmoy Guhathakurta was martyred on the fateful night of March 25, 1971, while Rashidul Hasan, a Senior Lecturer, was abducted and killed by the Al-Badr on December 14, 1971, just before the Victory Day. The Literature Seminar of the Department has been named the Guhathakurta-Rashid Seminar in their honour. In 2008, the Chair of that time, Professor Dr. Khondakar Ashraf Hossain, took the initiative to build a wooden installation on the wall of the seminar library as a memorial for the teachers and students of the Department martyred during the Liberation War of Bangladesh. Professor Kaiser Md. Hamidul Haq actively participated in our glorious Liberation War. The students of the Department who embraced martyrdom during the Liberation War are Bidhan Chandra Ghosh, Nasim Mohsin, Atiqur Rahman, Alauddin Mohammed Zaheen, Kartik Chandra Shil, Shishutosh Dutta Choudhury, Sheikh Abdus Salam and Kishorimohon Sarkar. The Department will never forget their sacrifices and continue to treasure them as national heroes.

# FROM THE PAGES OF HISTORY



## BUDDHADEVA BOSE

- Buddhadeva Bose (1908–1974) was a major Indian Bengali writer of the 20th century.
- Buddhadeva Bose received the Sahitya Akademi Award in 1967 for his verse play *Tapaswi-O-Tarangini*, the Rabindra Puraskar in 1974 for *Swagato Biday* (poetry); he was honoured with a Padma Bhushan in 1970.



## MUNIER CHOUDHURY

- Munier Choudhury (27 November 1925– 14 December 1971), was a Bangladeshi educationist, playwright, literary critic and activist.
- He received the Bangla Academy Prize (1962), Daud Prize (1965), Sitara-e-Imtiaz (denounced, 1966), and Independence Day Award (posthumously, 1980).



## LEELA ROY

- Leela Roy née Nag (2 October 1900–11 June 1970) was the first female graduate of the University of Dhaka.
- Leela Nag was a social activist emphasising education for girls. She started the second girls' school in Dhaka. She was also a politician and reformer and a close associate of Netaji Subhash Chandra Bose.

# THE ENGLISH DEPARTMENT TODAY

The Department of English, University of Dhaka, is now a nationally reputed centre for academic excellence and literary creativity. The Department is situated on the first floor of the Arts Building. It has a multimedia room and a computer lab to provide technical support to the students. It has two seminar libraries: the Guhathakurta-Rashid Seminar is the Literature Library and the Abi Md. Nizamul Huq Seminar is the Language Library. The Department publishes the peer-reviewed journal *Spectrum* which features original scholarly articles, book reviews, translations, interviews and creative pieces. The Department offers courses for four-year B.A. Honours degrees in English. At the M.A. level, students can pursue either Applied Linguistics and ELT or English Literature degree. The Department also offers M. Phil and Ph.D. degrees. Many students from foreign countries, including India, Korea, Nepal, Iran, Iraq, Turkey, Libya, Palestine and Somalia have studied in the Department in the past.

Scholarships and stipends are available for meritorious as well as needy students. These are provided by alumni and donors. The Department arranges workshops, seminars, memorials and cultural programmes on a regular basis. Students participate in extracurricular activities such as sports, drama, debate, public speaking and cultural programmes.

Presently, there are thirty-four full-time faculty members, one Professor Emeritus, and six part-time teachers working for the Department. Some of them have specialised from reputed foreign universities in British, American, Caribbean and Postcolonial literature, while others have done advanced work in ELT, Applied Linguistics and TESOL. The English Department teaching faculty comprises highly qualified academics and professionals. They keep themselves updated by engaging in professional activities. These include research, conducting and participating in workshops, national and international seminars and conferences. They have published extensively in academic journals at home and abroad. Professors of the Department have followed the footsteps of their peers in making significant contributions in the cultural and literary arenas of the country and have won several awards and prizes in recognition of their works.

Professor Dr. Syed Manzoorul Islam won the Pope Memorial Gold Medal in 1972 for his performance in the B.A. Honours examination, and Fazlur Rahman Gold Medal in 1973 for his performance in the M.A. examination. He also won the Bangla Academy Award in 1996, Prothom Alo "Book of the Year" Award in 2005, and Kagaj Sahitya Purashkar (Kagaj Literary Award) in 2006, and Katha Sahitya Kendra Literary award in 2011. Professor Dr. Kaiser M. H. Haq won the Pope Memorial Gold Medal for his performance in the B.A. Honours examination, and the Fazlur Rahman Gold Medal for his performance in the M.A. examination. He received the Bangla Academy Puroshkar (Literature Award) in the Translation Category for 2012. Professor Dr. Fakrul Alam received the Bangla Academy Puroshkar (Literature Award) in the Translation Category for 2013 and the SAARC Literature Award, 2012. He has been a Scholar-in-Residence at Clemson University, USA. He has published extensively internationally as well as nationally. He was the UGC Professor from 2019 to 2021. The current Chair, Professor Dr. Nevin Farida, is also a recipient of the Pope Memorial Gold Medal in 1987 for her performance in the B.A. Honours examination. Professor Nafisa Jamal, Professor Rebecca Haque, Professor Tahmina Ahmed, Professor Kazal Krishna Banerjee, Professor Nuzhat Amin, Professor Shamsad Mortuza, Rumana Siddique and Batool Sarwar are among departmental teachers who have distinguished themselves as creative writers. In the ELT and TESOL arena Professor Rubina

Khan has distinguished herself as an academic researcher.

Among the several teachers who have passed away in the last decade are Professor Razia Khan Amin, Professor Khondakar Ashraf Hossain, Professor Ahsanul Haque, Professor Imtiaz Hasan Habib, Ms. Husniara Huq, Ms. Inari Hussain and Professor Kashinath Roy. They have made significant contributions to our literature both in English and Bangla. Quite a few distinguished faculties have retired in the past few years, including Professor Dr. Niaz Zaman, Professor Dr. Shawkat Hussain, Professor Dr. Kaiser M. Hamidul Haq, Professor Dr. Syed Manzoorul Islam, Professor Dr. Sadrul Amin, Professor Nafisa Jamal, Professor Dr. Fakrul Alam, Professor Dr. Kazal Krishna Banerjee, Professor Rebecca Haque and Ms. Nazmeen Huq.


MA Students/Batch 10


BA Students/Batch 11


BA Students/Batch 12


BA Students/Batch 13


BA Students/Batch 14

# HEADS OF THE DEPARTMENT (1921-1972)

| | |
|---|---|
| 1. Mr. C. L. Wrenn | 1922-1923 |
| 2. Dr. S. K. De | 1923-1924 |
| 3. Mr. C. L. Wrenn | 1924-1927 |
| 4. Dr. Mahmood Hasan (Acting) | 1927-1929 |
| 5. Dr. Mahmood Hasan | 1929-1932 |
| 6. Dr. S. N. Roy (Acting) | 1932-1933 |
| 7. Dr. Mahmood Hasan | 1933-1942 |
| 8. Dr. S. N. Roy | 1942-1946 |
| 9. Dr. Sukumar Ganguly (Acting) | 1946-1947 |
| 10. Miss A. G. Stock | 1947-1951 |
| 11. Dr. Itrat Hossain Zuberi | 1951-1953 |
| 12. Dr. Syed Sajjad Husain (Acting) | 1953-1954 |
| 13. Mr. J. S. Turner | 1954-1957 |
| 14. Dr. Syed Sajjad Husain (Acting) | 1957-1958 |
| 15. Dr. Syed Sajjad Husain | 1959-1969 |
| 16. Dr. Khan Sarwar Murshid | 1969-1972 |

# CHAIRPERSONS SINCE 1972

| | |
|---|---|
| 1. Professor Dr. Serajul Islam Choudhury | 1972-1976 |
| 2. Professor Kabir Chowdhury | 1976-1979 |
| 3. Professor Dr. Serajul Islam Choudhury | 1979-1979 |
| 4. Professor M. Shamsuddoha | 1979-1982 |
| 5. Professor Dr. Razia Khan Amin | 1982-1985 |
| 6. Professor Dr. M. Ahsanul Haque | 1985-1988 |
| 7. Professor Dr. Syed Manzoorul Islam | 1988-1991 |
| 8. Professor Dr. Khandker Rezaur Rahman | 1991-1994 |
| 9. Professor Dr. Fakrul Alam | 1994-1997 |
| 10. Professor Dr. Niaz Zaman | 1997-1999 |
| 11. Professor Dr. Khondakar Ashraf Hossain | 1999-2000 |
| 12. Professor Dr. Niaz Zaman | 2000-2000 |
| 13. Professor Dr. Shawkat Hussain | 2000-2003 |
| 14. Professor Dr. Sadrul Amin | 2003-2006 |
| 15. Professor Dr. Khondakar Ashraf Hossain | 2006-2009 |
| 16. Professor Dr. Sardar Md Fazlul Haque | Oct. 10, 2009-Nov. 15, 2009 |
| 17. Professor Rebecca Haque | 2009-2012 |
| 18. Professor Tahmina Ahmed | 2012-2015 |
| 19. Professor Dr. Rubina Khan | 2015-2018 |
| 20. Professor Dr. Kazal Krishna Banerjee | 2018-2019 |
| 21. Professor Dr. Nevin Farida | 2019- to date |

# FACULTY MEMBERS

DEPARTMENT OF ENGLISH, UNIVERSITY OF DHAKA

**SERAJUL ISLAM CHOUDHURY,** *PhD*

Serajul Islam Choudhury is Professor Emeritus at the University of Dhaka. He has an MA in English from the University of Dhaka, a post-graduate diploma in English Studies from the University of Leeds, and a PhD in English Literature from the University of Leicester, United Kingdom. His areas of interest are Modern Novel, Shakespeare, Women in Literature, and Society and Culture. He is considered one of the foremost intellectuals of Bangladesh excelling as an educationist, literary critic, translator, historian, social-political activist, and columnist.

**NEVIN FARIDA,** *PhD*

Nevin Farida is Professor and Chair of the Department of English, University of Dhaka. She has an MA in English Literature from Dhaka University and an MEd in TESOL from Monash University, Melbourne, Australia. She completed her PhD in Applied Linguistics and ELT from Warwick University, UK. She co-authored and edited *Making Connections: Responding to Literature*, *Writing Essays with Ease*, and *Tertiary Level Writing in English in Bangladesh: Tools and Approaches*. Currently she is the editor of the centenary issue of *Spectrum: Journal of the Department of English* and the departmental newsletter. She is also editing the centenary book on the Department of English, University of Dhaka, titled *One Hundred Years of Dhaka University's English Department and Beyond: Centenary Perspectives*. Her areas of interest include Materials Development, Syllabus Design, Teaching Writing, the Interface between Literature and Language Teaching, and Shakespeare Studies.

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## TAHMINA AHMED

Tahmina Ahmed completed her BA (Honours) and MA in English from the Department of English, University of Dhaka in 1983 and a second MA in English from the University of Hawaii, USA in 1985. She worked in the Department of English, Jahangirnagar University, from 1983 to 1994 and then joined the Department of English, University of Dhaka. Prof. Ahmed has published many articles and translated a number of plays from English to Bangla. Her translation of Arthur Miller's *The Crucible* has been published by Bangla Academy. She was the Team Leader of a British Council funded INSPIRE project, Department of English Writing Service (DEWS) from 2013 to 2016. She co-authored and was DEWS Books Series editor for two text books on teaching writing to tertiary level students, titled: *Writing Essays with Ease* and *Exploring Academic Writing*, published in 2016. She contributed to and co-edited the book *The Great War and Our Mindscapes* in 2017. Her primary area of interest is drama and she directs English language plays in various educational institutions. Recently she is working with the literature of indigenous people of BD as well as exploring Migration Literature.

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## RUBINA KHAN, *PhD*

Rubina Khan is Professor in the Department of English, University of Dhaka. A Fulbright scholar, she completed her MA in TESOL from the University of Northern Iowa and PhD in ELT from the University of Warwick. With experience in teaching, training, research and assessment, she has published extensively and presented at numerous international forums. She has also worked as an educational consultant on various national and international projects. Her current research interests include Language Assessment, Teacher Education, and Leadership Skills. She is the President of the Bangladesh English Language Teachers Association (BELTA).

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### ZERIN ALAM (ON STUDY LEAVE)

Zerin Alam has studied in many different parts of the world including Calcutta University and Warwick University besides University of Dhaka. She teaches applied linguistics and literature courses as she enjoys working in both streams. She is particularly interested in Postcolonial Studies, Discourse Analysis, and Shakespeare. She has published a number of research articles in these areas, and she is also committed to developing materials and courses for the Department. She has been involved in writing and editing *Making Connections: Responding to Literature, Exploring Academic Writing, The Great War and Our Mindscapes* and *Tertiary Level Writing in English in Bangladesh: Tools and Approaches.*

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Tazin Aziz Chaudhury is an ELT professional who firmly believes that teaching English can create opportunities and change lives. She specialises in ELT practices and Methodology, Action Research, Teacher Education, Language Planning, Materials Design and she has particular expertise in Curriculum Design, Needs Analysis, and teaching English Language Skills. She holds an MA in Applied Linguistics and ELT from the University of Dhaka and a Doctoral degree in English Language Studies from the International Islamic University of Malaysia. Her research book *English Language Needs: An In-depth Study on Dhaka University Students* is a pioneer research

on needs analysis in the Dhaka University context. Her English translation of the Father of the Nation, Bangabandhu Sheikh Mujibur Rahman's historic Seventh March speech was incorporated in the compilation *Poet of Politics: The Speech behind the Liberation of Bangladesh* (2019).

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Shamsad Mortuza is Pro-Vice Chancellor and the Dean of the School of Arts and Humanities, University of Liberal Arts Bangladesh. He did his BA (Honours) and MA in English from Jahangirnagar University. As a Fulbright scholar, he pursued his second MA in American Indian Studies at the University of Arizona. His PhD dissertation on "The Figure of the Shaman in Contemporary British Poetry" from Birkbeck College, University of London was published by Cambridge Scholars Publishers. He received a second Fulbright to attend UCLA as a senior visiting postdoctoral fellow. He was one of the authors of National Curriculum Textbook Board's *English for Today (IX-X).* He is the editor of *ULAB Journal of English Studies: Crossings* and serves on the editorial board of the literary journal *Six Seasons Review*. He writes a popular weekly column "Blowin' in the Wind" for *The Daily Star.*

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Farhanaz Rabbani is an Associate Professor in the Department of English, University of Dhaka. After her BA and MA in English Literature from the University of Dhaka, she completed her MS in Written Communications from National Louis University, Illinois, USA. She was a core member of the INSPIRE project and has co-authored *Writing Essays with Ease* (2016), a course book for the students of the Department of English, University of Dhaka. She has published papers on both pedagogy and literary studies. Her research interests include Writing, Cultural Studies, Popular and Folk Culture, and their role in the evolution of the cultural identity of Bangladesh.

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### FAKRUL ALAM, *PhD*

Fakrul Alam is Supernumerary Professor of the Department of English, University of Dhaka. He is also Director, Sheikh Mujib Research Institute for Peace and Liberty and former UGC Professor, Department of English, University of Dhaka. He received the Bangla Academy Puroshkar (Literature Award) for Translation in 2013. His publications include *Bharati Mukherjee* (Boston, Twayne Publishers, 1995); *Jibanananda Das: Selected Poems* (UPL, 1999); *South Asian Writers in English* (Detroit: Thomson Gale, 2006); *Imperial Entanglements and Literature in English* (writer's ink: Dhaka,

2007); and *The Essential Tagore* (Harvard UP, 2011 with Radha Chakravarty). Other works include translations of Sheikh Mujibur Rahman's *Unfinished Memoirs* (Dhaka: UPL, New Delhi: Penguin Books, 2012) and *Prison Diaries* (Dhaka: Bangla Academy, 2016), and *Ocean of Sorrow*, a translation of the late nineteenth century Bengali epic narrative, *Bishad Sindhu* (Dhaka: Bangla Academy, 2017). Among his most recent publications are the collection of essays *Once More into the Past*, (Dhaka: Daily Star Books, 2020), a translation of Sheikh Mujibur Rahman's *New China* (Dhaka: Bangla Academy, 2021) and *Reading Literature in English and English Studies in Bangladesh: Postcolonial Perspectives* (Dhaka: writers.ink: 2021). Forthcoming works include a selection of translations of Rabindranath's song-lyrics from Tagore's *Gitabitan*.

Email: *falam57@gmail.com*

# OFFICE STAFF



**Mahbub Alam**
Senior Assistant-Cum-
Computer Operator



**Abdul Hannan**
Senior Library Assistant
Grade-1



**A.K.M. Tanvir Ahmad**
Assistant-Cum-
Computer Operator



**Md. Foysal Hussain**
Office Assistant- Cum-
Computer Typist



**Md. Ali Asgar Khan**
Office Attendant



**Tarun Kumar Biswas**
Laboratory Attendant



**M. A. Wares**
Seminar Library Assistant (Part-time)



**Md. Nasiruddin**
Seminar Library Assistant (Part-time)

# LIST OF FACULTY MEMBERS AT A GLANCE

### Professor Emeritus

A. F. Serajul Islam Choudhury, *M.A. (Dhaka), P.G. Diploma (Leeds), Ph.D. (Leicester)*

### Supernumerary Professor

Fakrul Alam, *M.A. (Dhaka), M.A (Simon Fraser), Ph.D. (British Columbia)*

### Chairperson

Professor Nevin Farida, *M.A. (Dhaka), M.A. (Monash), Ph.D. (Warwick)*

### Professors

Tahmina Ahmed, *M.A. (Dhaka), M.A. (Hawaii)*
Rubina Khan, *M.A. (Dhaka), M.A. (Northern Iowa, USA), Ph.D. (Warwick)*
Zerin Alam, *M.A. (Dhaka), M.A. (Warwick) [On study leave]*
Begum Shahnaz Sinha, *M.A. (Dhaka), M.A. (Warwick)*
Tazin Aziz Chaudhury, *M.A. (Dhaka), Ph.D. (Malaysia)*
Shamsad Mortuza, *M.A. (Jahangirnagar), M.A. (Arizona), Ph.D. (London) [On extraordinary leave]*

### Associate Professors

Tasneem Siraj Mahboob, *M.A. (Dhaka), M.A. (Columbia)*
Rumana Siddique, *M.A. (Dhaka), M.A. (Warwick)*
Batool Sarwar, *M.A. (Dhaka), M.A. (Warwick) [On study leave]*
Golam Gaus Al-Quaderi, *M.A. (Dhaka), Ph.D. (Dhaka)*
Ahmed Bashir, *M.A. (Dhaka), M.A (Nottingham)*
Bijoy Lal Basu, *M.A. (Dhaka), M.A. (London), Ph.D. (London)*
Neelima Akhter, *M.A. (Dhaka), M.A. (Warwick) [On study leave]*
Farhanaz Rabbani, *M.A. (Dhaka), M.A. (Illinois)*
Ashim Dutta, *M.A. (Dhaka), M.A. (New Jersey), Ph.D. (York)*

### Assistant Professors

Mahfida Tahniat, *M.A. (Dhaka) [On study leave]*
Nehrir Khan, *M.A. (Dhaka), M.A. (Boston)*

Anjuman Ara, *M.A. (Dhaka), M.A. (Manchester)*
Munasir Kamal, *M.A. (Dhaka), M.A. (Nevada Reno) [On study leave]*
Pratiti Shirin, *M.A. (Dhaka), M.A. (London)*
Sanjeeda Hossain, *M.A. (Dhaka), M.A. (Malaysia)*
Bushra Mahzabeen, *M.A. (Dhaka), M.A. (Warwick) [On study leave]*
Md. Elias Uddin, *M.A. (Dhaka)*
Zaynul Abedin, *M.A. (Dhaka)*
Nusrat Gulzar, *M.A. (Dhaka), M.A. (Warwick) [On study leave]*
Mehedi Karim Shimanto, *M.A. (Dhaka)*
Qumrul Hasan Chowdhury, *M.A. (Dhaka), M.A. (London), Ph.D. (London)*
Rumana Rafique, *M.A. (Dhaka), M.A. (Manchester)*

## Lecturers

Sidratul Moontaha Mitul, *M.A. (Dhaka)*
Nishat Atiya Shoilee, *M.A. (Dhaka)*
Sumaiya Kabir, *M.A. (Dhaka)*

## Part-time Teachers

Syed Manzoorul Islam, *Ph.D., Former Professor, Department of English*
Bhiswadeb Chowdhury, *Ph.D., Professor, Department of Bangla*
Mohammad Azam, *Ph.D., Professor, Department of Bangla*
Asha Islam Nayeem, *Ph.D., Professor, Department of History*
Rashida Akhter Khanum, *Ph.D., Professor, Department of Philosophy*
Ahammad Ullah, *Assistant Professor, Department of Philosophy*

## Student Advisors

Bijoy Lal Basu, *Ph.D.*
Golam Gaus Al-Quaderi, *Ph.D.*
Nehrir Khan

# DEGREES OFFERED

At present the Department offers courses for a four-year B.A. Honours degree in English. At the M.A. level students can choose either Applied Linguistics and ELT or English Literature. The Department also offers M.Phil and PhD research degrees.

# MEDIUM OF INSTRUCTION

All classes at the undergraduate and postgraduate levels in the Department of English are conducted in English.

# SEMINAR LIBRARIES

The Department houses two seminar libraries: the Shahid Jyotirmoy Guhathakurta-Shahid Rashidul Hasan Seminar and the Abi Md. Nizamul Huq Seminar. The Guhathakurta-Rashid Seminar is the Literature library and is in Room 2082 located next to the Department office. This library is well-furnished for undergraduate and postgraduate work in English language and literature. To provide students with resources for assignments and research, there is also a wide range of relevant reference and theoretical textbooks on literature. In addition to books, the library has four computers with internet access for online research.

The Abi Md. Nizamul Huq Seminar is the language library and contains books related to Applied Linguistics and English Language Teaching (ELT). It is located in Room 2077. This library also has three computers where students can access the internet for academic purposes.

These libraries aim to provide a quiet study area for students. To avail library facilities, students have to pay a subsidised membership fee and use library cards for access to seminar facilities.



The working hours of these libraries are 9:00am - 5:00pm (Sunday to Thursday).
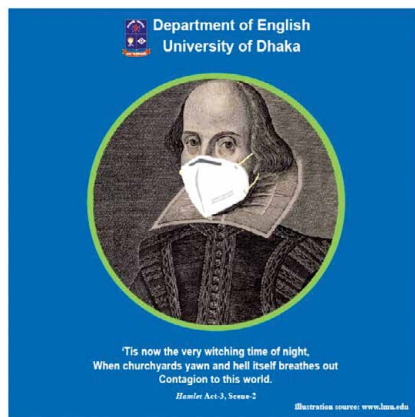
# STUDENT SUPPORT

**Student Advisors**

There are three full-time student advisors appointed to ensure the welfare of students and help them with any problems they may face. The advisors may be consulted on issues relating to registration formalities, academic matters, scholarship information and personal matters. Students should feel free to contact the advisors during their office hours or any other times by appointment. The current student advisors are Golam Gaus Al-Quaderi, Bijoy Lal Basu and Nehrir Khan.



**Helpline**

During the COVID-19 pandemic closure, the Department opened a helpline service to provide counseling support to the students to ensure their mental well-being. The helpline runs on a one-to-one phone based conversation. Students can collect the contact person's phone numbers from the Department office.

**Mentoring Programme**

The English Department Mentoring service was introduced on September 7, 2014 for the students of the English Department under a British Council project called INSPIRE DEWS. This was a groundbreaking initiative as it was the very first mentoring service offered at the University of Dhaka. Freshman students are encouraged to avail themselves of the service, which is open five days a week from 9.00 am to 4.00 pm at the HEQEP Lab of Arts Building. The mentors are trained to provide guidance regarding various academic issues as well as university facilities and procedures.

**English Department Career Counselling Services (EDCCS)**

The Department of English launched the English Department Career Counselling Services (EDCCS) in July 2016. The EDCCS provides advice to graduating students of the Department and offers job placement opportunities in different organisations by conducting regular workshops and seminars tailored towards the development of requisite job skills. In addition, it aims to organise job fairs to facilitate on-campus recruitment of Department graduates. Furthermore, the EDCCS invites guest speakers from various organisations to share their expertise on the job search process and the job market and to better equip students to face the challenges ahead.

# AWARDS, SCHOLARSHIPS AND STIPENDS

The Department offers its students both merit-based and need-based stipends generously supported/funded by the alumni and different donors. The Department invites applications for these annual scholarships through official notices. Scholarships are supervised by the Chairperson and the student advisors. Students may contact the student advisors for inquiries. At present, the following awards are offered:

Anwaruddin Award

Shahid Nasim Mohsin Memorial Stipend

S. F. Haider Foundation Scholarship

Principal Jalaluddin Ahmed Trust (pending)

Razia-Nawab Scholarship

(Late) Professor Jahan Ara Chowdhury and (Late) Mr. Nurullah Chowdhury Memorial Scholarship

A. Samad (M.A. Leeds) Memorial Scholarship

Majid Ul Haq and Mumtaz Jahan Zebunissa Majid Trust Fund

Sirajul Haq Chowdhury and Samiul Haq Chowdhury Memorial Scholarship

Professor Dr. Razia Khan Amin Trust Fund

Abdul Awaal-Feroza Begum Memorial Scholarship

Mrs. Faizunnesa Scholarship

# STUDENT CLUBS

The Department encourages its students to take part in co-curricular and extra-curricular activities. Students wishing to participate may consider joining one or more of the clubs run by students and supervised by teachers. Clubs include: Literary Club, English Department Drama Society, English Department Debating Club, Film Club, and Green English Club.

On March 16, 2020, the Department of English inaugurated Green English Club to commemorate 'Mujib Borsho.' The club brings together all the plant and flower lovers of the Department. The club members are committed to looking after an on-campus greenery and the environment as well.



In addition, Krishnachura, established on April 14, 2011 by late Professor Khandaker Ashraf Hossain, is a vibrant cultural organisation of the Department. Two teachers of the Department oversee the activities of the organisation. At the moment, Ms. Tasneem Siraj Mahboob, Associate Professor and Dr. Ashim Dutta, Associate Professor are in charge of the organisation.

The members of these clubs are also invited to take part in various programmes organised by the Department throughout the academic year. These include Freshers' Welcome, Farewell Reception, Literary and Cultural festivals such as Shakespeare Fest, Women's Day Celebrations, centenary celebrations of renowned writers like Henrik Ibsen, Doris Lessing, Chinua Achebe and Ernest Hemingway.

# SPORTS

English Department students regularly take part in university and inter-university sport events and tournaments. Interested students may participate in various sports events. The departmental cricket, football, and basketball teams have enjoyed considerable success in inter-departmental competitions winning trophies on several occasions. The Departmental basketball team had its golden days in 2001-2005, achieving a record-breaking success by winning the Championship Trophy five-times consecutively in the Inter-Department Basketball Competitions. The Cricket and Football teams have also made their mark in recent times. Students of the Department have also excelled in individual sports such as chess, carom, table tennis, judo and karate.



A teacher from the Department oversees the activities of the sports teams. At the moment, Md. Elias Uddin, Assistant Professor of the Department, is in charge.

# ENGLISH DEPARTMENT
# ALUMNI SOCIETY (EDAS)

English Department Alumni Society (EDAS) is an organisation of former students of the Department. Established in 1986 by Professor Ahsanul Haque, it has since been contributing to the welfare of students by giving them scholarships and providing financial assistance for various academic and cultural programmes of the Department.



Some of our most illustrious alumni include:

1. Ms. Leela Nag (social activist and first female graduate of DU, MA 1923)

2. Mr. Buddhadev Bose (renowned poet, BA 1930, MA 1931)

3. M. Fazlur Rahman (BA 1939; MA 1940; taught at DU, Islamia College Calcutta, Presidency College; Principal of Daulutia College, Dacca College; Chairman, East Pakistan Textbook Board; Member, PSC Karachi)

4.  Dr. Jyotirmoy Guhathakurta (Martyred teacher during the War of Liberation; BA 1942, MA 1943)

5.  Professor Munier Chowdhury (Martyred during the War of Liberation; BA Honours 1946; MA 1947)

6.  Mr. S. M. A. Rashidul Hasan (Martyred during the War of Liberation; BA 1952, MA 1954)

7.  Professor Kabir Chowdhury (Former National Professor, Department of English, University of Dhaka)

8.  Dr. Khan Sarwar Murshid (Professor, Department of English, University of Dhaka; BA Hons 1945; MA 1946)

9.  Dr. Zillur Rahman Siddiqui (Professor of English and Former Vice Chancellor, Jahangirnagar University & Gono Bishwabidyalay; Advisor to Caretaker Govt. 1990-91; BA 1950, MA 1951)

10. Professor K. M. A. Munim (Editor, Daily Observer & Associate Professor)

11. Mr. Abul Maal A. Muhith (Honourable Minister, Ministry of Finance, Government of Bangladesh; BA 1954, MA 1955)

12. Ms. Husniara Huq (Eminent educationist, first female Rotarian in Bangladesh; MA, 1955)

13. Dr. Ahsanul Haque (Professor, Department of English, University of Dhaka; BA 1955; MA 1956)

14. Dr. Serajul Islam Choudhury (Professor Emeritus, Department of English, University of Dhaka; BA 1955; MA 1956)

15. Mr. Harun ur Rashid (Ambassador; MA 1957)

16. Dr. Razia Khan Amin (Professor, Department of English, University of Dhaka; BA, MA)

17. Professor Suraiya Khanam

18. Ms. Hasna Jashimuddin Moudud (writer, environmentalist and retired politician; BA 1965)

19. Professor Dr. Niaz Zaman (Professor, Department of English, University of Dhaka; MA, 1963)

20. Professor Perween Hasan (Vice Chancellor, Central Women's University; MA 1966)

21. Mr. Ramendu Majumder (cultural activist; BA 1964, MA 1965)

22. Professor Abi Md. Nizamul Haque

23. Dr. Sadrul Amin (Professor, Department of English, & Dean, Faculty of Arts, University of Dhaka; BA Honours 1969; MA 1970)

24. Dr. Shawkat Hussain (Professor, Department of English, University of Dhaka; BA, 1970; MA, 1971 (exam held in 1973))

25. Dr. Khondakar Ashraf Hossain (Professor, Department of English, University of Dhaka; BA 1970; MA 1971)

26. Ms. Rasheda K. Chowdhury (Former Advisor to the Caretaker Government of Bangladesh; BA Honours 1971, MA 1972)

27. Mr. Ayub Quadri (Former Advisor to the Caretaker Government of Bangladesh)

28. Ms. Geeteara Shafiya Choudhury (Chief Executive, ADCOM & Former Advisor to the Caretaker Government of Bangladesh)

29. Dr. A. M. M. Shawkat Ali (Former Advisor to the Caretaker Government of Bangladesh)

30. Mr. Muhammed Ali (Former Secretary, Government of Bangladesh; MA 1961)

31. Dr. A.K.M. Masihur Rahman (Advisor to the Prime Minister, People's Republic of Bangladesh)

32. Mr. M. Mujibul Huq (Rtd. Cabinet Secretary, Government of Bangladesh)

33. Advocate Ozair Farooq (Former President, English Department Alumni Society; MA 1968)

34. Mr. Haroun-Al-Raschid (Former General Secretary, English Department Alumni Society; ex-VP IFIC Bank; MA 1970)

35. Mr. M. Mosharraf Hossain Bhuiyan (Former Cabinet Secretary, Government of Bangladesh).

36. Ms. Sara Zaker (Theatre & social activist, entrepreneur)

37. Mr. Benazir Ahmed (Inspector General of Bangladesh Police; MA 1984)

38. Ms. Subarna Mustafa (MP; Television and film actress)

39. Mr. Liakot Ali Lucky (Cultural organiser)

40. Mr. Zahid Maleque (Health Minister; MA 1982)

41. Mr. Farhad Hossain (MP, State Minister, Public Administration; MA 1994)

42. Mr. Mohammad Nurul Huda (Poet, fiction writer; BA 1970, MA 1972)

43. Professor Dr. Imtiaz H. Habib

44. Mr. Tanvir Mokammel

45. Professor Dr. Syed Manzoorul Islam (Writer, crtitic, academic; BA, MA 1972)

46. Professor Dr. Kaiser Hamidul Haq (Poet, translator, critic, academic; BA 1972, MA 1973)

47. Professor Dr. Fakrul Alam (Literary critic, academic, translator; BA 1972, MA 1973)

## EDAS COMMITTEE

### EDAS ADVISORY COMMITTEE 2020

Ms. Rasheda K Chowdhury

Mr. Wazir Sattar

Mr. Hedayetullah Al Mamoon

Mr. Toufiq Imrose Khalidi

### EDAS EXECUTIVE COMMITTEE

Mr. Ramendu Majumder-President

Mr. Aminul Islam Khan - General Secretary

Professor Dr. Nevin Farida - Treasurer

Mr. Syed Sadaquat Hossain - Vice President

Mr. Benazir Ahmed - Joint Secretary

Mr. Abdus Samad Al Azad - Joint Secretary

Dr. Muhammad Abdul Mazid - Member

Mr. Junaidul Haque - Member

Professor Zerin Alam - Member

Professor Dr. Ahmed Ahsanuzzaman - Member

Mr. Shahadat Hossain - Member

Mr. Abdur Razzak Mian - Member

Mr. Mohammad Rafiqul Islam Chowdhury - Member

Mr. Tapos Sarkar - Member

Ms. Rumana Ahmed - Member

Ms. Humaira Chowdhury - Member

Mr. Akib Javed - Member

Mr. Syed Nakib Sadi - Member

Ms. Sidratul Moontaha Mitul - Member

Mr. Abdullah Riyad - Member

# ACADEMIC MISCONDUCT

Academic dishonesty or academic misconduct is any type of cheating that occurs in relation to a formal academic exercise (including tutorial assignments, presentations, in-course, mid-term and final examinations). It can include:

## PLAGIARISM

Plagiarism refers to the adoption or reproduction of original creations of another author (person, collective, organisation, community or other type of author, including anonymous authors) without due acknowledgment. In other words, plagiarism is taking the ideas or words of someone else and using them as one's own. However, direct quotes or summary of other authors' ideas may be used in students' own academic essays with due acknowledgment of the original source. For more information on how to avoid plagiarism through proper citations, students can consult MLA or APA style manuals.

If students are interested in publishing their work, they must be very careful while making their submissions to a journal. It is inadvisable for them to submit their articles to predatory journals which publish works on payment within a very short time at the expense of the quality of the works. Moreover, students should also keep in mind that a paper once submitted to a journal for publication cannot be submitted elsewhere at the same time. Such practice is not only unethical but also illegal.

## FABRICATION

Fabrication involves the falsification of data, information, or citations in any formal academic exercise. For example, forgery of teachers' signatures is a serious act of fabrication.

## CHEATING

Any attempt to give or obtain assistance in a formal academic exercise (e.g., examinations, tutorial assignments, presentations, and so on) is considered to be cheating. Students are expected to complete their own original work as authorized by the course instructor. If the students recycle/reuse her/

his coursework for class activities, he/she may be committing academic dishonesty. If anyone presents someone else's work as one's own and deliberately provides wrong information about academic matters to any official in the Department or University, she/he is committing an act of academic dishonesty.

## PENALTIES FOR ACADEMIC DISHONESTY (PLAGIARISM, FABRICATION AND CHEATING)

Various disciplinary measures will be taken against any act of academic dishonesty depending on the degree of violation. The faculty may issue a verbal warning; fail the student for the course; the disciplinary committee might counsel term suspension from the Department; recommend suspension or expulsion under the University of Dhaka disciplinary board. Testimonials may not be issued in case of academic misconduct and dishonesty on the part of a student.

The University of Dhaka has a policy regarding academic conduct and offenders may receive punitive measures accordingly.

# SEXUAL HARASSMENT POLICY

The Department of English will take strict and prompt action against any student found involved in acts of sexual harassment. Any student who feels that she/he is being subject to sexual harassment should contact one of the student advisors or any other teacher immediately. Offenders may be recommended for expulsion from the Department by the disciplinary committee. The Department may not issue testimonials to a student if she/he is found involved in acts of sexual harassment.

# PROJECTS

With the financial aid and support of the World Bank and the University Grants Commission of Bangladesh, and under the supervision of HEQEP (Higher Education Quality Enhancement Project), a two-year long project 'Improvement and Innovation in English Teaching-Learning' was started in 2011. Professor Dr. Fakrul Alam was in charge of the project as the Sub-project Manager. The project was a highly acclaimed venture on its completion. The University of Dhaka further recommended the project to be turned into a research centre in 2013. It is now the Centre for English Teaching and Research (CETR).

The Department of English at the University of Dhaka, Bangladesh, had been awarded INSPIRE (International Strategic Partnership in Research and Education) funding for running a project (From December 1, 2013) titled DEWS (Dhaka University Writing Service) with the Institute of Education, University of Manchester, as the higher education institution from the UK.

INSPIRE is a British Council funded project that aims to significantly strengthen academic and research partnerships between UK Higher Education Institutions (HEI) and other HEIs across the world. The DEWS project aims to train junior faculty and graduate students to build a teaching team who will mentor freshmen and help them acquire academic and professional writing skills. The project successfully introduced the Department's mentoring programme and redesigned writing courses in the first and second years.

# CENTRE FOR ENGLISH TEACHING AND RESEARCH (CETR)

The Centre for English Teaching and Research (CETR) is based at the Department of English, University of Dhaka. Approved by the Academic Council (August 14, 2012) and Syndicate of the University of Dhaka (September 12, 2012), the CETR is an organisation which intends to use state-of-the art equipment and practices allowing it to blend face-to-face teaching with online work and research in an excellent learning environment. The CETR provides certificate, diploma and degree teaching courses, training and professional courses for the development of English language and literature teaching professionals. The Centre also aims to strengthen academic links, collaboration and exchanges between the Department of English and institutions engaged in English Studies/ELT research in Bangladesh and the world outside. Professor Tazin Aziz Chaudhury is the Director of the Centre.
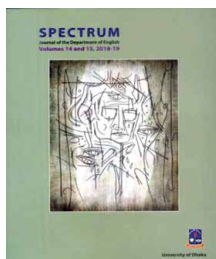
# DEPARTMENTAL PUBLICATIONS

## BOOKS

The Department has a long tradition of publishing books in order to address the needs of authentic materials in the classroom. In the recent times, the faculty members of the Department have authored *An English Anthology* (2010/1998), *Endeavour* (2017), *Making Connections: Responding to Literature* (2014/2004), *The Great War and Our Mindscapes: Centenary Essays* (2017), *Tertiary Level Writing in English in Bangladesh: Tools and Approaches* (2018), *Exploring Academic Writing* (2016) and *Writing Essays with Ease* (2016).

# SPECTRUM

*Spectrum* is an annual double peer-reviewed journal of scholarly articles, book reviews, translations, interviews, and creative writing (poems and short stories). *Spectrum* accepts contributions from interested people, including alumni and current students of the Department in Literature, ELT, Applied Linguistics, TESOL etc. Submissions should not have been previously published, or be under consideration for publication elsewhere. Scholarly articles should follow the APA Style Sheet, and the length of the articles should be 5000 to 7000 words. Interested persons should submit two hard copies and a soft copy of their manuscripts. Two hard copies of the manuscript should be addressed to the Editor, *Spectrum: Journal of the Department of English,* University of Dhaka, Dhaka 1000, and a soft copy of the same to spectrum.ed.du@gmail.com. Short biographies of the authors and contact information, in not more than 100-150 words, should be provided at the time of submission. Submissions can be made any time of the year.

# ENGLISH MATTERS: THE DEPARTMENTAL NEWSLETTER

Sometime in the early 1990s, the Department published its first newsletter, the first of its kind in the country, but its publication unfortunately relapsed for some years in the following decade. In 2017, the newsletter was revived and relaunched as *English Matters* to highlight the academic achievements and extracurricular activities of the teachers and students of the Department. It has ever since been in regular print.

# LEARN ABOUT THE SEMESTER SYSTEM
# BA (HONOURS) IN ENGLISH

**GENERAL OBJECTIVES**

The general objective of the BA (Honours) programme is to develop highly skilled English graduates who can serve the nation in different areas. In addition, the programme aims to develop a liberal humanistic attitude in the graduates to mould them into better human beings.

**PROGRAMME STRUCTURE**

**1. Duration: 4 Years**

Total Semesters: 4 x 2 = 8 (Two Semesters a year of 26 weeks each)

**2. Week-wise breakdown of each semester of 26 weeks**

| | |
|---|---|
| a. Classes | : 15 weeks |
| b. Break | : 2 weeks |
| c. Mid-term | : 2 weeks |
| c. Semester Final Exams | : 3 weeks |
| d. Vacation | : 4 weeks |

**3. Total Courses, Marks, Credits and Grades**

| Number of 4 Credit Courses: 28 | Marks 28 × 100 = 2800 | Each Course 4 Credit Hours |
|---|---|---|
| Number of 1 Credit Courses: 8 | Marks 8 × 25 = 200 | Each Course 1 Credit Hour |
| | Total Marks 2800 + 200 = 3000 | Total Credits 28 × 4 + 8 × 1 = 120 |

N.B.

a.    15 hours teaching is equivalent to 1 Credit hour and will be treated as 1 credit

b.    Each 4 credit course: A full unit course. Required contact hours: 60

c.    Each 1 credit course: ¼th of one unit course. Required contact hours: 15

d.    Minimum credits required for Four Year B.A. Honours Degree: 120

(Please note that the system of teaching as well as evaluation may be revised from time to time by the relevant authorities. The above provides a general guideline.)

**4. 28 Courses of 4 Credits each and 8 Courses of 1 Credit (Tutorial & Viva-voce)[*] each will be taught as follows:**

| Year | Semester | Courses | Credits |
|------|----------|---------|---------|
| 1st Year | 1st | 3 full unit | 12 |
| 1st Year | 2nd | 3 full unit | 12 |
| 2nd Year | 3rd | 3 full unit | 12 |
| 2nd Year | 4th | 3 full unit | 12 |
| 3rd Year | 5th | 4 full unit | 16 |
| 3rd Year | 6th | 4 full unit | 16 |
| 4th Year | 7th | 4 full unit | 16 |
| 4th Year | 8th | 4 full unit | 16 |
| 4 Years | 8 Semesters | 8 One-Fourth Unit courses (Tutorial & Viva-voce) | 8 |
| | | **Total** | **120 Credits** |

*Assessment for tutorials (5 marks) and viva-voce (20 marks) will take place every semester. However, the total marks will be finally shown in the transcript of the 8th semester.*

**5. Teaching and Evaluation of the 28 four-credit (full unit) courses of 100 marks each:**

a.  Each course will be taught and evaluated by two teachers of the Department. If a single teacher teaches a course, then the semester final exam must also be evaluated by a suitable external examiner who may be either from DU or outside DU.

b.  Each course requires 4 hours of classes per week.

c.  Total classes in a semester for each course in 15 weeks: $15 \times 4 = 60$

d.  Total Contact Hours in a semester for each course: 60

**6. Marks Distribution for each four-credit (full unit) course**

•  Two Class/Mid-term Tests of 15 marks each: 15+15=30 Marks
  (One test of one hour duration to be given by each teacher at her/his

convenience. If both course teachers decide to give the test together, then the duration of the test will be two hours. Marks of two tests will be added. In the case of a single teacher teaching the course two tests will be administered by the same teacher.)

- Class Attendance* and Participation: 5+5=10 Marks
  (Each teacher will give marks out of 5. Total of the two marks will be the marks obtained. A single teacher teaching a course will give marks out of 10).
- Semester Final Examination of 3 hour duration: 4×15=60 Marks
  (Two teachers will set questions and evaluate scripts. Marks obtained will be the average of the two marks.) There may be 4 broad questions or a combination of broad questions, short notes, etc.
- Total Marks: 100; Total Classes: 60; Total Contact Hours: 60; Total Credits: 4

* Class Attendance Marking Guideline/Criteria

| Class Attendance | Marks |
| --- | --- |
| 90% or above | 5 |
| 85% to less than 90% | 4 |
| 80% to less than 85% | 3 |
| 75% to less than 80% | 2 |
| 60% to less than 75% | 1 |
| below 60% | 0 |

## 7. Teaching and Evaluation of 8 one-credit (1/4ᵗʰ unit) courses (Tutorial & Viva voce) of 25 (5+20) marks each:

a. For tutorials, each class will be divided into small groups of 10 to 15 students.

b. One teacher will meet students of one group once a week for one hour.

c. Students will not be given any written test. They will be encouraged to discuss topics and/or make oral presentations on topics included in the syllabus.

d. The Examination Committee will hold viva/oral examination at the end of every semester.

e. Total classes in a semester for each course in 15 weeks: 15.

f. Total Contact Hours in a semester for each course: 15.

## 8. Marks Distribution for each one-credit (1/4th unit) course

- Tutorial: 5
- Viva voce/Oral Exam: 20
- Total Marks: 5+20=25

## 9. Instructional Strategies

- Lectures and discussion
- Pair work, group work and individual work
- Role plays
- Debates and discussions
- Preparing (e)portfolios
- Mini research projects
- Project work
- PowerPoint Presentation
- Virtual learning platforms

## 10. Question Types

- Explanation (Reference to the context)
- Short notes
- Short questions
- Broad questions
- Comparative questions (Cause and effect, argumentative, persuasive, descriptive, narrative)
- Reading comprehension (Short note, fill in the blank, contextual meaning questions)
- Analytical questions
- Paragraph and essay writing
- Report writing
- Summarising and paraphrasing
- Business correspondence
- Academic writing (documentation, academic style, writing short academic papers)

### 11. Examination Committee

- The Examination Committee, consisting of four teachers, will be formed by the Academic Committee of the Department.
- The committee will include a Chair and a Course Coordinator. The Chair may also be the Coordinator. If the Chairman and the Coordinator are the same person she/he will get remuneration only for one position.
- If there is an external member, the committee will include three teachers of the Department, in the committee out of whom at least one should be a course teacher.
- Chairperson of the Examination Committee: She/he will be responsible for getting questions from the course teachers, moderating and printing the questions, holding examinations, and publication of results.
- Course Coordinator of the Examination Committee: Each batch of students will have a fixed coordinator for all the eight semesters. The coordinator will prepare class routines, arrange and monitor classes, ensure smooth functioning of academic work, and help the chairperson in holding examinations and publishing examination results. In case any member of the committee falls sick, goes on leave, or is unwilling to be on the committee, the academic committee of the Department will nominate a substitute.

### 12. Class Representatives

- Each batch/section of students will have two class representatives (one male and one female) to maintain contact with the coordinator regarding their class progress and problems. Preferably every year, new class representatives will be selected.

### 13. Class Attendance: Eligibility for Taking Examinations

- Students with 75% attendance in each course will be eligible to sit for examinations. Attendance below 75% going down to 60% will be considered non-collegiate and will be allowed to sit for examinations only after paying the required university fines.

| Attendance % | Status |
|---|---|
| 75% and above | Eligible |
| Below 75% to 60% | Non-collegiate (allowed with fine) |
| Below 60% | Discollegiate (not allowed to sit for exams) |

### 14. Tabulators

- Course teachers will submit the mark-sheets which will include marks for attendance, class/in-course tests, and final examination. Two tabulators will enter in the tabulation sheets all the marks obtained in each full unit course and $1/4^{th}$ unit course, and process the examination results. Tabulation sheets will be sent to the Controller's Office for preservation.

### 15. Grading Scale

- At the time of evaluation all marks will be entered in numerical form. Only at the time of submitting the final grade sheet and while finalising the results in the tabulation sheet, numerical grades (the total marks obtained out of 100) will be raised to the higher round number.
- Transcripts issued to the students will include Letter Grade, Grade Points (GP), Semester Grade Point Average (SGPA), and Cumulative Grade Point Average (CGPA). Transcripts will not include numerical grades. Numerical Grades, Letter Grades, and Grade Point (GP) will be given according to the following scale:

| Numerical Grades | Letter Grades | Grade Points (1 Unit Courses) | Grade Points (1/4th Unit Courses) |
|---|---|---|---|
| 80 and above | A+ | 4.00 | 1.00 |
| 75 to less than 80 | A | 3.75 | 0.94 |
| 70 to less than 75 | A- | 3.50 | 0.88 |
| 65 to less than 70 | B+ | 3.25 | 0.81 |
| 60 to less than 65 | B | 3.00 | 0.75 |
| 55 to less than 60 | B- | 2.75 | 0.69 |
| 50 to less than 55 | C+ | 2.50 | 0.63 |
| 45 to less than 50 | C | 2.25 | 0.56 |
| 40 to less than 45 | D | 2.00 | 0.50 |
| Less than 40 | F | 0.00 | 0.00 |
| Incomplete (Does not take an exam) | I | 0.00 | 0.00 |
| Withdrawn (Does not attend any class and take any exam) | W | 0.00 | 0.00 |

## 16. Promotion from one Semester to another Semester and the Final Degree:

a.  A minimum SGPA (Semester Grade Point Average) of 2.00 will be required for promotion from 2nd Semester to 3rd Semester (1st Year to 2nd Year), 4th Semester to 5th Semester (2nd Year to 3rd Year), 6th Semester to 7th Semester (3rd Year to 4th Year).

b.  SGPA (Semester Grade Point Average) will be calculated by adding the credit/credits for each course in a semester, multiplied separately by GP obtained in the course, and dividing the total figure by total credits.

c.  If in the First Semester a student obtains in the three 4 credit courses, and one 1 credit course the grade points 4, 3, 3, and 0.56 respectively, then her/his SGPA (Semester Grade Point Average) is (4×4 + 4×3 + 4×3 + 1×0.56)

divided by (4+4+4+1), i.e. 40.56 divided by 13 = 3.12. For each Semester, SGPA will be calculated like this. For instance, if in the Second Semester a student obtains the GPs (Grade Points) 3.75, 3,3, and 00 in the three 4 credit courses and one 1 credit course, then her/his GPA is (4×3.75 + 4×3 + 4×3 + 1×00) divided by (13+13), i.e. 79.56 divided by 26 = 3.306.

d. The minimum GP 2.00 in each one-unit course (4 credits), and CGPA 2.00 will be required for the award of the B.A. Honours Degree. GP in the ¼th unit (one credit) courses will not affect promotion. Even if a student's GP in the one credit course/courses is 00, but the SGPA/CGPA is 2.00 or more than 2.00, she/he will be promoted and/or awarded the Degree.

e. It is expected that the Degree will be earned within the limit of 12 semesters, i.e. four years from the date of admission to First Semester.

## 17. Readmission and Drop-out

- A student failing to get the requisite SGPA for promotion (16.a) from one year to the next, may seek readmission to study with the following batch. Time-limit for readmission is up to a maximum of one month after the publication of the result. In the case of readmission, all grades earned earlier will be cancelled.
- During the eight semester or four-year programme a student may take readmission only two times. If required, the student may take readmission in the same class, but the degree must be completed within twelve semesters, i.e. six years.
- A student failing to get a minimum yearly GPA of 2.00 even after readmission for two times will be dropped out of the programme.

## 18. Improvement of Grades

- A student may improve grade/grades of any full unit (4 credit course/ courses) only once taking the final examination with the immediate next batch at her/his own risk if she/he obtains a grade less than B.
- A student may be allowed to improve grade/grades even after the eighth semester (fourth year) final examination following the usual rules.
- A student getting F grade in any course/courses will be allowed to improve the grade/grades for a maximum of two times with the following batch/batches. Failure to improve the grade/grades will disqualify her/ him from continuing the programme.

- **Retaking examination for any class/mid-term test and ¼th unit (1 credit) course will not be allowed.**
- In case of the final examination of any course/courses being retaken, the grade/grades of the particular course/courses obtained earlier will be automatically cancelled.
- In addition to the usual fees, a fine of Tk. 1000 will be imposed for each course to be retaken.
- The student will have to be mentally prepared to take the test of a particular course even if it is held on the same day of her/his other examination.
- The same rules will be applicable in the case of any student getting I.
- In the case of a student getting W, she/he must pay a fine of Tk. 5000 and other fees to continue in a class. Besides, the Academic Committee of the Department must be convinced of the genuineness of her/his absence.

# SYLLABUS OF BA HONOURS IN ENGLISH

**(Approved by the Academic Council, University of Dhaka, on December 10, 2020)**

# COURSES AT A GLANCE

## FIRST SEMESTER

Eng. 101 : Developing English Language and ICT Skills

Eng. 102 : Critical Appreciation of Literature

Eng. 103 : Bangladesh Studies and Bangla Literature

## SECOND SEMESTER

Eng. 104 : Developing Essay Writing Skills

Eng. 105 : Introduction to Prose

Eng. 106 : Introduction to Poetry

## THIRD SEMESTER

Eng. 201 : Developing Academic Writing Skills

Eng. 202 : Introduction to Drama

Eng. 203 : Reading Novels through Theory

## FOURTH SEMESTER

Eng. 204 : Introduction to Linguistics

Eng. 205 : 17th and 18th Century English Literature

Eng. 206 : Romantic Poetry

## FIFTH SEMESTER

Eng. 301 : Introduction to English Language Teaching (ELT)

Eng. 302 : English for Professional Purposes

Eng. 303 : Ancient Epics in Translation

Eng. 304 : Victorian Poetry and Prose

## SIXTH SEMESTER

Eng. 305   **:**   Introduction to Sociolinguistics

Eng. 306   **:**   Introduction to American Literature

Eng. 307   **:**   Understanding Critical Theory

Eng. 308   **:**   Global Philosophies

## SEVENTH SEMESTER (ANY FOUR)

Eng. 401   **:**   Teaching Second Language Skills

Eng. 402   **:**   20th Century Poetry and Drama

Eng. 403   **:**   Gender in Language and Literature

Eng. 404   **:**   Language through Literature

Eng. 405   **:**   Migration Literature

## EIGHTH SEMESTER (ANY FOUR)

Eng. 406   **:**   Shakespeare Studies

Eng. 407   **:**   Modern and Contemporary Novels

Eng. 408   **:**   Understanding Environment through Literature

Eng. 409   **:**   Media, Culture, and Society

Eng. 410   **:**   Language and Intercultural Communication

## FIRST SEMESTER

### ENG. 101: DEVELOPING ENGLISH LANGUAGE AND ICT SKILLS

Course No.       : Eng. 101

Course Title    : Developing English Language and ICT Skills

Course Credits : 4

Full Marks      : 100

**Introduction to the Course**

The course primarily focuses on developing the major language skills of listening, speaking, reading and writing, helping students to make the transition from higher secondary to tertiary level education. Students will also be introduced to basic ICT skills and rules of netiquette. The course will be interactive, involving students in activities, such as pair work, group work, PowerPoint presentations, and class discussions, among others.

**Objectives**

The course aims to:

- develop students' confidence in using English language
- build the range of their vocabulary and enhance their awareness of the appropriacy of language use for speaking and writing in an academic context
- help students reflect on their language development as well as identify areas for improvement
- introduce students to basic ICT skills so that they can use these skills to meet their individual academic demands.

**Course Contents**

Language skills:
- Listening skills:
  – Listening and comprehending (audio/video texts)
  – Listening and note-taking
  – Responding to audio texts/input/spoken narratives

- Speaking skills:
  - Introducing self/others
  - Dialogues (to express various notions and functions: agree/disagree, offer/accept/decline, request/asking for a favour, apology, suggestion/advice)
  - Role plays/interviews
  - Telling stories/anecdotes
  - Sharing personal experiences
  - Debates
  - Expressing opinions about books and movies
- Reading skills:
  - Using effective and relevant reading strategies (skimming, scanning, summarising, reasoning, making inferences, etc.) for reading, understanding, analysing and evaluating written texts
- Writing skills:
  - Writing processes (brainstorming, outlining, drafting, editing, rewriting, etc.)
  - Writing academic paragraphs: descriptive, narrative, comparison and contrast, cause and effect, classification and division, and argumentative paragraphs
  - Writing biographies and book reviews
  - Vocabulary and grammar
  - Appropriate and accurate use of language
  - Comprehending and interpreting word meanings in context
- ICT skills:
  - Introducing the basic rules of netiquette
  - Writing formal emails
  - Using Microsoft Word, Excel, and PowerPoint
  - Introducing platforms/applications such as Zoom, Google Classroom, Google Drive, Google Meet, Google Docs, Google Jamboard, Padlet, Vocaroo, etc.
  - Developing web searching and bookmarking skills to select and categorize reliable online materials related to English language skills and other courses
  - Giving mini multimedia presentations

### Intended Learning Outcomes

Upon completion of the course, students will be able to:
- understand lectures, participate in discussions, and take notes
- ask and answer questions appropriately
- read and respond to texts using a variety of reading strategies
- write with accuracy at sentence and paragraph levels
- write formal emails by following proper conventions
- use Microsoft Word processing, Excel and PowerPoint
- understand the basic rules of netiquette.

### Instructional Strategies

Generally, a class of 160 students is divided into 4 small groups of approximately 40-45 students.
- Pair work, group work and individual work
- Role plays
- Debates and discussions
- Preparing portfolios

### Core Text

Sinha, B. S., Mahboob, T. S., Bashir, A., Basu, B. L., & Akhter, N. (2017). *Endeavour: An introductory language course book.* Dhaka: British Council INSPIRE Project, Department of English, University of Dhaka.

### Recommended Readings

Cunningham, S., & Moor, P. (Eds.). (2005). *New cutting edge intermediate students' book.* UK: Pearson.

Soars, J., & Soars, L. (Eds.). (2016). *New headway: Intermediate students' book (4th edition).* Oxford: Oxford University Press.

**ENG. 102: CRITICAL APPRECIATION OF LITERATURE**

Course No.        : Eng. 102

Course Title      : Critical Appreciation of Literature

Course Credits  : 4

Full Marks       : 100

**Introduction to the Course**

This course teaches students how to appraise literature critically by exploring different literary texts. The course examines the characteristics of literary and non-literary works to sensitise students to notions of literariness and the use of literary devices. The course aims to familiarise students with a variety of literary genres in order to foster their ability to critically analyse literature.

**Objectives**

The course aims to:

- introduce the students to various figurative and sound devices
- familiarise students with the features of literary language
- enhance students' interpretative skills
- teach students close reading (of literary texts)
- enable students to undertake literary analysis

**Course Contents**

- Excerpts from different literary genres
- Literary devices - image, simile, metaphor, connotation, personification, allusion, etc.
- Sound devices - alliteration, consonance, assonance, internal rhyme, etc.
- Style and structure - mood, tone, setting, character, irony, theme, plot, etc.

**Intended Learning Outcomes**

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

- read and understand different literary genres
- recognise different figurative devices
- respond independently to unseen literary texts
- analyse the features of literary and non-literary works
- undertake literary analysis.

**Instructional Strategies**

Classes will be divided into small groups taught by course teachers.

- Lectures and discussions
- Oral and multimedia presentations
- Group work
- Portfolio

**Core Text**

Ahmed, T., Alam, Z., Farida, N., Khan, R., & Sinha, B. S. (2014). *Making connections: Responding to literature.* Dhaka: Department of English, University of Dhaka.

**Recommended Readings**

Abrams, M. H. (1999). *A glossary of literary terms.* Texas: Harcourt Inc.

Cuddon, J. A. (2013). *A dictionary of literary terms and literary theory.* New Jersey: Wiley-Blackwell.

Evans, V., & Dooley. J. (2014). *Pathways to literature.* Berkshire: Express Publishing.

Morner, K., & Rausch, R. (1991). *NTC's dictionary of literary terms.* McGraw-Hill.

Zaman, N., Alam, F., & Hossain, K. A. (Eds.). (2003). *An English anthology.* Dhaka: Department of English, Dhaka University.

**ENG. 103: BANGLADESH STUDIES AND BANGLA LITERATURE**

Course No.　　　**:** Eng. 103

Course Title　　**:** Bangladesh Studies and Bangla Literature

Course Credits **:** 4

Full Marks　　　**:** 100

**Introduction to the Course**

This course intends to inform students of the history of the events leading to the Liberation War and the birth of Bangladesh. The first part of this course

focuses on the roles and sacrifices of the masses as well as politicians, intellectuals and cultural activists. It also highlights the values and beliefs of the Liberation War. The second part emphasises the literature and other cultural artefacts related to the creation of Bangladesh.

**Objectives**

This course aims to:

- familiarise students with the events and sacrifices leading to the emergence of Bangladesh
- instill in students the values and beliefs of the Liberation War
- enable students to understand how the historical events are reflected in Bangladeshi literature and culture.

**Course Contents**

History (key points)

- Background of Partition, 1947
- Language Movement of 1952, and emergence of International Mother Language Day
- Six-point Movement
- Eleven-point Movement
- Election of 1970
- Hoisting of national flag by students
- Bangabandhu Sheikh Mujibur Rahman's speech, 7th March 1971
- Genocide, 25th March 1971
- Declaration of Independence, 26th March 1971
- Mujibnagar Government
- Contribution of Swadhin Bangla Betar Kendra
- Concert for Bangladesh
- Role of Razakars and Al-Badr
- Killing of Intellectuals, 14th December 1971
- Surrender of Pakistan army and emergence of Bangladesh, 16th December 1971
- Return of Sheikh Mujibur Rahman from Pakistan
- Constitution of 1972 and subsequent changes

Literary Works/Films to be used with History Section

Zahir Raihan (dir.), *জীবন থেকে নেয়া*, *Stop Genocide*

George Harrison and Ravi Shankar, *Concert for Bangladesh*

Chashi Nazrul Islam (dir.), *ওরা এগারোজন*

Jahanara Imam, Selections from *একাত্তরের দিনগুলি*

Nilima Ibrahim, Selections from *আমি বীরাঙ্গনা বলছি*

Shamsur Rahman, 'আসাদের শার্ট'

Tareq Masud and Catherine Masud (dir.), *মুক্তির গান*

Allen Ginsberg, 'September on Jessore Road'

Sheikh Mujibur Rahman, *The Unfinished Memoirs*, translated by Fakrul Alam

## Bangla Literature

NB: English translations of the following Bangla texts will be used for foreign students.

### কবিতা

| | | |
|---|---|---|
| রবীন্দ্রনাথ ঠাকুর | : | 'চিত্ত যেথা ভয়শূন্য', 'বলাকা' |
| কাজী নজরুল ইসলাম | : | 'বিদ্রোহী', 'সাম্যবাদী' |
| জীবনানন্দ দাশ | : | 'হায় চিল', 'বনলতা সেন', 'বোধ' |
| শামসুর রাহমান | : | 'ইলেক্ট্রার গান' |
| আল মাহমুদ | : | 'সোনালি কাবিন' |
| খোন্দকার আশরাফ হোসেন | : | 'বেহুলা বাংলাদেশ' |

### উপন্যাস

| | | |
|---|---|---|
| সৈয়দ শামসুল হক | : | *দ্বিতীয় দিনের কাহিনী* |

### ছোট গল্প

| | | |
|---|---|---|
| আখতারুজ্জামান ইলিয়াস | : | 'রেইনকোট' |
| সৈয়দ মনজুরুল ইসলাম | : | 'একাত্তর' |

### নাটক

| | | |
|---|---|---|
| মুনীর চৌধুরী | : | 'কবর' |

**Intended Learning Outcomes**

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

- demonstrate a clear understanding of the main events of the history of Bangladesh
- identify and explain the role of these events in the emergence of Bangladesh as an independent state
- critically examine the role of political and cultural activists and their contribution in the Liberation War
- gain knowledge about the role of different groups of people in the Liberation War
- make a connection between the historical events and our literature and culture.

**Instructional Strategies**

- Pair work, group work and individual work
- Role plays
- Debates and discussions
- Preparing portfolios

**Recommended Readings**

Ahmed, A. F. S., & Chowdhury, B. M. (Eds.). (2004). *Bangladesh national culture and heritage: An introductory reader.* Independent University Bangladesh (IUB).

Humayun, S. (1995). *Sheikh Mujib's six point formula: An analytical study of the breakup of Pakistan.* Dhaka: Royal Book Co.

Jahan, R. (1977). *Pakistan failure in national integration.* Dhaka: The University Press Limited.

Maniruzzaman, T. (2003). *Radical politics and the emergence of Bangladesh.* Dhaka: Mowla Brothers.

Roshid, H. (2012). *The foreshadowing of Bangladesh: Bengal Muslim league and Muslim politics: 1906-1947.* Dhaka: The University Press Limited.

## SECOND SEMESTER

### ENG. 104: DEVELOPING ESSAY WRITING SKILLS

Course Code      : Eng. 104

Course Title      : Developing Essay Writing Skills

Course Credits  : 4

Full Marks        : 100

### Introduction to the Course

This course focuses on developing students' English essay writing skills to meet the demands of tertiary education. The basic types of formal essays and the steps and techniques of writing are introduced. Students will write on both literary and non-literary topics in order to efficiently and autonomously apply the acquired skills to other courses.

### Objectives

The course aims to develop:
- students' knowledge of the main types of essays and their structures
- range and complexity of language used in different types of essays
- independent writing skills to promote autonomy, confidence and transferability.

### Course Contents

- Structure of paragraphs and essays
- Prewriting, brainstorming and outlining
- Writing thesis/topic sentences, developing supporting ideas and arguments, drawing conclusions
- Offering collaborative peer feedback on writing tasks
- Preparing a portfolio
- Focusing on writing strategies
- Types of essays
  - description
  - comparison and contrast
  - classification and division
  - cause and effect
  - argumentation and persuasion

**Intended Learning Outcomes**

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

- make connections between developing paragraphs and essays
- generate ideas, plan and develop a sequence of paragraphs into an essay
- construct topic sentences and supporting details to craft a coherent paragraph
- respond independently to writing tasks to reflect awareness of audience, purpose and formal language
- follow rubrics for self/peer evaluation and feedback
- transfer the skills of writing essays to written work in other language and literature courses.

**Instructional Strategies**

The class is divided into groups of approximately 40-45 students and taught through:

- pair work, group work and individual work
- debates and discussions
- preparing portfolios
- online platforms (e.g. Google Classroom, Google Forms, Wikis) to be used for sharing reading resources and submitting assignments/portfolios

**Core Text**

Ahmed, T., Khan, R., & Farida, N. (Eds.). (2016). *Writing essays with ease.* Dhaka: INSPIRE DEWS, Department of English, University of Dhaka.

**Recommended Readings**

Langan, J. (2013). *College writing skills with readings.* McGraw-Hill Education.

Zemach, D. E., & Rumisek, L. A. (2010). *Academic writing: From paragraph to essay.* Germany: Hueber Verlag Gmbh.

**ENG. 105: INTRODUCTION TO PROSE**

Course Code     : Eng. 105

Course Title      : Introduction to Prose

Course Credits  : 4

Full Marks       : 100

**Introduction to the Course**

This course introduces students to different forms of prose, such as reflective and personal essays, short stories, and a novel. Students will be taught to analyse and appreciate prose through their reading of selected texts. They will progress from using these techniques to examine shorter pieces to undertaking the study of a complete novel.

**Objectives**

This course aims to:

- make students aware of the form, structure, and stylistic features of different prose texts
- familiarise students with writing from different sub-genres (essay, short story, and novel)
- enhance learners' knowledge of the historical, social and cultural contexts of each text
- sensitise students to various sub-genres of prose and a variety of themes chosen from different periods through close reading

**Course Contents**

Selections from the following:

Non-Fiction

Francis Bacon          :          'Of Studies'/ 'Of Friendship'

Charles Lamb          :          'The Two Races of Men'

George Orwell          :          'Shooting an Elephant'

Amy Tan                   :          'Mother Tongue'

Fakrul Alam             :          'Memories of Durga Puja'

### Short Stories

| | | |
|---|---|---|
| Edgar Allan Poe | : | 'The Tell-Tale Heart' |
| Roquiah Sakhawat Hussein | : | 'Sultana's Dream' |
| Katherine Mansfield | : | 'The Garden Party' |
| Somerset Maugham | : | 'Lord Mountdrago'/ 'The Colonel's Lady' |
| Ray Bradbury | : | 'There Will Come Soft Rains' |
| Niaz Zaman | : | 'Didima's Necklace' |

### Novel

| | | |
|---|---|---|
| Jane Austen | : | *Pride and Prejudice* |

**Core Text**

Zaman, N., Alam, F., & Hossain, K.A. (Eds.). (2010). *An English anthology.* Dhaka: Department of English, University of Dhaka.

**Recommended Readings**

Ahmed, T., Alam, Z., Farida, N., Khan, R., & Sinha, B. S. (2014). *Making connections: Responding to literature.* Dhaka: Department of English, University of Dhaka.

Kennedy, X. J., & Gioia, D. (1995). *Literature: An introduction to fiction, poetry, and drama.* Harper Collins.

**Intended Learning Outcomes**

Upon completion of the course, students will be able to:
- identify and distinguish the sub-genres of prose
- critically examine and analyse texts
- demonstrate knowledge about the development of prose
- respond to literary works as an expression of cultural values and connect them with their own culture

**Instructional Strategies**

The class is divided into sections and taught by two teachers.
- Lectures and discussions
- Oral presentations by students as part of class work
- Use of multimedia

**ENG. 106: INTRODUCTION TO POETRY**

Course Code    : Eng. 106

Course Title    : Introduction to Poetry

Course Credits  : 4

Full Marks     : 100

**Introduction to the Course**

This course introduces students to the world of poetry. By reading a selection of poetic works, the students will examine the contextual, thematic, and formal aspects of poetry. The course also traces the evolution of poetry and poetics from the Elizabethan to the Postmodern period of English literature.

**Objectives**

The course aims to:

- introduce students to the genre of poetry and its distinctive characteristics
- familiarise students with some major English poets
- provide students with basic knowledge of the socio-cultural contexts of the selected poems
- make students competent in reading and analysing poems of different kinds.

**Course Contents**

**Selections from the following:**

| | | |
|---|---|---|
| William Shakespeare | : | 'Sonnet 18' , 'Sonnet 130' |
| Robert Herrick | : | 'Delight in Disorder', 'Upon Julia's Clothes' |
| John Donne | : | 'The Sun Rising' |
| Thomas Gray | : | 'Elegy Written in a Country Churchyard' |
| William Blake | : | 'Nurse's Song' from *Songs of Innocence* and *of Experience* |
| John Keats | : | 'On First Looking into Chapman's Homer' |
| Alfred, Lord Tennyson | : | 'The Lady of Shalott' |
| Elizabeth Barrett Browning | : | 'How do I Love Thee?' |
| Thomas Stearns Eliot | : | 'The Love Song of J. Alfred Prufrock' |
| Dylan Thomas | : | 'Fern Hill' |

| Ted Hughes | : | 'Jaguar' |
| Adrienne Rich | : | 'Living in Sin', 'Aunt Jennifer's Tigers' |
| Archibald MacLeish | : | 'Ars Poetica' |
| Seamus Heaney | : | 'Digging' |
| Carol Ann Duffy | : | 'Plainsong' |

## Intended Learning Outcomes

Upon completion of the course, students will be able to:
- discuss the subgenres of poetry and their various features
- understand and identify different literary devices used in poems
- interpret and critically analyse English poems of different types and ages

## Instructional Strategies

- Lectures and discussions
- Oral and multimedia presentations
- Group/peer work

## Core Text

Zaman, N., Alam, F., & Hossain, K. A. (Eds.). (2003). *An English anthology.* Dhaka: Department of English, Dhaka University.

## Recommended Readings

Abrams, M. H. (1999). *A glossary of literary terms.* Texas: Harcourt Inc.

Cuddon, J. A. (2013). *A dictionary of literary terms and literary theory.* New Jersey: Wiley-Blackwell.

Ferguson, M., Salter, M. J., & Stallworthy, J. (Eds.). (2005). *The Norton anthology of poetry (5th ed.).* New York: W. W. Norton & Company.

Lennard, J. (2006). *The poetry handbook (2nd ed.).* Oxford: Oxford University Press.

## THIRD SEMESTER

**ENG. 201: DEVELOPING ACADEMIC WRITING SKILLS**

Course Code    : Eng. 201

Course Title     : Developing Academic Writing Skills

Course Credits  : 4

Full Marks       : 100

### Introduction to the Course

The course focuses on developing students' skills of writing academic essays in English using academic conventions and avoiding plagiarism. It adopts an integrated approach involving reading of academic texts for writing purposes. The course provides a transition from their previous course (Eng. 104) on writing formal essays to writing more critically and academically.

### Objectives

The course aims to:

- develop students' ability to think, read and write critically
- enhance students' understanding of the nature and conventions of academic writing
- guide students to analyse the structure, language and style of academic texts
- enable students to write academic essays using appropriate conventions of referencing and citation.

### Course Contents

- Identifying features of academic writing: Vocabulary, style, appropriacy, cohesion and coherence
- Reading critical essays, obtaining information and note-taking
- Paraphrasing, summarising and synthesising academic texts
- Practising the mechanics of referencing conventions (MLA and APA)
- Writing assignments/essays for both literature and ELT courses

### Intended Learning Outcomes

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

- differentiate between academic and non-academic writing
- independently generate ideas, plan and compose an academic essay
- use techniques of paraphrasing, summarising, synthesising and citing sources effectively to support their writing
- exhibit a range of vocabulary, sentence structures and coherence in their writing
- apply proper referencing techniques to avoid plagiarism in their writing.

**Instructional Strategies**

Students are divided into groups of approximately 40-45 students and taught through:
- pair work, group work and individual work
- debates and discussions
- use of online resources and platforms

**Core Text**

Alam, Z., Shahnaz, B. S., & Huq, N. (Eds.). (2016). *Exploring academic writing.* Dhaka: INSPIRE DEWS, Department of English, University of Dhaka.

**Recommended Readings**

Bailey, S. (2015). *Academic writing: A handbook for international students (4th ed.).* Abingdon: Routledge.

Ballenger, B. (2014). *The curious researcher: A guide to writing research papers (8th ed.).* New York: Pearson.

Booth, W. C., Colomb, G. G., & Williams, J. M. (2008). *The craft of research (3rd ed.).* Chicago: University of Chicago Press.

Harris, J. (2017). *Rewriting: How to do things with texts*. Utah: Utah State University Press.

Heffernan, J. A. W., Lincoln, J. E., & Atwill, J. (2001). *Writing: A college handbook (5th ed.).* London: W. W. Norton and Company.

Swales, J. M., & Feak, C. B. (1994). *Academic writing for graduate students: Essential tasks and skills.* Ann Arbor, MI: University of Michigan Press.

**ENG. 202: INTRODUCTION TO DRAMA**

Course Code    : Eng. 202

Course Title    : Introduction to Drama

Course Credits  : 4

Full Marks      : 100

**Introduction to the Course**

This course introduces students to the origin and growth of Western drama. It traces the development of drama from the Greek classical period through the earliest English Medieval plays to the age of modern realism. It provides an overview of the earliest English Medieval plays (Mystery, Miracle and Morality) which evolved from the churches in England. It then proceeds to examine the plays of Marlowe and Shakespeare, moving on to the Restoration period and ending with the birth of modern realism in English drama. A study of these plays and theatrical conventions provides an exciting reading of the history, politics, culture and society from Ancient Greece to early twentieth century England.

**Objectives**

This course aims to:

- provide knowledge and understanding of the historical, social and cultural contexts as well as the background of the development of drama in England
- explore the applicability of Aristotle's theoretical approaches in Greek as well as in English plays
- focus on the importance of the Renaissance and Restoration
- introduce the elements, theatrical conventions, techniques and features of different sub-genres within drama
- highlight the importance of aesthetics in everyday life through the appreciation and enjoyment of drama.

**Course Contents**

| | | |
|---|---|---|
| Sophocles | : | *King Oedipus* (in translation) |
| Aristotle | : | *Poetics* (excerpts) |
| Seneca | : | *Medea* (excerpts) |

| Anonymous | : | *Everyman* (excerpts) |
| Christopher Marlowe | : | *Dr. Faustus* |
| William Shakespeare | : | *Macbeth* |
| William Congreve | : | *The Way of the World* |
| George Bernard Shaw | : | *Arms and the Man* |

**Intended Learning Outcomes**

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

- relate different plays with respective social and historical periods
- identify the characteristics and functions of different genres of drama
- interpret, link and compare the stylistic and thematic features of the plays
- perceive a play not only as a text, but also as a 'performance' (stage, setting, props, characterisation etc.)
- get involved with performance and envision the journey from written text to stage

**Instructional Strategies**

- Lectures and discussions
- Oral presentations by students as part of class work
- Use of performance

**Recommended Readings**

Avery, E. L. (1951). *Congreve's plays on the eighteenth-century stage.* New York: Modern Language Association of America.

Barton, A. (1990). *The names of comedy.* University of Toronto Press.

Holland, P. (1979). *The ornament of action.* Cambridge: Cambridge University Press.

Kennedy, X. J. (1979). *Literature: An introduction to fiction, poetry, and drama.* Little Brown.

Kitto, H. D. F. (1956). *Form and meaning in drama.* Routledge.

Leggatt, A. (1972). *Citizen comedy in the age of Shakespeare.* University of Toronto Press.

Murray, P. (Ed.). (2001). *Classical literary criticism.* Penguin Books Limited.

Williams, A. L. (1979). *An approach to Congreve.* Yale University Press.

**ENG. 203: READING NOVELS THROUGH THEORY**

Course Code      : Eng. 203

Course Title      : Reading Novels through Theory

Course Credits  : 4

Full Marks        : 100

**Introduction to the Course**

The course introduces students to reading novels in the light of theory. It deals with different kinds of novels and shows how different theoretical perspectives can be used to unravel thematic and generic issues present in novels chosen from different literary periods and parts of the world.

**Objectives**

The course aims to:

- help students view different forms of novels as chronicles of societal issues as well as works of art
- apply theoretical lenses such as Marxism, feminism, psychoanalytic criticism and postcolonialism to critique texts
- enable students to analyse fictional representations of reality and understand issues related to class, race, gender, family relationships, and empire.

**Course Contents**

Selections from the following:

| | | |
|---|---|---|
| Daniel Defoe | : | *Robinson Crusoe* |
| Mary Shelley | : | *Frankenstein* |
| Charlotte Brontë | : | *Jane Eyre* |
| Emily Brontë | : | *Wuthering Heights* |
| William Golding | : | *Lord of the Flies* |
| Kiran Desai | : | *The Inheritance of Loss* |
| Aravind Adiga | : | *The White Tiger* |

**Intended Learning Outcomes**

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

- understand the relationship between critical theory and texts

- apply theoretical frameworks to analyse and critique novels
- use literary critical concepts and terminology in writing academic essays
- connect literary texts emerging from varying historical and regional contexts
- utilise quotations and provide textual evidence in writing essays.

**Instructional Strategies**

- Lectures and discussions
- Oral presentations by students as part of class work
- Use of multimedia

**Recommended Readings**

Azim, F. (1993). *The colonial rise of the novel.* London: Routledge.

Barry, P. (2017). *Beginning theory: An introduction to literary and cultural theory.* Manchester University Press.

Cobley, P. (2014). *Narrative.* Routledge.

David, D. (Ed.). (2012). *The Cambridge companion to the Victorian novel.* Cambridge University Press.

De Groot, J. (2009). *The historical novel.* Routledge.

Eagleton, T. (2004). *The English novel: An introduction.* Wiley-Blackwell.

Gilbert, S., & Susan G. (1979). *The madwoman in the attic.* Yale University Press.

Kettle, A. (2011). *An introduction to the English novel – Volume two: Henry James to the present.* Northup Press.

Nayar, P. K. (2009). *Contemporary literary and cultural theory: From structuralism to ecocriticism.* Pearson.

Ryan, M. (2017). *Literary Theory: A practical introduction.* Wiley-Blackwell.

Tyson, L. (2014). *Critical theory today: A user-friendly guide.* Routledge.

Watt, I. (2001). *Rise of the novel: Studies in Defoe, Richardson and Fielding.* California University Press.

Zacharias, R. (2015). Space and the postcolonial novel. In A. Quayson, (Ed.), *The Cambridge companion to the postcolonial novel,* pp. 208-229 Cambridge: Cambridge University Press.

## FOURTH SEMESTER

**ENG. 204: INTRODUCTION TO LINGUISTICS**

Course Code          : Eng. 204

Course Title         : Introduction to Linguistics

Course Credits   : 4

Full Marks          : 100

**Introduction to the Course**

This course provides an overview of the major areas of linguistics. It focuses on the recent developments in the discipline, introducing students to the key concepts of different branches of linguistics. The course also attempts to develop an understanding of the relationship between linguistic theories and language learning.

**Objectives**

The course aims to:

- acquaint students with the basic nature and features of language
- familiarise students with major concepts of linguistic enquiry
- introduce students to core branches of linguistics.

**Course Contents**

- Definition and design features of language
- Major developments in linguistics
- Major areas of Linguistics
- Phonetics & Phonology: Speech organs, consonants, pure vowels and diphthongs, IPA symbols and transcriptions, weak forms and stress (for transcription)
- Morphology: Morphs and morphemes, morphological processes used in English and Bengali. Morphophonemics, word formation processes
- Syntax: Analysis of sentences and structures, clause structure, hierarchical structure, syntactic categories, syntactic functions, phrase structures
- Semantics: Semantic relations and functions, semantic field, changes of meaning

- Pragmatics: Speech acts, text and context, reference, politeness principle
- Sociolinguistics: Language variations (standard language, register, dialect)
- Psycholinguistics: Stimulus, response and reinforcement, language acquisition device (LAD), critical period hypothesis (CPH)
- Linguistics in the 21$^{st}$ Century: Computational Linguistics, Ecolinguistics, Econo-linguistics, Forensic Linguistics and Post-humanist Linguistics

**Intended Learning Outcomes**

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

- demonstrate a basic understanding of the key terms, concepts, and theories of linguistics
- provide an overview of the field of linguistics and its main branches
- apply their knowledge of linguistics in real life contexts.

**Instructional Strategies**

- Lectures, workshops and discussions
- Oral and multimedia presentations
- Pair/group work

**Core texts**

Roach, P. (2010). *English phonetics and phonology, (4$^{th}$ ed.).* Cambridge: Cambridge University Press.

Yule, G. (2020)*. The study of language (7$^{th}$ ed.).* Cambridge: Cambridge University Press.

**Recommended Readings**

Atchison, J. (2008). *The articulate mammal: An introduction to psycholinguistics.* New York: Routledge.

Crystal, D. (2008). *A dictionary of linguistics and phonetics (6$^{th}$ ed.).* Wiley-Blackwell.

Fromkin, V. (Ed.). (2001). *Linguistics: An introduction to linguistic theory.* Oxford: Blackwell.

Fromkin, V., Rodman, R., & Hyams, N. (2014). *An introduction to language, (10$^{th}$ ed.).* Wadsworth: Cengage Learning.

O'Grady, W., Archibald, J., & Katamba, F. (2011). *Contemporary linguistics: An introduction (Learning about language)*. Pearson Education.


## ENG. 205: 17TH AND 18TH CENTURY ENGLISH LITERATURE

Course Code      : Eng. 205

Course Title      : 17th and 18th Century English Literature

Course Credits  : 4

Full Marks        : 100

### Introduction to the Course

This course introduces students to a select variety of poetry and prose from the seventeenth to eighteenth centuries. It examines the historical and socio-cultural philosophical contexts in which they were written. It also traces how changing ideologies affected literary traditions, such as forms of epic, mock epic, metaphysical poetry and satire to appreciate the distinctive features of the philosophical movements of the time. Students will develop an understanding of the influence and innovation of these authors' works on traditional literary conventions.

### Objectives

The course aims to:

- introduce students to the conventions of the 17th and 18th century literary traditions
- familiarise students with the key intellectual and philosophical changes that influenced literary conventions
- enable students to analyse the poems, prose and essays of the periods

### Intended Learning Outcomes

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

- identify and interpret the various poetic forms and techniques of the period
- analyse the basic structure and style of epic poems
- appreciate the mock epic and satiric traditions and their socio-political significance

- understand the stylistic and innovative traditions of metaphysical poetry
- conceptualise the aesthetic dimensions of religious poetry.

**Course Contents**

**Selections from the following:**

| | | |
|---|---|---|
| John Milton | : | *Paradise Lost*, Book IX |
| Alexander Pope | : | *The Rape of the Lock* |
| John Donne | : | 'Canonization'; 'A Valediction: Forbidding Mourning'; 'The Extasie'; 'Thou Hast Made Me' |
| George Herbert | : | 'Easter Wings'; 'Collar'; 'Altar' |
| Andrew Marvell | : | 'To His Coy Mistress'; 'Bermuda'; 'The Definition of Love' |
| Jonathan Swift | : | *Guilliver's Travels* |
| Edmund Burke | : | 'Speech on the East India Bill' |

**Instructional Strategies**

- Lectures, workshops and discussions
- Oral and multimedia presentations
- Pair/group work

**Core Texts**

Abrams, M. (Ed.). (2012). *The Norton anthology of English literature (Vol. 2).* W. W. Norton & Company.

Bradbury, M., & Palmer, D. (Eds.). (1970). *Metaphysical poetry.* London: Edward Arnold.

Fielding, H. (2008). *Tom Jones.* Oxford World's Classics. Oxford: Oxford University Press.

**Recommended Readings**

Baines, P. (2000). *The complete critical guide to Alexander Pope.* Routledge.

Belsey, C. (1988). *John Milton: Language, gender, power.* Basil Blackwell.

Chakraborty, A. (2012). *Epic and mock epic: Paradise Lost and The Rape of the Lock.* Oxford University Press. India.

Eliot, T. S. (1921). *The metaphysical poets. Metaphysical lyrics & poems of the seventeenth century.* Clarendon Press.

Evans, M. (1970). *Spenser's anatomy of heroism: A commentary on the Faerie Queene.* Cambridge University Press.

Keast, W. R. (1962). *Seventeenth-century English poetry: Modern essays in criticism.* Oxford University Press.

White, H. C. (1936). *The metaphysical poets: A study in religious experience.* The Macmillan Company.

Williamson, G. (1968). *A reader's guide to the metaphysical poets.* Thames and Hudson.

## ENG. 206: ROMANTIC POETRY

**Course Code**      : Eng. 206

**Course Title**      : Romantic Poetry

**Course Credits** : 4

**Full Marks**        : 100

### Introduction to the Course

This course introduces students to a selection of works by major British Romantic poets. It familiarises them with the salient features of the Romantic Movement. The course will focus on the conflict between nature and industrialisation, childhood innocence and the disillusioning experience of adulthood. It also explores the role of race, class, gender, sexuality and the socio-political contexts of Romanticism.

### Objectives

This course aims to:

- examine the emergence and institutionalisation of the Romantic period in English literature through reading the key poetic texts
- identify important features of Romantic poetry and its political and socio-cultural contexts
- critically analyse the concept of Romanticism and its characteristics through the study of the poems and critical prose of the period.

**Course Contents**

**Contextual background**

- The French and the American revolutions
- Industrialisation and urbanisation
- The countryside and the city life

**Critical reading**

- 'The Preface to *Lyrical Ballads*'
- *Biographia Literaria*, Chapters 13 and 14

**Poetry**

Selection from the following:

| | | |
|---|---|---|
| William Blake | : | Selections from Songs of Innocence: 'Introduction'; 'The Echoing Green'; 'The Chimney Sweeper'; 'Holy Thursday'; 'The Lamb'; 'The Divine Image'; 'The Little Black Boy' Selections from Songs of Experience: 'Introduction'; 'Earth's Answer'; 'The Garden of Love'; 'The Chimney Sweeper'; 'Holy Thursday'; 'The Tyger'; 'London'; 'The Sick Rose'; 'The Human Abstract' |
| Mary Robinson | : | 'The Birth-day'; 'Female Fashions for 1799'; 'January, 1795'; 'London's Summer Morning' |
| William Wordsworth | : | 'Lines Written a Few Miles above Tintern Abbey'; 'Michael'; 'Ode to Intimations of Immortality' |
| Samuel Taylor Coleridge | : | 'The Rime of the Ancient Mariner'; 'Kubla Khan' |
| George Gordon Byron | : | 'Don Juan' Canto 1 (as in Norton Anthology of English Literature, Vol. 2) |
| Percy Bysshe Shelley | : | 'Mont Blanc'; 'Ode to the West Wind'; 'To a Skylark' |
| John Keats | : | 'Ode to a Nightingale'; 'Ode on a Grecian Urn'; 'To Autumn'; 'La Belle Dame Sans Merci: A Ballad' |

**Intended Learning Outcomes**

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

- understand the historical background of British Romanticism and learn about the social, economic and political contexts of late eighteenth and early nineteenth century England
- interpret and analyse works by the major Romantic poets, taking into consideration issues such as race, class and gender
- connect attitudes prevalent amongst Romantic poets with the contemporary world
- develop an awareness of ethical issues pertaining to the environment highlighted in the literature of the period.

**Instructional Strategies**

- Lectures and discussions
- Oral and multimedia presentation
- Group and peer work

**Core Text**

Abrams, M. (Ed.). (1997). *The Norton anthology of English literature (Vol. 11).* W. W. Norton & Company.

**Recommended Readings**

Abrams, M. H. (1971). *The mirror and the lamp: Romantic theory and the critical tradition.* New York: Oxford University Press.

Bowra, C. M. (1961). *The Romantic imagination.* New York: Oxford University Press.

Chandler, J., & Maureen N. M. (2008). *The Cambridge companion to British Romantic poetry.* Cambridge: Cambridge University Press.

Curran, S. (2010). *The Cambridge companion to British Romanticism.* Cambridge: Cambridge University Press.

Ferber, M. (2010). *Romanticism: A very short introduction.* New York: Oxford University Press.

Mellor, A. K., & Matlak, R. E. (2005). *British literature 1780-1830.* New York: Heinle & Heinle/Wadsworth.

Raimond, J., & Watson, J. R. (1992). *A handbook to English Romanticism.* New York: Springer.

Trevelyan, G. M. (1973). *History of England.* Harlow: Longman.

## FIFTH SEMESTER

### ENG. 301: INTRODUCTION TO ENGLISH LANGUAGE TEACHING (ELT)

**Course Code**　　**:** Eng. 301

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

**Course Credits　:** 4

**Full Marks**　　**:** 100

**Introduction to the Course**

This course will provide an overview of the major theories, research and principles in the field of English language teaching (ELT). It will introduce students to the major approaches and methods of language teaching. Additionally, it will familiarize them with concepts related to assessment and language teacher education. The course will sensitise students to the Bangladeshi context of language learning and teaching.

**Objectives**

This course aims to:

- familiarise students with the major approaches and methods of ELT
- acquaint students with the basic principles and concepts in the field
- develop a critical understanding of the Bangladeshi context of ELT.

**Course Contents**

- Key acronyms/terms in the field: ELT, TESOL, TESL/TEFL, ESL, EFL, EAP, ESP, EOP, ELF, L1, L2
- A brief history of English Language Teaching (The Grammar-Translation Method, The Reform Movement, The Direct Method)
- Approaches, methods and techniques
- The Audio-lingual Method (ALM), Total Physical Response (TPR)
- Communicative Language Teaching (CLT): the Bangladeshi context and the major reform initiatives
- Learning styles
- Learner-centred approach
- Learner autonomy and learning strategies
- Technology-enhanced language learning
- Curriculum, syllabus and materials
- Testing and assessment (Types of tests, formative and summative assessment)
- Teacher training and development

**Intended Learning Outcomes**

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

- understand and discuss key concepts in ELT
- demonstrate knowledge of the current approaches, methods and principles of ELT
- apply their acquired knowledge of language learning and teaching to the Bangladeshi context
- evaluate the suitability of different approaches and methods across diverse educational contexts.

**Instructional Strategies**

- Lectures and discussions
- Oral and multimedia presentations
- Assignments
- Pair and group work

**Core Texts**

Larsen-Freeman, D. (2011). *Techniques and principles in language teaching.* Oxford: Oxford University Press.

Richards, J. C., & T. S. Rodgers. (2016). *Approaches and methods in language teaching.* Cambridge: Cambridge University Press.

**Recommended Readings**

Brown, H. D. (2006). *Principles of language learning and teaching.* New York: Pearson.

Harmer, J. (2015). *The practice of English language teaching.* New York: Longman Pearson.

Howatt. A. P. R. (2004). *A history of English language teaching.* Oxford: Oxford University Press.

Nunan, D. (1999). *Second language teaching and learning.* Florida: Heinle and Heinle Publishers.

Nunan, D. (2015). *Teaching English to speakers of other languages: An introduction.* London: Routledge.

Stern, H. H. (1983). *Fundamental concepts of language teaching.* Oxford: Oxford University Press.


## ENG. 302: ENGLISH FOR PROFESSIONAL PURPOSES

Course Code    **:** Eng. 302
Course Title    **:** English for Professional Purposes
Course Credits  **:** 4
Full Marks    **:** 100


**Introduction to the Course**

This course provides students with knowledge and skills to express their opinions, develop and refine arguments as well as demonstrate analytical and critical thinking skills that are relevant to professional workplace

environments. It intends to strengthen students' oral and written language skills to function in professional contexts. Additionally, it equips students with language resources to communicate in professional contexts.

**Objectives**

The course aims to:

- develop spoken and written English skills required for interacting in professional settings
- enable students to prepare stylistically and contextually appropriate documents for professional communications
- raise awareness of formal and informal communication styles.

**Course Contents**

- Different genres of business correspondence
- Features of business English
- Format, style and content of business letters
- Formal emails
- Notes and memos
- Job advertisement and job descriptions
- Letters of application and cover letters
- Writing professional resumes and CVs
- Business-specific register, idioms/expressions/vocabulary
- Meetings
- Setting the agenda, chairing, controlling the conversation
- Participating, turn taking, listening, being diplomatic, agreeing and disagreeing
- Taking minutes of simulated meetings
- Demonstrating knowledge of business words and phrases and basic English grammar to conduct meetings and write minutes

**Negotiating**

- Negotiating with suppliers and customers
- Language of negotiation and framing of argument
- Letters of complaint, enquiry, and apology

**Reports**

- Reading reports and news feeds
- Learning how to write reports that include analysis and offer recommendations
- Writing reports – style, register, conventions

**Press Release**

- Writing intriguing headlines
- The "five Ws (and one H)" of journalism
- Use of active voice

**Proofreading and editing**

- Editing symbols
- Sentence skill errors (Run-ons, fragments, dangling/misplaced modifiers)
- Punctuation and spelling

**Presentation & Interview skills**

- Overview of presentation and interview
- Learn how to answer interview questions: the "Tell me about yourself" question, answering job related questions
- Learn specific interview techniques such as body language, building rapport with the interviewer, concluding interviews
- Participate in simulated job interviews

**Intended Learning Outcomes**

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

- demonstrate a sound understanding of terminologies and skills related to business communications
- use formal vocabulary and expressions in business-related environments both orally and in writing
- prepare effective job applications and curriculum vitae
- write effective business letters, reports, and press releases.

**Instructional Strategies**

- Projects

- Peer feedback with guidelines provided by course teachers
- Using samples of poor and good writings of students for classroom discussion
- Using YouTube videos
- Using Google classroom and other online platforms for student interaction (This course will be taught in 4 groups by 4 teachers)

**Assessment**

For the midterm examination, students will submit written assignments on different genres of writing such as CV, cover letter, report, and meeting minutes. Two teachers will set the assignment tasks, each worth 15 marks.

**Core Texts**

Ashley, A. (2009). *Oxford handbook of commercial correspondence.* Oxford: Oxford University Press.

Taylor, S. (2005). *Communication for business.* London: Pearson Longman.

**Recommended Readings**

Jones, L., & Alexander, R. (2011). *New international business English.* Cambridge: Cambridge University Press.

Mascull, B. (2018). *Business vocabulary in use: Advanced book with answers.* Cambridge: Cambridge University Press.

Mackenzie, I. (2010). *English for business studies student's book: A course for business studies and economics students.* Cambridge: Cambridge University Press

McComes, D. C., & Satterwhite, M. L. (1986). *Modern business correspondence.* Gregg/Community College Div.

Sandler, C., & Keefe, J. (2008). *1001 business letters for all occasions.* (Kindle Edition). Adams Media.

**ENG. 303: ANCIENT EPICS IN TRANSLATION**

Course Code     **:** Eng. 303

Course Title      **:** Ancient Epics in Translation

Course Credits  **:** 4

Full Marks        **:** 100

**Introduction to the Course**

This course gives students a glimpse of antiquity through some of the earliest and finest epics in the world. This is designed to create an awareness of the diverse origins and growth of world civilisations across time and place. The course highlights the significance of literary traditions with a focus on universal aspects of epics.

**Objectives**

This course aims to:

- introduce students to epics from different parts of the world
- formulate an understanding of the evolution of human civilisations
- generate scopes for inter-cultural discourse by investigating the similarities and diversities of societies and cultures around the world
- enhance students' ability to evaluate the values, ethics, ideals, and principles present in these texts.

**Course Contents**

| Anonymous | : | *Gilgamesh* |
| Anonymous | : | *Beowulf* |
| Abolqasem Ferdowsi | : | *Shahnameh* |
| Vyasa | : | *The Mahabharata* |
| Homer | : | *The Iliad* |

**Intended Learning Outcomes**

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

- learn about the ancient world through reading a selection of epics
- develop a basic understanding of ancient codes of heroism, chivalry, justice, honour, and respect for humanity
- draw connections among issues of cross-cultural significance

- appreciate and critique the relevance of the ancient classics to the contemporary world.

**Instructional Strategies**
- Lectures and discussions
- Oral and multimedia presentations
- Group work

**Recommended Readings**

Anonymous (2003). *The epic of Gilgamesh.* (A. George, Trans.). Penguin.

Anonymous (2001). *Beowulf* (S. Heaney, Trans. & Ed.). W. W. Norton & Company.

Browne, E. G. (1956). *A literary history of Persia* (Vol. 2). Cambridge University Press.

Ferdowsi, A. (2007). *Shahnameh: The Persian book of kings.* (D. Davis, Trans.). Penguin Classics.

Hieatt, B. Constance (1988). *Beowulf and other Old English poems.* Penguin Books.

Homer (2003). *The Iliad.* (E. V. Rieu, Trans. & P. Jones, Ed.). Penguin Books.

Jenkyns, R. (2015). *Classical literature: An epic journey from Homer to Virgil and beyond.* Penguin Books.

Narayan, R. K. (2016). *The Mahabharata: A shortened modern prose version of the Indian epic.* University of Chicago Press.

Williamson, C. (2013). *Beowulf and other Old English poems.* University of Pennsylvania Press.

Selected critical essays to be provided by course teachers.

Supplementary materials will be available in the course pack kept in the seminar library.

**ENG. 304: VICTORIAN POETRY AND PROSE**

Course Code      : Eng. 304

Course Title       : Victorian Poetry and Prose

Course Credits  : 4

Full Marks        : 100

**Introduction to the Course**

This course introduces students to a wide array of texts written during the Victorian period. It identifies key social and economic features of Victorian England and discusses the underlying values of the rising middle class with respect to urbanisation, imperial expansion and religious crises. It charts out the massive political, cultural and religious changes that occurred as a result of such powerful dynamics as colonialism, Darwinism and industrialisation. The course fosters an understanding of the social, political and intellectual contexts of this exciting and tumultuous period of English literature.

**Objectives**

This course aims to:

- introduce students to the underlying values of Victorian society with respect to religion, coloniality, family, class and gender
- identify the key social and economic features of life in Victorian England
- ask questions about how imperial expansion, urbanisation and Darwinism came to reflect on the study of the literary works of the Victorian times and those of the fin de siècle
- discuss and interpret the Victorian values and ideals, and to understand how issues such as sexuality, coloniality and religion affected contemporary society.

**Course Contents**

Selections from the following:

Poetry

Alfred Lord, Tennyson        :     'Lotos Eaters'; 'Ulysses'; 'Locksley Hall',

Robert Browning              :     'Fra Lippo Lippi'; 'Andrea del Sarto';
                                   'My Last Duchess'

| Matthew Arnold | : | 'The Scholar Gipsy'; 'Dover Beach' |
| Christina Rossetti | : | 'Goblin Market' (extract) |
| Elizabeth Barrett Browning | : | 'Mother and Poet'; |
| | | 'To George Sand: A Desire' |
| Gerard Manley Hopkins | : | 'The Windhover'; 'Felix Randal' |
| Lewis Carol | : | 'The Walrus and the Carpenter'; |
| | | 'The Hunting of the Snark'; 'Jabberwocky' |

### Prose

| John Stuart Mill | : | *Autobiography* Chapter 5 |
| | | (as in *Norton anthology of literature* Vol. II) |
| Cardinal Newman | : | 'The Idea of a University' |
| Mary Wollstonecraft | : | 'Prevailing Opinion of a Sexual Character', |
| | | Chapter 2, *Vindication of the Right* |
| | | *of Women* (excerpts) |
| Charles Dickens | : | *A Tale of Two Cities/ Oliver Twist* |
| Thomas Hardy | : | *Tess of the D'Urbervilles/* |
| | | *Return of the Native* |

**Intended Learning Outcomes**

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

- demonstrate an understanding of the social, political and intellectual contexts of the contemporary society

- critically engage with a variety of literary forms to think about the different ways in which individual authors reflected on social change

- deepen our understanding of Victorian phenomena such as imperial expansion, urbanisation, colonialism, religious crises, class conflict and steel power

- examine this tremendous change of the era, focusing on colonial expansion as a powerful dynamic in Victorian society and politics

- understand the corollaries of the newly installed social apparatuses of the Victorian era.

**Instructional Strategies**

- Lectures and discussions
- Oral and multimedia presentations
- Group work

**Core Text**

Abrams, M. (Ed.). (2012). *The Norton anthology of English literature (Vol. 2).* W. W. Norton & Company.

**Recommended Readings**

Armstrong, I., & Mrs Armstrong, I. (1996)*. Victorian poetry: Poetry, poets and politics.* Routledge.

Armstrong, I., Joseph, B., & Cath, S. (Eds.). (1997).  *Nineteenth-century women poets: An Oxford anthology.* Oxford University Press.

Beer, G. (1983). *Darwin's plots: Evolutionary narrative in Darwin, George Eliot, and nineteenth century fiction.* Routledge & Kégan Paul.

Buckley, J. H. (1969). *The Victorian temper: A study in literary culture.* Harvard  University Press.

Chesterton, G. K. (2008). *The Victorian age in literature.* House of Stratus.

Cunningham, V. (2000). *The Victorians: An anthology of poetry and poetics.* Wiley-Blackwell.

Ford, B. (1963). *From Dickens to Hardy: The pelican guide to English literature (Vol. 6).* Penguin Books.

Karlin, D. (1999). *The Penguin book of Victorian verse.* Penguin Classics*.*

**ENG. 305: INTRODUCTION TO SOCIOLINGUISTICS**

Course Code      : Eng. 305

Course Title       : Introduction to Sociolinguistics

Course Credits  : 4

Full Marks         : 100

**Introduction to the Course**

This course provides a comprehensive introduction to sociolinguistics to illustrate the integral relationships between language and society. It orients students with key terms and concepts in sociolinguistics to facilitate understanding of the complex interactions between language and social variables in a diverse range of contexts including Bangladesh. It combines theories and practices to explain how language is centrally tied to social phenomena such as ideology, power, solidarity or identity, influencing the attitudes and actions of individuals or communities with languages.

**Objectives**

The course aims to:

- provide learners with a fundamental understanding of the main concepts of sociolinguistics
- develop learners' awareness about the importance of the relationships that exist between languages in societies, including in the context of Bangladesh
- help learners understand the relationships of language with social structures.

**Course Contents**

- Defining Sociolinguistics: Language, society, sociolinguistics
- Key concepts: Power, solidarity, identity, and the role they play in the relationship between language and society
- Language and Dialect: Regional and social variation; geographic dialects and sociolects, linguistic features of regional and social dialects of Bangladesh
- Standard variety: Need for standardisation; standardisation process and

development of specific discourse practices; uniformity and correctness in language use; Standard variety vs. dialects

- Language maintenance, shift, loss, and death: Theories on language maintenance, language shift as well as language revitalisation through giving life and vigor to a language that has been diminishing in use; Research studies on ethnic languages of different contexts including Bangladesh
- Style and register and jargon: Language use according to context, subject, and audience with special emphasis on style and identity
- Languages in contact: Bilingualism and multilingualism; code switching and code mixing ('Speech Accommodation Theory' and 'The Markedness Model') with special reference to Bangladesh where appropriate; Translanguaging among Bangladeshi youth in social and broadcast media
- Diglossia: Definition, examples, Ferguson's classic definition of diglossia, Fishman's extended definition on diglossia; diglossia in the context of Bangladesh
- Lingua Franca, Pidgins and Creoles: Definitions, distribution, characteristics, theories of origin
- Language policy and planning: Language planning; national and official language, language planning and policies in education; language planning and policy in Bangladesh including status of English in the country and English in education policies
- Language, gender and identity: Gender and language relationships; gender and power; gender roles in relation to culture and society
- Language, culture and identity: Relationship between language, nationality and cultural identity; how language relates to and reinforces cultural identity; Kinship terms, Taboo words, Whorfian Hypothesis of Linguistic Relativity and Determinism

**Intended Learning Outcomes**

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

- demonstrate knowledge and understanding of essential sociolinguistic terms and concepts as well as show ability to define and give examples of these terms and concepts

- show understanding of language variation and how they affect society and result in identity creation
- understand relationship between language, nationality and cultural identity, language attitudes and ideology
- demonstrate knowledge of the central theories and methods in language policy and planning.

**Instructional Strategies**
- Lectures and discussions
- Oral and multimedia presentations
- Pair/group work

**Core Texts**

Holmes, J. (2013). *An introduction to sociolinguistics.* London: Longman.

Hudson, R. A. (1996). *Sociolinguistics. Cambridge:* Cambridge University Press.

Wardhaugh, R. (2015). *An introduction to sociolinguistics.* Malden, Mass.: Blackwell Publishers.

**Recommended Readings**

Coupland, N., & Jaworski, A. (Eds.). (1997). *Sociolinguistics: A reader and course book.* New York: St. Martin's Press.

Fasold, R. (1990). *The sociolinguistics of language.* Oxford: Blackwell.

Holmes, J., & Meyerhoff, M. (2003). *The handbook of language and gender.* Oxford: Blackwell.

Mesthrie, R., Swann, J., Deumert, A., & Leap, W. L. (2009). *Introducing sociolinguistics.* Edinburgh: Edinburgh University Press.

Meyerhoff, M. (2006). *Introducing sociolinguistics.* London: Routledge.

Romaine, S. (1994). *Language in society.* Oxford: Oxford University Press.

Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society.* London: Penguin Books.

Van Herk, G. (2012). *What is sociolinguistics?* Chichester: Wiley-Blackwell.

## ENG. 306: INTRODUCTION TO AMERICAN LITERATURE

Course Code      : Eng. 306
Course Title     : Introduction to American Literature
Course Credits   : 4
Full Marks       : 100

### Introduction to the Course

This course introduces students to a variety of texts by North American authors from different ethnicities, including poetry, novels and drama, to make them aware of the significance of the cultural and contextual influences under which literary texts are written and received. It aims to give students some understanding of literary theories related to the texts and allows them to explore the experimental forms and techniques used by writers to portray the American socio-cultural and political milieu. This course presents students with a literary entity different from British literature.

### Objectives

This course aims to:

- introduce students to American literature as a literary entity distinct from British literature
- explore the growth and development of ideas, issues, theoretical underpinnings and concepts such as the American Renaissance, Transcendentalism etc. which have given American Literature its particular identity
- examine the place of Black American and Native American narratives in the overarching structure of modern American society.

### Course Contents

#### Selections from the following:

| | | |
|---|---|---|
| Ralph Waldo Emerson | : | 'The American Scholar' |
| Nathaniel Hawthorne | : | 'Young Goodman Brown' |
| Herman Melville | : | 'Bartleby, the Scrivener'/ *Benito Cereno* |
| Henry David Thoreau | : | 'Resistance to Civil Government' |

| | | |
|---|---|---|
| Walt Whitman | : | 'Song of Myself' (Sections 1-5, 10, 21) |
| Emily Dickinson | : | 'I felt a Funeral in my Brain'; 'The Soul selects her own Society'; 'He fumbles at your Soul'; 'I died for Beauty' 'I heard a Fly buzz---when I died';  'This World is not Conclusion'; 'It was not Death, for I stood up'; 'One need not be a Chamber- -to be Haunted'; 'Speech' is a prank of Parliament'; 'Because I could not stop for Death'; 'The Chemical conviction'; 'A narrow Fellow in the Grass'; 'I cannot live with You' |
| F. Scott Fitzgerald | : | *The Great Gatsby* |
| Robert Frost | : | 'Mending Wall'; 'The Death of the Hired Man'; 'Home Burial'; 'Birches'; 'Design'; 'Two look at Two'; 'After Apple picking'; 'Stopping by Woods on a Snowy Evening'; 'The Hill Wife'; 'Out Out'; 'The Oven Bird'; 'West Running Brook'; 'Departmental' |
| Arthur Miller | : | *Death of a Salesman* |
| Jerome David Salinger | : | *The Catcher in the Rye* |
| Toni Morrison | : | *The Bluest Eye/ Beloved* |
| Alan Ginsberg | : | 'A Supermarket in California', |
| Joy Harjo | : | 'Remember', 'Conflict Resolution for Holy Beings' |

**Intended Learning Outcomes**

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

- trace how American critical thinking and style evolved over a period of time
- examine the evolution and development of a distinct American sensibility in literature that reflects the key developments in American society
- relate concepts such as the democratic ideals, the 'American dream', the attempts to deal with the complex social issues of race, class and others to the selected texts
- compare, contrast and critically discuss the different thematic and stylistic features of the texts they have studied.

**Instructional Strategies**

- Lectures and discussions
- Oral and multimedia presentations

**Recommended Readings**

Du Bois, W. E. B. (2018). *The souls of black folk.* Penguin.

Ford, B. (Ed.). (1983). *The new pelican guide to English literature: American literature* (Vol. 9.). Pelican Books.

Hassan, I. (1971). *The radical innocence: Studies in the contemporary American novel.* Princeton University Press.

Levine, R. S., Elliott, M. A., Gustafson, S. M., Hungerford, A., & Loeffelholz, M. (Eds.). (2017). *The Norton anthology of American literature* (9th ed., Vol. A & B). W. W. Norton and Company.

Marx, L. (1964). *The machine in the garden.* Oxford University Press.

Tyson, L. (2006). *Critical theory today: A user-friendly guide.* Routledge.

Zaman, N. (Ed.). (2006). *American voices (Vol. 1 & 2).* Writers.ink.

**ENG. 307: UNDERSTANDING CRITICAL THEORY**

Course Code     : Eng. 307
Course Title     : Understanding Critical Theory
Course Credits  : 4
Full Marks        : 100

**Introduction to the Course**

This course will survey a wide range of the critical and theoretical positions relevant for literary studies. Writer-critics and theorists will be taught to focus on how critics can carry out close readings and engage themselves in issues such as tradition, influence, race, coloniality, gender and subject formation. The course will extend students' ability to interpret literary texts in the light of theory.

**Objectives**

The course aims to:

- introduce students to critical theory and its central tenets, such as class, gender, race, intersexuality, coloniality and praxis and engage students in some current debates in literary theory and literary studies
- showcase the best theoretical/critical interventions of recent times relating to literary interpretation as well as trace their origin and evolution over years
- make students come up with their own critical interpretations of literary texts using the theories that they learn in this course.

**Course Contents**

**Selections from the following:**

| | | |
|---|---|---|
| Ferdinand de Saussure | : | A selection from *Course in General Linguistics* |
| T. S. Eliot | : | 'Tradition and the Individual Talent' |
| Virginia Woolf | : | 'Women and Fiction' |
| Cleanth Brooks | : | 'The Formalist Critics' |
| Simone de Beauvoir | : | Introduction to *The Second Sex* |
| Frederic Jameson | : | 'On Interpretation', *The Political Unconscious* |
| Edward W. Said | : | Introduction to *Orientalism* |
| Terry Eagleton | : | 'The Rise of English' |

**Intended Learning Outcomes**

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

- explore the founding texts of literary criticism, keeping in mind the broad chronological, thematic, and stylistic categories of literature
- examine various formulations/ schools of criticism in the twentieth century
- understand basic critical concepts and their use in interpreting literary texts
- develop a nuanced understanding and enjoyment of literary texts
- conceptualise the aesthetic, political and ethical dimensions of literary reading.

**Instructional Strategies**

- Lectures and discussions
- Oral and multimedia presentations
- Group and pair work

**Core Texts**

Eagleton, T. (2008). *Literary theory: An introduction.* University of Minnesota Press.

Enright, D. J., & De Chickera, E. (Eds.). (1968). *English critical reading.* Oxford University Press.

Said, E. W. (1978). *Orientalism.* Pantheon Books.

**Recommended Readings**

Barry, P. (2009). *Beginning theory: An introduction to literary and cultural theory.* Manchester University Press.

Bennet, A., & Royle, N. (2009). *An introduction to literature, criticism and theory.* Longman.

Bertens, H. (2013). *Literary theory: The basics*. Routledge.

Daiches, D. (1956). *Critical approaches to literature.* Englewood Cliffs.

Goring, P., Hawthorn, J., & Mitchell, D. (2010). *Studying literature: The essential companion.* Bloomsbury Academic.

Lodge, D. (1994). *The art of fiction.* Penguin.

Watson, G. (1986). *The literary critics: A study of English descriptive criticism.* Hogarth Press*.*

**ENG. 308: GLOBAL PHILOSOPHIES**

Course Code      **:** Eng. 308

Course Title       **:** Global Philosophies

Course Credits  **:** 4

Full Marks        **:** 100

**Introduction to the Course**

This course focuses on a basic understanding of some central principles, concepts, and problems of philosophy. It provides students with the opportunity to explore some major philosophical traditions of the world and help them become conversant with a wide range of societies and their ideational contexts.

**Objectives**

The course aims to:

- introduce students to the philosophical traditions of different continents
- familiarise students with axiological, epistemological and ontological systems of different traditions
- inspire students to take a comparative approach to the philosophical schools/traditions of different parts of the world
- inspire students to discover the relationships between philosophy and literature, philosophy and literary theory as well as philosophy and religions, etc.

**Course Contents**

- Introduction to Western Philosophy
- Definition, scope and subject-matter of philosophy
- Methods of philosophy: dogmatic, skepticism, criticism, dialecticism
- Theories of knowledge: authoritarianism, rationalism, empiricism, mysticism, intuitionism
- Nature of knowledge: realism, idealism, pragmatism, agnosticism, existentialism
- Problems of knowledge-truth, error, relativity

- Categories of knowledge-meaning of substance, causality, space and time
- Nature of universe-origins of life, origin of species, theory of evolution
- Theories of reality: monism, dualism, pluralism, materialism, spiritualism
- Philosophy of the mind-mind-body relationship, immortality of the soul, freedom of will, pessimism, optimism
- Philosophy of God, the problem of good and evil

**Introduction to Eastern Philosophy**

| | | |
|---|---|---|
| Indian | : | Orthodox Schools: Samkhya; Yoga; Vedanta |
| Heterodox Schools | : | Carvaka; Buddhist philosophy |
| Chinese | : | Taoism and Confucianism |
| Muslim | : | Schools of thought: Theologians, philosophers and mystics, Sufism (thought, feelings and practice) |

**Intended Learning Outcomes**

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

- describe and distinguish between key philosophical concepts such as mind, knowledge, reality, faith, belief, reason, free will and others.
- demonstrate familiarity with some major philosophers and/or philosophical schools, both western and eastern.
- explain and defend a position on basic philosophical problems both orally and in writing in a limited sense.
- Relate the literary texts on their syllabus to philosophical movements of different periods.

**Instructional Strategies**
- Lectures and discussions
- Oral and multimedia presentations
- Group work
- Portfolio

**Assessment**
- Equal weightage will be given to eastern and western thoughts in the midterm and the final exams.

**Recommended Readings**

Chatterjee, S., & Datta, D. (2007). *An introduction to Indian philosophy.* New Delhi: Rupa Publications.

Fung, Y-L. (1997). *A short history of Chinese philosophy.* London: Simon and Schuster.

Gaarder, J. (1995). *Sophie's World.* (P. Moller, Trans.) London: Phoenix.

Hai, S. A. (1982). *Muslim philosophy.* Dhaka: Islamic Foundation.

Leaman, O. (1999). *Key concepts in Eastern philosophy.* Routledge.

Matin, A. (2017). *An outline of philosophy.* Dhaka: Adhuna Prakashan.

Nasr, S. H. (2006). *Islamic philosophy from Its origin to the present: Philosophy in the land of prophecy.* State University of New York Press.

Radhakrishnan, S. (2009). *Indian philosophy* (2nd ed., Vols I and 2). Oxford India Collection.

Russell, B. (1945). *A history of western philosophy.* London: Simon and Schuster.

Stumpf, S. E. (1988). *Socrates to Sartre: A  history of  philosophy.* London: McGraw-Hill.


## SEVENTH SEMESTER (ANY FOUR)

### ENG. 401: TEACHING SECOND LANGUAGE SKILLS

Course Code      **:** Eng. 401

Course Title      **:** Teaching Second Language Skills

Course Credits  **:** 4

Full Marks        **:** 100


**Introduction to the Course**

This course explores the theories, strategies and techniques of teaching the four basic skills of reading, writing, speaking, listening as well as grammar and vocabulary. The course will also provide experience in designing tasks

and activities to develop the various skills following an integrated approach. In addition, the course attempts to incorporate new research developments related to teaching these skills and situate discussions in the pedagogic context of Bangladesh as appropriate.

## Objectives

The course aims to:

- provide an overview of the four language skills as well as grammar and vocabulary
- focus on the teaching strategies related to the various skills
- equip students with the skills to design classroom tasks and activities.

## Course Contents

### Reading

- Purposes of reading and types of texts
- Reading processes: lower level processes, higher level processes
- Strategies of reading: skimming, scanning, predicting, inferencing, speed reading, intensive and extensive reading
- Models of reading: bottom-up model, top-down model and interactive model
- Schema theory
- Approaches to teaching reading: pre-reading, while-reading and post-reading
- Designing reading tasks and activities for Bangladeshi learners

### Listening

- Purposes of listening
- Types of listening: intensive listening, extensive listening, transactional listening and interactional listening
- Models of teaching listening: bottom-up, top-down and interactive models
- 3-phase approach to teaching listening: pre-listening, while-listening and post-listening
- Problems in teaching listening
- Designing listening tasks and activities for Bangladeshi learners

**Writing**

- Purposes of writing
- Approaches to writing: product approach, process approach and genre approach
- Stages of writing: pre-writing, while-writing and post-writing
- Feedback on students' writing
- Designing writing tasks and activities

**Speaking**

- Features of spoken English
- Accuracy, fluency and complexity
- Principles for teaching speaking skills
- Feedback on spoken performance
- Designing speaking tasks and activities for Bangladeshi classrooms

**Grammar**

- Approaches to teaching grammar: inductive, deductive and discourse-based approaches
- Designing tasks and activities for teaching grammar aligning to the Bangladeshi context

**Vocabulary**

- Ways of acquiring words: Incidental learning and conscious learning
- Principles and practices in teaching vocabulary
- Designing tasks and activities for teaching vocabulary

**Intended Learning Outcomes**

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

- understand the theories and processes of reading, writing, speaking and listening
- familiarise themselves with approaches to teaching grammar and vocabulary
- develop an understanding of the approaches, models and techniques of teaching the skills in the classroom with awareness of the L1 backgrounds of the students

- apply theoretical knowledge to design tasks and activities for the Bangladeshi classroom.

**Instructional Strategies**
- Lectures and discussions
- Oral and multimedia presentations
- Pair and group work

**Core Texts**

Harmer, J. (2010). *The practice of English language teaching.* New York: Longman.

Tickoo, M. L. (2003). *Teaching and learning English: A sourcebook for teachers and teacher-trainers.* Hyderabad: Orient Blackswan.

Ur, P. (2012). *A course in language teaching: Practice and theory.* Cambridge: Cambridge University Press.

**Recommended Readings**

Burns, A., & Siegel, J. (Eds.). (2018). *International perspectives on teaching the four skills in ELT: Listening, reading, speaking and writing.* New York: Palgrave.

Clenton, J., & Booth, P. (2020). *Vocabulary and the four skills: Pedagogy, practice, and implications for teaching vocabulary.* London: Routledge.

Harmer, J. (1998). *How to teach English: An introduction to the practice of English language teaching.* Longman

Hinkel, E. (2016). *Teaching English grammar to speakers of other languages.* London: Routledge.

Rost, M. (2011). *Teaching and researching listening* (2nd ed.). London: Pearson.

Scrivener, J. (1994). *Learning teaching: A guidebook for English language teachers.* London: Macmillan.

**ENG. 402: 20TH CENTURY POETRY AND DRAMA**

Course Code     **:** Eng. 402

Course Title     **:** 20th Century Poetry and Drama

Course Credits **:** 4

Full Marks      **:** 100

**Introduction to the Course**

This course studies a selection of texts by some leading British poets and playwrights of the twentieth century. It engages the students with some of the major twentieth-century literary trends predominant in the works of these authors. The texts are contextualised within the historical background of Irish independence movements as well as the two World Wars and their aftermaths. The course considers such issues as the role of literature in the fast-changing cultural and political milieus of the twentieth century, cultural nationalism, internationalism and transnationalism, the power and limits of language, and the problems and achievements of literary modernism.

**Objectives**

This course aims to:

- provide a knowledge and understanding of the historical, social, cultural and global contexts of the literary achievements of the major twentieth-century writers
- examine some key elements of modern literary trends such as Symbolism, Absurdism, and Existentialism, as found in the works of the authors concerned
- familiarise the students with the poetry and poetics of three major modern poets
- explore the relationship between theatre and performance through studying the features, conventions and techniques of Absurd plays.

**Course Contents**

**Contextual Background:**

- Irish Independence Movements
- The World Wars

- Interwar Britain
- Britain after the Second World War

## Poetry

| | | |
|---|---|---|
| William Butler Yeats | : | 'The Lake Isle of Innisfree'; 'September 1913'; 'A Prayer for My Daughter'; 'Easter 1916'; 'The Second Coming'; 'Leda and the Swan'; 'Among School Children'; 'Sailing to Byzantium'; 'Mohini Chatterjee' |
| Thomas Stearns Eliot | : | *The Waste Land* |
| W. H. Auden | : | 'Musée de Beaux Arts'; 'In Memory of W. B. Yeats'; 'Shield of Achilles' |

## Drama

| | | |
|---|---|---|
| Samuel Beckett | : | *Waiting for Godot* |
| Harold Pinter | : | *The Birthday Party* |

**Intended Learning Outcomes**

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

- demonstrate familiarity with various features of modernist literature
- recognise and evaluate key modern poetical and theatrical conventions
- discuss and analyse the socio-cultural and historical contexts of modern British literature
- appreciate how the complexities of modern life are reflected in the writings of some major modern authors.

**Instructional Strategies**

- Lectures and discussions
- Oral presentations by students as part of class work
- Use of multimedia

**Core Text**

Abrams, M. (Ed.). (2012). *The Norton anthology of English literature* (Vol. 2). W. W. Norton & Company.

**Recommended Readings**

Burkman, K. H. (1987). *Myth and ritual in the plays of Samuel Beckett.* Fairleigh Dickinson University Press.

Corcoran, N. (Ed.). (2007). *The Cambridge companion to twentieth-century English poetry.* Cambridge University Press.

Esslin, M. (2001). *Theatre of the Absurd.* Vintage.

Howes, M. (Ed.). (2006). *The Cambridge companion to W. B. Yeats.* Cambridge University Press.

Innes, C. (2009). *Modern British drama.* Cambridge University Press.

Levenson, M. (Ed.). (1999). *The Cambridge companion to modernism.* Cambridge University Press.

McIntire, G. (Ed.). (2015). *The Cambridge companion to The Waste Land.* Cambridge University Press.

Naismith, B. (Ed.). (2000). *Harold Pinter: Faber critical guide- The Caretaker, The Birthday Party and The Homecoming.* Faber & Faber.

Smith, S. (Ed.). (2004). *The Cambridge companion to W. H. Auden.* Cambridge University Press.

Unterecker, J. (Ed.). (1963). *Yeats: A collection of critical essays.* Prentice-Hall.

Williamson, G. (1998). *A reader's guide to T. S. Eliot: A poem-by-poem analysis.* Syracuse University Press.

Wilson, E. (2004). *Axel's castle: A study of the imaginative literature of 1970-1930.* Farrar, Straus and Giroux.

## ENG. 403: GENDER IN LANGUAGE AND LITERATURE

Course Code      : Eng. 403
Course Title      : Gender in Language and Literature
Course Credits  : 4
Full Marks        : 100

### Introduction to the Course

This course is designed to introduce students to the socio-political and cultural aspects of language by means of which the world has been gendered. It includes English language as well as its literature. The course will focus

on the connection between English language and literature and how this has contributed to creating a gendered view of the world. The course also provides a constructive criticism of the gendered view of the world.

**Objectives**

The course aims to:

- introduce students to the concept of gender in language and literature
- make students critically aware of sexism and language
- focus on the relationship among language, identity and gender as presented in English language and English literature
- examine how language is used to assert hegemonic power
- critically analyse the influence of feminism and feminist linguistics and how context, gender and language are related
- attempt at understanding examples from corpus linguistics to comprehend notions of gender discrimination and political correctness.

**Course Contents**

- Gender in Language
- Introducing Language and Gender: Relation between language and gender; defining sex and gender; the problematic dichotomy between sex and gender; importance of language study for feminism
- Language and Power: Gramsci and Foucault's notion of hegemony, power and identity
- Language and Advertisement: Language of media and advertisement and how it creates a sense of empowered self/alienation
- Theories: 'Deficit', 'Dominance' and 'Difference' theories as propounded by Robin Lakoff, Dale Spender, Daniel Maltz and Ruth Borkar; application of theories in real-life contexts
- Political Correctness: Defining political correctness and understanding its relevance in contemporary world, 'Verbal hygiene'
- Pedagogic Implications: Gender representation in language textbooks; Gender constructions in language classrooms

### Gender in Literature

| | | |
|---|---|---|
| August Strindberg | : | *The Father* |
| William Ernest Henley | : | 'Invictus' |

| Kate Chopin | : | 'Wiser than God' |
| Joseph Rudyard Kipling | : | 'If' |
| Ernest Hemingway | : | *The Sun also Rises* |
| Jean Rhys | : | *Wide Sargasso Sea* |
| Charlotte Perkins Gilman | : | *Herland* |
| Margaret Atwood | : | *The Handmaid's Tale* |
| Shahin Akhter (translated by Ela Dutt) | : | *The Search* |

### Theory

| Elaine Showalter | : | 'Towards a Feminist Poetics' |
| Bell Hooks | : | 'Global Feminism' |

**Intended Learning Outcomes**

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

- reflect and contribute to discussion around gender in English language and literature
- demonstrate theoretically informed knowledge and understanding of the gendered dimension of socio-political and cultural practices that perpetrate gender discrimination in the use of language and in literary texts
- use gender-neutral language to overcome inequalities perpetuated through the English language and its literature
- identify and rectify their gender-stereotypical attitude and behaviour
- participate in the ongoing debates about language and gender.

**Instructional Strategies**

- Lectures and discussions
- Oral and multimedia presentations
- Pair/ group work

**Core Texts (for Gender in Language)**

Bing, J. M., & Bergvall, V. L. (1998). The question of questions: Beyond binary thinking. In J. Coates. (Ed.). *Language and gender: A reader.* (pp. 495-511). London: Blackwell.

Crystal, D. (2010). Political correctness. *A little book of language.* (pp. 34-220). Hyderabad: Orient Black Swan.

Goddard, A., & Meân, L. (2009). *Language and gender.* New York: Routledge.

Lakoff, R. T. (1975). *Language and woman's place.* Oxford: Oxford University Press.

Simpson, P., & Mayr, A. (2010). Introduction: Key topics in the study of *language and power.* In P. Simpson & A. Mayr. (Eds.), *Language and Power* (pp. 2-6). New York: Routledge.

Sunderland, J. (2006). Section A: Introduction, Units A1- A6. *Language and Gender* (pp. 1- 46). New York: Routledge.

Talbot, M. M. (1998). Part 1, Chapter 1: Preliminaries: Airing stereotypes and early models. In *Language and gender: An introduction.* (pp. 3-18). Cambridge: Polity Press.

Tannen, D. (1998). Talk in the intimate relationship: His and hers. In J. Coates. *Language and gender: A reader.* London: Blackwell.

**Recommended Readings (for Gender in Language)**

Appleby, R. (2010). *ELT, gender and international development: Myths of progress in a neocolonial world.* Bristol: Multilingual Matters.

Cameron, D., & Kulick, D. (Eds.). (2006). Chapters 1, 2, 3 and 11. *The language and sexuality reader.* New York: Routledge.

**Recommended Readings (for Gender in Literature)**

Azim, F., & Zaman, N. (Eds.). (1994). *Infinite variety: Women in society and literature.* Dhaka: University Press Limited.

Ciocoi-Pop, M., & Tirban, E. (1992). Absurdity in Hemingway's *The Sun Also Rises. East-West Cultural Passage,* 19(2), 159-174. https://doi.org/10.2478/ewcp-2019-0017

Friedan, B. (1963). Chapters 8, 9 and 10. *The feminine mystique.* London: W. W. Norton & Company.

Hooks, B. (2000). *Feminism is for everybody: Passionate politics.* Boston, MA: South End Press.

Moi, T. (1985). *Sexual/textual politics: Feminist literary theory.* London: Methuen.

Woolf, V. (1929). *A room of one's own.* London: Hogarth Press.


## ENG. 404: LANGUAGE THROUGH LITERATURE

Course Code     **:** Eng. 404

Course Title     **:** Language through Literature

Course Credits  **:** 4

Full Marks       **:** 100

### Introduction to the Course

This course is designed to make students aware of the different ways that the teaching of language and literature can converge in mutually beneficial methodologies and approaches. It attempts to sensitise students to the importance of literature as a resource for language teaching as well as the ways in which language-based approaches and stylistic analysis can help students in their study and understanding of literature.

### Objectives

This course aims to:

- introduce students to different approaches linking the teaching of language and literature
- provide students with practical experience in exploiting literary texts to teach language skills
- explore how language based approaches, such as  stylistics can provide a 'way in' to the analysis of literary texts
- provide students hands-on experience in stylistic analysis of different genres of literary texts.

### Course Contents

- Advantages of using literature in the language classroom
- Approaches and challenges to using literature in the language classroom
- Using literature as a resource for language teaching: using poems, short stories, novels and drama to teach reading, writing, speaking and listening skills

- Reading literature cross-culturally
- Criteria for selecting appropriate literary texts for teaching language skills
- Concepts and methods of stylistic analysis: foregrounding, parallelism, deviation, repetition, etc.
- Analysing poetry, prose and drama using features of stylistic analysis at the word, clause and sentence levels
- Analysing the effects of points of view, categories of speech and thought presentation at the whole text level.

**Intended Learning Outcomes**

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

- understand the connections between the teaching of language and literature
- evaluate the issues underlying the various approaches to exploiting linguistic texts for literary purposes
- independently use literary texts to design materials for teaching language skills
- utilise methods of stylistic analysis to interpret and critically comment on literary texts.

**Instructional Strategies**
- Lectures and discussions
- Oral and multimedia presentations
- Assignments
- Pair and group work

**Core Texts**

Collie, J., & Stephen, S. (1987). *Literature in the language classroom.* Cambridge: Cambridge University Press.

Lazar, G. (2010). *Literature and language teaching. Cambridge:* Cambridge University Press.

Short, M. (1986). *Exploring the language of poems, plays and prose.* New York: Longman.

**Recommended Readings**

Carter, R., & Long, M. N. (1991). *Teaching literature: Handbook for language teachers.* New York: Longman.

Parkinson, B., & Thomas, H. R. (2000). *Teaching literature in a second language.* Edinburgh: Edinburgh University Press.

Toolan , M. (2014). *Language in literature: An introduction to stylistics.* London: Routledge.

Watson, G., & Zyngier, S. (Eds.). (2007). *Literature and stylistics for language learners: Theory and practice.* UK: Palgrave Macmillan.


## ENG. 405: MIGRATION LITERATURE

Course Code      : Eng. 405

Course Title      : Migration Literature

Course Credits  : 4

Full Marks        : 100


**Introduction to the Course**

This course introduces students to the experiences of mobility and dislocation in a globalised world. It fosters an understanding of how post-World War II migrations, both forced and voluntary, have led to the development of our contemporary multicultural world. These transnational movements will be examined for their impact upon identity and culture. The course specifically focuses on Asian migrations to European and North American centres of the developed world since World War II.


**Objectives**

This course aims to:

- introduce students to one of the most recent phenomena of world literature, i.e. migration literature and diaspora
- reveal how mobilities and travel shape identities and impact upon race, gender and nationalism
- identify key issues in migration experiences such as hybridity,

ambivalence and adjustment, abandonment and return, identity crisis and self-fashioning
- develop critical awareness and analytical skills through intensive reading of texts concerned with migration and transnationalism
- build awareness of the way English language is negotiated in a new world and enriched through contact with mother tongues of immigrant communities.

**Course Contents**

Critical Essays

| | | |
|---|---|---|
| Edward Said | : | 'Reflections on Exile' |
| Salman Rushdie | : | 'Imaginary Homelands' |
| Homi Bhabha | : | *The Location of Culture* (excerpts) |

Fiction

| | | |
|---|---|---|
| Amy Tan | : | *The Joy Luck Club* |
| Amitav Ghosh | : | *Gun Island* |
| Monica Ali | : | *Brick Lane* |
| Adib Khan | : | *Seasonal Adjustments* |
| Khalid Hussaini | : | *The Kite Runner* |

Poetry

| | | |
|---|---|---|
| Tishani Doshi | : | 'The Immigrant's Song' |
| Aga Shahid Ali | : | 'Land' |
| Sujata Bhatt | : | 'Search for My Tongue' |
| Tarfia Faizullah | : | Selections |

**Intended Learning Outcomes**

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

- understand the focus and issues of migration literature in relation to global realities
- apprehend the impact of migration literature and diaspora on identity, culture and society, gender and nationalism
- critically analyse and comment upon the core themes of migration literature in the academic world
- realise and appreciate the globalisation of the English language.

**Instructional Strategies**

- Lectures and discussions
- Oral and multimedia presentations
- Group work

**Recommended Readings**

Guy, A. (2012). *Migration: Changing the world.* Pluto.

Chambers, I. (1994). *Migrancy, culture, identity.* Routledge.

King, R., Connell, J., & White, P., (Eds.) (1995). *Writing across worlds: Literature and migration.* Routledge.

Jay, P. (2010). *Global matters: The transnational turn in global studies.* Cornell University Press.

Pennycook, A. (2001). English in the world/The world in English. In Burns, A. and Coffin, C. (Eds.), *Analysing English in a global context: A reader.* London: Routledge.

## EIGHTH SEMESTER (ANY FOUR)

**ENG. 406: SHAKESPEARE STUDIES**

Course Code       : Eng. 406

Course Title       : Shakespeare Studies

Course Credits  : 4

Full Marks         : 100

**Introduction to the Course**

This course introduces the principal dramatic genres of Shakespeare (tragedies, histories, comedies, and romances) and investigates the historical, social, cultural, political and intellectual contexts in which he wrote. It will create an awareness of how contemporary world politics and cultural processes impact the understanding and interpretation of the plays. The course will adopt a multimodal approach to the plays by moving beyond textual reading and engaging with other versions such as stage performances, film adaptations and translations.

**Objectives**

The course aims to:

- introduce students to different genres of Shakespearean plays
- familiarise students with the conventions of Elizabethan drama with special focus on Shakespeare's plays
- enhance students' analytical ability to appreciate and interpret literary texts through a combination of several modes of critical practices
- enable students to gain competence in developing an individual critical approach
- develop students' confidence and ability to express their opinions and interpretations through writing

**Course Contents**

This course is an intensive and comprehensive study of Shakespeare's plays. The emphasis is on a wide range of theoretical and multifaceted cultural approaches to Shakespeare. The course will survey the transition and development of Shakespearean drama from its initiation to the present.

**Contextual Background**

- Medieval drama; Renaissance theatre; Folk culture
- Dr. Samuel Johnson's 'Preface to Shakespeare'

**Modernisation of Shakespeare**

*Critics:* A. C. Bradley, G. Wilson Knight, Hugh Grady, J. Kott, A. Loomba, T. Hawkes, S. Greenblatt

**Globalisation through Performance**

Appropriation, Adaptation, Translation
Thomas Cartelli: *Repositioning Shakespeare* (excerpts)
John Gillies: *Shakespeare and the geography of difference* (excerpts)

**Intended Learning Outcomes**

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

- develop understanding of the different genres of Shakespearean drama

- identify and interpret the key themes of the plays
- study the plays in the light of global modernist theories
- realise the significance of translation, adaptation and appropriation of Shakespeare's plays
.

**Instructional Strategies**

- Lectures and discussions
- Oral and multimedia presentations
- Theatre performances and films
- Research projects

**Core Texts**

*As You Like It; The Merchant of Venice; King Lear; Hamlet; Richard II/ Henry IV Parts I & II/ Julius Caeser*

**Recommended Readings**

Bradley, A. C. (1985). *Shakespearean tragedy.* Macmillan Education Ltd.

Bloom, H. (1998). *Shakespeare: The invention of the human.* Riverhead Books.

Eagleton, T. (1986). *William Shakespeare.* Basil Blackwell Ltd.

Grady, H. (1994). *The modernist Shakespeare.* Clarendon Press.

Greenblatt, S. (2004). *Will in the world.* Norton & Co.

Greer, G. (2002). *Shakespeare: A very short introduction.* Oxford University Press.

Hawkes, T. (1996). *Alternative Shakespeares 2.* Routledge.

Knight, G. W. (1974). *The wheel of fire: Interpretations of Shakespearean tragedy.* Metheun & Co. Ltd.

Kott, J. (1964). *Shakespeare: Our contemporary.* New York: Doubleday.
Loomba, A., & Orkin, M. (Eds). (1998). *Post-colonial Shakespeare.* Routledge.

Shapiro, J. (2015). *1606: Shakespeare and the year of Lear.* Faber and Faber Ltd.

Tilliyard, E. M. W. (1943). *The Elizabethan world picture.*

Wells, S., & Orlin, L. C. (Eds.). (2007). *Shakespeare: An Oxford guide.* Oxford University Press.

## ENG. 407: MODERN AND CONTEMPORARY NOVELS

Course Code : Eng. 407

Course Title : Modern and Contemporary Novels

Course Credits : 4

Full Marks : 100

### Introduction to the Course

This course is designed to familiarise students with key concepts of modernism and features of the modern novel, and some contemporary developments in the novel in English. It examines works set in diverse geographical regions of Europe, Africa and Asia. In addition to focusing on a close analysis of the novels, the course also highlights the social and historical background of the texts.

### Objectives

This course aims to:

- explore various issues and movements of the twentieth and twenty-first centuries, specifically modernism, colonialism, imperialism, and racism
- examine how post-World War social conditions led to developments in the notions of existentialism, feminism, social criticism, and ecocriticism
- disseminate a critical awareness of the above-mentioned ideas and their application.

### Course Contents

### Selections from the following:

| | | |
|---|---|---|
| Joseph Conrad | : | *Heart of Darkness/ Lord Jim* |
| David Herbert Lawrence | : | *Sons and Lovers* |
| James Joyce | : | *A Portrait of the Artist as a Young Man* |
| Edward Morgan Forster | : | *A Passage to India* |
| Virginia Woolf | : | *Mrs. Dalloway/ To the Lighthouse* |
| Nadine Gordimer | : | *Burger's Daughter* |
| John Maxwell Coetzee | : | *Foe* |
| Numair Atif Choudhury | : | *Babu Bangladesh* |

**Intended Learning Outcomes**

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

- identify the modern aspects of the novels in the syllabus and distinguish them from eighteenth and nineteenth century novels
- explore the narrative style of the different novels
- make connections between critical theories and the novels of this course.

**Instructional Strategies**

- Lectures and discussions
- Oral and multimedia presentations
- Film screenings

**Recommended Readings**

Beja, M. (Ed.). (1973). *James Joyce: Dubliners and A Portrait of the Artist as a Young Man (casebook series)*. Macmillan.

Bloom, H. (Ed.). (1987). *Joseph Conrad's Heart of Darkness (modern critical interpretations).* Chelsea House.

Burgess, A. (2019). *Here comes everybody: An introduction to James Joyce for the ordinary reader.* Galileo.

Childs, P. (2016). *Modernism.* Routledge.

Coetzee, J. M. (2002). *Stranger shores: Literary essays.* Penguin.

Dowling, D. (1991). *Mrs Dalloway: Mapping streams of consciousness.* Twayne.

Farr, J. (Ed.). (1970). *Twentieth century interpretations of Sons and Lovers: A collection of critical essays.* Prentice-Hall.

Gordimer, N. (2007). *Living in hope and history: Notes from our century.* Farrar, Straus and Giroux.

Sherry, N. (1971). *Conrad's western world.* Cambridge UP.

Williams, R. (1987). *The English novel from Dickens to Lawrence.* Hogarth.

Worthen, J., & Harrison, A. (Eds.). (2005). *D. H. Lawrence's Sons and Lovers: A casebook.* Oxford UP.

Zimbler, J. (Ed.). (2020). *The Cambridge companion to J. M. Coetzee.* Cambridge UP.

# ENG. 408: UNDERSTANDING ENVIRONMENT THROUGH LITERATURE

**Course Code** : Eng. 408

**Course Title** : Understanding Environment through Literature

**Course Credits** : 4

**Full Marks** : 100

## Introduction to the Course

This course introduces a range of literary and theoretical texts from around the world focusing on the environment and the nature of human interactions with the environment. It examines social, political and cultural responses to pressing global environmental issues, including climate change, making the course interdisciplinary. Environmental literary history, the intersections between environment, culture, gender, neoliberal growth concerns, and transcultural environmental matters are also addressed.

## Objectives

The course aims to:

- enable students to transition from a tradition of romanticising nature to examining the impact of industrialisation and modernisation on the environment
- create well-informed and eco-critically conscious readers capable of identifying man's dominance on nature as problematic
- examine a variety of environmentalisms by making use of current, as well as earlier, environmental scholarship
- study environmentalism as a series of international movements to which different cultures have contributed
- bridge the gap between scholarship and activism, and recognise the role of literary studies in inspiring environmental action.

## Course Contents

Selections from the following:

Theory/ Essays

Aldo Leopold : 'The Land Ethic' from *A Sand County Almanac*
First National People of

Colour Environmental
Leadership Summit,
1991 : 'Principles of Environmental Justice'
Cheryll Glotfelty : 'Introduction: Literary Studies in an Age of
Environmental Crisis' from *The Ecocriticism
Reader*
T. V. Reed : 'Toward an Environmental Justice Ecocriticism'
from *The Environmental Justice Reader*
Wangari Maathai : 'The Linkage between Patenting of Life Forms,
Genetic Engineering and Food Security' from
*Sharing the Earth*
Rob Nixon : 'Introduction' from *Slow Violence and the
Environmentalism of the Poor*/
'Environmentalism and Postcolonialism'
Maria Mies and
Vandana Shiva : 'Preface to the critique influence
change edition' from *Ecofeminism*
Christophe Bonneuil and
Jean-Baptiste Fressoz : 'Welcome to the Anthropocene' from
*The Shock of the Anthropocene*
Greta Thunberg : 'Our House is on Fire'

### Literary Texts
Henry David Thoreau : 'Huckleberries'/ 'Walking' (Extract: The West of
which I speak tranning their skins for shoes is
not the best use to which they can be put)
Rabindranath Tagore : Mukta-Dhara (The Waterfall, Marjorie
Sykes trans.)/ from Aranyadevata ('The
Divinity of the Forest,' Fakrul Alam trans.)
Jibanananda Das : 'Nineteen Thirty-Four's' (Rakibul Hasan trans.)
Rachel Carson : 'A Fable for Tomorrow' from Silent
Spring/ The Sense of Wonder
Gieve Patel : 'On Killing a Tree'
Ishimure Michiko : 'Boat Ceremony', excerpt from *Paradise* in the
Sea of Sorrow published in Sharing *the Earth*
Baldoon Dhingra : 'Factories are Eyesores'

| | | |
|---|---|---|
| Dilip Chitre | : | 'The Felling of the Banyan Tree' |
| Janice Mirikitani | : | 'Graciella', 'Love Canal', 'Shadow in Stone' |
| Jamaica Kincaid | : | Opening chapter from A Small Place |
| Ken Saro Wiwa | : | 'Ogoni! Ogoni!' |
| Alice Walker | : | 'Am I Blue?' |
| Linda Hogan | : | Solar Storms |
| Rita Wong | : | 'sort by day, burn by night' |
| Robert Pinsky | : | 'Shirt' |
| Sheena Wilson | : | 'Petro-Mama: Mothering in a Crude World' |
| Arundhati Roy | : | 'Prologue' and opening section of 'The Nativity' from The Ministry of Utmost Happiness |

### Intended Learning Outcomes

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

- critically examine ecocritical texts, and recognise an ecocentric view as opposed to an anthropocentric view
- exhibit awareness of transformations in the environment through analysing various texts
- identify intersections between environmental concerns and those of social justice and gender equality
- understand that the impact of environmental damage is not evenly distributed over all communities and across the global 'north' and 'south'
- exhibit knowledge of the contributions of key environmentalists from around the world working on different issues
- develop practical responses to studying about the environment in the classroom.

### Instructional Strategies

- Lectures and discussions
- Use of multimedia
- Oral presentations
- Viewing photos/ documentaries/ movies/ artwork
- Brief praxis project

### Recommended Readings

Ammons, E., & Roy, M. (Eds.). (2015). *Sharing the earth: An international environmental justice reader.* Georgia University Press. Association for the

Study of Literature and Environment (ASLE). https://www.asle.org

Bennett, J. (2010). *Vibrant matter: A political ecology of things.* Duke University Press.

Bullard, R. D. (Ed.). (2005). *The quest for environmental justice: Human rights and the politics of pollution.* Counterpoint.

Chakrabarty, D. (2009). The climate of history: Four theses. *Critical Inquiry, 35*(2), 197-222. https://doi.org/10.1086/596640

Clark, T. (2011). *The Cambridge introduction to literature and the environment.* Cambridge University Press.

Finch, R., & Elder, J. (Eds.). (2002). *Nature writing: The tradition in English.* W. W. Norton and Company.

Garrard, G. (2012). *Ecocriticism.* Routledge.

Ghosh, A. (2017). *The great derangement: Climate change and the unthinkable.* Chicago University Press.

Guha, R. (1999). *Environmentalism: A global history.* Pearson.

Haraway, D. J. (2007). *When species meet.* Minnesota University Press.

Maathai, W. (2010). *Replenishing the earth: Spiritual values for healing ourselves and the world.* Doubleday.

Plumwood, V. (1994). *Feminism and the mastery of nature.* Routledge.

Rust, S., Monani, S., & Cubitt, S. (Eds.). (2015). *Ecomedia: Key issues.* Routledge.

Shiva, V. (2005). *Earth democracy: Justice, sustainability, and peace.* South End.

Taylor, P. W. (2011). *Respect for nature: A theory of environmental ethics.* Princeton UP.

Westling, L. (Ed.). (2014). *The Cambridge companion to literature and the environment.* Cambridge University Press.

Zandy, J. (2004). *Hands: Physical labour, class, and cultural work.* Rutgers University Press.

**Recommended Documentaries**

Arthus-Bertrand, Y. (Director). (2009). *Home.* EuropaCorp.

Baichwal, J. (Director). (2007). *Manufactured landscapes.* Zeitgeist Films.

Dill-Riaz, S. (Director). (2008). *Lohakhor* [Iron-eaters]. Lemme Film.

Fothergill, A., Hughes, J., & Scholey, K. (Directors). (2020). *A life on our planet.* Silverback Films.

Fox, J. (Director). (2010). *Gasland.* Docurama.

Gibbs, J. (Director). (2019). *Planet of the humans.* Rumble Media.

Kenner, R. (Director). (2009). *Food, inc*. Magnolia Pictures.

Lydon, P., & Kang, S. (Directors). (2015). *Final straw: Food, earth, happiness.* SocieCity Films.

Mokammel, T. (Director). (2005). *Karnaphulir kanna* [Teardrops of Karnaphuli]. Kino-Eye Films.

Novack, D. (Director). (2008). *Burning the future: Coal in America.* Docudrama.

## ENG. 409: MEDIA, CULTURE, AND SOCIETY

Course Code     : Eng. 409

Course Title     : Media, Culture, and Society

Course Credits  : 4

Full Marks       : 100

### Introduction to the Course

The course introduces the fundamental concepts, principles and processes of media communication. It examines the interplay of competing discourses and visual semiotics, and the role of media in shaping ideologies and culture in society. Additional focus is given on the language and different modes of journalism. The course adopts a practical approach in supplementing lectures with field visits and screening of documentaries and movies.

### Objectives

The course aims to:

- familiarise students with both the theoretical and practical aspects of media communication
- help students develop competence to write for print media
- introduce them to theories on mass culture and power.

**Course Contents**

**Theory and Discourse:**

- Theories of Marshall MacLuhanand Manovich
- Intrapersonal and interpersonal theories, specifically, symbolic interaction between society, self and mind
- Bakhtin's influence in Relational Dialectics Theory

**Media Discourse, Reception and Use of Media**

- Encoding and decoding: Dominant-hegemonic reading, negotiated reading and oppositional reading (Stuart Hall)
- Theory and aesthetics of audio-visual media: Central theories and their impact on the media (Edgar Dale and James D Finn)
- Visual Semiotics (Ferdinand de Saussure, Charles Sanders Peirce, Roland Barthes and Jean Baudrillard)
- The interplay of competing discourses: The indeterminacy of representation and its implications – theoretical perspectives on the study of content (Michel Foucault and William S. Burroughs)
- Homogenisation and media fragmentation and its effects on culture (Joshua Merowitz)

**Mechanisms of Media**

- Media and contemporary culture
- Role of media on popular culture (Community radio, cyber culture, art and television)
- Communication in a digital age: Understanding new media
- Different genres of new media: online media, social media, alternate media, portals, podcasts, wikis and blogs
- Language register, media manipulation, fake news and influence of fake news on society.

**Power of the Media**

- Producing identities: constructing the audience, the social psychology of media consumption - Debord: "The Society of the Spectacle"
- Debates over media effects: Violence in the media and the influence of pornography
- Media and children-information campaigns

**Practical Approaches**

- Writing for print media: Techniques of gathering information and writing different news stories
- Identifying hard news and soft news
- Writing crime reports, sports, profile pieces, editorials and features
- Style and structure of news: Inverted pyramid structure, hourglass structure, nut graph and ledes
- Basic news editing skills for the newspaper: Copyediting, headline writing and rewriting
- Field assignments
- Interviewing skills: A-matter, drafting, follow-up
- Writing from Reading: Writing feature articles using primary and secondary sources.

**Film Criticism**

- Film genres: Tragedy, drama, comedy, and action
- Theories: Realism, classical, and formalism
- Key elements: Shots, angles, lighting, color, sound and editing and mise-en-Scene.

**Intended Learning Outcomes**

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

- improve writing skills required for print media
- apply theoretical understanding in analysing media communications
- enhance communication and presentation skills
- synthesise information from varied sources while researching for feature writing and film criticism
- recognise global media manipulation.

**Instructional Strategies**

- Lectures using multimedia
- Oral presentations
- Group work and pair work
- Field visits
- Film screening

**Core Texts**

Selections from the following:

Harrower, T . (2010). *Inside reporting: A practical guide to the craft of journalism.* Tata McGraw Hill.

Rudin, R., & Ibbotson, T. (2013). *An introduction to journalism: Essential techniques and background knowledge.* London: Taylor and Francis.

Tim Menovich, L. (2001). *The language of new media.* MIT Press.

**Recommended Readings**

Baran, S. J. (2010). *Introduction to mass communication: Media literacy and culture.* New Delhi: Tata McGraw Hill.

Berlo, D. K. (1960). *The process of communication: An introduction to theory and practice.* New York: Holt, Rinehart and Winston.

Bender, J. R., Davenport, L., Drager, M. W., & Fedler, F. (2016). *Writing and reporting for the media* (11th ed.).  New York: Oxford University Press.

Dary, D. (1973). *How to write news for broadcast and print media.* UK: G/L Tab Books.

Debord, G. (1994). *The society of the spectacle.* New York: Zone Books.

Devito, J. A. (2010). *Essentials of human communication.* New York: Pearson Education.

Dobkin, B. A., & Roger C. P. (2006). *Communication in a changing world.* Boston: McGraw Hill.

Itule, B. D., & Anderson, B. A. (2006). *News writing and reporting for today's media* (7th ed.). McGraw Hill Higher Education.

Kunczik, M. (1988). *Concepts of journalism north and south.* Friedrich-Ebert-Stiftung.

Rivers, W. (1975). *The mass media: Reporting, writing and editing.* Harper Collins.

Schramm, W. (1954). *The process and effects of mass communication.* University of Illinois Press.

Siapera, E. (2012). *Understanding new media.* Sage Publications.

**ENG. 410: LANGUAGE AND INTERCULTURAL COMMUNICATION**

Course Code     : Eng. 410

Course Title     : Language and Intercultural Communication

Credit Hours    : 4

Full Marks       : 100

**Introduction to the Course**

This course is designed to develop students' ability to understand and appreciate cultural and linguistic diversity through engagement with critical concepts such as culture, identity, ethnocentrism and othering, intercultural communicative competence and global citizenship. It will introduce them to different analytical tools and approaches to the study of cultural practices and communicative events. It is hoped that the heightened awareness of cultural differences and communication practices will help them in future as they embark on higher studies abroad or take up jobs in a multicultural workplace.

**Objectives**

The course aims to:

- introduce the concept of intercultural communicative competence
- familiarise students with diversity in cultures and communication styles and enable them to operate in multicultural contexts
- develop their awareness of bias/prejudice, 'othering', discrimination and conflicts
- help students apply various research approaches relevant to the context.

**Course Contents**

- Culture and types of non-verbal communication
- Identity and discrimination (e.g. Ethnocentrism and Othering)
- From language and culture shock to adaptation
- Intercultural relationships and communication
- Intercultural pragmatics
- Globalization and diversity in the workplace /intercultural communication at work
- Global citizenship and intercultural competence
- Research studies in the area of intercultural communication in Bangladeshi contexts

**Intended Learning Outcomes**

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

- demonstrate understanding of the key theoretical concepts in the study of intercultural communication
- recognise and understand the role of language(s) as a key locus of personal and sociocultural identity as well as of intercultural mis/understanding
- engage with a variety of research approaches, including ethnography of communication, contrastive pragmatics, and discourse analysis using appropriate analytical frameworks
- demonstrate intercultural awareness and competence in real-life communication.

**Instructional Strategies**

- Lectures
- Group discussion
- Interaction analysis
- Small projects (e.g. case studies)
- Group presentation

**Core Text**

Jackson, J. (2014). *Introducing language and intercultural communication.* London: Routledge.

**Recommended Readings**

Holliday, A., Hyde, M., & Kullman, J. (2010). *Intercultural communication: An advanced resource book for students.* Routledge.

Hua, Z. (2013). *Exploring intercultural communication: Language in action.* Routledge.

Jackson, J. (Ed.). (2012). *The Routledge handbook of language and intercultural communication.* Routledge.

Piller, I. (2017). *Intercultural communication: A critical introduction.* Edinburgh University Press.

# RUBRICS

## Eng. 101: Developing English Language and ICT Skills

### Rubrics for English Language

| Criteria | A range | B range | C range | D range |
|---|---|---|---|---|
| Content | Your content is relevant to the task and well-developed | • Relevant<br>• Task lacks detail/depth | The content is generally relevant but limited in scope. It may be repetitive over the whole text. In planning expand on detail or range of ideas. | Your content is limited and/or may be irrelevant. To be effective, your writing needs to show more generation of ideas/planning. |
| Organisation of your writing | Effective organisation of ideas of paragraph/s. You make effective use of topic sentences and supporting detail. You use cohesive devices and/or vocabulary and/or pronouns to connect ideas. You develop ideas and lead the reader through the text. | Structure and development are mostly effective. You may need to pay further attention to:<br>• use of topic sentences and supporting ideas<br>• signalling of text development using cohesive devices<br>• use of vocabulary and/ or pronouns to help text cohesion<br>• overall development of ideas in your text from introduction to conclusion | Some parts of your text are poorly organised and/or not fully developed.<br>• You may need to pay attention to:<br>• use of topic sentences and supporting ideas<br>• signalling of text development using cohesive devices<br>• use of vocabulary and/ or pronouns to help text cohesion<br>• overall development of text from introduction to conclusion | It is difficult to see the organisation and flow of your ideas. This may be because of problems with:<br>• correct use of topic sentences and supporting ideas<br>• signalling of text development using cohesive devices<br>• use of vocabulary and/ or pronouns to help text cohesion<br>• overall development of text from introduction to conclusion<br>• the expected length |

| | | | |
|---|---|---|---|
| Accuracy of your language use | Any occasional grammatical or vocabulary errors are extremely minor. Whilst they should be noted, they do not get in the way of understanding. | Grammatical and/or vocabulary errors are noticeable but do not stop the reader understanding the flow of ideas. Focus on any systematic mistakes that are highlighted. | Although overall the text is understood, grammatical and/or vocabulary use is faulty which affects the comprehensibility of your writing. | Unacceptably frequent grammatical and/or vocabulary errors which hamper comprehensibility. |
| Range and complexity of your language use | Your grammar, vocabulary and sentence structures are appropriate to the task and varied. You demonstrate a thorough understanding of idiomatic English. | Grammar and vocabulary are appropriate to the task. You may need to: <br>• extend vocabulary range in places <br>• use more complex sentence structures to accurately express your ideas <br>• increase accuracy of complex structures | Grammar and vocabulary are generally appropriate for the task. Your expression may be limited by: <br>• a restricted range of vocabulary <br>• a dependence on simple sentence structures and/or errors in complex sentence structures | The range of language used and its complexity are fairly restricted. You write in simple sentences with little variety of structures used and/or your vocabulary is very limited/used repetitively. |
| Presentation of your work | Clearly well proofread, with careful attention to presentation, spelling, capitalisation and punctuation. | Only occasional presentational issues are noticeable. These may be: <br>• clarity of handwriting <br>• spelling mistakes <br>• punctuation | Some presentational issues are noticeable. These may be: <br>• clarity of handwriting <br>• spelling mistakes <br>• punctuation | Your writing is marred by frequent presentational issues. These may be: <br>• clarity of handwriting <br>• spelling mistakes <br>• punctuation |

**Eng. 101: Developing English Language and ICT Skills**

**Rubrics for ICT Skills**

| Level | Netiquettes/ Digital safety | Computer operations | Office tools (MS Word, MS PowerPoint, Microsoft Excel) | Digital Communications (Emailing ) | Web searching skills/search for information and sources | Google Applications and Zoom |
|---|---|---|---|---|---|---|
| 1. Basic/ Meets the standards | • Write formal emails<br>• Understand informal and formal language use<br>• Sign off from web browsers each time<br>• Download and upload accurate and relevant files<br>• Complete subject line in emails<br>• Participate in online discussions<br>• Use appropriate English grammar and spelling | • Manage desktop icons and menubars, browsers,<br>• Maintain all files on a local hard drive<br>• Save information in separate folders/files<br>• Managing large files<br>• Operate different applications in computer | • Prepare documents, PowerPoint slides for mini-presentations,<br>• Attach computer files, using excel sheets and composing assignments in Microsoft document, document to pdf conversion | • Create an e-mail account.<br>• Access e-mail system using login and password.<br>• Send, receive, and reply to an e-mail<br>• Save, delete, and print e-mail.<br>• Understand and recognise email attachments<br>• Manage institutional and personal email IDs effectively | • Finding relevant information on websites<br>• Use search engines appropriately | • Send and retrieve files from Google drive<br>• Use Google Applications such as Google Slides, Google Docs, Google Meet, Google Sheets and Google forms<br>• Understand basic features (privacy, link sharing, PDF conversion, offline and online editing)<br>• Use Google Classroom features efficiently and open and share Zoom link where appropriate |

| | | | | | |
|---|---|---|---|---|---|
| 2. Approaching Proficiency/ Satisfactory | • Request when soliciting help<br>• Close emails appropriately<br>• Save sources of information<br>• Demonstrate knowledge of e-mail etiquette (no all caps, subject use, reply all when only appropriate)<br>• Accept cookies, when to keep location services on/off | • Store and retrieve files from multiple devices | • Employ word processing functions (i.e. grammar check or print preview)<br>• Inserting images, audio files, videos, tables, graphs) | • Collaborate on documents with peers<br>• Categorising emails, using folders | • Develop bookmarking skills<br>• Refine search items using rephrasing techniques, changes of words, numbers<br>• Acknowledge and differentiate authentic and inauthentic sources | • Use mobile and web versions of Zoom effectively<br>• Use screen share option on Zoom during PowerPoint presentations<br>• Understand the use of breakout rooms |
| 3. Proficient/ Exceptional | • Use appropriate and legible font and size<br>• Cite and link to resources<br>• Maintain a polite tone in emails and other virtual communications e.g. zoom chats, discussions in groups | • Open (or detach) and save attachments to the intended location<br>• Select appropriate strategy (attachment vs. link) for sharing information | • Create and use new templates, forms, and style sheets to make documents<br>• Format text using basic formatting functions (e.g. paragraph spacing, margins, bullets, numbering, track changes, comments, word limit, find option...) | • Open and create compressed files | • Collect information and use it in presentations<br>• Track important schedules | • Create, store and share content online<br>• Keep multiple drafts together in a single file |

**Eng. 102: Critical Appreciation of Literature**

| Criteria | A range | B range | C range | D range |
|---|---|---|---|---|
| Content | • Content is relevant to the task and well developed<br>• Shows understanding of literary features/style/devices and analysis has depth (e.g. while identifying the tone, the mood and the attitude) | • Content is relevant to the task and shows understanding of the literary feature/style. However, answer lacks details<br>• Literary features have been identified but not explained (e.g. while identifying the tone, the mood and the attitude) | • Content addresses the task but shows no understanding or appreciation of literary feature/style<br>• Answer contains repetitions and lacks details (e.g. while identifying the tone, the mood and the attitude) | • Answer does not address the given task<br>• Content is limited and/or irrelevant<br>• Answer shows no awareness or understanding of literary feature/style (e.g. while identifying the tone, the mood and the attitude) |
| Organisation | • Well-organised answer with controlling idea and supporting details<br>• Answer is coherent and cohesive<br>• Answers are precise, explanatory, and of moderate length (e.g. while identifying sound devices and literary devices) | • Answer has controlling idea but lacks adequate supporting details<br>• Cohesive devices not properly used but main argument/flow of ideas can be followed<br>• Answers are precise, but lacks depth (e.g. while identifying sound devices and literary devices) | • Answer poorly organised and lacks cohesion<br>• Answers are short and inadequate (e.g. while identifying sound devices and literary devices) | • No evidence of a controlling idea<br>• Answer shows no organisation and it is difficult to understand the flow of ideas<br>• Answers are too short (e.g. while identifying sound devices and literary devices) |
| Accuracy of language | • Any occasional grammatical or vocabulary errors are extremely minor and they do not get in the way of understanding<br>• Technical and literary terms (such as tactile, image, exaggeration, gustatory etc) are not misspelt | • Grammatical and/or vocabulary errors are noticeable but do not stop the reader from understanding the flow of ideas<br>• Technical and literary terms (such as tactile, image, exaggeration, gustatory etc) are not generally misspelt | • Although overall the text is understood, grammatical and/or vocabulary use is faulty in places<br>• Technical and literary terms (such as tactile, image, exaggeration, gustatory etc) are often misspelt | • Unacceptably frequent grammatical and/or vocabulary errors<br>• Technical and literary terms (such as tactile, image, exaggeration, gustatory etc) are frequently misspelt |

| | | | | |
|---|---|---|---|---|
| Range and complexity of language use | • Grammar, vocabulary and sentence structure are appropriate to the task and varied<br>• A thorough understanding of idiomatic English is demonstrated<br>• Answers to short questions (e.g. on the setting) are descriptive and explanatory | Grammar and vocabulary are appropriate to the task. You may need to:<br>• extend vocabulary range in places<br>• use more complex sentence structures to express your ideas<br>• increase accuracy of complex structures (e.g. checking for fragments)<br>Answers to short questions (e.g. on the setting) are descriptive but not properly explained | Grammar and vocabulary are generally appropriate to the task. Your expression maybe limited by:<br>• a restricted range of vocabulary<br>• a dependence on simple sentence structures and/or errors in complex sentence structures<br>Answers to short questions (e.g. on the setting) are descriptive like a summary | • The range of language used and its complexity are fairly restricted<br>• Simple sentences with little variety of structures are used<br>• Vocabulary is limited/used repetitively<br>• Answers to short questions (e.g. on the setting) are not descriptive, rather too short |
| Presentation | Clearly well proofread, with careful attention to<br>• presentation,<br>• spelling,<br>• punctuation,<br>• paragraph formation/division (e.g. while answering short questions),<br>• and referencing conventions | Only occasional presentational issues noticeable. These may be:<br>• clarity of handwriting,<br>• spelling mistakes,<br>• punctuation,<br>• inaccurate/absent referencing,<br>• layout,<br>• paragraph formation/division (e.g. while answering short questions) | Some presentational issues are noticeable. These may be:<br>• clarity of handwriting,<br>• spelling mistakes,<br>• punctuation,<br>• inaccurate/absent referencing,<br>• layout,<br>• poorly developed paragraphs (e.g. while answering short questions) | Writing is marred by frequent presentational issues. These may be:<br>• clarity of handwriting,<br>• spelling mistakes,<br>• punctuation,<br>• inaccurate/absent referencing,<br>• layout,<br>• irregular paragraphing (e.g. while answering short questions) |

**ENG.105: Introduction to Prose; Eng.106: Introduction to Poetry; Eng.202: Introduction to Drama**

| Criteria | A range | B range | C range | D range |
|---|---|---|---|---|
| Content & Commentary | • Essay responds clearly to the topic assigned<br>• Answer is presented in a relevant approach (e.g. compare-contrast, critique, illustrate, analyse, clear and coherent thesis with a convincing and focused argument throughout)<br>• Interesting commentary with creative, original ideas and insights<br>• Analytical and reflective answers | • Essay indicates an understanding of the topic<br>• Most of the answer is presented in a relevant approach<br>• There is a clear thesis though the argument and ideas are broad and basic<br>• Commentary presents a reasonable opinion<br>• Ideas are moderately developed but limited in scope and originality<br>• Dependence on memorised commentary is evident | • Essay approaches the question in a vague manner<br>• The thesis is not clear, and the argument is replaced by paraphrasing<br>• Basic commentary which lacks original ideas or insights<br>• Limited analysis | • Essay has a weak thesis or argument<br>• Simple summary presented<br>• No supporting argument<br>• No commentary<br>• Little evidence of reading and understanding of the text |
| Evidence | • The answer contains evidence from the text which illustrates, explains and reinforces the argument<br>• The answer lucidly weaves in quotations into the body of the essay and clearly explains the connections between them<br>• Quotations are accurate and not overused. Sources are acknowledged | • The answer contains evidence from the text which supports the argument<br>• The evidence is relevant and accurate but does not clearly connect the argument<br>• Quotations are used moderately and appropriately acknowledged | • The answer is superficially supported with relevant evidence from the text<br>• Numerous irrelevant quotes may be present<br>• The answer mostly fails to make clear connections<br>• Quotations often stand isolated from body texts<br>• Overuse of quotations may be present<br>• No acknowledgment of sources | • Little or no evidence to support the thesis<br>• Quotations are often isolated without explanation<br>• Essay mostly depends on memorised collections of irrelevant or incorrect quotes<br>• No acknowledgment of sources |

| Organisation | Essay is well structured with a:<br><br>• thesis statement in the introductory paragraph<br>• very effective organisation of ideas in both paragraphs and the overall text. Each paragraph addresses a specific aspect of the topic<br>• effective use of topic sentences and supporting (transition words) and/ or vocabulary and/or pronouns to connect ideas<br>• use of cohesive devices<br>• ideas are developed and lead the reader through the text | • Use of thesis statement is adequately supported and well developed<br>• Further attention must be paid to the use of topic sentences and supporting ideas<br>• Signalling of text development by using cohesive devices (transitions)<br>• Use of vocabulary and/ or pronouns to help text cohesion<br>• Overall development of ideas from introduction to conclusion | Essay is not properly organised. Some parts of the text are poorly organised and/or developed. Attention must be paid to:<br><br>• development of thesis statement<br>• use of topic sentences and supporting ideas<br>• signalling of text development using cohesive devices<br>• use of vocabulary and/ or pronouns to help text cohesion<br>• overall development of text from introduction to conclusion | It is difficult to see the organisation and flow of ideas. This may be because of problems with:<br><br>• correct and explicit thesis statement<br>• use of topic sentences and supporting ideas<br>• signalling of text development using cohesive devices<br>• use of vocabulary and/or pronouns to help text cohesion<br>• overall development of text from introduction to conclusion |
| Accuracy of language use | Any occasional grammatical or vocabulary errors are extremely minor. Whilst they are noted, they do not get in the way of understanding | Grammatical and/or vocabulary errors are noticeable but do not stop the reader from understanding the flow of ideas | Although overall the text is understood, grammatical and/or vocabulary use is faulty in places | Unacceptably frequent grammatical and/or vocabulary errors |

| | | | | |
|---|---|---|---|---|
| Range and complexity of language use | • Grammar, vocabulary and sentence structure are appropriate to the task and varied<br>• Demonstrates a thorough understanding of idiomatic English | Grammar and vocabulary are appropriate to the task. The student needs to:<br>• extend vocabulary range in places<br>• use more complex sentence structures to express ideas<br>• increase accuracy of complex structures (e.g. checking for fragments) | Grammar and vocabulary are generally appropriate to the task. Expression maybe limited by:<br>• a restricted range of vocabulary<br>• a dependence on simple sentence structures and/or errors in complex sentence structures | • The range of language used and its complexity are fairly restricted<br>• Simple sentences with little variety of structures used<br>• Vocabulary is limited/used repetitively |
| Presentation | Clearly well proofread, with careful attention to<br>• presentation,<br>• spelling,<br>• punctuation, and<br>• referencing conventions | Only occasional presentational issues are noticeable. These may be:<br>• clarity of handwriting,<br>• spelling mistakes,<br>• punctuation,<br>• inaccurate/absent referencing,<br>• layout | Some presentational issues are noticeable. These may be:<br>• clarity of handwriting,<br>• spelling mistakes,<br>• punctuation,<br>• inaccurate/absent referencing,<br>• layout | Writing is marred by frequent presentational issues. These may be:<br>• clarity of handwriting,<br>• spelling mistakes,<br>• punctuation,<br>• inaccurate/absent referencing,<br>• layout |

# PHOTO GALLERY



*Batch 14 orienation programme, 4 February, 2020*



*Batch 14 orienation programme, 4 February, 2020*



*Batch 14 orienation programme, 4 February, 2020*

*Departmental Tour at Cox's Bazar, April 2018 (Inani Beach)*


*Departmental Tour at Cox's Bazar, April 2018 (Himchhari)*


*India Tour, April 2018 (Agra Fort)*

*India Tour, April 2018  (Qutub Minar)*                    *India Tour, April 2018 (India Gate)*



*India Tour, April 2018 (Kufri Point)*

*The first meeting for BA (Honours) Curriculum revision, 9 September 2019*



*The last meeting (online) for BA (Honours) Curriculum, 22 November, 2020*



*Academic Retreat at 'Jol o Jongol er Kabyo', 2 November 2019*

*Chairmanship handover ceremony, 30 June 2019*


*Dept. felicitates Professor Dr. Fakrul Alam on his new role as UGC Professor*


*Dean, Faculty of Arts, congratulating Professor Dr. Fakrul Alam on becoming UGC Professor*

*Faculty Development Workshop by Dr. Ahmar Mahboob, 9 February 2020*



*Talk on Mental Health by Dr. Zillur Kamal, September 2019*

*Inter-batch Football Tournament 2019; Batch 13 becomes champion*



*Inter-department Cricket Tournament 2020*



*Sheikh Kamal Memorial Cricket Tournament 2019 Champions*

*Krishnachura observing the Golden Jubilee of Independence Day, 26 March 2021*
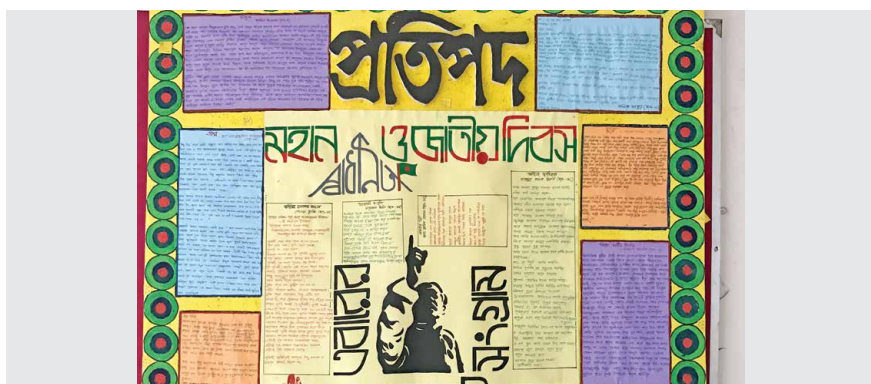

*Pratipad, Krishnachura*


*Saraswati Puja at Jagannath Hall premises, 30 Jan 2020*
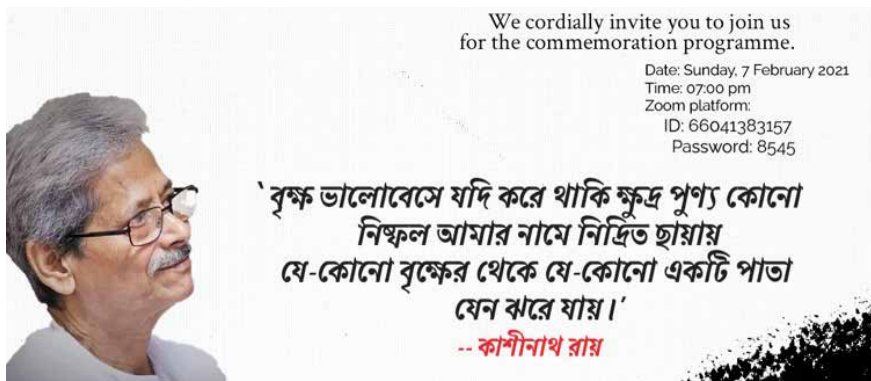
*Online commemoration programme in honour of Professor Kashinath Roy, 7 Feb 2021*
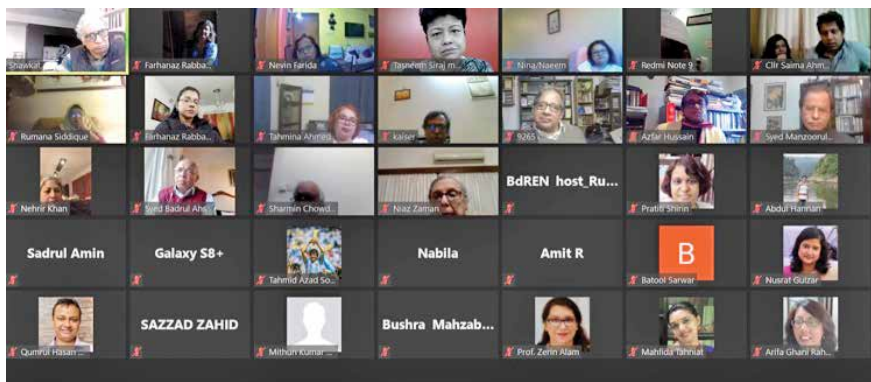


*Online commemoration programme in honour of Professor Kashinath Roy, 7 Feb 2021*



*PhD Seminar (Online)*

*Centenary webinar on Leela Nag, 1 August 2021*


*Department of English Webinar*


*Department of English Webinar*

*Faculty members conducting online exams amid the COVID-19 pandemic*
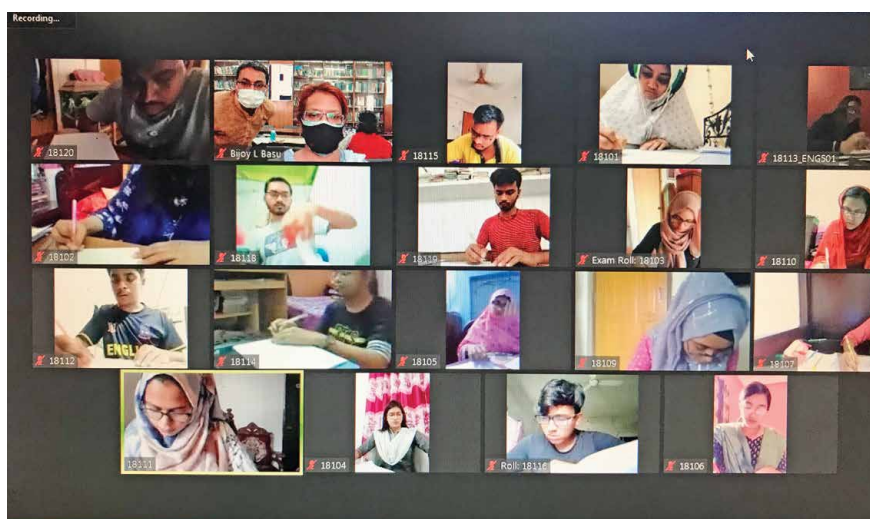


*Online exam amid the COVID-19 pandemic*

*Classes resume on 17 November 2021 after an 18-month COVID-19 shutdown*



*Honourable Vice Chancellor, University of Dhaka, visits Dept. on 17 November 2021 when classes resume*



*Activities resume after pandemic closure*

*Academic retreat for MA Curriculum Revision at 'Matir Chula', 11 December 2021*



*Academic retreat for MA Curriculum Revision at 'Matir Chula', 11 December 2021*



*Academic retreat for MA Curriculum Revision at 'Matir Chula', 11 December 2021*

*2021: Tribute to the Martyred Intellectuals of 14 December*



*2021: Tribute to the Martyred Intellectuals of 14 December*

*Arts Faculty Workshop on educational policies during pandemic at Hotel Regency,*
*1 October, 2021*



*Congratulating the new Dean of the Faculty of Arts, Prof. Dr. Abdul Bashir,*
*16 January, 2022*



*A glimpse of the freshers (Batch 15, session 2020-2021)*

*"...*
*Lives of great men all remind us*
*We can make our lives sublime,*
*And, departing, leave behind us*
*Footprints on the sands of time;*

*Let us, then, be up and doing,*
*With a heart for any fate;*
*Still achieving, still pursuing,*
*Learn to labor and to wait".*

*From "A Psalm of Life" by Henry Wadsworth Longfellow*

*"It's only through mistakes we make*
*We learn where we went wrong.*
*It's only when we're far from home*
*We realize where we belong.*

*It's only when we close our eyes*
*Our dreams seem clear and bright.*
*It's only in our darkest hours*
*We truly see the light.*

*It's only when we lose our way*
*We pray to the stars above.*
*It's only through times of grief*
*We learn the true meaning of love.*
*..."*
*From "Inner Strength" by John P. Read*

*Please visit*
https://english.du.ac.bd