

Undergraduate Programme Structure and Rules

(From Session 2023-2024)

GENERAL OBJECTIVES

The general objective of the Undergraduate Programme is to develop highly skilled English graduates who can serve the nation in different areas. In addition, the programme aims to cultivate a liberal, humanistic attitude in graduates, guiding them toward becoming better human beings.

PROGRAMME STRUCTURE

1. Duration: 4 Years

Total Semesters: $4 \times 2 = 8$ (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 |
| d. Semester Final Exams: | 3 weeks |
| e. Vacation: | 4 weeks |

3. Total Courses, Marks, Credits and Grades

Number of 4 Credit Courses: 33	Marks $33 \times 100 = 3300$	Each Course 4 Credit Hours
Number of 1 Credit Courses: 8	Marks $8 \times 25 = 200$	Each Course 1 Credit Hour
	Total Marks $3300 + 200 = 3500$	Total Credits $33 \times 4 + 8 \times 1 = 140$

N.B.

- 15 hours teaching is equivalent to 1 credit hour and will be treated as 1 credit
- Each 4-credit course is a full unit course with 60 required contact hours.
- Each 1 credit course is 1/4th of one unit course with 15 required contact hours.
- Required credits for the Four-Year Bachelor of Arts Degree: 140

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

Distribution of credits:

General Education Courses	7 × 4	28 credits
Core Courses	25 × 4	100 credits
Elective Courses		
*Thesis	1 × 4	4 credits
Tutorial and Viva Voce	2 × 4	8 credits
Total		140 credits

*Depends on eligibility. Non-thesis students will take another taught course.

Year	Semester	Courses	Credits
1 st Year	1st	4 full unit	16
1 st Year	2nd	4 full unit	16
2 nd Year	3rd	4 full unit	16
2 nd Year	4th	4 full unit	16
3 rd Year	5th	4 full unit	16
3 rd Year	6th	4 full unit	16
4 th Year	7th	5 full unit	20
4 th Year	8th	4 full unit	16
4 Years	8 Semesters	8 One-Fourth Unit courses (Tutorial & Viva-voce)	8
Total 140 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 33 four-credit (full unit) courses of 100 marks each:

- Each course will be taught and evaluated by two teachers of the Department. If a single teacher teaches a course, then the semester final examination must also be evaluated by a suitable external examiner who may be either from DU or outside DU.
- Each course requires 4 contact hours per week.
- Total contact hours in a semester for each course in 15 weeks: $15 \times 4 = 60$

6. Marks Distribution for Each Four-Credit (Full Unit) Course

- a. Two Mid-Semester Tests of 15 marks each: 15+15=30 Marks
One test of one hour will be given by each teacher. If both course teachers decide to give the test together, then the duration of the test will be two hours. Marks of the two tests will be added. In the case of a single teacher teaching the course, two tests will be administered by the same teacher.
- b. Class Attendance and Participation: 5+5 = 10 Marks
 - i. Each teacher will give marks out of 5. Total of the given marks will be counted as the final marks of class attendance and participation.
 - ii. If a single teacher teaches a course, marks will be given out of 10.
- c. Quiz/Assignment/Presentation/Project Work/Term paper: 10 Marks
- d. Semester Final Examination of 3-hour duration: 50 Marks
- e. Two teachers will set questions and evaluate the scripts. Marks obtained in the semester final examinations will be the average of the two marks. A third examiner might be required in case there is a gap of more than 20% marks between the first and the second examiners' assessment.
- f. 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)

- 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 be encouraged to discuss topics and/or make oral presentations on topics included in the syllabus.
- d. The Examination Committee will hold a viva/oral examination at the end of every semester.
- e. Total contact hours in a semester for each one-credit 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

Classes are conducted in a multi-modal approach where student participation is encouraged. Teachers employ a variety of instructional strategies, such as:

- 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

In both midterm and final examinations, students are assessed through a variety of test items, such as

- 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 serve as the Coordinator.
- 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: it is preferable that each batch of students has the same coordinator throughout all 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 unavailable for other reasons, 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 examination committee and the course teachers, regarding their class progress and problems. Preferably, new class representatives will be selected every year.

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.
- Students below 60% (discollegiate) will not be allowed to sit for the final examination.

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, assignments/projects, class/mid-term tests, and final examination. Two tabulators will enter in the tabulation sheets all the marks obtained in each full unit course and 1/4th unit course and process the examination results. Tabulation sheets will be sent to the Controller's Office for preservation.

15. Grading/Evaluation

- At the time of evaluation, all marks will be posted in numerical form. Only when finalising the results in the tabulation sheet will the grades be posted in both numerical and letter form.
- Marks can be given in fraction up to two decimals. If the total marks of a course are in fraction, they should be raised to the higher whole number.

- c. GPA and CGPA can be in fraction up to two decimals. The second decimal will be raised to the next higher number if the third decimal number is 5 or above.
- d. Transcripts issued to the students will include Letter Grades, Grade Points (GP), Grade Point Average (GPA)/Cumulative Grade Point Average (CGPA). Transcripts will not include numerical grades.
- e. Numerical Grades, Letter Grades, Grade Point Average (GPA), and Cumulative Grade Point Average (CGPA) will be given according to the following scale of marks distribution:

Numerical Grades	Letter Grades	Grade Points (All courses)
80 and above	A+	4.00
75 to less than 80	A	3.75
70 to less than 75	A-	3.50
65 to less than 70	B+	3.25
60 to less than 65	B	3.00
55 to less than 60	B-	2.75
50 to less than 55	C+	2.50
45 to less than 50	C	2.25
40 to less than 45	D	2.00
Less than 40	F	0.00
Incomplete (Does not take an exam)	I	0.00
Withdrawn (Does not attend any class and take any exam)	W	0.00

*The general measure of one credit is 60 notional hours. The calculation of notional hours is based on class contact time and self-learning time of a student in addition to the class contact time.

16. Promotion from One Semester to Another Semester and the Final Degree:

- a. A minimum CGPA of 2.00 will be required for promotion from one year to the next: from 1st Year to 2nd Year (2nd Semester to 3rd Semester), 2nd Year to 3rd Year (4th Semester to 5th Semester), 3rd Year to 4th Year (6th Semester to 7th Semester).
- b. GP in the $\frac{1}{4}$ th unit (one credit) courses will not affect promotion from one year to the next. Even if a student's GP in the one credit course/courses is 0, but the SGPA/CGPA is 2.00 or more, she/he will be promoted and/or awarded the Degree.

- c. SGPA (Semester Grade Point Average) will be calculated by adding the credit/credits for each course in a semester, multiplied separately by Grade Points obtained in the course, and dividing the total figure by total credits.
- d. GPA for each semester will be calculated by multiplying the course credits by the Grade Points obtained in the courses and dividing the summation of the multiplied figures by the total credits. CGPA of more than one semester will be calculated by adding the GPA of the semesters concerned, multiplied by the semester credits and dividing the result by the total credits of the semesters.
- e. For instance, if in the First Semester a student obtains in the four 4 credit courses, and one 1 credit course the grade points 4, 4, 3, 3, and 0.70 respectively, then her/ his SGPA (Semester Grade Point Average) is $(4 \times 4 + 4 \times 4 + 4 \times 3 + 4 \times 3 + 1 \times 0.70)$ divided by $(4+4+4+4+1)$, i.e. 56.7 divided by $17 = 3.34$. For each Semester, SGPA will be calculated like this.
- f. If a student obtains SGPA of 3.34 in the first semester and 3.40 in the second semester, her/his CGPA of the year will be $(3.34 \times 17 + 3.40 \times 17) / 34$, i.e. 3.37.
- g. CGPA of Eight Semesters will be calculated in the following way:

$$\begin{aligned} & 1\text{st Sem GPA} \times \text{Sem Credits} + 2\text{nd Sem GPA} \times \text{Sem Credits} + \\ & 3\text{rd Sem GPA} \times \text{Sem Credits} + 4\text{th Sem GPA} \times \text{Sem Credits} + \\ & 5\text{th Sem GPA} \times \text{Sem Credits} + 6\text{th Sem GPA} \times \text{Sem Credits} + \\ & 7\text{th Sem GPA} \times \text{Sem Credits} + 8\text{th Sem GPA} \times \text{Sem Credits} + \\ & \text{GP of 1 Credit Courses} \times 8 \text{ Credits} \end{aligned}$$

$$\text{CGPA of Eight Sems} = \frac{\text{Total Credits, i.e., 140}}{\text{Total Credits, i.e., 140}}$$

- h. The minimum GP 2.00 in each course, including the one-fourth unit course, and CGPA 2.00 will be required for the award of the Bachelor of Arts in English.
- i. 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. A student failing to get the requisite CGPA for promotion (16.a) from one year to the next, may seek readmission to study with the following batch. The time limit for readmission is a maximum of one month after the publication of results. In the case of readmission, all grades earned in the previous year will be canceled.
- b. During the eight-semester/four-year programme, a student may take readmission only twice. If necessary, the student may be readmitted to the same year twice, but the degree must be completed within twelve semesters (i.e., six years).
- c. 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. Students may take improvement examinations for the final exams, but they are not allowed to sit for improvement examinations for the midterms or other formative assessments. Their original midterm marks will be retained. If a student obtains a grade lower than B (3.00) in any full unit (4-credit course), she/he may

attempt to improve it only once by retaking the final examination with the immediate next batch.

- b. A student may be allowed to improve grade(s) even after the eighth semester (fourth year) final examination, following the usual rules.
- c. A student receiving an F grade in any course(s) will be allowed to improve the grade(s) a maximum of two times with the following batch(es). Failure to improve the grade(s) will disqualify her/him from continuing in the programme.
- d. In the case of a retaken final examination, the higher of the two marks obtained in that course shall be considered the final mark.
- e. A student must be mentally prepared to sit for the retake of a particular course, even if it is held on the same day as one of her/his regular examinations.
- f. The same rules will apply if any student receives an I grade.
- g. In the case of a student withdrawing a semester (W), she/he must pay a fine 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.

19. Make-up Midterm

Only in case of emergency, a student may be allowed to take a make-up midterm test upon the recommendation of the examination committee and approval of the Academic Committee. However, a fine for each course will be applied in this case. A student must apply to the Department through the examination committee.

Outcome-Based Education (OBE) Curriculum

(From Session 2023-2024)

1. **Title of the Academic Programme: Undergraduate Programme in English**
2. **Title of the Degree: Bachelor of Arts in English**
3. **Missions of the Department of English**
 - M1.** Advancing the Department as a center of excellence that promotes individual and institutional growth
 - M2.** Developing a deeper understanding of language and literature and the value of critical reading, effective writing, and orienting learners to aesthetic sensitivity
 - M3.** Preparing learners for further studies and/or careers related to English, such as education, writing, publishing, media and communication
 - M4.** Facilitating learners to become engaged and informed citizens, and fostering moral and ethical values through the study of language, literature and cultures
 - M5.** Conducting research and contributing to the advancement of English Studies through an interdisciplinary approach
 - M6.** Encouraging students to engage in community priorities and the spirit of Sustainable Development with particular emphasis on the values of inclusion, equity and social justice in its curriculum and pedagogy.

4. Programme Educational Objectives (PEOs)

PEO1	To introduce students to the range and diversity of literature in English and increase their knowledge of different genres and traditions from classics to contemporary texts.
PEO2	To help students acquire a thorough grounding in different theoretical approaches and critical methods for the study of language and language teaching.
PEO3	To instill in students core values of global citizenship through exposure to interdisciplinary and intercultural perspectives in the study of language and literature.
PEO4	To develop critical thinking and analytical skills, enabling students to operate successfully in their professional fields and beyond.
PEO5	To improve students' language and other soft skills in digital and non-digital modes of communication, preparing them for the Fourth Industrial Revolution.

5. Mapping PEOs with the Mission Statements

Mission/PEO	PEO 1	PEO2	PEO3	PEO4	PEO5
M1	X	X			
M2			X		
M3					X
M4		X		X	
M5			X		
M6			X		X

6. Programme Learning Outcomes (PLOs):

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

PLO1 (Literary Competence): Define the terms, concepts and theories related to literary analysis of texts.

PLO2 (Knowledge of Language and Linguistics): Define the terms, concepts and theories related to language, language acquisition and language teaching.

PLO3 (Communication): Communicate effectively in English, utilizing language skills in different academic and professional contexts.

PLO4 (Critical Thinking and Research): Engage with literary, linguistic and cultural discourses and contribute to existing knowledge through interdisciplinary research and scholarship.

PLO5 (Technology and Equipment): Apply IT skills for academic and professional purposes.

PLO6 (Ethical Values and Intercultural Awareness): Show awareness of the importance of social responsibility, ethical values, cultural diversity and global citizenship.

PLO7 (Environmental Consciousness): Demonstrate a heightened sensitivity to environmental and ecological sustainability.

PLO8 (Employability): Demonstrate the ability to work in professional environments independently and collaboratively by applying the core values of humanities and liberal arts.

PLO9 (Lifelong Learning): Engage in independent and life-long learning in a global context to create a society affirmed by the practices of inclusion, equity and social justice.

7. Mapping PLOs with the PEOs

PLOs	PEO 1	PEO 2	PEO 3	PEO 4	PEO 5
PLO 1	X				
PLO 2		X			
PLO 3		X			
PLO 4				X	
PLO 5					X
PLO 6			X		
PLO 7			X		
PLO 8		X		X	X
PLO 9				X	

8. Semester-wise Distribution of Courses

Year	Semester	Courses				
1st	1st	Eng. 101: Developing English Language Skills	Eng. 102: Critical Appreciation of Literature		GED 01: Bangladesh Studies	GED 02: ICT Fundamentals and Advanced MS-Office Skills
1st	2nd	Eng. 103: Developing Essay Writing Skills	Eng. 104: Introduction to Prose	Eng. 105: Introduction to Poetry		Eng. GED03: Environmental Science Or Eng. GED04: Introduction to Psychology
2nd	3rd	Eng. 201: Developing Academic Writing Skills	Eng. 202: Introduction to Drama	Eng. 203: Romantic Poetry		Eng. GED05: World History and Civilisation
2nd	4th	Eng. 204: Introduction to Linguistics	Eng. 205: 17th and 18th Century English Literature	Eng. 206: Reading Novels through Theory		Eng. GED06: Introduction to Public Service Or Eng. GED07: Sociology
3rd	5th	Eng. 301: Introduction to English Language Teaching (ELT)	Eng. 302: English for Professional Purposes	Eng. 303: Victorian Poetry and Prose		Eng. GED08: World Philosophies
3rd	6th	Eng. 304: Introduction to Sociolinguistics	Eng. 305: Introduction to American Literature	Eng. 306: Understanding Critical Theory		Eng. GED09: Bangla Literature Or Eng. GED10: Graphic Design and Animation

4th	7th	Eng. 401: Teaching Second Language Skills	Eng. 402: 20 th Century Poetry and Drama	Eng. 403: Research Methodology	Eng. 404: Language through Literature Or Eng. 405: Ancient Epics in Translation	Eng. 406: Gender in Language and Literature Or Eng. 407: Migration Literature
4th	8th	Eng. 408: Shakespeare Studies	Eng. 409: Modern and Contemporary Novels	Eng. 410: Literature, Language & Environment Or Eng. 411: Language, Culture & Media	Eng. 412: Thesis Or Eng. 413: Language and Intercultural Communication	

Eng. 101: Developing English Language Skills

Course No.	: Eng. 101
Course Title	: Developing English Language Skills
Course Credits	: 4
Full Marks	: 100

Course Rationale

The course primarily focuses on developing the major language skills of listening, speaking, reading and writing, helping students to transition from higher secondary to tertiary level education. 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' English language proficiency for general and academic purposes
- build the range of their vocabulary and enhance their awareness of the appropriacy of language use for efficient reading, writing, speaking and listening in an academic context
- help students reflect on their language development as well as identify areas for improvement

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

Course Learning Outcomes (CLOs)

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

1. understand lectures, ask and answer questions appropriately, participate in discussions, and take notes
2. read and respond to texts using a variety of reading strategies
3. demonstrate lexical understanding across the four language skills
4. write with cohesion, coherence, and accuracy at sentence and paragraph levels

Mapping CLOs to PLOs

CLO\ PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1		X	X						
CLO2			X						
CLO3		X							
CLO4			X						

Instructional Strategies

Generally, a class of 110 students is divided into 3 small groups of approximately 35-40 students.

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

Assessment Strategies

- Quizzes/assignments/presentations

- Midterm Examination
- Final Examination

Core Text

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

Recommended Readings

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

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

Eng. 102: Critical Appreciation of Literature

Course No.	: Eng. 102
Course Title	: Critical Appreciation of Literature
Course Credits	: 4
Full Marks	: 100

Course Rationale

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

Objectives

The course aims to:

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

Course Contents

- Excerpts from different literary genres
- Literary devices - image, simile, metaphor, connotation, personification, allusion
- Sound devices - alliteration, consonance, assonance, internal rhyme, eye rhyme, onomatopoeia

- Style and structure - mood, tone, setting, character, irony, theme, plot

Course Learning Outcomes (CLOs)

1. Understand different literary genres and recognize different figurative devices.
2. Respond independently to unseen literary texts
3. Analyze the features of literary and nonliterary texts
4. Appreciate cultural diversity through the use of different figurative devices

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X		X						
CLO2			X	X					
CLO3	X			X					
CLO4						X			

Instructional Strategies

- Lectures and discussions
- Use of multimedia and the internet

Assessment Strategies

- Quizzes/assignments/presentations
- Midterm Examination
- Final Examination

Core Text

Ahmed, T., Alam, Z., Farida, N., Khan, R. and 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. and 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. and Hossain, K. A. (Eds.). (2003). *An English anthology*. Dhaka: Department of English, Dhaka University.

GED 01: Bangladesh Studies

Course No.	: GED 01
Course Title	: Bangladesh Studies
Course Credits	: 4
Full Marks	: 100

Introduction

The aim of this course is to provide students with a comprehensive study of Bangladesh since its independence in 1971. It introduces students to the history, politics, economy, society, culture and heritage of Bangladesh. In addition, this course will focus on the geography and demography of Bangladesh, constitutional development, and foreign policies of Bangladesh.

Course Objectives

The objectives of this course are to:

1. give an overview of the historical development of Bangladesh as a nation state.
2. familiarize the students about the socio-political, economic, religious and cultural features of Bangladesh and their development process.
3. explore the natural features, flora and fauna, minerals, resources of Bangladesh and their influences on the national development.
4. familiarize the pupils with government, governance, policies, plans and various development strategies.
5. encourage students to offer the best service to build the nation and develop students as patriotic citizens of Bangladesh.

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

The students will be able to-

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)									
	1	2	3	4	5	6	7	8	9	10
CLO-1: Demonstrate a thorough understanding of Bangladesh's rich heritage, geography, demography, socio-economic, religious, cultural and political development and their influences to nation building.									X	
CLO-2: Examine the functioning of the constitution of Bangladesh, various socio-						X				

Course Learning Outcomes (CLOs)	Program Learning Outcomes (PLOs)									
	1	2	3	4	5	6	7	8	9	10
political institutions, and different constitutional bodies, by assessing their influence on political governance.										
CLO-3: Design brief solutions for sustainable development and the integration of 4IR to address diverse environmental and educational concerns and resource management to formulate further strategies for the state.							X			
CLO-4: Assessing various development procedures and their rationale to the world context by examining economic, communicative and development policies.				X						
CLO-5: Critically analyse the factors influencing Bangladesh's socio-economic development, foreign policies, and security concerns.				X		X				
CLO-6: Build critical reading and writing skills by developing the ability to explain and interpret historical and socio-political scholarship.				X						

Course Contents and References

Course Contents	Geography and demography of Bangladesh: Geographical features and geopolitical importance of Bangladesh- Influences of geography on the politics, society, economy, religion and culture of Bangladesh. Demographic features – population, ethnic composition, religious communities in Bangladesh. Emergence of Bangladesh: Historical backgrounds - Partition of Bengal in 1905, Lahore Resolution of 1940, Partition of India and the emergence of Pakistan in 1947. Development of Bengali Nationalism: Language Movement in 1952 and other significant events - Liberation War of 1971 and the emergence of Bangladesh. Constitution of Bangladesh: The constitution of Bangladesh of 1972 and its characteristics- the amendments of the constitution up to recent times. Political development in Bangladesh: Political parties in Bangladesh - Development of democracy, democratic
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	movements and the governments of Bangladesh. State organs: legislature, executive and judiciary. Formation, jurisdictions and functions of Central and Local governments, E-Governance. 5. Education of Bangladesh: Education systems: Primary, Secondary and Tertiary education. National Education Policies - Role of education in human resource development. 6. Economy of Bangladesh: Economic developments in Bangladesh-Fiscal and monetary policy: Budget, Executive Committee of the National Economic Council (ECNEC), Central and Commercial banks, Insurances, Share markets- Economic Organizations and their roles- Contribution of agriculture, industries and Readymade Garments (RMG) to the Gross Domestic Products (GDP) of Bangladesh- Exports and imports- Economic growth and poverty alleviation in Bangladesh. 7. Development Strategies and Policies: Short term and Long term Development Strategies: 05 Years development Plan, Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs) – Role of NGOs in socio-economic development – Women empowerment- The Fourth Industrial Revolution (4IR) etc. 8. Foreign Policy and Security Strategies of Bangladesh: Principles and determinants of Bangladesh's foreign policy. Foreign policy of Bangladesh since 1972. Traditional and non-traditional Security strategies of Bangladesh. 9. Resources and Conservation: Types of resources - natural and others. Conservation of natural resources of Bangladesh – flora, fauna, natural resources etc.- Water resource management in Bangladesh- Natural disasters and their management. 10. Society and Culture of Bangladesh: Features of the society, Social problems and remedies – moral and ethical values, Civil Society- Art and Literature of Bangladesh: Languages of Bangladesh, Noted literary works, Performing Arts (theater, dance and music, paintings), movies, festivals, mass media, sports, heritage sites of Bangladesh etc. ♦ Teacher(s) may instruct students to submit an assignment based on a field trip to a historical site, selected literary works, theatre, dance, songs, movies, or any other topic of interest.
References	1. সিরাজুল ইসলাম (১৯৯২), বাংলাদেশের ইতিহাস: ১৭০৪-১৯৭১, প্রথম থেকে তৃতীয় খন্ড, বাংলাদেশ এশিয়াটিক সোসাইটি, ঢাকা। 2. মোহাম্মদ মাহবুবুর রহমান (১৯৯৯), বাংলাদেশের ইতিহাস: ১৯৪৭-৭১, সময় প্রকাশন ঢাকা। 3. আবু মোহাম্মদ দেলোয়ার হোসেন (২০০৮), বাংলাদেশের ইতিহাস: ১৯০৫-১৯৭১, বিশ্ববিদ্যালয়ে প্রকাশনী, ঢাকা।

	4. মোহাম্মদ এমরান জাহান ও মোঃ সিদ্দিকুর রহমান খান (২০১৮), বাংলাদেশের ইতিহাস ১৯৭২-২০১৪, অবসর, ঢাকা। 5. এএসএম মাহমুদুল হক (২০১৯), বাংলাদেশের সংবিধান ও প্রাসঙ্গিক আলোচনা (সর্বশেষ সংশোধনী সহ), সুফি প্রকাশনী, ঢাকা। 6. এম এম আকাশ (২০০৪), বাংলাদেশের অর্থনীতি অতীত বর্তমান ভবিষ্যৎ, প্যাপিরাস, ঢাকা। 7. আনিসুজ্জামান (১৯৬৪), মুসলিম মানুষ ও বাংলা সাহিত্য, বাংলা একাডেমি, ঢাকা। 8. মৃদুল কান্তি চক্রবর্তী (১৯৯৯), হাজার বছরের বাংলা গান, প্যাপিরাস, ঢাকা। 9. সুধীর চক্রবর্তী, (২০০০), গান হতে গানে, পত্রলেখা, কলকাতা। 10. সুকুমার বিশ্বাস (১৯৯৮), বাংলাদেশের নাট্যচর্চা ও নাটকের ধারা, বাংলা একাডেমি, ঢাকা। 11. গোলাম মুর্শিদ (২০০০), হাজার বছরের বাঙালি সংস্কৃতি, অবসর, ঢাকা। 12. শরিফ উদ্দিন আহমেদ সম্পাদিত (২০২১), ঢাকা বিশ্ববিদ্যালয় ইতিহাস ও ঐতিহ্য: প্রথম ও দ্বিতীয় খন্ড, ঢাকা বিশ্ববিদ্যালয়, ঢাকা। 13. মোতাহার হোসেন চৌধুরী (২০১০), সংস্কৃতি কথা, নওরোজ কিতাবীস্তান, ঢাকা। 14. Haroun-or-Rashid (2020), <i>Geography of Bangladesh</i>, Routledge. 15. Shireen Hasan Osmani (2014), <i>Evolution of Bangladesh</i>, A H Development Publishing House, Dhaka. 16. Harun-or-Roshid (2015), <i>The Foreshadowing of Bangladesh: Bengal Muslim League and Muslim Politics, 1906-1947</i>, The University Press Limited, Dhaka. 17. Archer K Blood (2002), <i>The Cruel Birth of Pakistan: Memoirs of an American Diplomat</i>, The University Press Limited, Dhaka. 18. Akbar Ali Khan (1996), <i>Discover of Bangladesh</i>, University press limited (UPL), Dhaka. 19. Dilara Choudhury (1997), <i>Constitutional Development in Bangladesh: Stresses and Strains</i>, Oxford University Press. 20. Rounaq Jahan (2017), <i>Bangladesh Politics: Problems and Issues</i>, (New expanded edition), University Press Limited, Dhaka. 21. Raunaq Jahan (2015), <i>Political Parties in Bangladesh Challenges of Democratization</i>, Prothoma Prokashan, Dhaka. 22. Bhuiyan Kabir and Md. Monwar, (1999), <i>Politics of Military Rule and Dilemma of Democratization in Bangladesh</i>, New Delhi. 23. A. Alim (1974), <i>An Introduction to Bangladesh Agriculture</i>, Swadeshi Printing Press, Dhaka. 24. SM Bokhtiar, Syed Samsuzzaman & Jiban Krishna Biswas (2023), <i>100 Years of Agricultural Development in Bangladesh</i>, Bangladesh Agricultural Research Council, Dhaka.
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	25. Anisuzzaman, Shamsuzzaman Khan, Syed Monjurul Islam (2011), <i>Festivals of Bangladesh</i>, Nymphaea Publication, Dhaka 26. Azizur Rahman Khan (2015), <i>The Economy of Bangladesh</i>, Springer, The USA. 27. <i>The Millennium Development Goals, Bangladesh progress Report</i>, GED planning Commission, BBS, Dhaka. 28. Harun Ur Rashid (2005), <i>Bangladesh Foreign Policy: Realities, Priorities and Challenges</i>, Academic Press and Publishers Library, Dhaka. 29. Manzoor Ahmed (2011), <i>Education in Bangladesh</i>, BRAC University Press, Dhaka. 30. A. K. Nazmul Karim (1980), <i>The Dynamics of Bangladesh Society</i>, New Delhi. 31. A. F. Salahuddin Ahmed and Bazlul Mobin Chowdhury, (edited), (2004), <i>Bangladesh: National Culture and Heritage</i>, Independent University, Dhaka. 32. N. K. Singh (2003), <i>Bangladesh: Art and Literary Heritage</i>, Motilal Books, India & UK. 33. Nazimuddin Ahmed (1984), <i>Discover the Monuments of Bangladesh</i>, The University Press Limited, Dhaka. N.B.: In addition to the books listed above, course teachers can refer students to other study materials.
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Instructional Strategies

- Lectures, debates and discussions
- Student-teacher interactions
- Q&A sessions
- Field trips

Assessment Strategies

Assessment strategy	Mark distribution	Type of assessment
Final	50%	Summative
1 st mid	10%	Summative
2 nd Mid	10%	Summative
Quiz	10%	Continuous Assessment
Assignment & Presentation	10%	Continuous Assessment
Attendance	10%	Continuous Assessment
Total	100%	

GED 02: ICT Fundamentals and Advanced MS-Office Skills

Course No.	: GED 02
Course Title	: ICT Fundamentals and Advanced MS-Office Skills
Course Credits	: 4
Full Marks	: 100

Course Rationale

This course provides students with foundational knowledge of computer hardware, software, networks, and the Internet, along with a comprehensive understanding of essential office applications, such as Microsoft Word, Excel, PowerPoint, and web browsing/searching. Through a blend of theoretical knowledge and practical exercises, students will develop proficiency in computer operation, document creation and formatting, spreadsheet management, presentation design, and effective online navigation. The course aims to equip students with practical computer skills required for both their academic pursuits and personal lives.

Course Format

Lecturing (Theory)	2 credits	80 Notional hours
Lab work (Practical)	2 credits	120 Notional hours

Course Contents

Topics	Required sessions	CLOs
1. Computer Fundamentals 1.1 Computer Hardware and Network 1.1.1 Computer Generations 1.1.2 Hardware Components of a PC 1.1.3 Classification of Computer Memory and Storage Devices 1.1.4 Installing peripheral devices (Printers/Bluetooth devices) 1.1.5 Topologies of Computer Network 1.1.6 Logical, Physical, and Port Addresses 1.1.7 Functions of Hub, Switch, Router, Gateway, and Firewall Devices 1.1.8 Configuring Wireless Access Points 1.2 Software and Security Systems 1.2.1 Software Systems		CLO1

1.2.1.1 Types of Software 1.2.1.2 Application Software, System Software and Operating systems, Device Drivers 1.2.1.3 Utility Software and Firmware 1.2.2 Cybersecurity 1.2.2.1 Confidentiality, Integrity and Availability Cyber Attacks – Man in the Middle Attack, Denial-of-Service (DoS) and Distributed Denial-of-Service (DDoS), Email Attacks, Password Attacks, Malware and Fishing Attacks, and Ethical usage of Cyber spaces. 1.3 Artificial Intelligence and Machine Learning 1.3.1 Fundamentals of AI and Machine Learning 1.3.2 Generative AI tools and Their Usage 2. Features of MS Word 2.1 Home Tab 2.1.1 Clipboard Group: Format Painter 2.1.2 Font Group: Strikethrough, Subscript, Superscript, Small Caps, 2.1.3 Styles Group: Creating New Styles 2.2 Insert Tab 2.2.1 Pages Group: Cover Page, Page Break 2.2.2 Tables Group: Creating tables 2.2.3 Header & Footer Group: Header, Footer, Page Number 2.2.4 Symbols Group: Equation, Symbol 2.3 Design Tab 2.3.1 Document Formatting Group 2.3.2 Page Background Group: Watermark, Page Color, Page Borders 2.4 Layout Tab 2.4.1 Page Setup Group: Margins, Orientation, Size, Columns, Breaks, Line Numbers 2.4.2 Paragraph Group: Indent, Spacing 2.4.3 Arrange Group: Position, Wrap Text, Bring Forward, Send Backward 2.5 Mailings Tab 2.5.1 Create Group: Envelops, Labels 2.5.2 Mail Merge: Select Recipients, Edit Recipient List		CLO2
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Practice Tasks: Creating a CV, Formatting a business letter, Designing a report with a title page, headings, and footers, Inserting and formatting a table for data presentation, creating a mail merge for personalized letter or invitation, adding a watermark and custom page color to a document, setting up document margins and orientations for printing, etc. 3. Features of MS Excel 3.1 Columns and Rows Selecting Columns and Rows, Changing Column Width and Row Height, Auto fitting Columns and Rows, Hide/Unhide Columns and Rows, Inserting and Deleting Columns and Rows, Cell, Address of a cell, Components of a cell – Format, value, formula, use of paste and paste special. 3.2 Functionality Using Ranges Using Ranges, Selecting Ranges, Entering Information into a Range, Using AutoFill 3.3 Creating Formulas Using Formulas, Formula Functions – Sum, Average, IF, Count, Max, Min, Proper, Upper, Lower, Using AutoSum 3.4 Spreadsheet Charts Creating Charts, Different types of charts, Formatting Chart Objects, Changing the Chart Type, Showing and Hiding the Legend, Showing and Hiding the Data Table, Moving between Spreadsheets, 3.5 Data Analysis Sorting, Filter, Text to Column, Data Validation Practice Tasks: Create a spreadsheet to track your month expenses, Adjust the column widths to ensure all category names are fully visible, Use Insert function to add a new row, Use Formulas to calculate total expense, average spending, and identify spending that exceeds certain limits, Create Charts to visually represent the expenses incurred, etc. 4. Features of PowerPoint 4.1 Presentations 4.1.1 Understanding Electronic Presentations 4.1.2 Applying a Theme 4.1.3 Typing Text into a Slide 4.1.4 Saving a Presentation		CLO2
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4.1.5 Inserting New Slides 4.1.6 Presenting a Slideshow 4.1.7 Printing Handouts 4.2 Preparing for Presentations 4.2.1 Using Slide Sorter View 4.2.2 Reusing Slides 4.2.3 Adding Sections 4.2.4 Adding Notes to Your Slides 4.2.5 Slide Numbers 4.2.6 About Hyperlinks 4.3 Animations and Transitions 4.3.1 Understanding Animation 4.3.2 Animating Text 4.3.3 Animating Objects 4.4 Media and Action Buttons 4.4.1 Understanding Media in PowerPoint 4.4.2 Inserting an Online Video 4.4.3 Inserting an Online Audio Clip 4.5 Setting Up the Show 4.5.1 About Self-Running Presentations 4.5.2 Recording a Slideshow 4.5.3 Setting Up a Self-Running Presentation 4.5.4 Rehearsing Timings 4.5.5 Setting Up a Speaker-Led Show 4.5.6 Creating a Custom Show 4.5.7 Understanding Presenter View 4.6 Brilliant Presentations 4.6.1 Planning a Presentation 4.6.2 Make It Readable 4.6.3 The Four Pillars of Great Design 4.6.4 Perfect Presentation Layouts 4.6.5 Presenting Polished Presentations 4.6.6 Presentation Methods and Hardware Practice Tasks: Create a professional presentation on a chosen topic using at least 5 slides. Apply a theme, add media (video and audio), use animations and transitions, incorporate speaker notes and hyperlinks, and set up the presentation for self-running mode.		CLO2
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5. Internet Searching and Browsing		
5.1 Browsing Tools and Techniques		
5.2 Searching on the internet: Keyword searching, Boolean Operators, Phrase searching, Truncation and Wildcard		
5.3 Using Clouds, Dropbox, Google Drive, Zoom Account Management, and others.		
5.4 Social Networking, e-Commerce, creating a YouTube Profile, LinkedIn, etc.		CLO3

Course Learning Outcomes (CLOs): After completing the course, students should be able to:

CLO1	Demonstrate the effective understanding of computer systems, components, network systems, and cloud storage.
CLO2	Use Microsoft Word efficiently to create and format documents, including advanced features such as tables, graphics and mail merge.
CLO3	Develop skills in Microsoft Excel for creating spreadsheets, entering and manipulating data, performing fundamental data analysis, and visualising data.
CLO4	Create visually appealing and engaging presentations using Microsoft PowerPoint, incorporating text, graphics, animations and multimedia elements.
CLO5	Navigate internet search and browsing tools effectively to access online resources and services effectively.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOS	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6
CLO1					X	
CLO2					X	
CLO3					X	
CLO4					X	
CLO5					X	

Mapping CLOs with Assessment Strategies

After completing the course, students will be able to:

SL No.	CLOs	Assessment Utilized
CLO1	Demonstrate the effective understanding of computer systems, components, network systems, and storage devices	Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO2	Use Microsoft Word efficiently to create and format documents, including advanced features such as tables, graphics and mail merge.	Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO3	Develop skills in Microsoft Excel for creating spreadsheets, entering and manipulating data, performing fundamental data analysis, and visualising data.	Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO4	Create visually appealing and engaging presentations using Microsoft PowerPoint, incorporating text, graphics, animations and multimedia elements.	Quiz, Application based tasks, PBL Assignment/Presentation, Midterm
CLO5	Navigate internet search and browsing tools effectively to access online resources and services effectively.	Quiz, Application based tasks, PBL Assignment/Presentation, Midterm

Assessment Strategies

CIE-Continuous Internal Evaluation (Attendance: 10 marks + Continuous evaluation: 40 marks)

Bloom's Category	Quiz	Assignment/Tasks	Reflection	Midterm Exam	Presentation
Remember	✓	✓		✓	
Understand	✓	✓	✓	✓	✓
Apply		✓	✓	✓	✓
Analyse					✓

Bloom's Category	Quiz	Assignment/Tasks	Reflection	Midterm Exam	Presentation
Evaluate					
Create					

SEE-Semester End Evaluation (Marks: Final Written Exam 20 Marks + Project Report and Presentation-Practical: 30 Marks)

Bloom's Category	Final Exam	Project Report			
Remember	✓	✓			
Understand	✓	✓			
Apply	✓	✓			
Analyse	✓	✓			
Evaluate	✓	✓			
Create	✓	✓			

Learning Resources

Textbooks	Justice, M. (2020). <i>How computers really work: A Hands-On Guide to the Inner Workings of the Machine</i> . CA: No Starch Press.
Reference Books	Holler, J. (2024). <i>The Microsoft Office 365 Bible</i> .
Other Resources (online resources or others)	Croft, B., Metzler, D., & Strohman, T. (2011). <i>Search engines: Information retrieval in practice</i> . Pearson Education.
	<i>ICT Skills Full Book</i> . Available at: https://www.coursehero.com/file/51602462/ICT-Skills-Full-Bookpdf/

Eng. 103: Developing Essay Writing Skills

Course Code	: Eng. 103
Course Title	: Developing Essay Writing Skills
Course Credits	: 4
Full Marks	: 100

Course Rationale

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 essays are introduced. Students will write on both literary and non-literary topics in order to be able to apply the acquired skills to other courses.

Objectives

The course aims to develop:

- students' knowledge of the main types of essays and their structures
- students' understanding of the complexity of language used in different types of essays
- individual and collaborative writing skills to promote autonomy and confidence in various contexts.

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 and narration
 - comparison and contrast
 - classification and division
 - cause and effect
 - argumentation and persuasion

Course Learning Outcomes (CLOs)

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

1. generate ideas, plan and develop a sequence of paragraphs into an essay

2. respond independently to writing tasks to reflect awareness of audience, purpose and formal language
3. follow rubrics for self/peer evaluation and feedback
4. transfer the skills of writing essays to other forms of written work for academic purposes

Mapping CLOs to PLOs

CLO\PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1		X	X						
CLO2			X						
CLO3			X						
CLO4								X	X

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
- portfolios
- online platforms (e.g. Google Classroom, Google Forms, Wikis) to be used for sharing reading resources and submitting assignments/portfolios

Assessment Strategies

- Portfolio
- Quizzes/assignments/presentations
- Midterm Examination
- Final Examination

Core Text

Ahmed, T., Khan, R., and 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. and Rumisek, L. A. (2010). *Academic writing: From paragraph to essay*. Germany: Hueber Verlag GmbH.

Eng. 104: Introduction to Prose

Course Code	: Eng. 104
Course Title	: Introduction to Prose
Course Credits	: 4
Full Marks	: 100

Course Rationale

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 analyze 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*

George Eliot: *Silas Marner*

R. K. Narayan: *The Guide*

Course Learning Outcomes (CLOs)

1. Identify and distinguish the sub-genres of prose
2. Critically examine and analyze various prose texts
3. Respond to literary works as an expression of cultural values and connect them with their own culture
4. Analyze texts for a better understanding of inclusion and social justice as portrayed in different societies

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	x								
CLO2	x			x					
CLO3						x			
CLO4									x

Instructional Strategies

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

Assessment Strategies

- Project Work/Assignment/Presentation/Quizzes
- Midterm Examination
- Final Examination

Core Texts

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

Austen, Jane. *Pride and Prejudice*.

Zaman, Niaz. "Didima's Necklace"

Alam, Fakrul. "Memories of Durga Puja"
Poe, Edgar Allan. "The Tell-Tale Heart"
Hussain, Roquiah Sakhawat. *Sultana's Dream*

Recommended Readings

Ahmed, T., Alam, Z., Farida, N., Khan, R., and Sinha, B.S. (2014). *Making connections: Responding to literature*. Dhaka: Department of English, University of Dhaka.
Kennedy, X. J. and Gioia, D. (1995). *Literature: An introduction to fiction, poetry, and drama*. Harper Collins.

Eng. 105: Introduction to Poetry

Course Code : Eng.105
Course Title : Introduction to Poetry
Course Credits : 4
Full Marks : 100

Course Rationale

This course introduces students to the world of English poetry. By reading a selection of poetic works, the students will engage with 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. Students will be given some ideas of the literary-historical context of the poems through introductory lectures, and in reading the poems they will be trained in the techniques of literary analysis.

Objectives

The course aims to:

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

Course Contents

Selections from the following:

Anonymous: "The Seafarer"

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"
 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"
 Maya Angelou: "Still I Rise"

Course Learning Outcomes (CLO)s:

1. Developing ideas about different genres of poetry as well as understanding their form and style
2. Interpreting the underlying meanings of the poems independently through close reading and critical writing
3. Understanding different literary and sound devices used in poetry (such as: rhyme, rhythm, rhyming scheme, simile, metaphor, imagery, allusion, alliteration, etc.)
4. Critically engaging with the poems in relation to their contexts and evaluating their relevance in today's world

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO9 (LifeL)
CLO 1	X							
CLO 2				X				
CLO 3	X							
CLO 4				X				X

Instructional Strategies

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

Assessment Strategies

- Project Work/Assignment/Term Paper/Presentation/Quizzes
- Midterm Examination
- Final Examination

Core Text

Zaman, N., Alam, F. and 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. and Stallworthy, J. (Eds.). (2005). *The Norton anthology of poetry*, (5th Ed). New York: W.W. Norton & Company.

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

Eng. GED03: Environmental Science

Course No.	: Eng. GED03
Course Title	: Environmental Science
Course Credits	: 4
Full Marks	: 100

Course Rationale

Environmental Science is an engaging course that explores the interconnectedness between the natural world and scientific principles. Through a multidisciplinary approach, students will delve into topics such as ecology, climate change, biodiversity, and sustainable development. By examining the impacts of human activities on the environment and exploring innovative solutions, this course gives students a holistic understanding of environmental issues and fosters a sense of responsibility towards preserving our planet for future generations.

Objectives:

The course aims to:

1. provide an overview of key scientific principles and concepts related to the environment.
2. explore the interrelationships between humans and the natural world, including the impacts of human activities on ecosystems.
3. investigate environmental challenges such as climate change, pollution, and biodiversity loss, and analyze their causes and potential solutions.

4. develop critical thinking skills to evaluate scientific information and make informed decisions regarding environmental issues.

Course Contents:

1. Introduction to Environmental Science: Overview of environmental science, scientific methods, and interdisciplinary approaches.
2. Ecosystems and Biodiversity: Study of ecosystems, ecological interactions, biodiversity loss, and conservation strategies.
3. Climate Change: Examination of the causes and consequences of climate change, mitigation strategies, and adaptation measures.
4. Pollution and Environmental Health: Exploration of various forms of pollution, their impacts on human health and on the ecosystems and strategies for pollution control.
5. Environmental Policy and Governance: Examination of environmental policy frameworks, international agreements, and the role of stakeholders in environmental decision-making.
6. Renewable Energy and Conservation

Course Learning Outcomes (CLO):

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

- understand the fundamental principles of science and scientific inquiry and their application to environmental issues.
- demonstrate knowledge of the major environmental challenges of the world today, including climate change, pollution, and loss of biodiversity.
- analyze the impacts of human activities on the environment and evaluate potential solutions for mitigating these impacts.
- develop an appreciation for the interconnectedness of the natural world and the human society in promoting ecological balance and stability.

Mapping CLOs to PLOs:

CLO/ PLO	PLO1 (Lit)	PLO2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO9 (LifeL)
CLO 1	X							
CLO 2				X				
CLO 3	X							
CLO 4				X				

Instructional Strategies

- Lectures and discussions

- Oral and multimedia presentations
- Pair/group work

Assessment Strategies

- Project work/Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

Core Text

Trefil, James, & Robert M. Hazen. (2016). *The sciences: An integrated approach*. Wiley.

Recommended Readings

Cresser, M., L. Batty, A. Boxall & C. Adams (eds). (2012). *Introduction to environmental science: Earth and man*. Pearson Educational.

Friedland, Andrew, et al. (2011). *Essentials of environmental science*. W. H. Freeman.

Miller G. Tyler, & Scott Spoolman. (2008). *Living in the environment: Principles, connections, and solutions*. Cengage Learning.

Or

Eng. GED04: Introduction to Psychology

Course No.	: Eng. GED04
Course Title	: Introduction to Psychology
Course Credits	: 4
Full Marks	: 100

Course Rationale:

The Introduction to Psychology course provides students with a comprehensive overview of the field of psychology. This course aims to introduce students to the scientific study of the mind and behavior, and to foster an understanding of the multidisciplinary nature of psychology. Through a combination of theoretical concepts, empirical research, and practical examples, students will gain insights into various subfields of psychology and develop critical thinking skills applicable to everyday life.

Objectives:

The course aims to -

1. familiarize students with the fundamental concepts and theories of psychology.

2. develop an understanding of the major subfields and areas of application within psychology.
3. explore the scientific methods and research techniques used in psychological inquiry.
4. promote critical thinking skills in analyzing and evaluating psychological theories and research findings.

Course Contents:

1. Introduction to Psychology:
 - Definition and scope of psychology
 - Historical perspectives and influential figures in psychology
2. Research Methods in Psychology:
 - Scientific methods and experimental design
 - Data collection techniques and ethical considerations
3. Biological Foundations of Behavior:
 - The structure and function of the nervous system
 - The role of genetics and hormones in behavior and mental processes
4. Learning and Memory:
 - Classical and operant conditioning
 - Types of memory and memory processes
5. Cognition and Intelligence:
 - Thinking, problem-solving, and decision-making processes
 - Theories of intelligence and assessment methods

Course Learning Outcomes (CLOs):

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

1. develop a comprehensive understanding of the fundamental concepts, theories, and historical perspectives that form the basis of psychology
2. recognize and articulate the major subfields and areas of application within psychology, including biological psychology, cognitive psychology, and more, demonstrating an awareness of the multidisciplinary nature of the discipline
3. apply basic research methods and techniques utilized in psychological inquiry, such as experimental design, data collection, and statistical analysis, fostering the development of critical thinking and scientific inquiry skills
4. analyze and critically evaluate psychological theories, research findings, and the practice of psychology.

Mapping CLOs to PLOs:

CLO/ PLO	PLO1 (Lit)	PLO2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO9 (LifeL)
CLO 1	X							
CLO 2			X					
CLO 3	X							
CLO 4				X		X		

Instructional Strategies

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

Assessment Strategies

- Project work/Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

Core Text

Gleitman, Henry, et al. (1999). *Psychology*. 9th ed. W. W. Norton & Company.

Recommended Readings

Myers, David G., and C. Nathan DeWall. (2018). *Exploring psychology*. Worth Publishers.

Lilienfeld, Scott O., et al. (2015). *Psychology: From inquiry to understanding*. Pearson.

Ciccarelli, Sandra K., and J. Noland White. (2017). *Psychology: An exploration*. Pearson Education.

Eng. 201: Developing Academic Writing Skills

Course Code	: Eng. 201
Course Title	: Developing Academic Writing Skills
Course Credits	: 4
Full Marks	: 100

Course Rationale

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
- guide students to analyse the structure, language and style of academic texts
- help students to synthesise information and incorporate secondary sources in writing an academic essay
- enable students to write academic essays using appropriate conventions of referencing and citation.
- encourage students to find their own voice in writing.

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

Course Learning Outcomes (CLOs)

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

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

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1				X					
CLO2				X					
CLO3			X						
CLO4		X	X						

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

Assessment Strategies

- Term Paper
- Class presentations
- Midterm Examination
- Final Examination

Core Text

Alam, Z., Shahnaz, B. S. and 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 edition)*. Abingdon: Routledge.

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

Booth, W. C., Colomb, G.G., & Williams, J.M. (2008). *The craft of research (3rd edition)*. 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 edition)*. London: W. W. Norton and Company.

Swales, J. M. and 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

Course Rationale

The course surveys western drama starting from Ancient Greece to present times and introduces students to the way drama has evolved as a genre. Guided by Aristotle's *Poetics*, it studies Sophocles' *King Oedipus* to orient students to the ritualistic context of tragedy. The course then goes on a chronological journey covering morality plays and its transformation during the Renaissance period. Through the plays of Marlowe and Shakespeare, the transition from the Morality plays to Renaissance is explored. The course proceeds through the Restoration period to the birth of modern realism in English drama. A study of these plays and theatrical conventions provides an exciting understanding of the history, politics and the performativity of culture and society from ancient Greece to 20th 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
- focus the importance of the Renaissance and Restoration
- introduce the elements, theatrical conventions, techniques and features of different genres within drama
- enhance the importance of aesthetics in everyday life through the appreciation and enjoyment of drama

Course Contents

Aristotle: *Poetics*

Sophocles: *King Oedipus* (in translation)

Anonymous: *Everyman* (excerpt)

Christopher Marlowe: *Dr. Faustus*

William Shakespeare: *Macbeth*

William Congreve: *The Way of the World*

George Bernard Shaw: *Arms and the Man*

Course Learning Outcomes (CLOs)

1. Relate different plays with respective social and historical periods

2. Identify the characteristics and functions of different genres of drama
3. Interpret, link and compare the stylistic and thematic features of the plays
4. Perceive a play as a performance (stage, setting, props, characteristics) and envision the journey from written text to stage

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO 1	X								
CLO 2	X								
CLO 3	X			X					
CLO 4								X	X

Instructional Strategies

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

Assessment Strategies

- Project work/ Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

Core Texts

Aristotle: *Poetics*

Sophocles: *King Oedipus* (in translation)

Anonymous: *Everyman* (excerpt)

Christopher Marlowe: *Dr. Faustus*

William Shakespeare: *Macbeth*

William Congreve: *The Way of the World*

George Bernard Shaw: *Arms and the Man*

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: Romantic Poetry

Course Code	: Eng. 203
Course Title	: Romantic Poetry
Course Credits	: 4
Full Marks	: 100

Course Rationale

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 poets
- identify the important features of Romantic poetry and its political and sociocultural 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”

Course Learning Outcomes (CLOs)

1. Examining the intellectual, historical and socio-political emergence of the English Romantic movement through reading its key poets
2. Critically exploring important features of Romanticism (i.e: speakers, situations, settings and elements) by encouraging a close reading and understanding of the poems and critical prose of the period
3. Communicating a focused, lively and well-researched personal response/attitude to the poems in discussion
4. Analysing the poems in relation to real-life implications (i.e: environmental sustainability; effects of industrial capitalism and urbanization; democracy and civil rights etc.)

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO 1				X					
CLO 2	X								
CLO 3			X	X					
CLO 4						X	X		

Instructional Strategies

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

Assessment Strategies

- Project Work/Assignment/Term Paper/Presentation/Quizzes
- Midterm Examination
- Final Examination

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.

Wu, D. (2012). *Romanticism: An anthology*. Blackwell: London.

Eng. GED05: World History and Civilisation

Course Code	: Eng. GED05
Course Title	: World History and Civilisation
Course Credits	: 4
Full Marks	: 100

Course Rationale

This course provides a chronological overview of the history and major civilisations of the world. It analyses the progress, attainments and contributions of major civilisations to world history. It also examines how those historical events have shaped the contemporary world.

Objectives

This course aims to:

- familiarise students with the history of major world civilisations.
- help students to identify, describe and compare/contrast the civilisations.
- point out the socio-economic context, political systems and culture of world civilisations.
- provide students with an overview of how the world has progressed through ideological development, territorial arrangements, socio-cultural progress, political puzzles and commercial and scientific progress.
- inspire students to learn from past historical mistakes.

Course Contents

1. Ancient Civilizations

- Basic factors in the study of history
- Indus Valley civilization
- Chinese civilization
- Mesopotamian civilization
- Egyptian civilization
- Greco-Roman civilization

2. Late Medieval and Early Modern Era

- Renaissance and Reformation
- Geographical exploration and the commercial revolution
- Industrial Revolution and the ushering in of the modern era
- The French Revolution and its impact in Europe

3. Pre-Cold War Era

- Socialism and capitalism

- Colonialism, Imperialism, Fascism and Nazism
- World at a crisis: causes of World War I and World War II
- The new world order and internationalism: From the League of Nations to the United Nations

4. Post-Cold War Era

- Fall of the Soviet empire
- America and neo-colonialism
- Japan, China and Korea
- The Global South
- 9/11 and the post 9/11 era

Course Learning Outcomes (CLOs)

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

1. identify the key historical events of the world.
2. explain the contributions of the major world civilisations to history.
3. develop critical arguments based on historical sources.
4. formulate their own opinion of historical events and take a position.

Mapping CLOs to PLOs

CLO/ PLO	PLO1 (Lit)	PLO2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO 1		X							
CLO 2			X						
CLO 3				X					
CLO 4				X					X

Instructional Strategies

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

Assessment Strategies

- Project Work/Assignments/Term Papers/Presentations/Quizzes
- Midterm Examination
- Final Examination

Core Texts

- Bauer, S. W. (2007). *The history of the ancient world: From the earliest accounts to the fall of Rome*. WW Norton.
- Bayly CA. (2004). *The Birth of the modern world*. Blackwell.
- Burns, L. and Meacham. (1988). *Western civilization: Their history and culture, vols. I & II*, New York: WW Norton and Co.
- Ergang, R. (1939). *Europe from renaissance to Waterloo*. DC Heath and Company.
- John King Fairbank, *East Asia: The modern transformation*, Houghton Mifflin, 1965.

Recommended Readings

- Brewer, A. (1980). *Marxist theories of imperialism: A critical survey*. Routledge.
- Cox, M. (2018). *The post Cold War world: Turbulence and change in the modern world since the Fall*. Routledge.
- Easton, S.C. (1960). *The twilight of European colonialism: A political analysis*. Holt Rinehart.
- Fried, A. & Sanders, R. (eds). (1964). *Socialist thought: A documentary history*. Doubleday Anchor.
- Wheeler, M. (1953). *The Indus valley civilization*. Cambridge: Cambridge University Press.

Eng. 204: Introduction to Linguistics

Course Code	: Eng. 204
Course Title	: Introduction to Linguistics
Course Credits	: 4
Full Marks	: 100

Course Rationale

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 the core branches of linguistics.

Course Contents

- Definition and design features of language
- Major developments in linguistics (From early Grammar-based approaches to Structuralism and Generative Linguistics)
- Basic concepts in Linguistics: diachrony and synchrony, langue and parole, competence and performance
- 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, Grice's Maxims
- Discourse analysis: Spoken and written discourses
- Psycholinguistics: Stimulus, response and reinforcement, language acquisition device (LAD), critical period hypothesis (CPH)
- Linguistics in the 21st Century: Computational Linguistics, Ecolinguistics, Econo-linguistics, Forensic Linguistics and Post-humanist Linguistics

Course Learning Outcomes (CLOs)

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

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

Mapping CLOs to PLOs

CLO\ PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1		X							
CLO2		X							
CLO3									X

Instructional Strategies

- Lectures and discussions

- Oral and multimedia presentations
- Pair/group work

Assessment Strategies

- Project Work/Assignments/Presentations/Quizzes
- Midterm Examination
- Final Examination

Core Texts

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

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

Recommended Readings

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

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

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

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

Course Rationale

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

Course Contents

Selections from the following:

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"

John Milton: *Paradise Lost*, Book IX

Alexander Pope: *The Rape of the Lock*

Jonathan Swift: *Gulliver's Travels*

Course Learning Outcomes (CLOs)

1. Identify and interpret the various forms and techniques of the period
2. Analyse the basic structure and style of epic poems
3. Demonstrate appreciation of the mock epic and satiric traditions and their socio-political significance
4. Understand the stylistic and innovative traditions of metaphysical and religious poetry.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X								
CLO2	X								
CLO3						X			
CLO4	X								

Instructional Strategies

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

Assessment Strategies

- Project Work/Assignment/Term Paper/Presentation/Quizzes
- Midterm Examination

- Final Examination

Recommended Readings

- Abrams, M. (Ed.). (2012). *The Norton anthology of English literature (Vol. 2)*. W. W. Norton & Company.
- Baines, P. (2000). *The complete critical guide to Alexander Pope*. Routledge.
- Belsey, C. (1988). *John Milton: Language, gender, power*. Basil Blackwell.
- Bradbury, M., & Palmer, D. (Eds.). (1970). *Metaphysical poetry*. London: Edward Arnold.
- 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.
- Fielding, H. (2008). *Tom Jones*. Oxford: Oxford 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*. NY, New York: The Macmillan Company
- Williamson, G. (1968). *A reader's guide to the metaphysical poets*. Thames and Hudson.

Eng. 206: Reading Novels through Theory

Course Code	: Eng. 206
Course Title	: Reading Novels through Theory
Course Credits	: 4
Full Marks	: 100

Course Rationale

Drawing on concepts available in literary theory, this course explores the intricate relationships between the fictive worlds of selected novels and the world outside of those texts. The texts are carefully chosen from different periods and places to give students an idea about the emergence of the novel as a genre. Concurrently, the course applies various theoretical lenses such as Marxism, Structuralism, Feminism, Psychoanalysis, Deconstruction, Postcolonialism to enrich our reading experience.

Objectives

The course aims to:

- help students view different forms of novels as chronicles of societal issues as well as works of art
- understand the relationship between critical theory and texts

- apply theoretical framework to analyse and critique novels
- use literary critical concepts and terminology in writing academic essays

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*

Course Learning Outcomes (CLOs)

1. Apply relevant theoretical concepts to prescribed novels.
2. Identify genres, conventions, and period-specific discourses and their relevance to broader historical contexts.
3. Explain the relevance of themes found in literary texts to contemporary, personal, and cultural values.
4. Articulate ideas using appropriate citations and techniques in academic writings and presentations.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO 1	X								
CLO 2				X					
CLO 3				X					
CLO 4			X	X				X	

Instructional Strategies

- Lectures and discussions using multimedia
- Pair work, group work and individual assignments
- Projects and Presentations

Assessment Strategies

- Project work/Assignments/Term Paper/ Presentations

- Midterm Examination
- Final Examination

Core Texts

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*

Recommended Readings

Azim, F. (2015). *The colonial rise of the novel*. Routledge, Taylor & Francis Group.

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

Castle, G. (2015). *The Blackwell guide to literary theory*. Blackwell Publishing.

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

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

Tyson, L. (2011). *Using critical theory: How to read and write about literature*. Routledge, Taylor & Francis Group.

Wollstonecraft, Mary. (1792). *Prevailing opinion of a sexual character. Vindication of the Right of Woman*. Oxford World's Classics.

Eng. GED06: Introduction to Public Service

Course No.	: Eng. GED06
Course Title	: Introduction to Public Services
Course Credits	: 4
Full Marks	: 100

Course Rationale

Introduction to Public Service is a dynamic course that provides students with a comprehensive understanding of the principles and practices of public service. Through interactive discussions and case studies, students will explore the role of public servants in promoting the public good, addressing societal challenges, and fostering civic engagement. By examining topics such as policy-making, decision-making, and public administration, students will acquire the necessary skills and knowledge to make a positive impact in the field of public service.

Course Objectives

The course aims to:

- familiarize students with the fundamental principles and theories of public service, including its role in governance, policy-making, and societal development.
- develop critical thinking and problem-solving skills necessary for analyzing complex public issues and formulating effective solutions.
- promote a strong sense of professional integrity and accountability.
- provide students with a practical understanding of public administration and management, including budgeting, resource allocation, and organizational leadership.
- foster an appreciation for the importance of civic engagement and encourage students to actively participate in public service initiatives to create positive social change.

Course Contents

1. Introduction to Public Service: Overview of the principles, values, and responsibilities associated with public service, including the role of public servants in promoting public good and serving the community.
2. Accountability in Public Service: Understanding the importance of integrity, transparency, and accountability in decision-making and serving the public interest.
3. Civic Engagement and Community Development: Study of citizen participation, community engagement strategies, and the importance of collaboration between public officials and the community to address societal challenges and promote community well-being.
4. Leadership and Management in Public Service: Analysis of leadership and management principles, and organizational behavior in the context of public service, focusing on effective leadership and management practices for achieving public service goals and objectives.

Course Learning Outcomes (CLOs)

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

1. define the scope and role of public administration in government and society
2. analyze the key challenges for public administrators today, such as resource allocation and accountability to stakeholders
3. analyze the functions and processes of public management and public organizations
4. apply critical thinking and problem-solving skills to real-world situations in public administration, and develop effective strategies for improving organizational performance and addressing complex administrative issues

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X								
CLO2				X					
CLO3	X								
CLO4				X					

Instructional Strategies

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

Assessment Strategies

- Project work/Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

Core Text

Shafritz, Jay M., et al. (2016). *Introduction to public administration*. Taylor & Francis.

Further Reading

Bowman, James S., Jonathan P. West. (2011). *Public service ethics: Individual and institutional responsibilities*. Taylor & Francis.

Mandell, Betty Reid, and Barbara Schram. (2011). *Introduction to human services: Policy and practice*. Pearson.

Flynn, Norman. (2012). *Public sector management*. Sage.

Or
Eng. GED07: Sociology

Course Code	: Eng. GED07
Course Title	: Sociology
Course Credits	: 4
Full Marks	: 100

Course Rationale

This course is an overview of the discipline of sociology and introduces students to the complex and dynamic social world in which we live. It offers a comprehensive introduction to sociology and its foundational concepts and theories, with emphasis upon the application of these theories to the understanding of social institutions. This course focuses on how society functions and is organized, and how society impacts and influences individual motivation, understanding, action, and well-being. Topics such as social interaction, family, culture, socialization, religion, race, ethnicity and economic and political institutions are examined.

Objectives

This course aims to help students:

- understand how sociology emerged and developed from the various views and concepts formulated by the founding fathers of sociology
- describe the subject-matter, scope, methods, approaches and basic concerns associated with it
- appreciate the personal and professional benefits derived from the application of sociology in addressing contemporary societal problems

Course Contents

1. Sociological Perspective

- Analyzing the sociological perspective
- Science and sociology; social change and sociology; levels of analysis
- The origins of sociology: anti-colonial revolution in North America (1776), French Revolution (1789) and Industrial Revolution (1850s)
- Sociological paradigms: functionalism, conflict perspective and symbolic interactionism

2. Social Interaction and Everyday Life

- The study of daily life: civil inattention, Goffman's social construction of reality
- Non-verbal communication: face, gestures and emotion; non-verbal communication and gender
- Social interaction and socialization: meaning and basis of interactions

3. Socialization

- Culture, society and child socialization: theories of child development – Mead and Piaget; Agencies of socialization – family, schools, peer relationships, mass media
- Gender socialization: gender learning - storybooks and television
- Theories of gender difference: Freud, Chodorow, Gilligan

4. Culture

- Culture and human intelligence, elements of culture: symbols, language, values and beliefs
- Material culture and technology
- Cultural diversity: many ways of life in one world
- Theoretical analysis of culture: Functional and conflict analysis

5. Family, Marriage and Intimate Relationships

- The family: basic concepts; types of family; marriage patterns
- The development of family life: kin-based nuclear, separated nuclear, family with affective individualism; factors affecting family patterns
- Transition and problems in family life – changes in family patterns, same-sex partnership; divorce and separation, remarriage, domestic violence
- Transformation of intimacy and post modernity – Giddens: confluent love, Beck and Beck-Gernsheim: The normal chaos of love, Bauman: liquid love

6. Race and Ethnicity

- Social significance of race and ethnicity
- Racial typology and ethnic minorities; racism
- Prejudice and discrimination; theories of prejudice
- Race and ethnicity in Bangladesh

7. Religion and Society

- Sociological conceptualization of religion
- Theories of religion: Marx: religion and inequality; Durkheim: functionalist perspective
- Varieties of religion: Animism, Totemism; Polytheism: Hinduism; Agnosticism: Buddhism, Confucianism, Taoism; Monotheism: Judaism, Christianity, Islam

8. Economic and Political Institutions

- Economic history: agricultural, feudal and capitalist mode of production
- Social structure of economy, factors associated with economy – production, distribution, and consumption; division of labor
- Global economy and comparative economic systems – capitalism, socialism
- Conceptualizing power and authority: Weber, Lukes, Foucault

- Political system: authoritarianism, democracy, monarchy, totalitarianism
- Theoretical analysis of power in society

Course Learning Outcomes (CLOs)

1. Developing the ability to define, identify, analyze and apply sociological concepts to social issues
2. Applying sociological concepts to understand the structure and function of society as a system and how it affects individual behavior and choices
3. Learning types of micro as well as macro sociological concepts such as social inequality, race and ethnicity, prejudices, stratification of classes and collective behavior in relation to contemporary social situations
4. Recognizing cultures, groups and organizations as indispensable media of social interactions for human development

Mapping CLOs to PLOs

CLO/ PLO	PLO1 (Lit)	PLO2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO 1	X			X					
CLO 2				X		X			
CLO 3				X		X			
CLO 4						X			X

Instructional Strategies

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

Assessment Strategies

- Project Work/Assignments/Term Papers/Presentations/Quizzes
- Midterm Examination
- Final Examination

Required Readings

Giddens, A. (2009). *Sociology* (6th ed.). The Polity Press.

Giddens, A., Duneier, M., Applebaum, R. P., & Carr, D. (2015). *Essentials of sociology* (5th ed.). Norton and Company.

Macdonis, J. J. (2008). *Sociology: A global introduction* (4th ed.). Pearson Education.

Recommended Readings

- Korgen, K. O. (Ed.). (2017). *The Cambridge handbook of sociology: Core areas in sociology and the development of the discipline*. Cambridge University Press.
- Mills, C. W. (2000). *The sociological imagination* (40th ed.). Oxford University Press. (Original work published 1959).
- Schaefer, R., T. (2012). *Sociology: A brief introduction* (10th ed.). McGraw-Hill
- Simmel, G. (1971). The problem of sociology. In D. Levine (Ed.), *On individuality and social forms* (pp. 23-27). University of Chicago Press. (Original work published 1908).
- Tischler, H. L. (2011). *Introduction to sociology* (11th ed.). Wadsworth.

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

Course Rationale

This course will provide an overview of the major theories, methods and principles of English language teaching. It will introduce students to the major approaches and developments of language teaching focusing on both the traditional and communicative trends. Additionally, it will familiarize them with key concepts related to language learning styles and strategies, materials, and assessment among others. 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)
- Suggestopedia
- The Natural Approach
- Communicative Language Teaching (CLT): The Bangladeshi context and the major reform initiatives
- Task-based Language Teaching
- Language learning styles and strategies
- Technology-enhanced language learning

Course Learning Outcomes (CLOs)

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

1. understand and discuss key concepts in ELT
2. demonstrate knowledge of the current approaches, methods and principles of ELT
3. apply their acquired knowledge of language learning and teaching to the Bangladeshi context
4. evaluate the suitability of different approaches and methods across diverse educational contexts
5. integrate technology into language teaching and learning.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO 1		X							
CLO 2		X							
CLO 3			X						
CLO 4				X					
CLO5					X				

Instructional Strategies

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

Assessment Strategies

- Midterm Examination

- Final Examination

Core Texts

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

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

McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: A teacher's guide*. Oxford: John Wiley & Sons.

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

Eng. 302: English for Professional Purposes

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

Course Rationale

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

Course Learning Outcomes (CLOs)

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

1. demonstrate a sound understanding of terminologies related to business communications
2. use formal vocabulary and expressions in business-related environments
3. apply a wide range of writing and editing skills for professional purposes
4. demonstrate presentation and oral skills across a wide range of digital and non-digital modes of communication

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1		X							
CLO2			X						
CLO3								X	
CLO4			X		X				

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 Strategies

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: Victorian Poetry and Prose

Course Code	: Eng. 303
Course Title	: Victorian Poetry and Prose
Course Credits	: 4
Full Marks	: 100

Course Rationale

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 urban middle class, 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"
 Charles Dickens: *A Tale of Two Cities/Great Expectations*
 Thomas Hardy: *Tess of the D'Urbervilles/Return of the Native*

Course Learning Outcomes (CLOs)

- Analyse characteristics of the Victorian Age such as the underlying values of Victorian society with respect to religion, coloniality, family, class and gender.
- 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 understanding of Victorian phenomena such as imperial expansion, urbanization, colonialism, religious crises, class conflict and steel power.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X								
CLO2						X			
CLO3				X					
CLO4						X			

Instructional Strategies

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

Assessment Strategies

- Project work/Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

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 & Kegan Paul.

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

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. GED08: World Philosophies

Course Code	: Eng. GED08
Course Title	: World Philosophies
Course Credits	: 4
Full Marks	: 100

Course Rationale

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 helps 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)

Course Learning Outcomes (CLOs)

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

1. describe and distinguish between key philosophical concepts such as mind, knowledge, reality, faith, belief, reason, free will and others
2. demonstrate familiarity with some major philosophers and/or philosophical schools, both western and eastern
3. explain and defend a position on basic philosophical problems both orally and in writing in a limited sense

4. relate the literary texts on their syllabus to philosophical movements of different periods

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X								
CLO2				X					
CLO3			X	X		X			
CLO4				X					X

Instructional Strategies

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

Assessment Strategies

- Midterm examination
- Final examination
- Project work
- Presentation

Core Texts

- Hai, S. A. (1982). *Muslim philosophy*. Dhaka: Islamic Foundation.
- Harrison-Berbet. (1990). *Mastering philosophy*. London: MacMillan.
- Matin, A. (2017). *An outline of philosophy*. Dhaka: Adhuna Prakashan.
- Radhakrishnan, S. (1953). *History of philosophy: Eastern and western (Vols 1 and 2)*. London: George Ellen and Unwin.
- Radhakrishnan, S. (2009). *Indian philosophy* (2nd ed., Vols I and 2). Oxford India Collection.
- Stumpf, S. E. (1988). *Socrates to Sartre: A history of philosophy*. London: McGraw-Hill.
- Warburton, N. (2013). *Philosophy: The basics*. London: Routledge.

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.
- Leaman, O. (1999). *Key concepts in Eastern philosophy*. Routledge.
- Nasr, S. H. (2006). *Islamic philosophy from its origin to the present: Philosophy in the land of prophecy*. State University of New York Press.
- Russell, B. (1945). *A history of Western philosophy*. London: Simon and Schuster.

Eng. 304: Introduction to Sociolinguistics

Course Code	: Eng. 304
Course Title	: Introduction to Sociolinguistics
Course Credits	: 4
Full Marks	: 100

Course Rationale

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 standardization; standardization 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 revitalization 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.

Course Learning Outcomes

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

1. exhibit knowledge and understanding of essential sociolinguistic terms and concepts as well as applying them in real life contexts
2. show understanding of language variation and how they affect social flows and identity constructions
3. identify the critical relationships between language, nationality, gender and culture reflected in language attitudes, use and ideologies across national and global contexts
4. demonstrate knowledge of the central theories, methods and practices in language policy and planning.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1		X							
CLO2				X					
CLO3						X			
CLO4		X							

Instructional Strategies

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

Assessment Strategies

- Midterm Examination
- Final Examination

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

Mesthrie, R., Swann, J., Deumert, A., and 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. 305: Introduction to American Literature

Course Code	: Eng. 305
Course Title	: Introduction to American Literature
Course Credits	: 4
Full Marks	: 100

Course Rationale

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

The 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"

Course Learning Outcomes (CLOs)

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

1. understand the historical context responsible for the American sensibility in which the texts were produced.
2. relate to the ideas of democracy, plurality, multiculturalism and religiosity found in the texts.
3. explore issues of race, culture, gender and environment.
4. critically appraise the distinctiveness of American literature
5. use research skills to formulate and express ideas in academic writings and presentations.

Mapping CLOs to PLOs

CLO/ PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X								
CLO2				X					
CLO3				X					
CLO4	X			X					
CLO5				X				X	

Instructional Strategies

- Lectures and discussions
- Oral and multimedia presentations

Assessment Strategies

- Project work/ Assignments/Term Paper/ Presentations

- Midterm Examination
- Final Examination

Core Texts

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"

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. 306: Understanding Critical Theory

Course Code	: Eng. 306
Course Title	: Understanding Critical Theory
Course Credits	: 4
Full Marks	: 100

Course Rationale

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"

Course Learning Outcomes (CLOs)

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

1. explore the founding texts of literary criticism, keeping in mind the broad chronological, thematic, and stylistic categories of literature
2. examine various formulations/schools of criticism in the twentieth century

3. understand basic critical concepts and their use in interpreting literary texts
4. conceptualise the aesthetic, political and ethical dimensions of literary reading.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X								
CLO2				X					
CLO3								X	X
CLO4	X								

Instructional Strategies

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

Assessment Strategies

- Project work/ Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

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. GED09: Bangla Literature

Course Code	: Eng. GED09
Course Title	: Bangla Literature
Course Credits	: 4
Full Marks	: 100

Course Rationale

This course intends to make students familiar with the works of key Bengali writers of different periods. It also focuses on introducing students to the core values of Bengali culture through its literature. A number of texts emphasize on the cultural artifacts leading to the creation of Bangladesh.

Objectives

This course aims to:

- familiarize students with the key works of different genres of Bengali Literature.
- instill in students the values and beliefs of Bengali culture as reflected in its literature.
- enable students to understand how the War of Liberation of 1971 has shaped the Bengali psyche.
- facilitate students to be responsible citizens.

Course Contents

Poetry

- Rabindranath Tagore - “স্বপ্ন”; “বলাকা”
- Kazi Nazrul Islam - “বিদ্রোহী”; “দারিদ্র্য”
- Jibanananda Das – “বনলতা সেন”; “আট বছর আগের এক দিন”
- Shamsur Rahman - “ইলেকট্রার গান”
- Al Mahmud - “সোনালী কাবিন”
- Khondakar Ashraf Hossain - “বেহুলা বাংলাদেশ”

Short Stories

- Rabindranath Tagore - “সমাপ্তি”
- Manik Bandopadhyay - “হলুদ পোড়া”
- Tarashankar Bandopadhyay - “তারিণী মাঝি”
- Buddhadeva Bose - “আমরা তিনজন”
- Hasan Azizul Haque - “আজ্ঞা ও একটি করবী গাছ”
- Akhtaruzzaman Elias - “রেইনকোট”
- Shahidul Zahir - “কোথায় পাবো তাকে”
- Syed Manzoorul Islam - “একাত্তর”

Novels

- Syed Waliullah - চাঁদের অমাবস্যা
- Syed Shamsul Haque - দ্বিতীয় দিনের কাহিনী

Drama

- Munier Choudhury - কবর

Course Learning Outcomes (CLOs)

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

1. demonstrate a clear understanding of the key features of Bengali Literature
2. respond to Bengali literary works as an expression of cultural beliefs and connect them with Bengali culture
3. make a connection between Bengali literature and culture and the historical events that lead to the creation of Bangladesh
4. analyze texts for a better comprehension of equity and social justice as portrayed in different texts

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO 1	X		X						
CLO 2						X			
CLO 3		X							
CLO 4									X

Instructional Strategies

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

Assessment Strategies

- Project Work/Assignments/Term Papers/Presentations/Quizzes
- Midterm Examination
- Final Examination

Core Texts:

Poetry

- Rabindranath Tagore - “স্বপ্ন”; “বলাকা”
- Kazi Nazrul Islam - “বিদ্রোহী”; “দারিদ্র্য”
- Jibanananda Das - “বনলতা সেন”; “আট বছর আগের এক দিন”

- Shamsur Rahman - “ইলেকট্রার গান”
- Al Mahmud - “সোনালী কাবিন”
- Khondakar Ashraf Hossain - “বেহুলা বাংলাদেশ”

Short Stories

- Rabindranath Tagore - “সমাপ্তি”
- Manik Bandopadhyay - “হলুদ পোড়া”
- Tarashankar Bandopadhyay - “তারিণী মাঝি”
- Buddhadeva Bose - “আমরা তিনজন”
- Hasan Azizul Haque - “আত্মজা ও একটি করবী গাছ”
- Akhtaruzzaman Elias - “রেইনকোট”
- Shahidul Zahir - “কোথায় পাবো তাকে”
- Syed Manzoorul Islam - “একাত্তর”

Novels

- Syed Waliullah - চাঁদের অমাবস্যা
- Syed Shamsul Haque - দ্বিতীয় দিনের কাহিনী

Drama

- Munier Choudhury - কবর

Recommended Readings

আনোয়ার পাশা : রবীন্দ্র ছোটগল্প সমগ্র

আবদুল মান্নান সৈয়দ : কাজী নজরুল ইসলাম : কবি ও কবিতা; নজরুল ইসলাম : কালজ ও কালোত্তর

খন্দকার আশরাফ হোসেন : বাংলাদেশের কবিতা : অত্ররঙ্গ অবলোকন

চঞ্চল কুমার বোস : বাংলাদেশের ছোটগল্পের শিল্পরূপ

চন্দন আনোয়ার : বাংলা ছোটগল্প ও তিন গোত্রজ গল্পকার : মানিক-হাসান-ইলিয়াস

চারুচন্দ্র বন্দ্যোপাধ্যায় : রবি-রশ্মি (২ খণ্ড)

জীনাৎ ইমতিয়াজ আলী : সৈয়দ ওয়ালীউল্লাহ: জীবনদর্শন ও সাহিত্যকর্ম

নীহাররঞ্জন রায় : রবীন্দ্র-সাহিত্যের ভূমিকা

ফয়জুল লতিফ চৌধুরী (সম্পা.): জীবনানন্দ দাশের ‘আট বছর আগের একদিন’

ভূদেব চৌধুরী : বাংলাসাহিত্যে ছোটগল্প ও ছোটগল্পকার

মোহাম্মদ আবদুর রশীদ (সম্পা.): শহীদুল জহির: স্মারকগ্রন্থ

রফিকউল্লাহ খান : বাংলাদেশের উপন্যাস : বিষয় ও শিল্পরূপ

রামেন্দু মজুমদার (সম্পাদক) : বাংলাদেশের নাট্যচর্চা

সৈকত হাবিব (সম্পা.): বনলতা সেন: ষাট বছরের পাঠ

সৈয়দ আবুল মকসুদ : সৈয়দ ওয়ালীউল্লাহর জীবন ও সাহিত্য (২ খণ্ড)

সৈয়দ আলী আহসান : মধুসূদন : কবিকৃতি ও কাব্যদর্শ; রবীন্দ্রনাথ : কাব্যবিচারের ভূমিকা

সৈয়দ আজিজুল হক : মানিক বন্দ্যোপাধ্যায়ের ছোটগল্প : সমাজচেতনা ও জীবনের রূপায়ণ

হুমায়ুন আজাদ : শামসুর রাহমান : নিঃসঙ্গ শেরপা

Or
Eng. GED10: Graphic Design and Animation

Course Code	: Eng. GED10
Course Title	: Graphic Design and Animation
Course Credits	: 4
Full Marks	: 100

Course Rationale

The course primarily focuses on the basic skills of graphic design and animation. The course will provide an overview of the history of graphic design. Using visual examples, students will be introduced to the fundamental principles of graphic design, animation, and drawing. Students will also become familiar with the related design tools to create visual content and attractive design templates.

Objectives

The course aims to:

- introduce students to basic graphic designing and animation skills so that they can use these skills to meet their professional needs
- help students explore new approaches and combine existing techniques of designing visual content and motion graphics
- familiarize students with the latest design tools

Course Contents

- Introduction to visual design
- History of graphic design
- Principles of design – balance, rhythm, proportion, dominance, unity
- Basics of shape, color, and composition
- Introduction to image making
- Introduction to typography
- Screen capture
- Graphics in online documents
- Layout design and graphic enhancements
- Creating professional logos, business cards, letterheads, envelopes, calendar design, magazine, postcards, flyers, posters, brochures, book cover, etc.
- Introduction to animation
- Principles of animation
- Animation using Photoshop
- 2D and 3D animation

- Animating symbols, shapes and using masks
- Natural and character animation
- Using sound and video
- Tools - Adobe Illustrator, Adobe Photoshop, Adobe Animate, Adobe Character Animator, Blender, Visme, Powtoon, Canva

Course Learning Outcomes (CLOs)

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

1. implement the basics of color and pattern in designing visual content and creating motion graphics from scratch
2. use different tools for designing visual content and drawing
3. create their own designs for professional logo, business card, letterhead, envelope, calendar design, magazine, post card, flyer, poster, brochure, book cover, etc.
4. explore new approaches and combine existing techniques of designing visual content

Mapping CLOs to PLOs

CLO/ PLO	PLO1 (Lit)	PLO2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO 1			X						
CLO 2					X				
CLO 3									X
CLO 4				X					

Instructional Strategies

- Pair work, group work and individual work
- Use of online resources and platforms
- Preparing portfolios

Assessment Strategies

- Portfolio
- Midterm Examination
- Final Examination

Core Texts

Dabner, D., Stewart, S., & Vickress, A. (2020). *Graphic design school: The principles and practice of graphic design*. Quarto Publishing plc, Wiley & Sons Inc: Hoboken, New Jersey.

White, A. W. (2011). *The elements of graphic design*. Allworth Press: New York.

Recommended Readings

- Bokhua, G. (2022). *Principles of logo design: A practical guide to creating effective signs, symbols, and icons*. Quarto Publishing Group: USA.
- Lupton, E. (2010). *Thinking with type, 2nd revised and expanded edition: A critical guide for designers, writers, editors, & students*. Princeton Architectural Press: New York.
- Samara, T. (2002). *Making and breaking the grid: A graphic design layout workshop*. Rockport Publishers Inc, USA.

Eng. 401: Teaching Second Language Skills

Course Code	: Eng. 401
Course Title	: Teaching Second Language Skills
Course Credits	: 4
Full Marks	: 100

Course Rationale

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

Course Learning Outcomes (CLOs)

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

1. understand the theories and processes of reading, writing, speaking and listening
2. learn the strategies and approaches to teaching grammar and vocabulary

3. 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
4. apply theoretical knowledge to design tasks and activities for teaching English language skills
5. evaluate the usefulness of various approaches to teaching English language skills

Mapping CLOs to PLOs

CLO/ PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1		X							
CLO2		X							
CLO3		X							
CLO4				X					
CLO5				X					

Instructional Strategies

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

Assessment Strategies

- Midterm Examination
- Final Examination

Core Texts

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

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*. Palgrave.

Clenton, J., & Booth, P. (2020). *Vocabulary and the four skills: Pedagogy, practice, and implications for teaching vocabulary*. 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*. Routledge.
- Rost, M. (2011). *Teaching and researching listening (2nd ed.)*. London: Pearson.
- Scrivener, J. (1994). *Learning teaching: A guidebook for English language teachers*. Macmillan.
- Tickoo, M. L. (2003). *Teaching and learning English: A sourcebook for teachers and teacher-trainers*. Orient BlackSwan.

Eng. 402: 20th Century Poetry and Drama

Course Code	: Eng. 402
Course Title	: 20th Century Poetry and Drama
Course Credits	: 4
Full Marks	: 100

Course Rationale

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 contextualized within the historical background of Irish independence movements as well as the two World Wars and their aftermaths. The course considers such critical 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

The course aims to:

- provide a knowledge and understanding of the historical, social, cultural and global contexts of the literary achievements of some major twentieth-century writers
- examine some key elements of modern literary trends such as Symbolism, Absurdism, and Existentialism, and others 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

Historical Background

- Irish Independence Movements

- The World Wars
- Interwar Britain
- Britain after the Second World War

Poetry

W. B. Yeats: "The Lake Isle of Innisfree"; "No Second Troy," September 1913"; "A Prayer for My Daughter"; "Easter 1916"; "The Second Coming"; "Among School Children"; "Sailing to Byzantium"; "Mohini Chatterjee"; "Meru"

T. S. 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*

Course Learning Outcomes (CLOs)

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

1. demonstrate familiarity with various features as well as the socio-economic and historical contexts of twentieth-century literary modernism.
2. identify key modern poetical and theatrical conventions.
3. evaluate the complexities of modern life and thoughts as reflected in the works of some major modern writers.
4. recognize the significance of such key concerns of the twentieth century as nationalism, transnationalism, cultural identities, and linguistic and extra-linguistic communication.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X			X					
CLO2	X								
CLO3						X			X
CLO4						X			

Instructional Strategies

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

Assessment Strategies

- Project work/ Assignment/Term Paper/ Presentation
- Midterm Examination
- Final Examination

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.

Rainey, L.S. (Ed.). (2006). *The annotated Waste Land with Eliot's contemporary prose*. Yale University Press.

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

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 1870-1930*. Farrar, Straus and Giroux.

Eng. 403: Research Methodology

Course Code	: Eng. 403
Course Title	: Research Methodology
Course Credits	: 4
Full Marks	: 100

Course Rationale

Grounded in the view that research is essential for generating knowledge as well as building sustainable communities, this course orients the students with the fundamental concepts of research methodology in the broad areas of English literatures and Applied Linguistics/ELT. It attempts to familiarize the students with the contemporary trends of research methods in literature and language, both nationally and globally.

Objectives:

The course aims to:

- familiarize the students with the key terms and concepts of research methods
- harness their methodological skills for conducting research projects independently and efficiently
- enable them to relate their theoretical knowledge on research methodology to local and global practices of English studies
- make them aware of the value of research-informed knowledge for the formation of sustainable societies.

Course Contents

- Introduction to research: scope and significance
- Research in English literatures and Applied Linguistics/ELT: key trends and developments
- Introduction to qualitative and quantitative research: designs, methods, analysis and presentation
- Primary and secondary sources
- Interdisciplinary research
- Theoretical approaches to literary research
- Research ethics and plagiarism
- Structure of a thesis: From abstract to appendix

Course Learning Outcomes:

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

1. identify the value of research to address various cross-cutting issues of growing importance in English language and literature studies as well as in an interdisciplinary context

2. develop sound theoretical understanding of key terms and concepts in research methodology
3. build the skills necessary to communicate research efficiently in oral and written modes
4. initiate, design and conduct research projects in their respective fields for academic and professional purposes

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1				X					
CLO2	X	X							
CLO3			X						
CLO4			X	X				X	X

Instructional Strategies

- Lectures and discussions
- Pair work, group work and individual work
- Small-scale research projects

Assessment Strategies

- Project work/ Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

Core Texts

Dornyei, Z. (2011). *Research methods in applied linguistics*. Oxford: Oxford University Press.

Holliday, A. (2016). *Doing & writing qualitative research (3rd edition)*. Thousand Oaks: Sage.

Williams, J. M., Booth, W. C., & Colomb, G. G. (1995). *The craft of research*. Illinois: University of Chicago Press.

Recommended Readings

Eliot, S., & Owens, W. R. (Eds.). (1998). *A handbook to literary research*. London: Psychology Press.

Nunan, D., & Bailey, K. M. (2008). *Exploring second language classroom research: A Comprehensive Guide*. Boston: Heinle ELT.

Sinha, M. P. (2004). *Research methods in English*. New Delhi: Atlantic Publishers & Dist.

Eng. 404: Language through Literature

Course Code	: Eng. 404
Course Title	: Language through Literature
Course Credits	: 4
Full Marks	: 100

Course Rationale

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

The 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.

Course Learning Outcomes (CLOs)

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

1. understand the connections between the teaching of language and literature
2. evaluate the issues underlying the various approaches to utilizing literary texts for language learning and teaching purposes
3. use literary texts to design materials for teaching language skills, structures, vocabulary and pronunciation
4. select texts and design activities to foster awareness of cultural diversity and promote tolerance, empathy and global citizenship
5. utilise methods of stylistic analysis to interpret and critically comment on literary texts.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X	X							
CLO2		X		X					
CLO3		X						X	
CLO4		X				X		X	
CLO5	X			X				X	

Instructional Strategies

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

Assessment Strategies

- Midterm Examination
- Final Examination
- Attendance and Participation

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.

Or

Eng. 405: Ancient Epics in Translation

Course Code : Eng. 405
Course Title : Ancient Epics in Translation
Course Credits : 4
Full Marks : 100

Course Rationale

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.

Objectives

This course aims to:

- introduce students to epics from different parts of the world.
- formulate and understand the evolution of human civilizations.
- generate scope for intercultural discourse by investigating the similarities, differences /diversities of societies and cultures around the world.
- enhance student's 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*

Course Learning Outcomes (CLOs)

1. Learn about the ancient world through reading a selection of epics.
2. develop a basic understanding of ancient codes of heroism, chivalry, justice, honour and respect for humanity.
3. generate ideas & draw connections among issues of cross-cultural significance.
4. appreciate and critique the relevance of the ancient classics to the contemporary world.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X								
CLO2									
CLO3			X						
CLO4				X					

Instructional Strategies

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

Assessment Strategies

- Quiz/Project work/Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

Core Texts

Anonymous : *Gilgamesh*

Anonymous : *Beowulf*

Abolqasem Ferdowsi : *Shahnameh*

Vyasa : *The Mahabharata*

Homer : *The Iliad*

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.

Eng. 406: Gender in Language and Literature

Course Code	: Eng. 406
Course Title	: Gender in Language and Literature
Course Credits	: 4
Full Marks	: 100

Course Rationale

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 the 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"

Course Learning Outcomes (CLOs)

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

1. 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
2. identify and contribute to discussion around gender in English language and literature

3. use gender-neutral language to overcome inequalities perpetuated through the English language and its literature
4. identify and rectify their gender-stereotypical attitude and behavior
5. participate in the ongoing debates about language and gender and be able to contribute their knowledge to different government non-government sectors.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X	X							
CLO2				X					
CLO3						X			
CLO4									X
CLO5			X					X	X

Instructional Strategies

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

Assessment Strategies

- Midterm Examination
- Final Examination
- Project work
- Presentation

Core Texts

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). Blackwell.

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

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

Lakoff, R. T. (1975). *Language and woman's place*. 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). Routledge.

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

Recommended Readings (for Gender in Language)

- Appleby, R. (2010). *ELT, gender and international development: Myths of progress in a neocolonial world*. Multilingual Matters.
- Cameron, D., & Kulick, D. (Eds.). (2006). Chapters 1, 2, 3 and 11. *The language and sexuality reader*. Routledge.

Recommended Readings (for Gender in Literature)

- Azim, F., & Zaman, N. (Eds.). (1994). *Infinite variety: Women in society and literature*. 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*. W. W. Norton & Company.
- Hooks, B. (2000). *Feminism is for everybody: Passionate politics*. South End Press.
- Moi, T. (1985). *Sexual/textual politics: Feminist literary theory*. Methuen.
- Woolf, V. (1929). *A room of one's own*. Hogarth Press.

Or

Eng. 407: Migration Literature

Course Code	: Eng. 407
Course Title	: Migration Literature
Course Credits	: 4
Full Marks	: 100

Course Rationale

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 construction and culture. The course specifically focuses on Asian

migrations to European and North American centres of the developed world since WWII.

Objectives

The 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

Avtar Brah: "Diaspora, Border and Transnational Identities"

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*

Maxine Hong Kingston: *The Woman Warrior: Memoirs of a Girlhood Among Ghosts*

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 from *Seam, Registers of Illuminated Villages, En Route to Bangladesh*

Course Learning Outcomes (CLOs)

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

1. critically analyze and research the core themes of migration literature in academia
2. understand the focus of migration/ Diaspora literature in relation to issues such as culture, gender and nationalism
3. evaluate the significance of cultural diversity, pluralism and intercultural exchanges
4. apply/analyze the importance of world Englishes in decolonized global contexts

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X					X			
CLO2	X			X					
CLO3						X			X
CLO4						X			

Instructional Strategies

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

Assessment Strategies

- Project work/ Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

Core Texts

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 from Seam, Registers of Illuminated Villages, En Route to Bangladesh*

Recommended Readings

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

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*. Routledge.

Eng. 408: Shakespeare Studies

Course Code	: Eng. 408
Course Title	: Shakespeare Studies
Course Credits	: 4
Full Marks	: 100

Course Rationale

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

- to show the influence of medieval and folk cultures in Shakespearean 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.

Course Learning Outcomes (CLOs)

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

1. develop understanding of the different genres of Shakespearean drama
2. identify and interpret the key themes of the plays
3. analyze the plays in the light of contemporary critical theories
4. study the plays in the light of global modernist theories

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X								
CLO2	X						X		X
CLO3				X					
CLO4				X		X			

Instructional Strategies

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

Assessment Strategies

- Project work/ Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

Core Texts

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

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.
- Kinney, A. F. (2012). *The Oxford handbook of Shakespeare*. Oxford University Press.
- Knight, G. W. (1974). *The wheel of fire: Interpretations of Shakespearean tragedy*. Methuen & Co. Ltd.
- Loomba, A., & Orkin, M. (Eds.). (1998). *Post-colonial Shakespeare*. Routledge.
- Wells, S., & Orlin, L. C. (Eds.). (2007). *Shakespeare: An Oxford guide*. Oxford University Press.

Eng. 409: Modern and Contemporary Novels

Course Code	: Eng. 409
Course Title	: Modern and Contemporary Novels
Course Credits	: 4
Full Marks	: 100

Course Rationale

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

The 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*

Course Learning Outcomes (CLOs)

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

1. identify the modern aspects of the novels in the syllabus and distinguish them from eighteenth and nineteenth century novels
2. explore the narrative styles of the different novels
3. make connections between critical theories and the novels of this course
4. relate the novels to the contemporary world in order to discover the politics of identity politics and social issues.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X								
CLO2				X					
CLO3				X					
CLO4						X			X

Instructional Strategies

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

Assessment Strategies

- Project work/ Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

Core Texts

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*

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.

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

Eng. 410: Literature, Language & Environment

Course Code	: Eng. 410
Course Title	: Literature, Language & Environment
Course Credits	: 4
Full Marks	: 100

Course Rationale

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. The course also introduces students with the burgeoning discursive and linguistic aspects of environment, ecology and sustainability. It critically analyzes how language issues are intricately bound with our interactions with the environment and our perceptions about biodiversity and climate change.

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 eco-critically and eco-linguistically 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 and linguistic studies in inspiring environmental action
- develop ecolinguistic understanding for the critical appraisal of nature and environment at national and global contexts

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” (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*

Ecology topics

- Ecology and environmental discourse: a critical introduction
- The sociolinguistic construction of climate change: issues of power and politics

- Language ecology across cultures and nations: theoretical and empirical insights
- Advertisements, consumerism and developmentalism: the linguistic response
- Representation of climate change and critical discourse analysis

Course Learning Outcomes (CLOs)

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

1. develop critical literary and linguistic understanding on cross-cutting issues related to nature, environment, climate change and sustainability
2. critically examine texts from an ecocentric perspective as opposed to an anthropocentric one, in order to build awareness of transformations in the environment
3. identify intersections between environmental concerns and issues about social justice and gender equality
4. understand that the impact of environmental damage is not evenly distributed over all communities and across the global 'north' and 'south'
5. exhibit knowledge of the contributions of key environmentalists from around the world
6. perform ecolinguistic analysis of written and oral texts with environmental and ecological significance

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X	X					X		
CLO2	X			X			X		X
CLO3						X			X
CLO4						X	X		X
CLO5							X		X
CLO6		X	X						X

Instructional Strategies

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

Assessment Strategies

- Project work/ Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

Core Texts

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”
- Alexander, R. (2009) *Framing discourse on the environment: A critical discourse approach*. Routledge.
- Fill, A. and Mühlhäusler, P. (Eds.) (2001) *The ecolinguistics reader: Language, ecology and environment*. Continuum.
- LeVasseur, T. (2015). Defining ecolinguistics: Challenging emic issues in an evolving environmental discipline. *Journal of Environmental Studies*, 5, 21-28.
- Stibbe, A. (2018). Critical discourse studies and ecology. In J. Flowerdew & J. Richardson (Eds.), *The Routledge handbook of critical discourse studies*, p. 497-509.
- Skutnabb-Kangas, T., & Phillipson, R. (2011). Language ecology. *Pragmatics in Practice*, 177-198.

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”
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- Janice Mirikitani : “Graciella”, “Love Canal”, “Shadow in Stone”
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- Arundhati Roy : “Prologue” and opening section of “The Nativity” from *The Ministry of Utmost Happiness*

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>
- Bednarek, M. & Caple, H. (2010). Playing with environmental stories in the news: Good or bad practice? *Discourse & Communication*, 4(1), 5-31.
- 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.
- Fill, A. F., & Penz, H. (Eds.). (2017). *The Routledge handbook of ecolinguistics*. Routledge.
- Fill, A. & Hermine, P. (Eds.) (2007). *Sustaining language: Essays in applied ecolinguistics*. Vienna: LIT Verlag.
- 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.
- Harré, R., Brockmeier, J. and Mühlhäusler, P., (1999) *Greenspeak: A study of environmental discourse*. London: Sage.
- Kravchenko, A. V. (2016). Two views on language ecology and ecolinguistics. *Language Sciences*, 54, 102-113.
- Maathai, W. (2010). *Replenishing the earth: Spiritual values for healing ourselves and the world*. Doubleday.
- Mühlhäusler, P. (2003) *Language of environment, environment of language: A course in ecolinguistics*. London: Battlebridge.
- Pattenger, M. (2007) *The social construction of climate change: Power, knowledge, norms, discourses*. Aldershot: Ashgate.
- 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.

Or
Eng. 411: Language, Culture & Media

Course Code	: Eng. 411
Course Title	: Language, Culture & Media
Course Credits	: 4
Full Marks	: 100

Course Rationale

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- specifically the different elements of report writing and feature writing. 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 and understand how leads and nut graphs are written in journalism
- introduce them to theories on mass culture, visual culture and power.

Course Contents

Theory and Discourse

- Theories of Marshall MacLuhan and 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

Language Application/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.

Course Learning Outcomes (CLOs)

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

1. improve writing and communication skills required for print media
2. apply theoretical understanding in analysing media communications
3. synthesise information from varied sources while researching for feature writing and film criticism
4. develop awareness about media ethics

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1			X		X				
CLO2		X							
CLO3				X		X			
CLO4						X			X

Instructional Strategies

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

Assessment Strategies

- Project work/ Assignments/Term Paper/ Presentations
- Midterm Examination
- Final Examination

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. 412: Thesis

Course Code	: Eng. 412
Course Title	: Thesis
Course Credits	: 4
Full Marks	: 100

Course Rationale

This course is strategically designed to guide students in the identification and exploration of a research problem grounded in the texts studied throughout their undergraduate programme. It enables students to apply appropriate theory and methodology to craft a well-structured thesis. Under the guidance of a faculty supervisor, students will delve into the nuances of literary analysis, contributing meaningfully to the scholarly conversation in English language and literature.

Objectives

The course aims to:

- Enable students to identify a pertinent research problem rooted in the texts studied during their undergraduate programme, demonstrating a nuanced understanding of the selected linguistic and literary corpus.

- Facilitate the application of relevant theories to the chosen research problem, fostering a deeper understanding of theoretical frameworks within the context of English language and literature.
- Guide students in selecting and applying appropriate research methodologies.
- Develop skills in crafting a well-structured thesis, showcasing clarity, coherence, and adherence to academic writing conventions.
- Foster a collaborative learning environment where students work closely with a faculty supervisor.

Course Contents:

- Choosing a research topic
- Abstracts, Outlines, Literature Reviews, Methodology
- Writing the Thesis (8,000-10,000 words)
- Defense

Course Learning Outcomes (CLOs)

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

1. demonstrate proficiency in conducting thorough research, employing skills in identifying, analyzing, and evaluating relevant sources to inform their research problem.
2. demonstrate critical or analytical thinking through a proven grasp of theoretical frameworks within the discipline.
3. select and apply appropriate research methodologies, ensuring methodological rigor in investigating the identified research problem.
4. craft a well-structured thesis comprising abstracts, outlines, literature reviews, and methodologies in the first three chapters, showcasing clarity, coherence, and adherence to academic writing conventions.
5. effectively communicate their research findings through a well-structured thesis, adhering to academic writing conventions and presenting their ideas clearly and coherently.
6. work collaboratively with a faculty supervisor to receive guidance, feedback, and support throughout the research and writing process, enhancing the overall quality of the thesis.

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1	X		X		X			X	
CLO2		X							

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO3				X		X			
CLO4						X			X
CLO5			X						
CLO6	X								X

Instructional Strategies

- Lectures using multimedia
- Oral presentations
- Library research
- Fieldwork
- Collaborative writing

Assessment Strategies

- Continuous assessment (Abstract, Literature Review, Methodology)
- Defense
- Thesis

Recommended Readings

Eco, Umberto. (2015). *How to write a thesis*. Trans. Caterina Mongiat Farina and Geoff Farina. MIT Press.

Teitlebaum, Harry. (1994). *How to write a thesis: A guide to the research paper*. Hungry Minds Inc.

Jones, Mitchell P. (2022). *Master's/Ph.D. Thesis: A step-by-step writing guide*.

Or

Eng. 413: Language and Intercultural Communication

Course Code : Eng. 413
 Course Title : Language and Intercultural Communication
 Course Credits : 4
 Full Marks : 100

Course Rationale

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
- familiarize 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

Course Learning Outcomes (CLOs)

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

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

Mapping CLOs to PLOs

CLO/PLO	PLO1 (Lit)	PLO 2 (Lang)	PLO3 (Com)	PLO4 (CTR)	PLO5 (TechE)	PLO6 (EV.IA)	PLO7 (EnvC)	PLO8 (Emplo)	PLO9 (LifeL)
CLO1		X				X			
CLO2						X			
CLO3				X					
CLO4			X			X			

Instructional Strategies

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

Assessment Strategies

- Midterm Examination, Final Examination

Core Text

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

Recommended Readings

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

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

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

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



আবকাশ নর্সিং ডায়া, মার্টিং শেকড
ইন্ডোজি বিভাগের বার্ষিক সাংস্কৃতিক অনুষ্ঠান ২০২৩
সংগঠিত করে
আবকাশ
চলন পরিচালনা



Rubrics

Eng. 101: Developing English Language Skills

Criteria	A range	B range	C range	D range
Content	Content is relevant to the task and well-developed.	Content is relevant. Task lacks detail/depth.	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. Context lacks structure and variety of ideas.	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 details. Proper use of 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: use of topic sentences and supporting ideas signalling of text development using cohesive devices use of vocabulary and/ or pronouns to help text cohesion overall development of ideas in your text from introduction to conclusion	Some parts of your text are poorly organised and/or not fully developed. You may need to pay further attention to: use of topic sentences and supporting ideas signalling of text development using cohesive devices use of vocabulary and/ or pronouns to help text cohesion overall development of ideas in your text from introduction to conclusion	It is difficult to see the organisation and flow of your ideas. This may be because of problems with: correct use of topic sentences and supporting ideas signalling of text development using cohesive devices use of vocabulary and/ or pronouns to help text cohesion overall development of ideas in your text from introduction to conclusion 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 they do not impede the reader's understanding of the flow of ideas. Focus on any systematic mistakes that are highlighted.	Although the text is generally understandable, errors in grammar and vocabulary hinder the comprehensibility of your writing.	Overly frequent grammatical and/or vocabulary errors that hamper comprehensibility

Criteria	A range	B range	C range	D range
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: - extend vocabulary range in places - use more complex sentence structures to accurately express your ideas - increase accuracy of complex structures	Grammar and vocabulary are generally appropriate for the task. Your expression may be limited by: - a limited range of vocabulary - a dependence on simple sentence structures and/or errors in complex sentence structures	The range and complexity of the language used are fairly limited. You write in simple sentences with little variety in structure, and your vocabulary is either very limited or 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: - clarity of handwriting - spelling mistakes - punctuation	Some presentational issues are noticeable. These may be: - clarity of handwriting - spelling mistakes - punctuation	Your writing is marred by frequent presentational issues. These may be: - clarity of handwriting - spelling mistakes - punctuation

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. 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, the answer lacks details. 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. Answer contains repetitions and lacks details (e.g. while identifying the tone, the mood and the attitude).	Answer does not address the given task. Content is limited and/or irrelevant. 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 a controlling idea and supporting details Answer is coherent and cohesive. Answers are precise, explanatory, and of moderate length (e.g. while identifying sound devices and literary devices).	Answer has a controlling idea but lacks adequate supporting details. Cohesive devices are not properly used but the main argument/flow of ideas can be followed. Answers are precise, but lacks depth (e.g. while identifying sound devices and literary devices).	Answer is poorly organised and lacks cohesion. Answers are short and inadequate (e.g. while identifying sound devices and literary devices).	No evidence of a controlling idea Answer shows no organisation and it is difficult to understand the flow of ideas. 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. 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. 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. Technical and literary terms (such as tactile, image, exaggeration, gustatory etc) are often misspelt.	Unacceptably frequent grammatical and/or vocabulary errors 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.	Grammar and vocabulary are appropriate to the task. You may need to: extend vocabulary range in	Grammar and vocabulary are generally appropriate to the task. Your expression maybe limited by:	The range of language used and its complexity are fairly restricted. Simple sentences with a little variety of structures are used.

Criteria	A range	B range	C range	D range
	A thorough understanding of idiomatic English is demonstrated. Answers to short questions (e.g. on the setting) are descriptive and explanatory.	places use more complex sentence structures to express your ideas increase accuracy of complex structures (e.g. checking for fragments) Answers to short questions (e.g. on the setting) are descriptive but not properly explained.	a restricted range of vocabulary a dependence on simple sentence structures and/or errors in complex sentence structures Answers to short questions (e.g. on the setting) are descriptive like a summary	Vocabulary is limited/used repetitively. Answers to short questions (e.g. on the setting) are not descriptive, but rather too short.
Presentation	Clearly well proofread, with careful attention to presentation, spelling, punctuation, paragraph formation/ division (e.g. while answering short questions), and referencing conventions	Only occasional presentational issues are noticeable. These may be: clarity of handwriting, spelling mistakes, punctuation, inaccurate/absent referencing, layout, paragraph formation/ division (e.g. while answering short questions)	Some presentational issues are noticeable. These may be: clarity of handwriting, spelling mistakes, punctuation, inaccurate/absent referencing, layout, poorly developed paragraphs (e.g. while answering short questions)	Writing is marred by frequent presentational issues. These may be: clarity of handwriting, spelling mistakes, punctuation, inaccurate/absent referencing, layout, irregular paragraphing (e.g. while answering short questions)

Rubrics for Literature Essays

Criteria	A range	B range	C range	D range
Content & Commentary	Essay responds clearly to the topic assigned. 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). Interesting commentary with creative, original ideas and insights Analytical and reflective answers	Essay indicates an understanding of the topic. Most of the answer is presented in a relevant approach. There is a clear thesis, yet the argument and ideas are broad and basic. Commentary presents a reasonable opinion. Ideas are moderately developed but limited in scope and originality. Dependence on memorised commentary is evident.	Essay approaches the question in a vague manner. The thesis is not clear, and the argument is replaced by paraphrasing. Basic commentary which lacks original ideas or insights. Limited analysis	Essay has a weak thesis or argument Simple summary presented No supporting argument No commentary Little evidence of reading and understanding of the text
Evidence	The answer contains evidence from the text which illustrates, explains and reinforces the argument. The answer lucidly weaves in quotations into the body of the essay and clearly explains the connections between them. Quotations are accurate and not overused. Sources are acknowledged.	The answer contains evidence from the text which supports the argument. The evidence is relevant and accurate but does not clearly connect the argument. Quotations are used moderately and they are appropriately acknowledged.	The answer is superficially supported with relevant evidence from the text. Numerous irrelevant quotes may be present. The answer mostly fails to make clear connections. Quotations often stand isolated from body texts. Overuse of quotations may be present. No acknowledgment of sources.	Little or no evidence to support the thesis Quotations are often isolated without explanation. Essay mostly depends on memorised collections of irrelevant or incorrect quotes. No acknowledgment of sources
Organisation	Essay is well structured with a: thesis statement in the introductory paragraph very effective organisation of ideas in both paragraphs and the overall text	Use of thesis statement is adequately supported and well developed. Further attention must be paid to the use of topic sentences and supporting ideas. Signalling of text development using cohesive devices	Essay is not properly organised. Some parts of the text are poorly organised and/or developed. Attention must be paid to: development of thesis statement	It is difficult to see the organisation and flow of ideas. This may be because of problems with: correct and explicit thesis statement use of topic sentences and supporting ideas

Criteria	A range	B range	C range	D range
	Each paragraph addresses a specific aspect of the topic. effective use of topic sentences and supporting details use of cohesive devices (transitional words) and/ or vocabulary and/or pronouns to connect ideas ideas are developed and lead the reader through the text	(transitions) Use of vocabulary and/ or pronouns to help text cohesion Overall development of text from introduction to conclusion	use of topic sentences and supporting ideas signalling of text development using cohesive devices use of vocabulary and/ or pronouns to help text cohesion overall development of text from introduction to conclusion	signalling of text development using cohesive devices use of vocabulary and/or pronouns to help text cohesion 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. Demonstrates a thorough understanding of idiomatic English	Grammar and vocabulary are appropriate to the task. The student needs to: extend vocabulary range in places use more complex sentence structures to express ideas increase accuracy of complex structures (e.g. checking for fragments)	Grammar and vocabulary are generally appropriate to the task. Expression maybe limited by: a restricted range of vocabulary a dependence on simple sentence structures and/ or errors in complex sentence structures	The range of language used and its complexity are fairly restricted. Simple sentences with little variety of structures used Vocabulary is limited/used repetitively.
Presentation	Clearly well proofread, with careful attention to presentation, spelling, punctuation, and referencing conventions	Only occasional presentational issues are noticeable. These may be: clarity of handwriting, spelling mistakes, punctuation, inaccurate referencing, layout	Some presentational issues are noticeable. These may be: clarity of handwriting, spelling mistakes, punctuation, inaccurate referencing, layout	Writing is marred by frequent presentational issues. These may be: clarity of handwriting, spelling mistakes, punctuation, inaccurate/missing referencing, layout

Rubrics for Presentations

Criteria	A range	B range	C range	D range
Content	Presentation responds clearly to the topic assigned. Clear and focused argument throughout Interesting commentary with creative, original ideas Presentation contains references to the text/scholarly articles that illustrate, explain, and reinforce the argument.	Presentation indicates an understanding of the topic. There is an argument, but ideas are broad and basic. Moderately developed commentary, but limited in scope and originality Presentation contains references to the text/scholarly articles that moderately support the argument.	Presentation approaches the topic in a vague manner. The argument is not clear/is replaced by paraphrasing. Basic commentary that lacks original ideas or insight Presentation is superficially supported with evidence from the text/reference to scholarly articles.	Presentation barely addresses the topic. Weak argument/simple summary presented No commentary Little or no reference to the text/scholarly articles to support the argument.
Communication	Presenter is fluent and articulate; uses tone and pace variations effectively. Presenter maintains proper eye contact with the audience; posture and gestures convey confidence and enthusiasm.	Presenter's fluency is satisfactory. Some variations in tone and pace are used to facilitate delivery. Presenter maintains eye contact some of the time. Posture and gestures reflect a moderate level of confidence and enthusiasm.	Presenter shows some fluency, but speech is hesitant or uneven, which interferes with communication. Tone and pace lack variation. Presenter rarely makes eye contact with the audience. Posture and gestures lack confidence and enthusiasm.	Presenter shows limited fluency, with frequent hesitation and self-correction, which significantly interferes with communication. Tone and pace are flat or inconsistent. Presenter avoids eye contact; posture and gestures lack confidence and enthusiasm.
Multimedia	Excellent presentation supported by well-designed audiovisual materials	Presentation makes some use of audiovisual media to support the topic, and the supporting materials are mostly relevant.	Limited use of audiovisual media. Supporting materials are either unclear or poorly designed.	Presentation relies solely on verbal delivery or makes ineffective use of audiovisual media.
Language use	Uses a wide range of grammatical structures with few or no noticeable errors Pronunciation, stress, and intonation are almost always clear and appropriate.	Uses a variety of sentence structures but makes some errors Pronunciation, stress, and intonation are generally clear and accurate, with occasional lapses.	Relies mostly on basic grammatical structures, with some attempt at variety; however, frequent errors may strain audience understanding. Pronunciation, stress, and intonation errors are frequent.	Uses very limited or repetitive structures Frequent and/or severe errors often obscure meaning. Serious problems with pronunciation, stress, and intonation make it difficult to understand the presenter.
Questions	Presenter answers all questions with explanations and elaboration.	Presenter answers most questions with satisfactory explanations and some elaboration.	Presenter gives rudimentary answers to questions.	Presenter is unable to answer most questions.