Bangladesh Army University of Engineering & Technology (BAUET)

Qadirabad, Natore- 6431

www.bauet.ac.bd/eng

Syllabus

for

Bachelor of Arts (Honours) in English Language & Literature

Department of English

Faculty of Science & Humanities

Effective from the Session 2022-2023

Published by
Department of English
Bangladesh Army University of Engineering & Technology (BAUET)
Qadirabad, Natore-6431, Bangladesh

Edition
Second Edition : 2023
First Edition : 2016

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Printed by
Uttoran Offset Printing Press, Kadirgonj, Rajshahi

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Preface to the Second Edition

This second edition demonstrates a radical change- a change from the traditional to the OBE (Outcome-Based Education) curriculum. According to the instruction of the BNQF (Bangladesh National Qualifications Framework), the syllabus offers 140 credits. Some new courses have been incorporated in this edition. Some courses have been updated according to the requirement of the time and the BNQF standard. The language courses have been modified in order to cope with the styles, jargon and presentation in a smart world where technology is faster than the imagination.

One literature course has been included in the 1st year 1st semester level so that the students can grow an interest in literature, apart from language, from the very beginning of their academic journey with the Department. Contemporary literary works have also been given importance in order to introduce students to the up-to-the-minute issues around.

Mid Term Examination, a requirement of the BAUET SOP, and a contributing catalyst for regular study by the learners, has been incorporated in the present syllabus.

PEO (Programme Educational Objective), PLO (Programme Learning Outcome) and CLO (Course Learning Outcome) required for OBE have carefully been designed so that the learners can get the best out of the programme. Since the OBE curriculum considers feedback from all stakeholders, especially from the alumni, this syllabus is sure to enable the learners, after completion of the programme, to face the competitive world ahead boldly with all necessary equipment.

The Department of English is pleased to share the OBE edition of the syllabus with the promising students who want to pursue their BA (Honours) in English Language & Literature.



(Md. Hamidur Rahman)
Associate Professor and Head
Dept. of English, BAUET

Preface to the First Edition

The Department of English offers the undergraduate programme in English Language & Literature which gives students an opportunity to know and appreciate the science of language as well as the literary works of English, and to develop the literary and linguistic aptitude of their own. The Bachelor of Arts (BA) programme in English is divided in two lines of specialization: language and literature. The students are supposed to show the uttermost passion to attaining the skills of the English language as well as the mechanisms of literature.

The degree is recommended for students interested in humanities with a concentration on language and literature. The syllabus is designed in a way that helps both the freshmen and the sophomores get an opportunity to do inter-disciplinary courses in a wide range of general education. After the successful completion of the 4-year degree, the graduates are expected to pursue careers in the academic as well as the non-academic world.

The Department includes faculty members who have a wide range of professional competence in language and literature, translation, world culture and so on.

The Department organizes a variety of activities such as the spectrum seminars (seminar series), lecture series, workshops etc. to raise linguistic, cultural and literary awareness among the students. They also generate research interest among the students as well as the faculty members of the Department.



(Md. Hamidur Rahman)
Associate Professor and Head
Dept. of English, BAUET

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The woods are lovely, dark and deep,
But I have promises to keep,
And miles to go before I sleep,
And miles to go before I sleep.

-Robert Frost

Chapter I
General Information

1. Title of the Academic Programme:

BA (Honours) in English Language and Literature

2. Name of the University:

Bangladesh Army University of Engineering & Technology (BAUET)

3. Vision of the University:

The University aspires to transform itself into a centre of excellence in Science, Engineering and Technology programs by providing innovative, multi-disciplinary courses and extensive research facility to the young generation of the country and beyond. It endeavors to make the University a hub of knowledge and be recognized as a leading university of the country.

4. Mission of the University:

The mission of BAUET is to provide state of the art education and research in science, engineering and other relevant programmes to develop human resources for the socio-economic well-being of the society and the country.

5. Name of the Programme Offering Entity:

Department of English

6. Vision of the Programme Offering Entity:

To ensure educationally symbiotic environment that furnishes the learners with the knowledge of the English language, literature, history and culture in order to make them communicatively smart, intellectually enlightened, and technologically sound to face the glocal challenges.

7. Mission of the Programme Offering Entity:

M1	To impart the fundamentals of various branches of knowledge covering language, literature, social sciences, computer literacy, philosophy, history and culture.
M2	To promote creativity among the learners and help them achieve skills needed for critical and analytical thinking.
M3	To produce lifelong learners and human resources with strong ethics, and keen sense of responsibilities.
M4	To make them independent learners with the capability to face any challenge.
M5	To create professionals with ideologically flexible and intellectually sophisticated composure ensuring equity and freedom of thoughts.

8. Objectives of the Programme Offering Entity:

The objectives of the Programme Offering Entity are to

a) make students understand, enjoy and internalize all types of literary works that are designed to improve their aesthetic sense, develop their humane qualities and increase their competence in both academic and professional uses of English.
b) enable the students to critically analyze and pragmatically share the necessary views of the authors empowering their creative faculties.
c) equip the graduates with skills to serve the nation in various capacities including public services, private organizations, multinational corporations, NGOs, international organizations and so on.

9. Name of the Degree:

BA (Honours) in English Language & Literature

10. Description of the Programme:

The Department of English Language & Literature offers the undergraduate programme (Bachelor of Arts in English) which gives students an opportunity to know and appreciate the science of language as well as the literary works of English and to develop literary and linguistic aptitude of their own. The programme which is based on the OBE (Outcome-Based Education) curriculum approved by BAC (Bangladesh Accrediation Council) is recommended for students interested in humanities with a concentration on language and literature. It also enables the graduate to pursue careers in the academic as well as the non-academic world.

11. Graduate Attributes:

Attribute 1: Inter-disciplinary knowledge

Graduates possess inter-disciplinary comprehensive knowledge through understanding of their subject area, the capacity to entertain different traditions of thought, and the ability to apply their knowledge in both multi-disciplinary and multi-professional contexts.

Attribute 2: Rational thinking, and problem-solving skills

Graduates nurture the dexterity for problem solving by dint of critical, analytical and logical observances through which they can cope with the mazes of the future.

Attribute 3: Collaborative and communicative competency

Graduates take ownership of their learning, set targets and insist on intellectual integrity. They are collaborative and supportive. They understand what impacts their actions have on the environment and the

others. They appreciate the importance of culture, context and community.

Attribute 4: Professional and leadership qualities
Graduates exhibit professional conduct and have the capacity to be entrepreneurial, and to assume leadership positions in their chosen vocations, careers, and communities.

Attribute 5: Intellectual, ethical and intercultural aptitude
Graduates are efficient global subjects whose individual ethics and exercises are consistent with their roles as the dutiful, liable and conscious members of society.

Attribute 6: Glocal Adaptability
Graduates have an understanding of local and world cultures and the ability to merge or modify them keeping in mind the acceptance of them.

Attribute 7: Digital exigencies through innovation
Graduates are well equipped with the knowledge of innovative ideas of technology and the developments of the digital exigencies of society.

Attribute 8: Self-cognizance and emotional intelligence
Graduates will have their own cognitive assurance and self-understanding that reflect their responsibility. They are also intelligent and realistic in keeping the emotional attachment with the events.

Attribute 9: Engaged intellectually and socially, with a difference
Learners are alive with curiosity. They embody a spirit of enquiry and want to dig more deeply. They are keen to learning new skills and are receptive to new ideas. They work well by maintaining individuality as well as conformity. They are equipped to participate constructively in the society and the economy – locally, nationally and globally.

Attribute 10: Readiness
Learners are ready for the reality ahead: the dynamic challenges of artificial intelligence and the upcoming fourth industrial revolution. They have the ability to use what they know and create ways to tackle new and challenging issues in any kind of changing circumstances.

12. Programme Educational Objectives (PEOs)

PEOs will be achieved through the feedback from the alumni, review from the employers and other stakeholders. At the same time, students who are pursuing higher degrees home and abroad will contribute to

the PEOs. Last but not the least, course teachers' feel and feedback regarding teaching the course/s will help to develop PEOs.

PEO1	**Communicative Competence** To enable learners to attain the knowledge of underlying grammatical principles of the target language along with the knowledge of using language in a social context in order to fulfil communicative functions with respect to discourse principles
PEO2	**Familiarity with Literary Canons** To make the students familiar with the developments in literature in terms of all genres and jargon, trends and styles as well as seminal research works within any given social, historical, political, theoretical, and/or artistic frameworks
PEO3	**Creative and Critical Ability** To instill in students the creative as well as analytic abilities, preparing them to embrace and enjoy varied arguments and conversations, which helps them be flexible, versatile, and welcoming to any change
PEO4	**Individual Sophistication and Socio-cultural Responsibility** Enabling the learners' self-actualization to foster their ethics as well as a sense of socio-cultural responsibility
PEO5	**Professional Efficiency** To make the learners efficient professionals who will meet the glocal needs related to digitalization, language, history and culture, and provide services to government, nongovernment and autonomous institutions home and abroad by contributing to the sustainable development of the concerned

13. Programme Learning Outcomes (PLOs)

PLO1	Know the discipline by detailing with the development and practices of language and literature.
PLO2	Understand the trends and tendencies of the dominant and updated literary theories, and research methodologies.
PLO3	Receive, and respond to, socio-cultural and geopolitical as well as spiritual phenomena underlying literary texts of diverse genres.
PLO4	Organize the received knowledge, and facilitate their contextual competence.
PLO5	Analyse intercultural and interpersonal relationships that mark the contemporary world.
PLO6	Develop basic language skills to make them competent in communication.
PLO7	Assess their knowledge by connecting it to the broader range of audiences and cultural phenomena.

PLO8	Pursue higher education home and abroad.
PLO9	Apply high ethical values and professionalism in the respective job sectors.
PLO10	Produce research works and creative writings demonstrating their excellence in diction, and linguistic accuracy.

14. Mapping Mission of the University with PEOs

	PEO1	PEO2	PEO3	PEO4	PEO5
M1		3			2
M2	3			3	3
M3	3	3	3		3
M4	3		2	2	3

Correlation: 3- High, 2-Medium, 1-Low

15. Mapping PLOs with the PEOs

	PEO1	PEO2	PEO3	PEO4	PEO5
PLO1	3	3			
PLO2		3	3		3
PLO3		3		2	
PLO4	3	3	3	3	3
PLO5			3	3	
PLO6	3				3
PLO7	3			2	3
PLO8	3		3	2	3
PLO9				2	3
PLO10	3	2	3		3

Correlation: 3- High, 2-Medium, 1-Low

16. Mapping Courses with the PLOs

Course	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
0232 ENG 1101	1			1		3		2		2
0232 ENG 1102				2		3		2		1
0232 ENG 1103			3	3	1	3		2		
0232 ENG 1104	1					2		1	1	2
0232 ENG 1111	2		2	3			2		1	2
0232 HUM 1121	3	1	2	2	1	3	2	1	2	2
0232 ENG 1201	2			3		2				2
0232 ENG 1202	2	1		2	1	3	1	2	2	3
0232 ENG 1211	1	1								2
0222 HUM 1221		1	3	2	1		2		2	
0611 CSE 1222				3	2		2	2	2	
0232 ENG 1200	1		1	2		2			2	
0232 ENG 2101	3	2		3		2		2		

0232 ENG 2102	1			1		2				3
0232 ENG 2111	1		2	3						1
0232 ENG 2112	1			1			2			2
0232 ENG 2113	3	2	2	1				2		2
0314 HUM 2121			3	2	2				1	1
0232 ENG 2211	3		3	2	2	3	2	2	2	2
0232 ENG 2212	2		2	3	3		2		1	
0232 ENG 2213	2		2				3			2
0232 ENG 2214	2		2							
0232 ENG 2215	1	2	3	3						2
0232 ENG 2200	1		1	3		3			1	
0232 ENG 3111	2	2	2				2			3
0232 ENG 3112	1		3	2	1		3			2
0232 ENG 3113	2		2	3	3		2		1	
0232 ENG 3114	2	2	2				2			3
0232 ENG 3115	2	2	2							
0232 ENG 3116	2	2	2	2	2			1		3
0232 ENG 3211	2	2	2				2			3
0232 ENG 3212	1		3	2	1		2			2
0232 ENG 3213	2	3	3	2	3		2		1	1
0232 ENG 3214	1		2	2	1	2	2			
0232 ENG 3215	3	1	3	3	1	2	3	2		2
0232 ENG 3200	1		2	3		3			1	1
0232 ENG 4101	2	3	2	3	2	2	3			
0232 ENG 4111	1	2	1				1		1	1
0232 ENG 4112		2	2	2				2		1
0232 ENG 4113	3	1	3	2	2	2	3	2		2
0232 ENG 4114	3	1	3	3	3	2	2	3	1	3
0232 ENG 4115	3	2	3	3	3	2	3	3	1	
0232 ENG 4201		3	2			3	2	3	2	3
0232 ENG 4202	2			2	1	3	2	2	3	2
0232 ENG 4211	3	3	3	2	1	3	2	3	3	3
0232 ENG 4212	2				2			2		
0232 ENG 4213	3	2	3	3	3		2	3		2
0232 ENG 4200	1		1	2		3			1	

Correlation: 3- High, 2- Medium, 1- Low

Chapter II
Structure of the Syllabus

17. Structure of the Curriculum

a) Duration of the Programme:

This is a four-year undergraduate (honours) programme. There will be two regular semesters (1st semester and 2nd semester) in each academic year.

b) Admission Requirements:

Applicants should have minimum GPA of 3.00 in HSC/Alim or equivalent examination. The total GPA of SSC/Dakhil and HSC/Alim should be minimum 6.5 (with additional subject). For GCE applicants:

i) O Level: Minimum C Grade in five subjects (in the scale of A=5, B=4, C=3, D=2 and E=1)
ii) A Level: Minimum C Grade in 2 subjects
iii) The sum total of GPA in GCE A and O level should be 6.
iv) The candidates with E grade in any subject will not be considered.

c) Total minimum credit requirement to complete the programme:

According to BNQF (Part B) for Higher Education: 140

d) **Total class weeks in a year/semester:**

There will be 25 weeks in a semester:

Sl	Events	Durations
1.	Classes before Mid Semester Break	7 weeks
2.	Mid Semester Break	1 week
3.	Mid Term Examination	2 weeks
4.	Mid Semester Vacation	1 week
5.	Classes before Final Examinations	8 weeks
6.	Preparatory Leave	2 weeks
7.	Semester Final Examination	3 weeks
8.	Result Publication and Semester-End Vacation	2 weeks
Total		**26 weeks**

e) Duration and Marks of Examinations:

Sl	Type	Duration	Marks
1.	Continuous Assessment	--	30
2.	Mid-term	1 Hour	20
3.	Final	3 Hours	50

f) Minimum CGPA Requirements for Graduation:

A student must successfully complete the courses of all semesters (within six academic years) to be eligible for the award of Bachelor of Arts in English Language & Literature. The minimum passing grade in a course is D. In order to obtain the BA (Honours) in English Language & Literature degree, a student has to earn 140 credits and a minimum Cumulative Grade Point Average (CGPA) of 2.25.

g) Maximum academic years of the completion of the degree:

06 years

h) Course pattern and credit structures

The undergraduate programme is covered by a set of theoretical courses along with the year-end viva voce to evaluate the overall performance of the students. A research course is also included to enhance research activities of the learners.

i) Course designation system

Each course is designated by a three-letter identification code to indicate the department. It is followed by a four-digit number having the following interpretation:

i. The first digit corresponds to the year in which the course is offered for the students.
ii. The second digit denotes the semester (1^{st} or 2^{nd} semester) of the year.
iii. The third digit indicates a specific area/group of study within the department.
iv. The fourth digit is reserved for the department use.

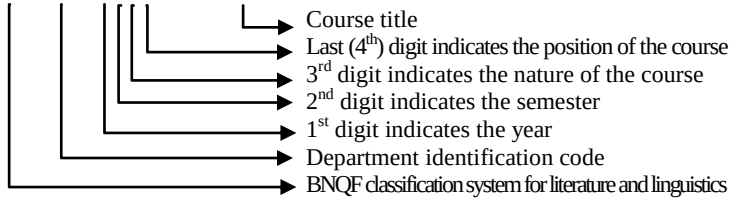
j) The clusters of courses

The clusters are as follows:

1^{st} digit: Year
2^{nd} digit: Semester
3^{rd} digit:
0= Language and ELT Courses
1= Literature Courses
2= Courses other than Core Courses of the department
4^{th} digit: Position of a particular course in the semester

k) Illustration of the Course Designation System

0232 ENG 1101 Basic Grammar



l) Abbreviation used

ENG: English (Core Courses)
- Range of Language Courses: 01-09
- Range of Literature Courses: 11-19
- Range of CSE and HUM Courses: 21-29
- Viva-Voce Course: 00

CSE: Computer Science and Engineering
HUM: Humanities

m) Course plan (At a Glance)

Duration of Completion: 4 years
Total Credit Hours: 140
Total Courses: 48

n) Category of courses

i. General Education Courses: 04

Sl	Course Code	Course Title	Credit Hours
1.	0232 HUM 1121	Bengali Language and Literature	3
2.	0222 HUM 1221	Bangladesh Studies (History of Independence)	3
3.	0611 CSE 1222	Computer and Information Technology	3
4.	0314 HUM 2121	Principles of Sociology	3
		Total	**12**

ii. Core courses (Courses that characterize the discipline): 43

Sl	Code	Title	Credit Hours
1.	0232 ENG 1101	Basic Grammar	3
2.	0232 ENG 1102	Listening and Speaking	3
3.	0232 ENG 1103	Reading	3
4.	0232 ENG 1104	Writing	3
5.	0232 ENG 1111	Introduction to Literature: Fiction and Non-Fiction	3
6.	0232 ENG 1201	Introduction to Linguistics	3
7.	0232 ENG 1202	Advanced Writing	3
8.	0232 ENG 1211	Introduction to Literature: Poetry	3
9.	0232 ENG 1200	Viva Voce	2
10.	0232 ENG 2101	Introduction to Sociolinguistics and Psycholinguistics	3
11.	0232 ENG 2102	English for Professional Purposes	3
12.	0232 ENG 2111	Introduction to Literature: Drama	3
13.	0232 ENG 2112	Romantic Poetry	3
14.	0232 ENG 2113	History of English Literature	3
15.	0232 ENG 2211	Prose from Bacon to Lamb	3
16.	0232 ENG 2212	Victorian Poetry	3
17.	0232 ENG 2213	Elizabethan and Jacobean Drama	3
18.	0232 ENG 2214	Old and Middle English Literature in Translation	3
19.	0232 ENG 2215	Elizabethan and 17th Century Poetry	3
20.	0232 ENG 2200	Viva Voce	2
21.	0232 ENG 3111	18th Century English Poetry	3
22.	0232 ENG 3112	18th Century English Fiction	3
23.	0232 ENG 3113	19th Century English Fiction	3
24.	0232 ENG 3114	18th and 19th Century American Literature	3
25.	0232 ENG 3115	Classics in Translation	3
26.	0232 ENG 3116	Introduction to Western Philosophy	3
27.	0232 ENG 3211	20th Century English Poetry	3
28.	0232 ENG 3212	20th Century English Fiction	3
29.	0232 ENG 3213	20th Century English Drama	3

30.	0232 ENG 3214	20th Century American Literature	3
31.	0232 ENG 3215	Literary Criticism	3
32.	0232 ENG 3200	Viva Voce	2
33.	0232 ENG 4101	Discourse Analysis	3
34.	0232 ENG 4111	English for the Media	3
35.	0232 ENG 4112	European Literature in Translation	3
36.	0232 ENG 4113	African and Latin American Literature	3
37.	0232 ENG 4114	Translation Studies	3
38.	0232 ENG 4115	Literary Theory- I	3
39.	0232 ENG 4202	English Language Teaching	3
40.	0232 ENG 4211	Shakespeare	3
41.	0232 ENG 4212	South Asian Literature	3
42.	0232 ENG 4213	Literary Theory- II	3
43.	0232 ENG 4200	Viva Voce	2

iii. Elective Courses (Courses for specialization within the discipline): N/A

iv. Capstone course/ Internship/ Thesis/ Projects/ Portfolio (as applicable for the discipline/ academic programme): 01

Sl	Code	Course Title	Credit Hours
1.	0232 ENG 4201	Research Methodology and Thesis Paper	3
		Total	**3**

18. Year and semester-wise distribution of courses:

Sl	Code	Title	Credit Hours	Total Credit Hours
1st Year, 1st Semester				
1.	0232 ENG 1101	Basic Grammar	3	18
2.	0232 ENG 1102	Listening and Speaking	3	
3.	0232 ENG 1103	Reading	3	
4.	0232 ENG 1104	Writing	3	
5.	0232 ENG 1111	Introduction to Literature: Fiction and Non-Fiction	3	
6.	0232 HUM 1121	Bengali Language and Literature	3	
1st Year, 2nd Semester				
7.	0232 ENG 1201	Introduction to Linguistics	3	17
8.	0232 ENG 1202	Advanced Writing	3	
9.	0232 ENG 1211	Introduction to Literature: Poetry	3	
10.	0222 HUM 1221	Bangladesh Studies (History of Independence)	3	
11.	0611 CSE 1222	Computer and Information Technology	3	
12.	0232 ENG 1200	Viva Voce	2	
2nd Year, 1st Semester				
13.	0232 ENG 2101	Introduction to Sociolinguistics and Psycholinguistics	3	18
14.	0232 ENG 2102	English for Professional Purposes	3	
15.	0232 ENG 2111	Introduction to Literature: Drama	3	
16.	0232 ENG 2112	Romantic Poetry	3	
17.	0232 ENG 2113	History of English Literature	3	
18.	0314 HUM 2121	Principles of Sociology	3	

2nd Year, 2nd Semester				
19.	0232 ENG 2211	Prose from Bacon to Lamb	3	17
20.	0232 ENG 2212	Victorian Poetry	3	
21.	0232 ENG 2213	Elizabethan and Jacobean Drama	3	
22.	0232 ENG 2214	Old and Middle English Literature in Translation	3	
23.	0232 ENG 2215	Elizabethan and 17th Century Poetry	3	
24.	0232 ENG 2200	Viva Voce	2	
3rd Year, 1st Semester				
25.	0232 ENG 3111	18th Century English Poetry	3	18
26.	0232 ENG 3112	18th Century English Fiction	3	
27.	0232 ENG 3113	19th Century English Fiction	3	
28.	0232 ENG 3114	18th and 19th Century American Literature	3	
29.	0232 ENG 3115	Classics in Translation	3	
30.	0232 ENG 3116	Introduction to Western Philosophy	3	
3rd Year, 2nd Semester				
31.	0232 ENG 3211	20th Century English Poetry	3	17
32.	0232 ENG 3212	20th Century English Fiction	3	
33.	0232 ENG 3213	20th Century English Drama	3	
34.	0232 ENG 3214	20th Century American Literature	3	
35.	0232 ENG 3215	Literary Criticism	3	
36.	0232 ENG 3200	Viva Voce	2	
4th Year, 1st Semester				
37.	0232 ENG 4101	Discourse Analysis	3	18
38.	0232 ENG 4111	English for the Media	3	
39.	0232 ENG 4112	European Literature in Translation	3	
40.	0232 ENG 4113	African and Latin American Literature	3	

41.	0232 ENG 4114	Translation Studies	3	
42.	0232 ENG 4115	Literary Theory- I	3	
4th Year, 2nd Semester				
43.	0232 ENG 4201	Research Methodology and Thesis Paper	3	17
44.	0232 ENG 4202	English Language Teaching	3	
45.	0232 ENG 4211	Shakespeare	3	
46.	0232 ENG 4212	South Asian Literature	3	
47.	0232 ENG 4213	Literary Theory- II	3	
48.	0232 ENG 4200	Viva Voce	2	
Grand Total				**140**

Chapter III
The Courses

19. Detailed Description of All the Courses:

1st Year 1st Semester

0232 ENG 1101: Basic Grammar

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course will enable the students to communicate effectively and appropriately in real life situation. They will be able to use English effectively for study purpose across the curriculum. They will develop interest in and appreciation of collected works. This course will help them to revise and reinforce structures already learnt. Overall, it will help them develop and integrate the use of the four language skills: listening, speaking, reading and writing. Moreover, on completing the course, students are expected to be able to write grammatically and logically correct sentences.

Course Content

This course emphasizes on the basics of the English grammar. Basic grammatical elements such as words, phrases, clauses, sentences, tenses, voices, narration, sb-verb agreement etc. will be taught intensively. Common mistakes that students make frequently in their tertiary level will be given emphasis. The course also includes vocabulary building through affixation, collocation, homophones, homonyms, idioms, proverbs etc.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember different elements of grammar.
CLO2	understand various grammatical forms of English.
CLO3	analyze different communicative contexts with the use of various grammatical forms of English.
CLO4	evaluate the accuracy and effectiveness of any written or spoken material.
CLO5	create competence in the four modes of literacy: listening, speaking, reading and writing.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	1					3		2	1	2
CLO2	1					3		2	1	2
CLO3	1			1		3		2	2	2
CLO4						2				3
CLO5				2	2	3		3		3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Short question-answer, homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Extensive writing	Written examination
CLO5	Participation	Reading and writing tasks, extempore speech

Selected Texts

1. Jahurul Islam — *ABC of English Grammar*
2. Pramanik and Rahman — *A Handbook of English Grammar*
3. Michael Swan — *Practical English Usage*
4. Raymond Murphy — *English Grammar in Use*

Recommended Reading

1. *A Communicative Grammar of English* — Leech, G. et. al
2. *University Grammar of English* — Quirk, R. et. al
3. *Target English* — Etherton, A.
4. *A Practical English Grammar* — Thomson, A. J. and A. V. Matinet
5. *Collins Cobuild Grammar* — Sinclair, J. et al (ed.)
6. *An Advanced Grammar* — Christopherson, P. and A.O. Sandved
7. *Functional Grammar* — Halliday, M.A.K.
8. *Modern English Structure* — Strong, B.M.H.
9. *A Grammar of Contemporary English* — Quirk, R. et. al
10. *Linguistics and English Grammar* — Gleason, H.A.
11. *Grammar for Everyone: Practical tools for learning and teaching grammar* — Dykes, B.

0232 ENG 1102: Listening and Speaking

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course will help the students to upgrade their speaking and listening skills for personal, educational and/or employment purposes. The course focuses on extending speaking and listening skills to improve confidence and develop basic proficiency in speaking and listening. The speaking and listening practice will also provide opportunities for language skill development including grammar, sentence structure, vocabulary, pronunciation, coherence and cohesion.

Course Content

This is an introductory course designed to teach students the fundamentals of listening and speaking while also providing sufficient chances for practice in both areas. It is intended to help students enhance their ability to communicate with competence, self-confidence, and composure in public speaking, with a focus on speaking with grammatical accuracy and in an ordered manner. It is anticipated that spoken words, abilities, and a decent speaking style would be acquired. This course will assist students in preparing for various discussions and presentations, such as giving seminars, having meetings with foreign delegations, and so on.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember different techniques of pronunciation.
CLO2	understand intonations of English.
CLO3	analyze different appropriate modes of communication based on various contexts.
CLO4	evaluate the accuracy and effectiveness of any spoken material.
CLO5	create competence in three basic modes of literacy: listening, speaking and reading.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	1			1		2		2		2
CLO2			1	1	1	2		2		1
CLO3				3		3			2	
CLO4						2		1	2	
CLO5				2	2	3		3		3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Projection of phonological units, using audio-visual equipment to produce sounds, brainstorming	Class Participation through involvement in written and oral practices
CLO2	Demonstration	Presentation
CLO3	Creating different situations and having conversations according to them	Individual, pair and group speech
CLO4	Listening to audio materials and analysing them	Class test
CLO5	Extensive reading and speaking activities	Written and oral examinations

Selected Texts

1. David Abercrombie — *Elements of General Phonetics*
2. Ann Barker — *Ship or Sheep: An Intermediate Pronunciation Course*
3. Cambridge — *Cambridge Practice Test for IELTS* (Books 1-17)

Recommended Reading

1. *New Headway English Course* — Soars, L. and Soars, J.
2. *Tape Recorder in the Classroom* — Weston, J.
3. *Aural Aids in Language Teaching* — Strevens, P.
4. *Spoken Language* — Strevens, P.
5. *Say It Again* — B.B.C.
6. *Language & Communication* — Miller, G.A.
7. *A Technique of Aural – Oral Approach* — Delattre, P.
8. *Cambridge English Skills– Real Listening and Speaking (Books 1-4)* — Craven, M.
9. *Macmillan Academic Skills – Skillful Listening and Speaking (Student's Book)* — Baker, L. and Gershon, S.
10. *An Introduction to the Pronunciation of English* — Gimson, A.C.
11. *Better English Pronunciation (with CDs)* — O'Connor, J. D.
12. *Listening to Spoken English* — Brown, G.
13. *Listening* — Alderson, A. and T. Lurich
14. *Speaking* — Bygate, M.
15. *Speaking* — Ellis, R. and B. Tomlinson
16. *Conversation* — Nolasco, R.

17. *A Course in Listening and Speaking I & II* — Sasikumar, V. et al.
18. *Headway Pre-Intermediate Student's Book* — Soars, L. and J. Soars
19. *Headway Intermediate Student's Book* — Soars, L. and J. Soars

0232 ENG 1103: Reading

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course aims to help students develop their extensive and intensive reading skills in English so that they can better understand, appreciate and enjoy literature courses. Furthermore, the course will refresh and reactivate students' previously acquired knowledge of the language leading to better reading skills and comprehension through intensive and extensive reading of prose and poetry. Also, this course will help the students to get familiar with different literary terms so that the students can decode literary texts and form their own way of responding and interpreting the texts.

Course Content

This course comprises of some critically acclaimed prose and poetry by different authors from multiple parts of the world. Diverse texts in terms of their use of subject matter, themes, images, styles and forms are chosen so that the students have familiarity with different ways of writing. One of the purposes of choosing such texts is to provide specialized instruction in literacy with special emphasis in comprehension and vocabulary to enhance the reading skills of the students.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember the strategies of reading any kind of text.
CLO2	understand words in context, and select the meaning that fits the context.
CLO3	analyze the organization of sentences in paragraphs and of the passages in a text.
CLO4	assess relationship (i) part-whole, cause-effect, general-specific, (ii) place, time of a passage.
CLO5	construct new ways of responding to texts.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2	1	2			2	1	2		
CLO2				2			1		1	
CLO3			2					2		3
CLO4			3	2	2	2	2	2		1
CLO5		2		1			1			

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Read out loud, brainstorming	Quiz, open question-answer
CLO2	Discussion, analyzing meaning	Homework, class test
CLO3	Lecture, intensive reading	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive reading	Written examination

Selected Texts

[*The course teacher may add to/select from the materials in the recommended list.*]

Prose

1. Plato — "The Myth of the Cave"
2. Edgar Allan Poe — "Tell-Tale Heart"
3. Virginia Woolf — "Shakespeare's Sister"
4. Patricia Follmer — "The Gypsies"
5. Bertrand Russell — "How to Grow Old"
6. Amartya Sen — Extracts from *Identity and Violence*
7. Aali Areefur Rehman — "Grandmother's Wardrobe"

Poetry

8. Philip Sidney — "Loving in Truth, Fain in Verse my Love to Show"
9. William Shakespeare — Sonnet 20: "A Woman's Face with Nature's own Hand Painted"
10. William Blake — "Ah, Sun-Flower!"
11. Elizabeth Barett Browning — "How do I Love Thee"
12. William Butler Yeats — "The Wild Swans at Coole"
13. Charles Bukoswski — "A Blue Bird"

Recommended Reading

1.	*Reading in a Foreign Language*	Alderson, C. and A. H. Urquhart (eds.)
2.	*Advanced Reading Skills*	Barr, P., J. Clegg and C. Wallace
3.	*Class Readers*	Greenwood, J.
4.	*Oxford English Grammar*	Michael, S.
5.	*Heinemann Guided Readers' Handbook*	Milne, J.
6.	*Configurations: American Short Stories for the EFL Classroom*	Queen, D. (ed.)
7.	*Now Read On*	Salchs, T. U.
8.	*Reading*	Wallace, C.
9.	*Authentic Reading*	Walter, C.
10.	*Reading in the Language Classroom*	Williams, E.

0232 ENG 1104: Writing

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course provides the students with practical knowledge of writing English language in order to sharpen their writing skills and strengthen their understanding of craft, and engagement in various writings.

Course Content

This course concentrates on remedial grammar, paragraph and essay writing, all forms of letters, and amplification. Students will translate non-verbal texts (such as drafts, pictures etc.) into verbal ones.

Course Learning Outcomes

At the end of the course, the student will be able to

CLO1	remember the basic concepts of writing.
CLO2	understand the difference between formal and informal writing.
CLO3	analyze the types and purposes of any piece of writing.
CLO4	evaluate the structural elements of a piece of writing using the knowledge of proof-reading.
CLO5	create an effective piece of paragraph, essay, story etc. using given words or clues.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	1					2		2	2	2
CLO2	1					2		2	2	2
CLO3	1					2		2	2	2
CLO4	1					2		2	2	2
CLO5	1					2		2	2	2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion, free hand-writing	Homework, class test
CLO3	Lecture, story writing	Class test, assignment
CLO4	Discussion, presentation	Presentation, class work
CLO5	Extensive writing	Written examination

Selected Texts

1. Jahurul Islam — *A Handbook of Paragraph Writing*
2. Sylvan Barnet and Marcia Stubbs — *Practical Guide to Writing*

Recommended Reading

1. *The Practical Stylist* — Baker, S.
2. *From Paragraph to Essay* — Imhoof, M.
3. *How to Write First Class Business Correspondence* — Baugh, L. S. et al.
4. *Modern English in Action* — Chris, H. I.
5. *A Communicative Grammar of English* — Leech, G. and Svartvick
6. *Oxford Dictionary of Current Idiomatic English* — Mackin, R. and Cowie, A. P.
7. *The Bare Essentials* — Norton, S. and Green, B.
8. *The Great Paragraphs* — Folse, K. S. and Solomon, E. V.
9. *Patterns in Action* — Schwegler
10. *Effective Paragraph Writing* — Shahidullah, M.
11. *Practical English Usage for Overseas Students* — Tregidgo, P. S.
12. *Harbrace College Handbook* — Whitten, M. E. and J. C. Hodges

0232 ENG 1111: Introduction to Literature: Fiction and Non-Fiction

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course emphasizes diverse reading of fictions and essays so that students can have an introductory idea about fiction and nonfiction simultaneously. It contains some important texts of English novels, essays and short stories. Through these texts, students will be familiarized with the literary genre, the figurative speech and stylistic aspects. The historical and cultural background will also be discussed in the class to enable the students to gain knowledge about world culture and history. Moreover, students will also learn how to identify different genres of literature.

Course Content

This course introduces students to the writings of George Orwell, Katherine Mansfield, James Joyce, Frank O'Connor and Gabriel Garcia Marquez. As this is the initial stage, focus will be given on explaining the terminologies of literature, techniques, stylistics and figures of speech. Also, settings, themes, characterizations, and symbolisms will be discussed for better understanding. Moreover, students will get a clear idea about how fiction and non-fiction work. They will also be able to take a standpoint regarding the narration.

Course Learning Outcomes

At the end of the course, the student will be able to

CLO1	identify the difference between fiction and nonfiction along with their history of development.
CLO2	interpret the characteristics and structures of novel, essay and short story in detail.
CLO3	analyze the given novels, essays and short stories by connecting them with other genres of literature.
CLO4	evaluate texts connecting them with their social, moral, political, economic, environmental and cultural context.
CLO5	create new concepts of short stories and essays and compose their own literary pieces that include research articles.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO 9	PLO 10
CLO1	3		1	3						
CLO2	2		1	3						
CLO3	3	1	3	3			2			

CLO4			3	3	3		3		2	
CLO5		1	2	3			3		3	2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Visualization, teamwork	Quiz, open question-answer
CLO2	Inquiry-based teaching	Homework, classwork
CLO3	Lecture, handouts, close reading	Class test, formative assessment
CLO4	Read aloud, reciprocal teaching	Presentation, summative assessment
CLO5	Extensive writing, brainstorming	Written examination

Selected Texts

1. James Joyce "Araby"
2. Katherine Mansfield "The Garden Party"
3. Gabriel Garcia Marquez "A Very Old Man with Enormous Wings"
4. Frank O'Connor "My Oedipus Complex"
5. Francis Bacon "Of Studies"
6. Virginia Wolf "Profession for Women"
7. George Orwell *Animal Farm*

Recommended Reading

1. *The Norton Anthology: English Literature Vols 1 and 2* Abrams, M. H. (ed.)
2. *Literature: An Introduction to Fiction, Poetry and Drama* Kennedy, X. J.
3. *A Glossary of Literary Terms* Abrams, M. H.
4. *Elements of English Rhetoric and Prosody* Bose and Sterling
5. *Aspects of the Novel* *Forster, E.M.*
6. *Anatomy of Fiction* *Boulton, M.*
7. *A Companion to Virginia Woolf* *Berman, J.*

0232 HUM 1121: Bengali Language and Literature

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to introduce students with Bengali Language and Literature. Through this course, students will be able to know how to analyse a text critically. They will learn about the socio-cultural and historical aspects of literature through different texts. By learning different forms of literature, they can learn about the art-forms and their values which will help them make a better understanding of their culture, society, history and values. By studying this course, they can make a clear concept about Bangla as well. They can develop basic language skills by knowing various grammatical parts which will help them be competent in communication.

Course Content

This course will give students an overview of Bangla Language and Literature. It will cover the origin and development of the Bangla language along with poetry, novels, dramas and essays, and analyze them critically. The course will discuss Bangla phonological elements such as variations in pronunciation of standard, regional dialects, and other variations that include:

১. বাংলা উচ্চারণ: প্রমিত, আঞ্চলিক, বৈচিত্র্য
২. বাংলা লিখন দক্ষতা: সাধু/চলিত, বিরাম চিহ্ন প্রয়োগ, প্রমিত বাংলা বানানের নিয়ম (বাংলা একাডেমি)
৩. ব্যবহারিক বাংলা: সংক্ষিপ্ত আলোচনা (একুশে ফেব্রুয়ারি, মুক্তিযুদ্ধ, বাংলাভাষা, বিশ্বায়ন, বাংলার উৎসব, ষড়ঋতু, বাংলা নববর্ষ, আধুনিক তথ্যপ্রযুক্তি, বাংলার লোকসংস্কৃতি, মানবতা ও নৈতিকতা) ইত্যাদি

Apart from linguistics, this course covers literary works of some prominent writers such as Rabindranath Tagore, Kazi Nazrul Islam, Jibanananda Das, Michael Madhusudan Dutt, Hara Prasad Shastri, Pramatha Chaudhuri, Begum Rokeya Sakhawat Hossain and others.

Course Learning Outcome (CLOs):

At the end of the course, the students will be able to

CLO1	remember the basic concepts of Bangla language and literature.
CLO2	develop basic Bangla language skills by knowing various grammatical parts.
CLO3	learn about the socio-cultural and historical aspects of

	Bangla literature through different texts to ensure better understanding of their native culture, society, history and values.

Mapping Course Learning Outcome (CLOs) with the PLOs:

CLOs	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1	1		1							1
CLO2	1					2				1
CLO3			3		3				1	

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcome (CLOs) with the Teaching-Learning and Assessment Strategy:

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture	Class Test, Assignment
CLO2	Discussion	Written examination
CLO3	Question-and-answer, brainstorming	Presentation

Selected Texts

কবিতা

১. মাইকেল মধুসূদন দত্ত "বঙ্গভাষা"
২. লালন সাঁই "খাঁচার ভেতর অচিন পাখি"
৩. রবীন্দ্রনাথ ঠাকুর "নির্ঝরের স্বপ্নভঙ্গ"
৪. কাজী নজরুল ইসলাম "আজ সৃষ্টি-সুখের উল্লাসে"
৫. জীবনানন্দ দাশ "রূপসী বাংলা"
৬. আলাউদ্দীন আল আজাদ "স্মৃতি স্তম্ভ"
৭. শামসুর রাহমান "তোমাকে পাওয়ার জন্য , হে স্বাধীনতা"
৮. সৈয়দ শামসুল হক "পরিচয়"

প্রবন্ধ

১. রবীন্দ্রনাথ ঠাকুর "সভ্যতার সঙ্কট"
২. প্রমথ চৌধুরী "যৌবনে দাও রাজটীকা"
৩. কাজী নজরুল ইসলাম "বর্তমান বিশ্বসাহিত্য"
৪. মুহম্মদ আব্দুল হাই "আমাদের বাংলা উচ্চারণ"
৫. কবীর চৌধুরী "আমাদের আত্মপরিচয়"

ছোটগল্প ও অন্যান্য রচনা:

১. রবীন্দ্রনাথ ঠাকুর "পোস্ট মাস্টার"
২. রোকেয়া সাখাওয়াত হোসেন *অবরোধবাসিনী*
৩. বিভূতিভূষণ বন্দ্যোপাধ্যায় "পুঁইমাচা"
৪. সৈয়দ ওয়ালীউল্লাহ "নয়নচারা"

৫. জাহানারা ইমাম — *একাত্তরের দিনগুলি*
৬. আখতারুজ্জামান ইলিয়াস — "অপঘাত"

নাটকঃ

১. মুনির চৌধুরী — *কবর*

Recommended Reading

১. *বাংলা ভাষার ইতিবৃত্ত* — ড. মুহম্মদ শহীদুল্লাহ
২. *ভাষার ইতিবৃত্ত* — সুকুমার সেন
৩. *আধুনিক ভাষাতত্ত্ব* — আবুল কালাম মনজুর মোরশেদ
৪. *বাংলা সাহিত্যের সম্পূর্ণ ইতিবৃত্ত* — ড. অসিতকুমার বন্দ্যোপাধ্যায়
৫. *বাংলা সাহিত্যের ইতিহাস* — বাংলা একাডেমি
৬. *পুরাতন বাংলাসাহিত্যের তথ্য ও কালক্রম* — সুখময় মুখোপাধ্যায়
৭. *রবীন্দ্র ছোটগল্প* — আনোয়ার পাশা
৮. *রবীন্দ্রঃ কথাসাহিত্য* — বুদ্ধদেব বসু
৯. *কাজী নজরুল ইসলাম: জীবন ও সাহিত্য* — মো. রফিকুল ইসলাম
১০. *বাংলাদেশের সাহিত্য* — বিশ্বজিৎ ঘোষ
১১. *গল্পগুচ্ছ* — রবীন্দ্রনাথ ঠাকুর
১২. *জীবনানন্দ দাশের শ্রেষ্ঠ কবিতা* — জীবনানন্দ দাশ
১৩. *বাংলা বানানের প্রয়োগ-অপপ্রয়োগ ও বানানপঞ্জি* — আবুল কাইয়ুম

1st Year 2nd Semester

0232 ENG 1201: Introduction to Linguistics

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to introduce students to the field of linguistics, a branch of cognitive science whose objective is to comprehend the human language faculty by revealing structures at the level of sounds, words and sentences. This knowledge will make the students realize how these structures work onto meaning and are processed in the human mind and brain. The study will also focus on how language is used in society and how it changes over time. Furthermore, it will enable the learners to approach language from a scientific point of view. Preparing the students for future study of linguistics or complement work in language study is one of the prime concerns of this course.

Course Content

This course introduces basic linguistic items to the students. The focus will be given on the nature of linguistics, branches of linguistics, and basic concepts of linguistics which include phonetics and phonology, morphology, syntax, semantics and pragmatics. Moreover, emphasis will be given on the relation between the language and culture, and socio-linguistic aspects such as dialects, pidgins, creole, register, status, situations and so on. Also, students will learn psycholinguistics especially LAD, CALL, TALL, first language acquisition, second language learning, and brain and language development etc.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember the different kinds of basic linguistic terms along with their definition.
CLO2	interpret the characteristics and structure of sounds, words, and sentences using the knowledge of morphology, semantics, etc.
CLO3	analyze transcriptions, process of first and second language acquisition, and social and cultural variations in language usage.
CLO4	evaluate the communication skill in the English.
CLO5	implement the linguistic knowledge in listening, speaking, reading and writing.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3			3		2		2		2
CLO2	1			3		3				
CLO3	3			3			2		1	2
CLO4	2			3		3				3
CLO5	2			3		3				3

Correlation: 3- High, 2- Medium, 1- Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Visualization, Group Discussion	Quiz, Open Question-answer
CLO2	Inquiry-Based Teaching	Homework, Classwork, Surprise Test
CLO3	Lecture, Handouts, Close Reading	Class Test, Formative Assessment
CLO4	Read aloud, Reciprocal Teaching, Providing Flashcard	Presentation, Summative Assessment
CLO5	Extensive writing, Brainstorming	Written examination

Selected Texts

1. John Loyns — *Linguistics: An Introduction*
2. George Yule — *The Study of Language*
3. Radhe L. Varshney — *An Introductory Text Book of Linguistics and Phonetics*

Recommended Reading

1. *The Oxford Advanced Learners' Dictionary of Current English* — Hornby, A. S. (ed.)
2. *Elements of General Phonetics* — Abercrombie, D.
3. *An Introduction to the Pronunciation of English* — Gimpson, A. C.
4. *Linguistics* — Crystal, D.
5. *Introducing Applied Linguistics* — Corder
6. *Analyzing English* — Jackson, H.
7. *Ship or Sheep: An Intermediate Pronunciation Course* — Baker, A.
8. *Handbook of English Pronunciation* — Hooke, R. and J. A. Rowell
9. *Practical Phonetics* — Colson, W.
10. *English Phonetics & Phonology: A Practical Course* — Roach, P.

0232 ENG 1202: Advanced Writing

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : ENG 1104 (Writing)

Rationale of the Course

This course advances individual writing ability by focusing upon analytical and rhetorical strategies through various exercises and the production of compositions.

Course Content

This course aims to help students develop their awareness about the general characteristics, format and style of different types of academic, technical, business, and professional writing. This section is designed to introduce students to a variety of factors that contribute to strong, well-organized writings. It also includes paragraphing, sectioning and summarizing, essential elements of good writing, developing a good writing style etc. Moreover, stylistic elements as well as techniques will be taught. At the same time, the course is supposed to develop students' skills in writing formal essays on literary and linguistic themes.

The following things should be emphasized while teaching this course:

- Focusing
- Writing a good introduction
- Writing a good conclusion
- Structure and organisation
- Techniques of development
- Language and style
- Purpose and audience
- Taking a position
- Writer's voice, tone, mood and attitude
- Contextualisation
- Cohesive devices
- Coherence
- Summary
- Précis writing
- Report writing
- Book reviews
- Referencing skills
- Writing term papers, reviews and features
- Mailing
- How to write exam papers

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember and recognize different types of cohesive devices and their uses in different types of writing.
CLO2	understand the effective ways to make different forms of writing cohesive and coherent.
CLO3	analyze the principles, characteristics, merits and demerits of different techniques of paragraph writing.
CLO4	evaluate and implement some other forms of writing including writing based on situation, and focusing on precision etc.
CLO5	create and prepare and structurally effective, grammatically accurate, contextually and structurally appropriate pieces of writing.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	1					1				3
CLO2	1					1				3
CLO3										2
CLO4				1			1			2
CLO5	1			2		1				2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Jahurul Islam *Advanced Reading & Writing*
2. Stephens Mary *Practise Advanced Writing*
3. Jahurul Islam *Writing Skills*

Recommended Reading

1. *The Little Brown Handbook* Fowles, R. H.
2. *MLA Handbook for Writers of Research Papers* Gibaldi, J and Achtert, W. S.

3.	*Advancing Writer, Book 2*	Greenberg, K. L.
4.	*Academic Writing*	Jordon, R. R.
5.	*College Writing Skills*	Langhan
6.	*Thesis and Assignment Writing*	Anderson, J., B. H. Duston and M. Poole

0232 ENG 1211: Introduction to Literature: Poetry

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to help students develop their analytical skills as well as understanding of and appreciation for literature. They will be able to explore themes as reflected in various poetic subgenres, recognize the various literary elements and conventions of poetry, recognize significant works written by a wide variety of representative poets, examine the creative context, process, and characteristics of poems as products of the human imagination and of critical thoughts.

Course Content

This course introduces students to the basics of English poetry. Emphasis will be given on the terminology, techniques, figures of speech and literary strategies as applied to the genre. Development of English poetry from its beginning to the present is discussed in brief. This course will delineate the nature and functions of poetry, how elements (such as words, sounds, emotion, images etc.) work together to make a poem and what to look for when reading verses.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember different elements of poetry.
CLO2	understand various types of poems.
CLO3	analyze characterization, presentation and themes in the poems.
CLO4	evaluate different types of poems to understand the thematic and stylistic patterns.
CLO5	create new concepts of poetry, and compose their own literary pieces.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1	2	1								
CLO2	2	1								
CLO3	1	1								
CLO4	1	1								
CLO5										2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Interactive Lectures, Discussion	Short question-answer, homework, class test
CLO3	Demonstration, Group Discussion	Class Participation, Class test, assignment
CLO4	Problem-based Learning, Extensive writing	Written examination
CLO5	Discussion, Presentation	Presentation, Project work

Selected Texts:

1. William Shakespeare "Sonnet 18"
2. John Donne "A Valediction: Forbidding Mourning"
3. William Wordsworth "London 1802"
4. Robert Browning "My Last Duchess"
5. Matthew Arnold "Dover Beach"
6. Robert Frost "Stopping by Woods on a Snowy Evening"
7. Archibald MacLeish "Ars Poetica"
8. Langston Hughes "As I Grew Older"
9. Ted Hughes "The Jaguar"
10. Seamus Heaney "Digging"

Recommended Reading:

1. *The Norton Anthology: English Literature* Vols 1 and 2 — Abrams, M. H. (ed.)
2. *Literature: An Introduction to Fiction, Poetry and Drama* — Kennedy, X. J.
3. *A Glossary of Literary Terms* — Abrams, M. H.

4. *Elements of English Rhetoric and Prosody* Bose and Sterling
5. *Mythology* Hamilton, E.
6. *Anatomy of Poetry* Boulton, M.
7. *A Dictionary of Literary Terms* Cuddon, J.A.
8. *Understanding Poetry* Brooks and Warren

0222 HUM 1221: Bangladesh Studies (History of Independence)

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

The course has been designed for undergraduate students to help them learn the rich history of Bangladesh, and to provide them with basic knowledge of historical events which eventually led to the formation of Bangladesh and constitution of Bangladesh. Current trends in economic development, legislation, citizen charter, and cultural aspects will also be taught to make them responsible citizen.

Course Content

Pre-Independence Period:

Ancient period and Muslim period of Bengal, British period, Pakistan period: an overview (1952-1971), Language Movement, Six-point Movement, Mass Revolution and the General Election in 1970

History of Bangladesh Period:

The problem of national integration under Ayub regime, Elite in crisis during Pakistan rule, Nation-building in the new state, The ideals and philosophy of constitution-making of Bangladesh, study on the coup and assassination of, Bangabandhu Sheikh Mujibur Rahman, philosophy and fundamental changes of the Zia regime, constitutional amendments of Bangladesh, corruption and good governance in Bangladesh, issues of governance of Bangladesh, Bangladesh economy, ideas on political and ethnic conflict in Bangladesh, geographical setting of Bangladesh, environmental challenges of Bangladesh

Bangladesh Foreign Policy:

Realities and challenges, foreign policy-decision-making process in Bangladesh

Course Learning Outcomes

Attended of the course, the students will be able to

CLO1	remember specific stages of Bangladesh's political history, through the ancient, medieval, colonial and post-colonial periods and variety of cultural identities of Bangladesh.

CLO2	understand the economy and patterns of economic changes through qualitative and quantitative analysis.
CLO3	analyze the major socio-economic, political, environmental and developmental issues.
CLO4	evaluate cultural knowledge on literature, ethnic groups of people issues, and cultural exchange.
CLO5	create new concepts of foreign policy, environmental policy and good governance of Bangladesh.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1				2						
CLO2		1								
CLO3			3							
CLO4							2			
CLO5		1							2	

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, Brainstorming	Quiz, Open Question-answer
CLO2	Discussion	Short Question-Answer, Homework, Class Test
CLO3	Lecture	Class Test, Assignment
CLO4	Extensive writing	Written examination
CLO5	Discussion, Presentation	Presentation, Project Work

Selected Texts:

1. Sirajul Islam — *History of Bangladesh,* Vols, 1-3
2. Ramesh Chandra Majumdar — *History of Modern Bengal*, Vol, 1
3. William Van Schendel — *A History of Bangladesh*
4. Govt. of the People's Republic of Bangladesh — *The Constitution of the People's Republic of Bangladesh*

Recommended Reading:

1. *The Unfinished Memoirs* — Rahman, S. M. (Translated by Fakrul Alam)
2. *Bangladesh in International Politics* — Huq, M. S.

3.	*Bangladesh Politics: Problems and Issues*	Jahan, R.
4.	*Constitution, Constitutional Law and Politics: Bangladesh Perspective*	Halim, M. A.
5.	*Bangladesh in the Twenty-First Century: Towards an Industrial Society*	Muhith, A. M. A.
6.	*Political Economy of Fundamentalism in Bangladesh*	Barkat, A.
7.	*Public Administration: An Introduction*	Khan, H. A.
8.	*Current Issues in Public Administration*	Lane, F. S.
9.	*Introduction to the Study of Public Administration*	White, L. D.
10.	*Local Government in Bangladesh*	Siddiqui, K.
11.	*Administration of Local Self-Government in Rural Areas in Bangladesh*	Ahmed, A.
12.	*Hand Book of Public Administration*	Muneer, A. A.
13.	*Politics & Bureaucracy in New Nation Bangladesh*	Khan, M. M. and Zafarullah (ed.)
14.	*Administrative Reforms in Bangladesh*	Khan, M. M.

0611 CSE 1222: Computer and Information Technology

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course introduces the students with the basics of computer. Students will know hardware components, basic computer operations, security issues, and software applications. Upon completion, students should be able to demonstrate an understanding of the role and function of computers and use the computer to solve various problems.

Course Content

The course includes the following:

- Basic terminology: computer, user, hardware, software, chip, programme
- Types of computers: personal, notebook, handheld, PDA, internet appliance, server, mainframe, supercomputer
- History of computer
- Impact of computer on society
- Application areas of computer

- Types of software and hardware
- Main memory and secondary storage devices
- Input and output devices
- Operating systems
- Issues and objectives of computer security
- Internet
- Number System etc.

Lab-based class will cover the following that will show how to

- create and manage files and folder tree.
- use accessories utilities of Windows OS.
- enter and edit text in document file.
- apply formatting features on text like bold, italics, underline, font type, colour and size. Apply features like bullet, numbering.
- create documents, insert images, format tables.
- create and manipulate tables.
- enter and edit data in worksheet.
- apply formula and functions in the sheet.
- use graphics and auto shapes in excel sheet.
- create and manipulate excel charts.
- create pay bills, pay slips, electricity bills using excel.
- print sheet using print area.
- create ppt and insert and delete slides.
- create project presentations, lecture presentations.
- use slide in presentation.
- apply basic formatting features in presentation like font, font size, font colour, text fill, spacing and line spacing, formatting text boxes, word arts, styles, bullet and numbering.
- work with drawing tools, applying shape or picture styles, object borders, object fill, object effects.
- work with video, link to video and sound files.
- create hyperlinks, using action buttons.
- practise browsing of different sites using search engine.
- practise and understand different e-mail services– gmail, outlook, yahoo mail etc.
- practise creating e-mail accounts, sending, receiving, sorting and storing of mails.

However, emphasis should be given on practical computing.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	understand the fundamentals of computer such as block diagram of computer, computer hardware, memory

	architecture, and perform conversion from one number system to another number system.
CLO2	illustrate the role of the computer for personal and professional uses.
CLO3	identify and analyze the use of different productivity package such as MS word, PowerPoint and Excel.
CLO4	recognise the basic elements required in a computer system.
CLO5	develop the communication skill by creating topics and presenting them on computer systems.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1								2		
CLO2									2	
CLO3									2	
CLO4				3						
CLO5						3				

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1 CLO2 CLO3 CLO4 CLO5	▪ Interactive Lectures ▪ Demonstration ▪ Individual Assignment ▪ Case Studies ▪ Problem-based Learning ▪ Audio/Video	▪ Class Participation ▪ Presentation ▪ Class Performance ▪ Homework/Assignment ▪ Class Test ▪ Semester Final Examination (Written)

Recommended Reading

1. *Computer Fundamentals* — Peter Norton, McGraw Hill Education
2. *Introduction to Computers* — Mcgraw-Hill- Subramanian
3. *The Complete PC Upgrade and Maintenance Guide* — Mark Minasi, Sybex
4. *Computer Fundamentals* — Sinha, P. K. and P. Sinha

0232 ENG 1200: Viva Voce

Credit Hours : 2.00
Prerequisite : None

Rationale of the Course

The main aim of viva-voce is to make the students confident in expressing their ideas with syntagmatic and stylistic accuracy. Students are also supposed to show their fluency in front of a formal viva board. Moreover, they are expected to respond to questions which cover all the contents of both 1st and 2nd semesters in 1st year.

Since the questions will be analytical and impromptu in nature, students are expected to critically respond to them.

Course Content

This course will embrace all the contents of the taught courses in 1st and 2nd semesters in 1st year. Students are expected to answer questions from Basic Grammar, Reading, Listening and Speaking, Writing, Introduction to Literature: Fiction and Non-Fiction, Bengali Language and Literature, Introduction to Linguistics, Advanced Writing, Introduction to Literature: Poetry, Bangladesh Studies, and Computer and Information Technology.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	attend the viva voce maintaining the decorum.
CLO2	understand the queries properly and answer them precisely.
CLO3	analyze the interconnections between different course contents they have encountered in their 1st year.
CLO4	evaluate texts connecting them with their social, spiritual, political, economic, environmental and cultural contexts.
CLO5	compile the knowledge of taught courses by developing new ideas and criticism.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	1		1			3			1	
CLO2			2	2	1	3			2	
CLO3	1		1	3	1	2		1	1	
CLO4	2		1	3		1	2	1		1
CLO5		1		1					1	2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1		Open Question-answer
CLO2		Open Question-answer
CLO3		Open Question-answer
CLO4		Open Question-answer
CLO5		Open Question-answer

2nd Year 1st Semester

0232 ENG 2101: Introduction to Sociolinguistics and Psycholinguistics

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to make students familiar with different sociolinguistic and psycholinguistic terms, theories and practices. Broader knowledge of the subject will enable the students to understand man, society and language. The students will acquire profound knowledge about linguistic theory and sociolinguistic issues, including the relationship between linguistic variation and social factors like identity, class, power, and language change. It will enable students to be the smartest communicator in English Language in formal and informal contexts.

Course Content

This course contains the basic sociolinguistic and psycholinguistic issues, including the relationship between linguistic variation and social factors like identity, class and power, the development of pidgins and creoles, code choices in bi-dialectal and bilingual communities, and language change. This course is also a general introduction to psycholinguistics. It covers areas such as speech perception, word recognition, lexical ambiguity, sentence comprehension, sentence production, and discourse processing. It will look at how language behaviour illuminates our understanding of the mind and the brain, and how properties of mind and brain influence human language.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	know the differences between sociolinguistics and psycholinguistics.
CLO2	interpret the characteristics of the language in terms of social and psychological perspectives.
CLO3	analyze the relationship between language, culture, and society which will help them to do research using their linguistic knowledge.
CLO4	evaluate various languages connecting them with their social, moral, political, economic, environmental, and cultural contexts.
CLO5	implement the gathered knowledge to understand human behaviour, society, and language as a whole.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1	3		1	3						
CLO2	3	3	2	3						
CLO3	3	3		3	1	3		2		
CLO4	3	2		3	2	3		3		
CLO5	3	2		3		3	2	3		3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Visualization, Teamwork	Quiz, Open Question-answer
CLO2	Inquiry-Based Teaching	Homework, Classwork
CLO3	Lecture, Handouts, Close Reading	Class Test, Formative Assessment
CLO4	Read aloud, Reciprocal Teaching	Presentation, Summative Assessment
CLO5	Extensive writing, Brainstorming	Written examination

Selected Texts:

1. George Yule — *The Study of Language*
2. Radhe L. Varshney — *An Introductory Text Book of Linguistics and Phonetics*

Recommended Reading:

1. *Sociolinguistics* — Hudson, A.
2. *A Study of Language* — Yule, G.
3. *Psychology and Language* — Clack, H. and E. Clack
4. *Psychology in foreign language teaching* — Mcdonough, S.
5. *Fundamentals of language teaching* — Stem
6. *An Introduction to Sociolinguistics* — Ronald, W.
7. *Psycholinguistics* — Gleason, B. J. and B. N. Ratner
8. *Psycholinguistics* — Scovel, T.

0232 ENG 2102: English for Professional Purposes

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to enable students to develop their writing ability for professional purposes. It also enhances their capacity to cope with the modern-day working environment by making them familiar with the prospects and challenges of it.

Course Content

This course is designed to introduce students to a variety of professional writings which will help them produce professional-quality documents including

- Electronic communication
- Business reports
- Notes and memos
- Emails
- Notices for and minutes of meetings
- Tenders
- Advertisements
- Miscellaneous correspondence
- Business Letters: office order, circular, call for interviews, job application, cover letter, appointment letter, joining letter, reference letter, letters of recommendation, resignation letter etc.
- Project proposals and reports
- CV, Biodata
- Show-cause and reply to show-cause etc.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	know the needs of professional setting.
CLO2	develop functional, stylistic, rhetorical and academic vocabulary for professional writing.
CLO3	approach and appreciate different formats of writing.
CLO4	use formal and informal language.
CLO5	write need-based papers for professional and official purposes.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1	2									

CLO2				3						
CLO3				1						
CLO4				2		2				
CLO5										2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. David Joly — *Writing Tasks Student's Book: An Authentic-Task Approach to Individual Writing Needs*
2. Kristine Brown and Susan Hood — *Writing Matters*
3. Jahurul Islam et al. — *English Writing Skills*

Recommended Reading

1. *Model Business Letters & Other Business Documents* — Taylor, S.
2. *Technical Writing* — Warren, T.L.
3. *Writing for the Technical Professions* — Trzyna, T.N.
4. *Business Correspondence and Report Writing A practical approach to business and technical communication* — Mohan, S.
5. *Essentials of Business Communication* — Pal, R.
6. *How to Write First Class Business Correspondence: the handbook for business writing* — Sue, L. et al.
7. *Model Business Letters, Emails and Other Business Documents* — Shirley, T.

0232 ENG 2111: Introduction to Literature: Drama

Credit Hours: 3.00
Contact Hours: 3.00
Prerequisite: None

Rationale of the Course

This course is designed to introduce one of the literary genres called drama which will enable the students to be familiar with the structure, style, diction, and kinds of drama. Moreover, students can identify the distinct features of drama, and know why dramas are different from other kinds of literature. They will be informed how thematic aspects work in terms of drama, and enable them to find out themes by connecting them with social and cultural understanding.

Course Content

This course introduces students with four English dramas. However, emphasis will be given on terminology, techniques, figures of speech and forms of different dramas. Development of English drama from its beginning to the present should be discussed. This course will show students what drama is and what it does, how the elements (such as plot, story, trajectory line etc.) work together to make a play and what to look for when reading a dramatic work.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember the dramatists along with their major literary works.
CLO2	interpret the thematic aspects of the given text and match them with the research articles.
CLO3	analyze the structure, language, writing style, and kinds of drama.
CLO4	evaluate texts connecting them with their social, moral, political, economic, environmental and cultural contexts.
CLO5	apply the concepts and ideas regarding drama to write, study and do research on any kind of drama.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2		3	3						
CLO2		1		3						
CLO3			1	3	2					2
CLO4		1	3	3	2				2	
CLO5		3		3		3	1			3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Visualization, teamwork	Quiz, open question-answer
CLO2	Inquiry-based teaching	Homework, classwork
CLO3	Lecture, handouts, close reading	Class test, formative assessment
CLO4	Read aloud, reciprocal teaching	Presentation, summative assessment
CLO5	Extensive writing, brainstorming	Written examination

Selected Texts

1. Sophocles — *Oedipus Rex*
2. Eugene O'Neil — *Ile*
3. Wole Soyinka — *The Road*
4. George Bernard Shaw — *Arms and the Man*

Recommended Reading

1. *The Norton Anthology: English Literature* Vols 1 and 2 — Abrams, M. H. (ed.)
2. *Literature: An Introduction to Fiction, Poetry and Drama* — Kennedy, X. J.
3. *A Glossary of Literary Terms* — Abrams, M. H.
4. *Elements of English Rhetoric and Prosody* — Bose and Sterling
5. *Anatomy of Drama* — Boulton, M.

0232 ENG 2112: Romantic Poetry

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to introduce students to Romanticism and develop their understanding of its nature through a close analytical reading of assigned texts from the major poets of the period. Students will know the English Romantic literary movement and its main figures. They will be able to analyze the intellectual, historical, political and social background relevant to an understanding of the English Romanticism.

Course Content

The course emphasizes on the idea of Romanticism in literature which became a prominent issue in the first half of the nineteenth century. The elements that feature the age will be discussed. In this course, four prominent poets— William Wordsworth, Samuel Taylor Coleridge, Percy Bysshe Shelley and John Keats— and their representative works have been selected for the students.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember the basics of romanticism.
CLO2	understand how poets use the romantic ideals in poems.
CLO3	analyze individual poems to see how they reflect concepts of romantic era.
CLO4	evaluate texts connecting them with their social, political and cultural context.
CLO5	create new ideas of analyzing poetry, and compose their own literary pieces that include research articles.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2									
CLO2		2	2							
CLO3			1							
CLO4			2							
CLO5				2			2			3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	**Teaching-Learning Strategy**	**Assessment Strategy**
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Interactive Lectures, Discussion	Short question-answer, homework, class test
CLO3	Demonstration, Group Discussion	Class test, assignment
CLO4	Problem-based Learning, Extensive writing	Written examination
CLO5	Discussion, Presentation	Presentation, Project work

Selected Texts

1.	William Wordsworth	"Tintern Abbey", "Ode: Intimations of Immortality", "I Wandered Lonely as a Cloud"
2.	Samuel Taylor Coleridge	*The Rime of the Ancient Mariner*, "Kubla Khan"
3.	Percy Bysshe Shelley	"Ozymandias", "Ode to the West Wind", "To a Skylark"
4.	John Keats	"Ode on a Grecian Urn", "Ode to a Nightingale", "To Autumn", "La Belle Dame sans Merci: A Ballad"

Recommended Reading

1.	*The Norton Anthology: English Literature* Vols 1 & 2	Abrams, M. H. (ed.)
2.	*A Companion to Romantic Poetry*	Mahoney, C.
3.	*Literature: An Introduction to Fiction, Poetry and Drama*	Kennedy, X. J.
4.	*The Romantic Imagination*	Bowra, M.
5.	*The Letters of John Keats*	Forman, M. B. (ed.)
6.	*The Spirit of the Age*	Hazlitt, W.
7.	*Biographia Literaria*	Coleridge, S. T.

0232 ENG 2113: History of English Literature

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

Literature is a part of the cultural heritage freely available to everyone, and it can enrich the thought of human beings in all ways. Literary works can be entertaining, beautiful, funny, or tragic. They convey the depth of thought, richness of emotion, and insight into the character. The study of English literature allows students to develop new ideas and ethical standpoints, and can help them describe English society. Literature is also crucial to learning stylistic and artistic conventions for English communication and writing.

Course Contents

The course introduces students with the development of the English Literature from its beginning with *Beowulf* to the Modern Period. It will also introduce linguistic, political and social issues along with their influences on the English Literature. The course will intensely discuss

a) The periods of English Literature
b) Chaucer
c) Elizabethan literature

d) Shakespeare
e) Metaphysical literature
f) Milton
g) Restoration literature
h) Classicism
i) Romanticism
j) Gothic literature
k) Victorian literature
l) War literature
m) Modern and contemporary literature
n) American literature and so on.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	develop a sense of the relationship between the history of the English language and of the English literature.
CLO2	connect the tone of a writer in a text regarding a specific historical event.
CLO3	instigate further reading necessary to the research work on literature.
CLO4	develop skills of the critical analysis of literary works.
CLO5	insert aesthetic responsiveness of literature into the psyches of learners.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO 1	PLO2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3		1			2				2
CLO2				2			1			
CLO3		3								3
CLO4							1	2		3
CLO5		2	3							

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	**Teaching-Learning Strategy**	**Assessment Strategy**
CLO1	Discussion	Homework, Class Test
CLO2	Question-and-answer, Brainstorming	Quiz, Open Question-answer
CLO3	Lecture	Assignment
CLO4	Extensive writing	Final Examination
CLO5	Discussion, Presentation	Presentation

Selected Texts

1.	Andrew Sanders	*Short Oxford History of English Literature*
2.	Michael Alexander	*A History of English Literature*

Recommended Reading

1.	*The Norton Anthology of English Literature* Vols 1 & 2	Abrams, M. H. et. al
2.	*Literature: An Introduction to Fiction, Poetry, and Drama*	Kennedy, X. J.
3.	*English Literature*	Long, W. J.
4.	*An Outline History of English Literature*	Hudson, W. H.
5.	*An Introduction to Old English*	Brook, G. L.
6.	*A Brief History of English Language and Literature*	Meiklejohn, J. M. D.

0314 HUM 2121: Principles of Sociology

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course has been designed to understand the human inter-personal relationship and human psychology in the society. Students are expected to apply this knowledge in the practical fields through the study of varied societies and cultures. This course will also help the students understand societal and cultural issues in national, global and environmental contexts.

Course Content

The course will discuss the primary concepts of sociology. They include society, community, institution, norms and values, socialization, class conflict, French Revolution, industrialization, globalization, media, Asiatic modes of production, environmental risk, gender, marriage, family, migration, health, social problems, unemployment, SDGs, social policy and so on. The course will also discuss classical and modern theories of sociology.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember the basic nature, scope and perspective of sociology and the criteria of social research process and methodologies.
CLO2	understand contextual knowledge on societal and cultural issues

	in national and global context as well as environmental contexts for sustainable development.
CLO3	analyze social problem, social stratifications, socialism and capitalism.
CLO4	evaluate theoretical knowledge on Bangladesh context after Marx, Weber, Durkheim, and Beck.
CLO5	create new concepts of social policy for achieving sustainable development goals in Bangladesh.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1				2						
CLO2			2							
CLO3					2					
CLO4			3						1	
CLO5										1

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	**Teaching-Learning Strategy**	**Assessment Strategy**
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Short question-answer, homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Extensive writing	Written examination
CLO5	Discussion, presentation	Presentation, project work

Selected Texts

1. Anthony Giddens — *Sociology* (2006)
2. C N Shankar Rao — *Principles of Sociology* (2012)
3. A. Giddens — *Sociology*

Recommended Reading:

1. *Sociology: A guide to problems and literature* — Bottomore, T.B.
2. *Sociology of the Third World* — Gold Thrope, J.E.
3. *Sociology* — Horton, P.B. and C.L. Hunt
4. *Introducing Sociology* — Schaefer, R.T. and R.P. Lamm

2nd Year 2nd Semester

0232 ENG 2211: Prose from Bacon to Lamb

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

The purpose of this course is to open a new horizon of standard prose to the students. The course familiarizes the students with different types of prose writing and introduces to them the basic concepts of style and literary devices in prose. It also acquaints them with cultural diversity and divergence in perspectives which will enable them to develop their critical thinking abilities, and write creatively and critically.

Course Content

The course consists of prose writings from the Elizabethan to the 19th century. The course describes the major features of 17h Century English prose; contemporary social life of England, history, culture, problem etc. This course also intends to analyze social, economic, political and historical background of 17th century by considering representative authors and their prominent works.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember the basics of prose.
CLO2	understand the style of prose writing.
CLO3	analyze the greatest works and their importance.
CLO4	evaluate the cultural, political, and social sides of prose works.
CLO5	read and compare texts closely, and to know how to read formal and thematic aspects of texts.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1	2		2				2			2
CLO2	2		2				2			2
CLO3	2	2	2				1			1
CLO4			2		3		2			2
CLO5	2		2				2			

Correlation: 3- High, 2- Medium, 1- Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Francis Bacon — "Of Marriage and Single Life", "Of Great Place", "Of Ambition", "Of Truth", "Of Superstition", "Of Plantations"
2. John Milton — *Areopagitica*
3. Jonathon Swift — "A Modest Proposal"
4. Charles Lamb — "Christ's Hospital Five-and-Thirty Years Ago", "The Two Races of Men", "A Letter to Wordsworth", "A Complaint of the Behavior of Married People", "Dream Children"

Recommended Reading

1. *The Norton Anthology: English Literature* (Vols 1 & 2) — Abrams, M. H. (ed.)
2. *Literature: An Introduction to Fiction, Poetry and Drama* — Kennedy, X. J.
3. *An Introduction to Literature: Fiction, Poetry, and Drama* — Barnet, S. et al.

0232 ENG 2212: Victorian Poetry and Prose

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course offers students a comprehensive understanding of the literary, cultural, scientific and economic backgrounds of Victorian poetry and prose. They explore the intellectual and social changes that took place during the Victorian age, which affected the works of art in general. The purpose of this course is to identify and analyze those changes. After completing the course, the students will be able to discover the social changes garnered by important events of social and literary history.

Course Content

This course focuses on the works of four important Victorian writers. Several poems by Alfred Tennyson and Robert Browning, and selected prose works of John Henry Newman and John Stuart Mill will be studied. By the end of the semester, students will be able to understand and analyze some representative works of the Victorian Period with proper knowledge of the contexts.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	familiarize themselves with the religious, cultural, scientific and economic structure of the Victorian society.
CLO2	understand the context of the poems in relation to the historical background of the poem.
CLO3	evaluate the micro and macro changes on different levels initiated by the advent of scientific discoveries.
CLO4	assess the differences between the Victorian poets and the poets of other ages.
CLO5	create ways to deal with the spiritual drought of modern society.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1			3	1			1		1	
CLO2	3	2	3	1	2		2			
CLO3		2	3	2	3		3			
CLO4	3	1	2	1	1		3			
CLO5			3						3	

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	**Teaching-Learning Strategy**	**Assessment Strategy**
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1.	Lord Alfred Tennyson	"The Lotos-Eaters", "Tithonus", "Tears, Idle Tears", "Ulysses"
2.	Robert Browning	"Last Ride Together", "Andrea del Sarto", "Fra Lippo Lippi", "Rabbi Ben Ezra", "Love among the Ruins"
3.	John Henry Newman	*The Idea of a University* (Discourses: V and VI)
4.	John Stuart Mill	*On Liberty* (Chapters: II and III)

Recommended Reading

1.	*The Norton Anthology: English Literature Vol 2*	Abrams, M. H. (ed.)
2.	*The Victorian Temper: A Study in Literary Culture*	Buckley, J. H.
3.	*The Victorian Poets*	Lucas, F. L.
4.	*Science and Religion in the Nineteenth Century*	Cosslett, T. (ed.)

0232 ENG 2213: Elizabethan and Jacobean Drama

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course will provide students with the important information about drama and theatre during the Elizabethan and Jacobean rule in England. The students will get acquainted with the prominent works, playwrights and processes of the period. They will also be introduced to the key theatrical terms relevant to the period in question. They will get some basic knowledge as to the major playhouses created during that period as well as their structure and stage practices employed. Students will also be encouraged to form a critical understanding of the different forms of drama like tragedy, comedy, history, tragicomedy, melodrama, farce etc.

Course Content

The course will provide the students with knowledge of the growth and development of drama in the Elizabethan and Jacobean period with Shakespeare as the representative playwright through analysis of generic texts. Other representative texts of Marlowe, Webster and Ben Jonson will be studied with historical and cultural backgrounds.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember the structure and elements of tragedy and comedy.
CLO2	understand social, cultural and historical aspects of the period.
CLO3	analyze the texts by comparing and contrasting them.
CLO4	assess the universality of the texts.
CLO5	construct new ways of responding to the texts.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3				1		2			
CLO2			3	2						
CLO3	2		3	3	2		2			
CLO4	2	3	3	2	3		3			2
CLO5		2	3		2		3			

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, Brainstorming	Quiz, Open Question-answer
CLO2	Discussion	Homework, Class Test
CLO3	Lecture	Class Test, Assignment
CLO4	Discussion, Presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Christopher Marlowe — *Doctor Faustus*
2. Ben Jonson — *The Alchemist*
3. William Shakespeare — *Macbeth*
4. John Webster — *The Duchess of Malfi*

Recommended Reading

1. *An Introduction to Stewart Drama* — Boas, S. D.
2. *An Introduction to Tudor Drama* — Boas, S. D.
3. *The Growth and Structure of Elizabethan Comedy* — Bradbrook, M. C.

4. *Seneca and Elizabethan Drama* — Lucas, F. L.
5. *Elizabethan Drama* — Schelling, F. E.
6. *Types of Tragedy* — Vaughn
7. *Shakespeare's Predecessors in English Drama* — Symonds, J. A.

0232 ENG 2214: Old and Middle English Literature in Translation

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to enable students to understand the culture, literature, and history of the Anglos-Saxons with the knowledge of old and Middle English language. Students will be provided with a sense of the development of English literature and its various epochs. Students will have the knowledge of the literature and culture of the medieval England and other areas that influenced England politically and culturally.

Course Content

This course is a survey of medieval British literature from the 7th century to the 15th century. The first focus will be on Anglo-Saxon literature. It will include the two key genres of Anglo-Saxon poetry, the heroic poem and the elegy, which have a profound influence on modern epic. The culmination of this unit is *Beowulf*, the first English epic and a brilliant exposition of the contest between human will and fate, the assertion of courage as well as sacrifice in the face of death. The second focus will be on the study of the language spoken in England and the literature written in English from about 1300 to 1500 AD, with a special focus on the work of Geoffrey Chaucer. By going through the text of Chaucer, the contemporary social, political, and religious crises will be understood.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember the ancient mode of English language.
CLO2	understand the root and development of English literature.
CLO3	analyze different poems to identify the key tropes of old and middle English poetry.
CLO4	evaluate texts connecting them with their social, political and cultural context.
CLO5	create ideas to compare the old and middle English literature with the modern one.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2		2							1
CLO2	2		2		1					1
CLO3	3		2				2			1
CLO4	2		3	2	1		2			1
CLO5	2	2	1		2	1	1			2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	**Teaching-Learning Strategy**	**Assessment Strategy**
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Interactive Lectures, Discussion	Short question-answer, homework, class test
CLO3	Demonstration, Group Discussion	Class test, assignment
CLO4	Problem-based Learning, Extensive writing	Written examination
CLO5	Discussion, Presentation	Presentation, Project work

Selected Texts

1. Anonymous *Beowulf*
2. Anonymous "The Seafarer", "Dream of the Rood"
3. Geoffrey Chaucer *General Prologue*

Recommended Reading

1. *The Norton Anthology: English Literature* Vol 1 — Abrams, M. H. (ed.)
2. *A Companion to Old and Middle English Literature* — Lambdin, L. C. and R.T. Lambdin
3. *Chaucer and His Poetry* — Haque, E.
4. *A Critical Companion to Beowulf* — Orchard, A.
5. *The Oxford Book of Sixteenth Century Verse* — Chambers, E. K.
6. *A Companion to Chaucer's Canterbury Tales* — Hallissy, M.
7. *Geoffrey Chaucer's The General Prologue to the Canterbury Tales* — Bloom, H.
8. *Ancient Epic* — King, K. C.

0232 ENG 2215: Elizabethan and 17th Century Poetry

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

The course is designed to introduce major poetry from the Elizabethan period in the 17th century. This includes the study of history, culture, politics, art and literature along with the poems from the most prominent poets of the period. The students will be taught how to analyze these poems in the light of the literary theories that emerged later in order to help them understand the relevance of such poetry in terms of history, philosophy and discourses. By the end of the course, the students will be well-acquainted with the thoughts and techniques developed in the writings of the prominent 17th century poets.

Course Content

This course introduces students to some of the finest poetry produced in the 17th century Elizabethan England. Both sensual and religious poems of Donne will be covered. Also, Edmund Spencer's epic poem *The Faerie Queene* will be taught in this course. Besides, two of the famous court poets of that era namely John Milton and John Dryden will be discussed through their celebrated texts *Paradise Lost* (Selected Sections) and *Absalom and Achitophel*.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	understand the ideology, rhetoric and aesthetic importance of 17th century poetry.
CLO2	learn about the intertextuality of the texts, especially poetry, in the 17th century.
CLO3	analyze the historical background of the texts.
CLO4	incorporate literary theories in contemporary works.
CLO5	communicate ideas effectively and coherently in and away from the texts.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	1			1						
CLO2	2		3							
CLO3	1		3	3						
CLO4		3		3						
CLO5	1		2							2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Discussion	Homework, Class Test
CLO2	Lecture	Assignment
CLO3	Question-and-answer, Brainstorming	Quiz, Open Question-answer
CLO4	Discussion, Presentation	Presentation
CLO5	Extensive writing	Written Examinations

Selected Texts

1. John Donne — "Go and Catch a Falling Star", "The Good-Morrow", "The Canonization", "The Flea", "The Funeral"
2. Edmund Spenser — *The Faerie Queene* (Book I)
3. John Milton — *Paradise Lost* (Book IX and Book X)
4. John Dryden — *Absalom and Achitophel*

Recommended Reading

1. *The Norton Anthology: English Literature* (Vols 1 and 2) — Abrams, M. H. (ed.)
2. *The Evaluation of The Faerie Queene* — Bennett, J.W.
3. *Preface to Paradise Lost* — Legouis, P.
4. *Donne's Poetry and Modern Criticism* — Rugoff, M.
5. *Donne's Imagery* — Rudrum, A.
6. *A Concise Companion to Milton* — Duran, A.
7. *John Milton's Paradise Lost* — Bloom, H.

0232 ENG 2200: Viva Voce

Credit Hours : 2.00
Prerequisite : None

Rationale of the Course

The main aim of viva-voce is to make the students confident in expressing their ideas with syntagmatic and stylistic accuracy. Students are also supposed to show their fluency in front of a formal viva board. Moreover, they are expected to respond to questions which cover all the contents of both 1st and 2nd semesters of 2nd year.

Since the questions will be analytical and impromptu in nature, students are expected to critically respond to them.

Course Content

This course will embrace all the contents of the taught courses in 1st and 2nd semesters of 2nd year. Students are expected to answer questions from Sociolinguistics and Psycholinguistics, English for Professional Purposes, Drama, Poetry, History of English Literature, and Principles of Sociology.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	attend the viva voce maintaining the decorum.
CLO2	understand the queries properly and answer them precisely.
CLO3	analyze the interconnections between different course contents they have encountered in their 1st and 2nd semesters in their 2nd year.
CLO4	evaluate texts connecting them with their social, spiritual, political, economic, environmental and cultural contexts.
CLO5	compile the knowledge of taught courses by developing new ideas and criticism.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	1		1			3			1	
CLO2			2	2	1	3			2	
CLO3	1		1	3	1	2		1	1	
CLO4	2		1	3		1	2	1		1
CLO5		1		1					1	2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1		Open Question-answer
CLO2		Open Question-answer
CLO3		Open Question-answer
CLO4		Open Question-answer
CLO5		Open Question-answer

3rd Year 1st Semester

0232 ENG 3111: 18th Century English Poetry

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course emphasises on the connections between texts and contexts. A course at this level gives students an understanding of the dynamic relationship between individual texts and the broader culture from which they emerge. Most of the course is organized with an eye towards historical periods and movements of 18th century. The concerned texts pay particular attention to the historical development of language.

Course Content

This course introduces students to the poetry of 18th century, especially of neo-classical period and pre-romantic period. Four representative poets of this era will be read under this course. Students will be taught Alexander Pope's mock-epic poem *The Rape of the Lock* where he satirizes the whims and follies of 18th century aristocrats. Alongside Pope, three poets of the pre-romantic era– Thomas Gray, Oliver Goldsmith and William Blake– will be discussed through their celebrated works.

Course Learning Outcomes

At the end of the course, the student will be able to

CLO1	understand the interplay of genres and literary movements across a significant period of time.
CLO2	learn the prominence of logic and reason in the 18th century British literature.
CLO3	analyse how texts are related to social and cultural categories, enterprises, and institutions.
CLO4	discuss the literary, historical, social and cultural backgrounds of these texts.
CLO5	demonstrate the ability to write logical analysis of literary texts in an appropriately academic register.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO7	PLO 8	PLO 9	PLO 10
CLO1	3	2	3							2
CLO2	3	1	3				2			
CLO3			2				3			
CLO4		2	3		2					
CLO5		3				2	2			3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Question-and-answer	Quiz, Open Question-answer
CLO2	Discussion	Homework, Class Test
CLO3	Lecture, Discussion	Class Test, Assignment
CLO4	Discussion, Presentation	Presentation
CLO5	Assign Topic/Question	Written examination

Selected Texts

1. Alexander Pope *The Rape of the Lock*
2. Oliver Goldsmith "The Deserted Village"
3. Thomas Gray "Elegy Written in a Country Churchyard"
4. William Blake *Songs of Innocence and of Experience* (Selections)

Recommended Reading

1. *A Collection of English Poems, 1660-1800*	Crane, R.S.
2. *Alexander Pope's The Rape of the Lock*	Bloom, H.
3. *Blake: Complete Writings with Variant Readings*	Keynes, G.
4. *Spiritual History: A Reading of William Blake's Vala, or the Four Zoas*	Lincoln, A.
5. *The Poems of Gray and Collins*	Poole, A. L.
6. *The Poet without a Name: Gray's Elegy and the Problem of History*	Weinfield, H.
7. *Goldsmith's Animated Nature: A Study of Goldsmith*	Pitman, J. H. and A. S. Cook

0232 ENG 3112: 18th Century English Fiction

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

The course is designed to make the students familiar with the major theoretical and critical terms of the period so that they can get an insight into the major issues related to the cultural and social context introduced in the literature of the 18th century. It appreciates the masterpieces of literature written in this literary period. This course also develops and practices students' interpretive skills and textual analysis in reading literature.

Course Content

This course introduces students to the four of the representative fictions of 18th century. Among them two allegorical novels by Daniel Defoe and Jonathon Swift will be covered. Also, Henry Fielding's Tom Jones will be discussed. Moreover, Jane Austen, the only female novelist in this course, will be taught through her masterpiece *Pride and Prejudice* which captures practised norms and values of that era.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	know the basics of 18th century English fiction.
CLO2	understand the relationship between literary texts and social structures.
CLO3	analyze the greatest novels and realistic approach of 18th century's novelists.
CLO4	evaluate the cultural, political aspects in its various literary movements.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1	1		2	1	2		1		1	2
CLO2	1		3	2	3	2	2			2
CLO3	2		3	2			1			
CLO4			3	2	2		3	1	2	2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture, discussion, presentation	Class test, assignment, presentation
CLO4	Extensive writing	Written examination

Selected Texts

1. Daniel Defoe *Robinson Crusoe*
2. Jonathan Swift *Gulliver's Travels*
3. Henry Fielding *Tom Jones*
4. Jane Austen *Pride and Prejudice*

Recommended Reading

1.	*The Cambridge Companion to Jonathan Swift*	Fox, C.
2.	*The Satire of Jonathan Swift*	Davis, H.
3.	*The Novels of Fielding*	Digeon, A.
4.	*The Rise of the Novel: Studies in Defoe, Richardson and Fielding*	Watt, I.
5.	*The Life and Strange Surprising Adventures of Robinson Crusoe of York, Mariner*	Defoe, D.J. an D. Crowley
6.	*Understanding Pride and Prejudice: A Student Casebook to Issues, Sources and Historical Documents*	Teachman, D.
7.	*Pride and Prejudice: Intergroup Problems in Protestant Curricula*	Olson, B.E
8.	*Subversion and Sympathy: Gender, Law and the British Novel*	Lacroix, A. and M.C. Nussbaum

0232 ENG 3113: 19th Century English Fiction

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course analyzes key developments in the nineteenth-century novels through historical, literary and critical contexts of the novel. Bildungsroman, or novel of development, along with two other representative literary genres namely the gothic and the realist will be extensively read and analyzed. This course introduces students to the genre of the novel at its height in 19th century. Through a close study of the significant novels of the period the students will come to understand the nature of the plots and its complexities in relation to the social and cultural impulses of the period.

Course Content

This course introduces students to the genre of the novel at its height in 19th century. Through a close study of the significant novel of the period, the students will come to understand the nature of the plot and its complexities in relation to the social and cultural impulses of the period. It includes Charles Dickens' *Great Expectations* where he explores the class struggle and other social issues of Victorian England. Thomas Hardy's *Tess of the D'Urbervilles* encapsulates gender struggles of the era. Moreover, two gothic novels– *Frankenstein* of Mary Shelley and *Wuthering Heights* of Emily Bronte– will be discussed.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember literary norms of 19th century and their features.
CLO2	understand the complex psychological aspects of the characters.
CLO3	analyze the differences of the authors in terms of their specialities.
CLO4	assess the relevance of the texts with modern life and evaluate their social, political and moral values.
CLO5	integrate secondary materials while studying the primary texts.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1	1		3	2			2			
CLO2				3	3		2		2	
CLO3	1		2	2			2			
CLO4	1		3	2	3		2			
CLO5		3		1		2	3	3		3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Mary Shelley *Frankenstein*
2. Emily Bronte *Wuthering Heights*
3. Charles Dickens *Great Expectations*
4. Thomas Hardy *Tess of the D'Urbervilles*

Recommended Reading

1. *The Cambridge Companion to Mary Shelley* Schor, E.
2. *Frankenstein 200: The Birth, Life, and Resurrection of Mary Shelley's Monster* Baumann, R.
3. *Charles Dickens: A Critical Introduction* Fielding, K. J.
4. *A Companion to Charles Dickens* Paroissien, D.
5. *Oxford Reader's Companion to Dickens* Schlicke, P.

6.	*I'd Have My Life Unbe: Thomas Hardy's Self-Destructive Characters*	Frank, R. and Giordano Jr.
7.	*Emily Brontë's Wuthering Heights*	Bloom, H.
8.	*Women-Writers of the Nineteenth Century*	Bald, M. A.

0232 ENG 3114: 18th and 19th Century American Literature

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course will focus on literature of North America written in the 18th and 19th century. It will explore the invention and formation of "Americanness" and "American literature" during this time of religious and political upheaval, revolution, and slavery, examining some of the fundamental civic myths, assumptions, rhetorical strategies, and popular perceptions that still influence the ways in which Americans think about themselves and their diverse communities.

Course Content

The focus of the course will be on literary texts written by a diversity of American authors to cover a range of issues, including American colonial history, the struggle to write poetry in fresh, innovative ways, White/Native-American relations, the rise of American feminism, and slavery followed by its long aftermath. This course will include the major works of Emily Dickinson, Nathaniel Hawthorne, Herman Melville and Walt Whitman.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	understand the literary strategies employed by selective American writers from diverse backgrounds and to understand how cultural, technological, and political conditions provoked and impacted what people wrote and how they read.
CLO2	recognize a range of ideas and ideology extending from America's colonial past through its antebellum years—and beyond.
CLO3	interpret and analyse texts in a socio-historical context.
CLO4	demonstrate an appreciation of American literature to complex issues of religion, politics and personal and national identity.
CLO5	display the ability to write logical analysis of literary texts contextually.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1	3	2	3							
CLO2	3	2	3							
CLO3			1		3		2			
CLO4			2		3		1			
CLO5				2			2			2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, question-and-answer	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture, discussion	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Assign topic/question	Written examination

Selected Texts

1. Emily Dickinson — "Because I Could not Stop for Death"
   "The Narrow Fellow in the Grass"
   "A Route of Evanescence"
   "Apparently with No Surprise"
   "As Imperceptibly as Grief"
   "I Taste a Liquor Never Brewed"
   "These are the Days When Birds Come Back"
   "There's a Certain Slant of Light"
2. Nathaniel Hawthorne — *The Scarlet Letter*
3. Herman Melville — *Moby Dick*
4. Walt Whitman — *Song of Myself* (Selections)
   "When Lilacs Last in the Dooryard Bloom'd"

Recommended Reading

1. *Melville* — Chase, R. (ed.)
2. *Leaves of Grass* — Cowley, M. (ed.)
3. *Walt Whitman* — Dutton, G.
4. *The Scarlet Letter* — Grant, D. (ed.)
5. *Hawthorne* — Kaul, A. N.
6. *Leaves of Grass* — Kumar, S. K.
7. *The Symbolic Meaning* — Lawrence, D. H. and A. Armin

8.	*Studies in Classic American Literature*	Lawrence, D. H.
9.	*Walt Whitman*	Pearce, R. H.
10.	*Emily Dickinson*	Sewall, R. B.
11.	*Nathaniel Hawthorne*	Turner, A.
12.	*The Twentieth-Century American Fiction Handbook*	Macgowan, C.

0232 ENG 3115: Classics in Translation

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course gives students the opportunity to study the literature and culture of the ancient and modern world, both separately and in comparison, to trace ideas, forms, and genres across cultures and time, and to think about continuities and changes to know how people think, write, and imagine in their world.

Course Content

This course introduces students to the classical canon, specifically Greek and Roman literary works, in translation. Homer's *The Iliad* will demonstrate the structure, characteristics and universal theme of a primary epic. Likewise, part of a secondary epic by Dante will be taught so that the students can understand them by comparing and contrasting the types of epics. Finally, alongside epics, students will be taught both Greek tragedy and comedy so that students can understand how dramas, especially classical ones, were formed and evolved throughout history. Emphasis will be given on the settings, themes, characterization, symbolism, techniques and figures of speech while teaching the texts.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	know the history of Greek literature from its beginning.
CLO2	understand major political, social, and cultural contexts of classical Greek literature.
CLO3	develop a deeper sense of the nature of literary modes in classical literature (such as drama, lyric, or epic) and their generic products.
CLO4	approach translation as a dynamic point of interpretative entry into source texts.
CLO5	engage themselves with current critical issues and persistent

	debates in Translation Studies and their practical applications to the study of classical poetry.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2								
CLO2			3							
CLO3	3	2								
CLO4			3		3	2	2			3
CLO5						2	3	2		3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Lecture, Question-and-answer	Quiz, Open Question-answer
CLO2	Discussion	Homework, Class Test
CLO3	Lecture, Discussion	Class Test, Assignment
CLO4	Discussion, Presentation	Presentation
CLO5	Assign Topic/Question	Written examination

Selected Texts

1. Homer *The Iliad*
2. Aeschylus *Agamemnon*
3. Aristophanes *The Clouds*
4. Alighieri, Dante "Inferno" (Canto 1-10) from *The Divine Comedy*

Recommended Reading

1. *Homer's The Iliad* Bloom, H.
2. *Oxford Readings in Homer's Iliad* Cairns, D. L.
3. *The Undivine Comedy: Detheologizing Dante* Barolini, T.
4. *Greek Tragedy: A Literary Study* Kitto, H. D. F.
5. *Aeschylus & Sophocles: Their Work and Influence* Sheppard, J. T.
6. *The Book of the Epic: The World's Great Epics Told in Story* Guerber, H. A.
7. *Greek Literature for the Modern Reader* Baldry, H. C.
8. *Political Interpretations in Greek Literature* Webster, T. B. L.

0232 ENG 3116: Introduction to Western Philosophy

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

The main aim of this course is to study and explore the fundamental questions of existence that philosophy strives to research. This course will look at how the most prominent representatives of mainstream Western philosophical approach attempt to answer these questions about the fundamental issues of reality.

Course Content

This course introduces students to some of the critical philosophical concepts from Classical era to the modern time. By reading this course, students will understand the complex construction of human psyche, inductive and deductive reasoning, structure and superstructure of the society, the concept of utopia and dystopia as well as existential issues and so on. The course covers the study of Plato, Neo-Platonism, Rationalism and Empiricism, Evolutionism, Marxism, Freud and Jung, and Existentialism.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	appreciate what philosophy is and the way in which it is relevant to practical issues.
CLO2	write organized, focused and effective argumentative essays more sharply.
CLO3	identify and analyze the basic problems of philosophy.
CLO4	locate, evaluate and use information from a variety of relevant sources.
CLO5	participate actively in discussions of philosophical ideas and issues.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2	3		3			3		3
CLO2		3		3		1				3
CLO3	2		1							2
CLO4				2			2			3
CLO5		3	3	3	2		3	2		3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Sarvepalli Radhakrishnan (ed.) *History of Philosophy Eastern and Western* (Vol. 2)
2. Bertrand Russell *History of Western Philosophy*
3. Frederick Copleston *Contemporary Philosophy*

Recommended Reading

1. *Six Existentialist Thinkers* Blackham, H. J.
2. *An Introduction to Ancient Philosophy* Armstrong, A. H.
3. *An Introduction to Jung's Psychology* Fordham, F.
4. *The Interpretation of Dreams* Freud, S.
5. *A Primer of Freudian Psychology* Hall, C. S.
6. *Introduction to Modern Philosophy* Joad, C. E. M.
7. *Twentieth-Century Criticism* Handy, W. J. & M. Westbrook
8. *A History of Modern Philosophy* Mayer, F.
9. *Introduction to Philosophy* Patrick, G. T. W.
10. *History of Political Theory* Sabine, P.
11. *Existentialism and Humanism* Sartre, J. P.
12. *A History of Philosophy* Thilly, F.

3rd Year 2nd Semester

0232 ENG 3211: 20th Century English Poetry

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course introduces students to poetry of 20th century. It surveys the British, American, and global Anglo poetry. By reading this course, students will understand how the poets of this era are concerned with issues like the two world wars and their impacts, the post-war economic depression, newly cultivated rational and scientific attitudes and approaches. It also explores the tensions between fixed and organic forms, the nature of modernist and post-modernist poetry, and the way in which poetics guides and influences poetry writing.

Course Content

This course introduces students to poetry of 20th century or poems that belong to the Modern age. Students will learn how modern man copes with the new normal and they will also learn how religious, moral and spiritual mindedness is the only key to salvation through poems of T. S. Eliot and W. H. Auden. Also, they will learn the essence of nationalism through the poems of W. B. Yeats. Alongside, they will also be taught Neo-romanticism by reading the poems of Dylan Thomas.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	understand and explain the major movements of 20th century poetry.
CLO2	identify works of major poets writing in English.
CLO3	recognize meter, rhyme, assonance, syncopation, and enjambment, and explain their impact on the experience of particular poems.
CLO4	master the skill of analyzing individual poetic texts in terms of their specific linguistic, formal, and generic characteristics.
CLO5	develop effective written arguments about poetry.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	3		3							
CLO2	3									
CLO3		3								
CLO4		3	3		3					
CLO5							3			3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	lecture, question-and-answer	quiz, open question-answer
CLO2	discussion	homework, class test
CLO3	lecture, discussion	class test, assignment
CLO4	discussion, presentation	presentation
CLO5	assign topic/question	written examination

Selected Texts

1.	William Butler Yeats	"September 1913", "Easter 1916", "The Second Coming", "Leda and the Swan", "The Wild Swans at Coole", "Sailing to Byzantium", "Byzantium", "No Second Troy"
2.	Thomas Stearns Eliot	"The Love Song of J. Alfred Prufrock", *The Waste Land*
3.	Wystan Hugh Auden	"Musee des Beaux Arts", "In Memory of W B Yeats", "The Shield of Achilles", "Petition"
4.	Dylan Thomas	"The Force That Through the Green Fuse Drives the Flower", "Do not Go Gentle into That Good Night", "Fern Hill", "Poem in October"

Recommended Reading

1.	*Modern Verse in English, 1900-1950*	Cecil, D. and A. Tate
2.	*Modernism and Mass Politics: Joyce, Woolf, Eliot, Yeats*	Tratner, M.
3.	*T. S. Eliot's The Waste Land*	Bloom, H.
4.	*The Poetry of T. S. Eliot*	Maxwell, D. E. S.
5.	*A Companion to T.S. Eliot*	Chinitz, D. E.
6.	*W.H. Auden*	Bloom, H.
7.	*Poetry of Dylan Thomas: Under the Spelling Wall*	Goodby, J.

8. *Lectures on Some Modern Poets* — Leclair, M. F. at el.
9. *The Oxford Companion to Twentieth-Century Poetry in English* — Hamilton, I.

0232 ENG 3212: 20th Century English Fiction

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

The course is to make the students familiar with the major theoretical and critical terms of the period and get an insight into the major issues related to the cultural and social context introduced in the fiction of the 20th century. It appreciates the masterpieces of literature written in this literary period. This course also develops students' interpretive skills and textual analysis while reading literature.

Course Content

This course introduces students to the 20th Century English fiction. Emphasis will be given on the literary strategies, techniques and themes related to the genre. This course provides a survey of modern British fiction from its development early in the twentieth century, to its current achievements and trends. The course focuses on the work of four representative novelists and examines the way these writers perceive the world around them and construct their fiction. A close critical reading of four novels allows students to understand each work on its own terms, to place it in the context of each writer's full body of work, and, finally, to see in its reflections of the major themes of modern British fiction.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	know the basics of 20th century English fiction.
CLO2	understand the relationship between literary texts and social structures.
CLO3	analyze the greatest novels 20th century's novelists and their realistic approach.
CLO4	evaluate the cultural, political, and stylistic protocols of modernism and its various literary movements.
CLO5	compare and read texts closely, and know how to read both formal and thematic aspects of texts.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2		3	3		1	1			2
CLO2	2		3	3		1	3			1
CLO3			3	2	2	1				1
CLO4			3	2			3		1	
CLO5		1	2	2	1		3			3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Joseph Conrad *Heart of Darkness*
2. David Herbert Lawrence *Sons and Lovers*
3. James Joyce *A Portrait of the Artist as a Young Man*
4. Edward Morgan Forster *A Passage to India*

Recommended Reading

1. *The Fatal Hero: Diana, Deity of the Moon, as an Archetype of the Modern Hero in English Literature* — Haroian, G.
2. *A Joseph Conrad Companion* — Orr, L. and T. Billy
3. *Joseph Conrad's Heart of Darkness* — Bloom, H.
4. *Marlow* — Bloom, H.
5. *The Complete Critical Guide to D.H. Lawrence* — Becket, F.
6. *E. M. Forster's A Passage to India* — Bloom, H.
7. *Modernism, Male Friendship, and the First World War* — Cole, S.
8. *A New Approach to Joyce: The Portrait of the Artist as a Guidebook* — Ryf, R. S.
9. *Approaches to Joyce's Portrait: Ten Essays* — Staley, T. F.

0232 ENG 3213: 20th Century English Drama

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course examines the development of modern English drama. It pays special attention to the formal and ideological implications of modernism. As visions of both traditional art and traditional ways of life began to disintegrate in the 20th century, dramatists sought new ways of representing the tensions inherent in modern life. Obviously, these tensions manifest themselves differently in different writers and in different contexts. The course will help the students to understand how modernism and different events have shaped and influenced the daily life and practices of 20th century. This course will trace developments in various categories of modern and contemporary drama, e.g. comedy, poetic drama, absurdism, existentialist drama etc.

Course Content

The course focuses on the representative works of the prominent 20th century playwrights. Two major forces dominate this period as it witnesses the advent of literary modernism as well as an empirical reaction to modernism in fiction. It includes Oscar Wilde's famous comedy of manners *The Importance of Being Earnest* where he satirizes the pretentious nature of Victorian aristocrats. Also, *Murder in the Cathedral* by T. S. Eliot will be discussed. Lastly, two absurd plays– *Waiting for Godot* by Samuel Beckett and *The Dumb Waiter* by Harold Pinter– will be covered.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	know the literary and aesthetic movements that dominate the modern period.
CLO2	understand diverse dramatic styles of 20th century.
CLO3	analyze the disintegration of society and values.
CLO4	assess the relatability and universality of the texts.
CLO5	create new ways of responding to the texts.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2		3	3		1	1			
CLO2	2		3	3		1	3			

CLO3			3	2	2	1				
CLO4			3	2			3		1	
CLO5		1	2	2	1		3			2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, Brainstorming	Quiz, Open Question-answer
CLO2	Discussion	Homework, Class Test
CLO3	Lecture	Class Test, Assignment
CLO4	Discussion, Presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Oscar Wilde — *The Importance of Being Earnest*
2. Thomas Stearns Eliot — *Murder in the Cathedral*
3. Samuel Beckett — *Waiting for Godot*
4. Harold Pinter — *The Dumb Waiter*

Recommended Reading

1. *Oscar Wilde's The Importance of Being Earnest* — Bloom, H.
2. *T.S. Eliot's Murder in the Cathedral* — Bloom, H.
3. *A Reader's Guide to Samuel Beckett* — Kenner, H.
4. *Samuel Beckett's Waiting for Godot* — Bloom, H.
5. *Samuel Beckett's Waiting for Godot: A Reference Guide* — Hutchings, W.
6. *Harold Pinter: The Poetics of Silence* — Hollis, J. R

0232 ENG 3214: 20th Century American Literature

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to enable the students to have profound knowledge about American culture and history by reading different kinds of texts of various writers. Students will also be able to differentiate between American and British literature and its function. Furthermore, they will be capable of distinguishing the literature of the 20th century by comparing it with the 19th and 21st century American literature. This course will show students how poetry and novels of

America are different from other regions, and how the techniques or form of poetry and novels evolves in this kind of literature.

Course Content

This course introduces students to American literature of 20th century. Four different writers of three different genres will be studied under this course. Emphasis will be given on the literary strategies, techniques, and figures of speech as applied to the texts. The celebrated poems of Robert Frost and Allen Ginsberg will be covered. Also, Tennessee Williams' *A Streetcar Named Desire* where he brings up social realism movement will be discussed. Lastly, the students will witness the struggles and agony of the people of colour in the newly found America through Toni Morrison's *The Bluest Eye.*

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	understand the American writers, dramatists, and poets along with their works of different genres.
CLO2	interpret the thematic aspects of the given texts and match them with the research articles.
CLO3	analyze the structure of drama, novels, and poems along with their distinct traits.
CLO4	evaluate texts connecting them with their social, moral, political, economic, environmental and cultural contexts.
CLO5	develop new concepts of poetry, drama, and novel, and compose their own literary pieces that include research articles.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3		3	3	3	2	3		2	2
CLO2	3		2	2	2	2	3		2	3
CLO3			2	2			2			
CLO4		3	2	3		2				
CLO5				3		2	3			1

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Visualization, teamwork	Quiz, open question-answer

CLO2	Inquiry-based teaching	Homework, classwork
CLO3	Lecture, handouts, close reading	Class test, formative assessment
CLO4	Read aloud, reciprocal teaching	Presentation, summative assessment
CLO5	Extensive writing, brainstorming	Written examination

Selected Texts

1.	Robert Frost	"The Road Not Taken", "Design", "Woodpile", "Fire and Ice", "After Apple Picking", "Stopping by Woods on a Snowy Evening", "Mending Wall", "Birches"
2.	Tennessee Williams	*A Street Car Named Desire*
3.	Alan Ginsberg	"Howl", "A Supermarket in California", "Sunflower Sutra"
4.	Tony Morrison	*The Bluest Eye*

Recommended Reading

1.	*The Poetry of Robert Frost: An Analysis*	Doyle, J. R.
2.	*Robert Frost's Imagery and the Poetic Consciousness*	Vail, D.
3.	*American Scream: Allen Ginsberg's Howl and the Making of the Beat Generation*	Raskin, J.
4.	*The Oxford Book of American Verse*	Matthiessen, F. O.
5.	*Tennessee Williams's A Streetcar Named Desire*	Bloom, H.
6.	*Student Companion to Tennessee Williams*	Tischler, N. M.
7.	*Toni Morrison's The Bluest Eye*	Bloom, H.
8.	*Toni Morrison's Fiction*	Furman, J.

0232 ENG 3215: Literary Criticism

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to enable students to develop their critical faculty so that they can critically analyse major literary works of art from minor works of art. It introduces them to prominent literary critics

in order to enhance their critical ability and apply them in evaluating any literary texts.

Course Content

This course includes texts of literary criticism written by notable literary critics from Aristotle to Terry Eagleton. The texts deal mainly with the nature and function of literature in general and of poetry in particular. In this course, students are expected to study and assimilate the rigorous analytical methods of such major critics as Aristotle, Wordsworth, Coleridge, Eliot and Terry Eagleton.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	know literary works as expressions of individual and communal values within the social, political or cultural contexts of different literary periods.
CLO2	develop functional, stylistic, rhetorical and academic vocabulary.
CLO3	approach and appreciate poetry.
CLO4	argue for and against the opinions of the critics they have studied.
CLO5	write research-based papers on literary works using various critical approaches to literature.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	1	2	3							
CLO2	1		3	3		3	2			
CLO3				1			3			
CLO4			2	2		3			2	
CLO5	2	2			2		2	3	2	3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	**Teaching-Learning Strategy**	**Assessment Strategy**
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1.	Aristotle	*Poetics* (Penguin Translation)
2.	Samuel Johnson	*Preface to Shakespeare*
3.	William Wordsworth	*Preface to the Lyrical Ballads*
4.	Samuel Taylor Coleridg	*Biographia Literaria* (Chapters XIII and XIV)
5.	Thomas Stearns Eliot	"Tradition and Individual Talent"
6.	Terry Eagleton	*The Rise of English*

Recommended Reading

1.	*The Poetics of Aristotle, Its Meaning and Influence*	Cooper, L.
2.	*A Johnson Handbook*	Struble, M. C.
3.	*Wordsworth's Style: Figures and Themes in the Lyrical Ballads of 1800*	Murray, R. N.
4.	*The Oxford Handbook of Samuel Taylor Coleridge*	Burwick, F.
5.	*English Poetry and Prose of the Romantic Movement*	Woods, G. B.
6.	*T. S. Eliot: A Collection of Critical Essays*	Kenner, H.
7.	*A Companion to T.S. Eliot*	Chinitz, D. E.
8.	*Romanticism and the Rise of English*	Elfenbein, A.

0232 ENG 3200: Viva Voce

Credit Hours : 2.00
Prerequisite : None

Rationale of the Course

The main aim of viva-voce is to make the students confident in expressing their ideas with syntagmatic and stylistic accuracy. Students are also supposed to show their fluency in front of a formal viva board. Moreover, they are expected to respond to questions which cover all the contents of both 1st and 2nd semesters of 3rd year.

Since the questions will be analytical and impromptu in nature, students are expected to critically respond to them.

Course Content

This course will embrace all the contents of the taught courses in 1st and 2nd semesters of 3rd year. Students are expected to answer questions from Poetry, Fiction, Drama, American Literature, Classics in Translation, Western Philosophy and Literary Criticism.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	attend the viva voce maintaining the decorum.
CLO2	understand the queries properly and answer them precisely.
CLO3	analyze the interconnections between different course contents they have encountered in the 1st and 2nd semesters in their 3rd year.
CLO4	evaluate texts connecting them with their social, spiritual, political, economic, environmental and cultural contexts.
CLO5	compile the knowledge of taught courses by developing new ideas and criticism.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	1		1			3			1	
CLO2			2	2	1	3			2	
CLO3	1		1	3	1	2		1	1	
CLO4	2		1	3		1	2	1		1
CLO5		1		1					1	2

Correlation: 3- High, 2- Medium, 1- Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1		Open Question-answer
CLO2		Open Question-answer
CLO3		Open Question-answer
CLO4		Open Question-answer
CLO5		Open Question-answer

4th Year 1st Semester

0232 ENG 4101: Discourse Analysis
Credit Hours: 3.00
Contact Hours: 3.00
Prerequisite: None

Rationale of the Course

Discourse analysis is a blanket term for a range of research approaches used in analyzing a language used in social contexts. Researchers employ these techniques to understand the world by investigating the underlying meaning of what people say and how they say it, whether in face-to-face conversation, documents, non-verbal interaction, or images. It is useful for studying the underlying meaning of a spoken or written discourse as it considers the social and historical contexts. Moreover, it helps students understand the function of language and how discourse can be used to foster positive relational changes.

Course Content

In this course, students will be introduced to basics of discourse analysis. The course takes both the written and oral forms of communication into account to critically analyze the structures and the contents of those forms of communications. It discusses different approaches and different aspects of discourse analysis like applied linguistics, rhetorical analysis, interactional sociolinguistics, ethnography of communication, speech-act theory, pragmatics, variation analysis, conversation analysis, cognitive psychology etc. Communicative principals, intention of the speaker, interpretation based on the capacity of the speakers etc. will also be discussed along with some other concepts which are intricately related with communication.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	critically analyze any form of communication.
CLO2	understand the problems of language and its shared meaning.
CLO3	identify the context of any conversation and relate the meaning to it.
CLO4	evaluate the efficiency of any form of communication.
CLO5	interpret any discourse by considering all the clues available in a given text.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1		3				2				3
CLO2	2					2				
CLO3				3		2				
CLO4			1		2					
CLO5			2	3			3			

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Discussion	Homework, class test
CLO2	Lecture	Assignment
CLO3	Question-and-answer, brainstorming	Quiz, open question-answer
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Answering broad questions

Selected Texts

1. Gillian Brown and George Yule — *Discourse Analysis*
2. Deborah Tannen, et al. — *The Handbook of Discourse Analysis*

Recommended Reading

1. *Pragmatics* — Yule, G.
2. *Discourse Analysis: An Introduction* — Paltridge, B.
3. *Pragmatics and Discourse* — Cutting, J.
4. *Text and Discourse Analysis* — Salkie, R.
5. *English in Its Social Contexts: Essays in Historical Sociolinguistics* — MacHan, T. W. and C. T. Scott
6. *Introducing Discourse Analysis: From Grammar to Society* — Gee, J. Paul
7. *An Introduction to Discourse Analysis - Theory and Method* — Gee, J. Paul

0232 ENG 4111: English for the Media

Credit Hours: 3.00
Contact Hours: 3.00
Prerequisite: None

Rationale of the Course

This course is designed to enable students to develop their understanding of the emergence, growth and expansion of Media Studies as an independent discipline. Also, it enables them to engage critically with major theories of media and seven traditions of communication. Besides, this course creates an awareness regarding issues of power, ideology, hegemony, spiral of silence and mass media in modern time. A significant emphasis is given on practice of content writing for mass media too.

Course Content

There are two portions to the course. The theory portion will explain some basic theories of media and communication in order to familiarize students with the nature, purpose, and unique characteristics of media communication, as well as the policies and politics of media communication and communication ethics. The practice segment will introduce students to media writings and the use of English in Bangladeshi media.

Section A: Theory

This section will introduce some basic theories of media and communication. It will specially focus on the students' understanding of the policies and politics in the use of English language in media communication in Bangladesh. It will cover

- theories of communication
- nature, purpose and special features of media communication
- language as communication
- politics of media communication and communication ethics
- english in media in Bangladesh
- news and feature writing, interviewing, peer review, writing to deadline, newspaper management, cartooning, photojournalism
- newspaper design and layout etc.

Section B: Practice

This section will be an application of the theoretical knowledge students acquire in 'real-life' situations. It will familiarise students with and train them in media writings such as

- news reports with catching captions/headings/lead and body
- subtitling

- translating reports
- writing special features for the press or electronic media
- issuing press releases
- editing etc.

Focus will also be given on

- press briefing (oral and written)/conferences and preparing reports on briefings
- interviewing
- conducting surveys and preparing reports for the media
- news casting with emphasis on pronunciation, stress, intonation, confidence and naturalness.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	know the basic theories and practices of media communication.
CLO2	understand the nature, purpose and function of media communication.
CLO3	analyse policies and politics of media communication and communication ethics.
CLO4	gain both theoretical and practical knowledge in media communication, and thus, they will be able to work completely in the media world.
CLO5	formulate new ways of interpreting politics of representation in media.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1			3	2	2	2				
CLO2			2	3	1	3				
CLO3			2	1	2	3			3	
CLO4			2	2	1	3				3
CLO5			2	2	2	2				1

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment

CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Werner J. Severin — *Communication Theory* (Chapters 8, 15, 20)
2. E.M. Griffin — *A First Look at Communication Theory* (Chapter 3)
3. Paul Cobley — *The Communication Theory Reader*

Recommended Reading

1. *The Cultural Studies Reader* — During S. (ed.)
2. *Language Culture and Communication* — Bonvillain N.
3. *Handbook of Visual Communication: Methods and Media Theory* — Smith K. L. at al.
4. *Communication Theory: Media Technology and Society* — Holmes D.

N.B.: In addition to this list, the instructor/s will select materials like newspapers, electronic data/images, reports, editing/subtitling tools and other necessary documents for practice classes.

0232 ENG 4112: European Literature in Translation

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to enable students to understand European literary history of the period. They will acquire knowledge of the cultural, political and historical context of literary production in Europe. They will be introduced with the key concepts and theatre practices in European theatre such as the idea of epic theatre, absurdity, the hidden capitalist motif behind the patriotic vision of war, and power struggle.

Course Content

This course is a survey of modern European dramatic literature in translation. The course will examine plays of European playwrights from 19th to 20th centuries. Works will be selected from the repertoires of key playwrights: Tolstoy, Ibsen, Brecht and Camus. A brief history of European theatre in the specified timeframe will also be studied in the course.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember the concept of feminism, humanism, and identity crisis.
CLO2	understand the key concepts and theatre practices in European theatre since the turn of the nineteenth century.
CLO3	analyze texts to explore existential philosophy through the existential crises of the characters.
CLO4	evaluate texts to get the idea of epic theatre, absurdity, the hidden capitalist motif behind the patriotic vision of war, and power struggle.
CLO5	create new ideas on drama and novella, and compose their own literary pieces that include research articles.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1		3		2			1	2		
CLO2		2	2	1		1	1	2	1	
CLO3			3	2		1	2	2	2	
CLO4		2	2	3		1			2	
CLO5		3	2	2		1			1	3

Correlation: 3- High, 2- Medium, 1- Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Interactive Lectures, Discussion	Short question-answer, homework, class test
CLO3	Demonstration, Group Discussion	Class test, assignment
CLO4	Problem-based Learning, Extensive writing	Written examination
CLO5	Discussion, Presentation	Presentation, Project work

Selected Texts

1. Henrik Ibsen — *A Doll's House*
2. Leo Tolstoy — *The Death of Ivan Ilyich*
3. Bertolt Brecht — *Mother Courage and Her Children*
4. Albert Camus — *The Outsider*

Recommended Reading

1.	*The Death of Ivan Ilyich and Other Stories*	Wilks, R. et. al (Trans.)
2.	*Tolstoy's the Death of Ivan IIyich: A Critical Companion*	John, G. R.
3.	*The Horror and Glory of Death in Ivan Ilyich*	Das, A. K.
4.	*Henrik Ibsen*	Bloom, H. (ed.)
5.	*Strains of Discord: Studies in Literary Openness*	Adams, R.
6.	*The Drama of Ibsen and Strindberg*	Lucas, F. L.
7.	*Readings on A Doll's House*	Mitchell, H. (ed.)
8.	*The Flower and the Castle: Introduction to Modern Drama*	Valency, M.
9.	*Drama from Ibsen to Brecht*	Williams, R.
10.	*Understanding Brecht*	Benjamin, W.
11.	*Brecht and Company: Sex, Politics, and the Making of the Modern Drama*	Fuegi, J.
12.	*Bertolt Brecht and Critical Theory: Marxism, Modernity and the Threepenny Lawsuit*	Giles, S.
13.	*Albert Camus's The Outsider*	Bloom, H.

0232 ENG 4113: African and Latin American Literature

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to enable students to describe, compare and contrast the literary forms and works from a variety of African and Latin American culture. It helps them to enhance their understanding of the literature by reading, discussing and writing about issues raised by these works of literature by creating an awareness of African and Latin American culture, and their impact on the individual in his/her cultural contexts. This course will also show students how poetry and other genre of this kind of literature are different from other literature.

Course Content

This course introduces students to African and Latin American Literature. The representative poets and writers of this region will be studied under this course. Emphasis will be given on the literary strategies, techniques and figures of speech as applied to the genre. The course includes Chinua Achebe, Nadine Gordimer, Gabriel García Márquez and Jorge Luis Borges as the representatives of the respective literary regimes.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	distinguish among African, Latin American and other types of literature.
CLO2	understand the characteristics of these kinds of literature.
CLO3	analyze the correlation among African, Latin American and other types of literature.
CLO4	assess the social, political, economic and psychological aspects of this kind of literature.
CLO5	relate themselves to a wide range of cultural spaces, historical events, languages, and socio-cultural dynamics to the Indian continent and its diaspora, specifically African and American.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1	1	2		2	2	1		1		
CLO2	2			2			2			
CLO3				1			2			
CLO4			3	2			1			
CLO5	1	2	1	1	2		2			2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Jorge Luis Borges — "Adam Cast Forth", "A Rose and Milton", "A Compass", "Elegy for a Park", "A Patio", "One Morning in 1649"
2. Nadine Gordimer — *July's People*
3. Gabriel García Márquez — *Chronicle of a Death Foretold*
4. Chinua Achebe — *Things Fall Apart*

Recommended Reading:

1.	*Representing the Race: A New Political History of African American Literature*	Jarrett, G. A.
2.	*A History of Twentieth-Century African Literatures*	Owomoyela, O.
3.	*Understanding Things Fall Apart: A Student Casebook to Issues, Sources, and Historical Documents*	Ogbaa, K.
4.	*Chinua Achebe's Things Fall Apart*	Whittaker, D.
5.	*Great World Writers: Twentieth Century* Vol 1 and 4	O'Neil, P. M.
6.	*Gabriel Garcia Marquez: A Critical Companion*	Pelayo, R.
7.	*Jorge Luis Borges*	Stabb, M. S.
8.	*The Twentieth-Century American Fiction Handbook*	MacGowan, C.

0232 ENG 4114: Translation Studies

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to enable students to develop their understanding of the emergence, growth and expansion of Translation Studies as an independent discipline. It also enables them to engage critically with translated texts and evaluate them holistically taking issues like power, negotiation and transformation into critical consideration. It offers insights into the processes of marginalization, hegemony and monolinguistic domination. As part of practice, students are expected to translate texts inter-linguistically.

Course Content

This course acquaints students with the theories and techniques of translation and their application.

A. Theory:

i) Translation: Scope and Significance
ii) Translation, Language and Culture
iii) Translation and Literature
iv) History of Literary Translation
v) Literary Translation Theories

B. Assignment on Evaluation of Translated Texts: (Chosen by the teacher)

C. Students will translate texts as practice and assignments. Concern teacter/s will select texts for them.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	know the evaluation of translation studies as well as the translation business.
CLO2	understand the major theoretical concerns in translation and their effect on the translation of various texts across time.
CLO3	analyze cultural differences among different literary settings.
CLO4	assess texts in conjunction with its politics and poetics of translation.
CLO5	translate selected texts using modern translation theories.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2	2		2				2	
CLO2	2	3	2		1		1			
CLO3			2	1	2		1			
CLO4		2	1	2	1		2			
CLO5		2	1	1	2	2	2	1		3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	**Teaching-Learning Strategy**	**Assessment Strategy**
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Course Texts

1. Susan Bassnett *Translation Studies*
2. Lawrence Venuti (ed.) *The Translation Studies Reader*

Source Texts

1. *Selected Poems of Jibanananda Das*	Translated by Fakrul Alam
2. *Taming of the Shrew*	Translated by Munier Chowdhury
3. *Shakespeare's Sonnets*	Translated by Zillur Rahman Siddiqui
4. *Gitanjali*	Rabindranth Tagore
5. *The Girl in Between*	Translated by Abdullah Al Mamun
6. *The Importance of Being Earnest*	Translated by Prottoy Hamid

Recommended Reading

1. *A Linguistic Theory of Translation*	Catford, J. C.
2. *Translations: An Advanced Resource Book*	Hatim and Mundy
3. *The Translator's Art*	Radice, W.
4. *Translation, Rewriting and the Manipulation of Literary Fame*	Lefevere, A.
5. *Translation as Discovery*	Mukherjee, S.
6. *Theories of Translation*	Biguenet, J. (ed.)
7. *Early Theories of Translation*	Ross, A. F.
8. *The Routledge Encyclopedia of Translation Studies*	William, A. and M. Baker
9. *On Translation*	Biguenet, J. and R. A. Brower
10. *Contemporary Translation Theories*	Gentzler
11. *The Craft of Translation*	Rainer, S. (ed.)
12. *Translation and Empire, Postcolonial Theories Explained*	Robinson, D.
13. *The Craft and Context of Translation*	Roger, S. (ed.)
14. *Translation Studies: An Interdiscipline*	Snell-Hornby, M. et al. (ed.)
15. *After Babel: Aspects of Language and Translation*	Steiner, G.
16. *Descriptive Translation Studies and Beyond*	Toury, G.
17. *The Translator's Invisibility: A History of Translation*	Venuti, L.

0232 ENG 4115: Literary Theory I

Credit Hours: 3.00
Contact Hours: 3.00
Prerequisite: None

Rationale of the Course

This course is designed to enable students to develop their knowledge about literary theories. It helps them to develop ability to incorporate the philosophical and social perspectives of the theories and solve the recurrent queries regarding literature as a whole. The course is designed to develop a coherent overall context that incorporates philosophical and social perspectives on the recurrent questions regarding literature, its production, understanding of literature, and its purpose.

Course Content

This course will teach the main trends in twentieth-century literary theory. Lectures will provide background for the readings and explicate them where appropriate. This course will cover the following theories:

1. Formalism and New Criticism
2. Structuralism and Semiotics
3. Post-Structuralism:
   a) Deconstruction
   b) New Historicism

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	interpret texts connecting to the theories.
CLO2	understand any piece of literary text as well as its production, purpose and connection to life.
CLO3	analyze cultural differences among different literary settings.
CLO4	assess texts in conjunction with para-literary issues.
CLO5	write articles applying different theories.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	3	2	2	1	1				2
CLO2	3	3			1		1	2		1
CLO3		1	2	1	2		2			1
CLO4	3	2		2	1	1	2	1		
CLO5	2	2	1	1	2	2	2	1		3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, Brainstorming	Quiz, Open Question-answer
CLO2	Discussion	Homework, Class Test
CLO3	Lecture	Class Test, Assignment
CLO4	Discussion, Presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Jonathan Culler — *Literary Theory: A Very Short Introduction*
2. Terry Eagleton — *Literary Theory: An Introduction*
3. Pramod K. Nayar — *Contemporary Literary and Cultural Theory*

Recommended Reading

1. *After Theory* — Eagleton, T.
2. *The Future of Theory* — Rabaté, J.
3. *On Deconstruction* — Culler, J
4. *Of Grammatology* — Derrida, J
5. *Writing and Difference* — Derrida, J
6. *"The Death of the Author" in Image, Music, Text* — Barthes, R
7. *Mythologies* — Barthes, R
8. *Structuralism and Semiotics* — Hawkes, T
9. *After the New Criticism* — Lentricchia, F
10. *Course in General Linguistics* — Saussure, F
11. *Semiotics and Interpretation* — Scholes, R
12. *Literary Theory: An Anthology* — Rivkin, J. & Ryan, M.

4th Year 2nd Semester

0232 ENG 4201: Research Methodology and Thesis Paper

Credit Hours: 3.00
Contact Hours: 3.00
Prerequisite: None

Rationale of the Course

This course introduces the students to the practical aspects of a research work. Dissertation is a long task that helps the students to present the research they accomplish in the course of their degree pursuance. Since dissertation is a large scope project, the students are expected to gain several skills along with the way which can be applicable in their professional fields after finishing their academic education. Some of these skills are time management, communication, adaptability, presentation, pursuing interests, better academic writing and so on.

Course Content

Students have to produce a dissertation of around 3000 words. Students will be supervised by one (from the Department) or two (both from the Department or one from the Department and the other from another university which is a public one or the one approved by the UGC). The academic committee of the Department will assign supervisor/s at the beginning of the semester. Students must produce an abstract to the committee in a stipulated time as announced by the Department.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	know the basics of research.
CLO2	understand how to write the different parts of a thesis.
CLO3	inspect any literary as well as linguistic issue profoundly by conducting research works.
CLO4	evaluate the existing literature of scholars from home and abroad with different social, political and cultural contexts.
CLO5	produce new research works which may contribute to further blooming credence of humanities.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1		3				2		3		1
CLO2		2				2	2		2	1
CLO3	2	3	2					3	2	3
CLO4	2	3	1	2			2		2	2
CLO5					1		3	3	3	3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Discussion	Homework, class test
CLO2	Question-and-answer	Writing Answer
CLO3	Lecture	Assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Complete Thesis Paper

Selected Texts

1. The Modern Language Association of America — *MLA Handbook (latest edition)*
2. American Psychological Association — *Publication Manual of the American Psychological Association (latest edition)*

Recommended Reading

1. *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers.* — Turabian, Kate L.
2. *The Little, Brown Handbook* — Ramsey Fowler, H. and Jane E. Aaron
3. *MLA Handbook for Writers of Research papers* — Gibaldi, J., Walter S. and Achtert

0232 ENG 4202: English Language Teaching

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to enable students to implement positive management techniques in their classrooms. The course will familiarize students with the developments in theories and practices of language teaching and practice so that graduates who would join as

teachers of English can teach English effectively with theoretical insights, taking the changes and challenges into consideration.

Course Content

The course will introduce students to theory of language, theory of language learning, classroom practices, teachers and learners' roles, strengths and weaknesses of different methods such as Grammar-translation method, Audio-lingual method, Direct Method, Communicative Language Teaching (CLT) etc. It will enable students to design courses (syllabuses), materials rubrics, and tests. It will also cover approaches to and aspects of teaching listening, speaking, reading and writing skills along with vocabulary, pronunciation and grammar.

Mode of Teaching

Since the course is practice-oriented, a class of more than twenty students shall be divided into two sections in equal portion. However, the theoretical discussion can be conducted in the lockstep group as one section to ensure even participation of all students.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	know basics of teaching as a good teacher.
CLO2	understand the psyche of students during teaching them.
CLO3	treat students according to the needs.
CLO4	evaluate students' participation and use education materials effectively on the basis of current mode of teaching and learning.
CLO5	create up-to-minute presentation for classes by organizing acquired knowledge.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1	2					3		2	3	
CLO2							2			2
CLO3		1			2					
CLO4				2						
CLO5				2	1					

Correlation: 3- High, 2- Medium, 1- Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Presentation	Presentation
CLO2	Question-and-answer	Role-playing
CLO3	Lecture	Open question-answer
CLO4	Discussion, tests	Presentation
CLO5	Presentation	Practice teaching

Selected Texts:

1. Penny Ur — *A Course in Language Teaching: Practice and Theory*
2. Jeremy Harmer — *The Practice of English Language Teaching*
3. Paul Lindsey — *Teaching English Worldwide*
4. Binoy Barman et al. — *ELT: Theory and Practice*

Recommended Reading:

1. *Teaching English as a Second or Foreign Language* — Celce-Murcia, M.
2. *Essentials of English Language Teaching* — Edge, J.
3. *Effective Class Management* — Underwood, M.
4. *English Language Teaching* — Nagraj, G.
5. *The Language Teaching Matrix* — Richards, J. C.
6. *Communicative Syllabus Design* — Munby, J.
7. *Syllabus Design* — Nunan, D.
8. *Materials Design* — Tomlinson, B.
9. *Testing for Language Teachers* — Hughes, A.
10. *Techniques and Principles in Language Teaching* — Diane, F. and Larsen
11. *Approaches and Methods of Language Teaching* — Richards, J. C. et. al

0232 ENG 4211: Shakespeare

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to introduce students to the critical study of Shakespeare by providing students with the basic historical context to understand and appreciate Shakespeare's dramatic works. This course will enable students to evaluate different dramatic works of Shakespeare through analysing the literary devices in the presentation and characterisations in the selected texts and through it to grasp some of the reasons for his high literary reputation. It will also familiarize the students with the historical contexts and characteristics of the drama in Shakespeare's time and to identify the reasons for Shakespeare's global

popularity in the 21st century. The course will create a sort of interest among the students to explore more about the world of drama and enable them to conceptualize some of the vital experiences of their life.

Course Content

This course introduces students to William Shakespeare as a playwright. This course will look closely at four Shakespearean plays- *Hamlet, King Lear, The Tempest, As You Like It*- each one from the major genres of tragedy, comedy, history and romance.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember different elements of a play.
CLO2	understand historical context and characteristics of the drama/theatrical production.
CLO3	analyze texts to determine Shakespeare's purpose, historical and cultural perspective, and use of rhetorical and dramatic strategies in creating a play.
CLO4	evaluate Shakespeare's contribution to the English language, and to the development of modern thoughts.
CLO5	create a modern version of a scene focusing on one character and motivation.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	1								
CLO2	2	2	2		1					
CLO3			3	1	2				2	2
CLO4			1	2			1	2		2
CLO5							2			3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Interactive Lectures, Discussion	Short question-answer, homework, class test
CLO3	Demonstration, Group Discussion	Class test, assignment
CLO4	Problem-based Learning, Extensive writing	Written examination

CLO5	Discussion, Presentation	Presentation, dramatization

Selected Texts

William Shakespeare *Hamlet*
King Lear
The Tempest
As You Like It

Recommended Reading

1.	*The Tragedy of King Lear*	Halio, J. L.
2.	*Shakespeare and the Supernatural*	Lucy, M.
3.	*Unity in Shakespearian Tragedy: The Interplay of Theme and Character*	Stirling, B.
4.	*Shakespeare's Imagery*	Spurgeon, C.
5.	*Understanding Macbeth: A Student Casebook to Issues, Sources, and Historical Documents*	Nostbakken, F.
6.	*William Shakespeare's Macbeth*	Bloom, H.
7.	*Understanding Hamlet: A Student Casebook to Issues, Sources, and Historical Documents*	Corum, R.
8.	*The Tempest: A Guide to the Play*	Coursen, H. R.
9.	*The Cambridge Companion to Shakespearean Comedy*	Leggatt, A.
10.	*Patterns in Shakespearian Tragedy*	Ribner, I.

0232 ENG 4212: South Asian Literature

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course introduces students to South Asian literature. The representative poets and writers of South Asia will be read under this course. Emphasis will be given on the literary strategies, techniques and figures of speech as applied to the genre. This course will show the students how poetry and other genre of literature are different from other literature.

Course Content

A number of South Asian writers have emerged on the global literary scene since the end of the colonial era, offering a substantial contribution to world literature. Writing either from the South Asian subcontinent itself or from abroad, many of the writers featured in this

course have had a significant impact in places like the United States and England, where they have won prizes and earned recognition.

The term "South Asian literature" refers to the literary works of writers from the Indian subcontinent and its diaspora. Countries to which South Asian literature's writers are linked include India, Pakistan, Bangladesh, Sri Lanka and Nepal. Works from Bhutan, Myanmar, Tibet, and the Maldives are sometimes also included. South Asian literature is written in English as well as many other national and regional languages of the region. The course will analyze the relationships between the human and the divine, men and women, and tradition and modernity; and caste and communal relationships as they are articulated in texts translated from several South Asian languages from ancient times to the present.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	remember the basics of south Asian literature.
CLO2	understand the characteristic of south Asian literature.
CLO3	analyze other issues on gender, sexuality, and the status of women, caste, and the rights of queer individuals.
CLO4	evaluate a wide range of cultural spaces, historical events, languages, and socio-cultural dynamics from the Indian continent and its diaspora, specifically: India and Bangladesh.
CLO5	distinguish between south Asian and other types of literature.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO 10
CLO1	2									
CLO2		2							1	
CLO3	1	2	2							
CLO4	3	2	2			1			1	
CLO5			2					2		1

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, brainstorming	Quiz, open question-answer
CLO2	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation

CLO5	Extensive writing	Written examination

Selected Texts

1. Begum Rokeya — *Sultana's Dream*
2. Rabindranath Tagore — *Gitanjali* (Selected pieces)
3. Amitav Ghosh — *The Shadow Lines*
4. Arundhati Roy — *The God of Small Things*
5. Michael Ondaanje — *Anil's Ghost*

Recommended Reading

1. *Modern South Asian Literature in English* — Brians, P.
2. *Cultures of Servitude: Modernity, Domesticity, and Class in India* — Qayum, R. S.
3. *Converting Women: Gender and Protestant Christianity in Colonial South India* — Kent, E. F.
4. *Reason and Tradition in Indian Thought: An Essay on the Nature of Indian Philosophical Thinking* — Mohanty, J. N.

0232 ENG 4213: Literary Theory II

Credit Hours : 3.00
Contact Hours : 3.00
Prerequisite : None

Rationale of the Course

This course is designed to expose students to literary theories which are not covered in the previous course. Students will read material that cover key components of literary analysis. They will apply the theoretical premises and techniques to the selected excerpts so as to understand more fully those techniques and to better understand the nature of literature in general and specific literary texts in particular. They will explore theorists and the interconnections of different theories.

Course Content

This course includes some of the major schools of literary theories that changed the way of looking at a literary text. These theories have enabled the readers with new tools to analyze and understand different layers of the text. The perception of the students in terms of understanding a literary text after completing the course which includes the following topics:

1. Psychoanalysis
2. Marxism
3. Feminism

4. Postcolonialism
5. Eco-criticism

Course Learning Outcomes

At the end of the course, the student will be able to

CLO1	interpret texts connecting to the theories.
CLO2	understand any piece of literary text; its production, purpose and connection to life.
CLO3	analyze cultural differences among different literary settings.
CLO4	assess texts in conjunction with para-literary issues.
CLO5	write articles applying different theories.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8	PLO 9	PLO10
CLO1	3	3	2	2	1	1				2
CLO2	3	3			1		1	2		1
CLO3		1	2	1	2		2			1
CLO4	3	2		2	1	1	2	1		
CLO5	2	2	1	1	2	2	2	1		3

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO1	Question-and-answer, Brainstorming	Quiz, Open Question-answer
CLO2	Discussion	Homework, Class Test
CLO3	Lecture	Class Test, Assignment
CLO4	Discussion, Presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Jonathan Culler — *Literary Theory: A Very Short Introduction*
2. Terry Eagleton — *Marxism and Literary Criticism*
3. Julie Rivkin & Michael Ryan — *Literary Theory: An Anthology*

Recommended Reading

1. *The Empire Writes Back* — Ashcroft, B and others (eds.)
2. *The Postcolonial Studies Reader* — Ashcroft, B and others (eds.)
3. *The Second Sex* — Beauvoir, S

4.	*The Newly Born Woman*	Cixous, Helene & Clement
5.	*Literary Theory: An Introduction*	Eagleton, T
6.	*The Wretched of the Earth*	Fanon, F
7.	*Sexual Politics*	Millet, K
8.	*Culture and Imperialism*	Said, E
9.	*Orientalism*	Said, E
10.	"Can the Subaltern Speak?"	Spivak, G C
11.	"Displacement and the Discourse of Women"	Spivak, G C

0232 ENG 4200: Viva Voce

Credit Hours : 2.00
Prerequisite : None

Rationale of the Course

The main aim of viva-voce is to make the students confident in expressing their ideas with syntagmatic and stylistic accuracy. Students are also supposed to show their fluency in front of a formal viva board. Moreover, they are expected to respond to questions which cover all the contents of all semesters.

Since the questions will be analytical and impromptu in nature, students are expected to critically respond to them.

Course Content

This course will embrace all the contents of the taught courses in 7th and 8th semesters. Students are expected to answer questions from Discourse Analysis, English for the Media, European Literature in Translation, African and Latin American Literature, Translation Studies, Literary Theory, Research Methodology and Thesis Paper, English Language Teaching, Shakespeare and South Asian Literature.

Course Learning Outcomes

At the end of the course, the students will be able to

CLO1	attend the viva voce maintaining the decorum.
CLO2	understand the queries properly and answer them precisely
CLO3	analyze the interconnections between different course contents they have encountered in the fifth and sixth semesters
CLO4	evaluate texts connecting them with their social, spiritual, political, economic, environmental and cultural contexts.
CLO5	compile the knowledge of taught courses by developing new ideas and criticism.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	1		1			3			1	
CLO2			2	2	1	3			2	
CLO3	1		1	3	1	2		1	1	
CLO4	2		1	3		1	2	1		1
CLO5		1		1					1	2

Correlation: 3-High, 2-Medium, 1-Low

Mapping Course Learning Outcomes (CLOs) with the Teaching-Learning & Assessment Strategy

CLOs	**Teaching-Learning Strategy**	**Assessment Strategy**
CLO1		Open Question-answer
CLO2		Open Question-answer
CLO3		Open Question-answer
CLO4		Open Question-answer
CLO5		Open Question-answer

Chapter IV
The Programme

20. Grading/Evaluation

A. Grading Scale:

There are formal final examinations in most courses. Satisfactory progress/grade of class work will also be required at each stage. At the end of every academic year, a viva voce and/or seminar (paper presentation) will be arranged.

A letter grade with a specified number of grade points will be awarded in each course for which a student is registered. A student's performance will be measured by the number of credits completed satisfactorily and by weighted average of the grade points earned. A student will qualify for the degree after s/he acquires 140 credits. Letter grades and corresponding grade points will be awarded in accordance with the provisions shown below:

Sl	Numerical Markings	Grade	Grade Points
1.	80% and above	A+	4.00
2.	75% to below 80%	A	3.75
3.	70% to below 75%	A-	3.50
4.	65% to below 70%	B+	3.25
5.	60% to below 65%	B	3.00
6.	55% to below 60%	B-	2.75
7.	50% to below 55%	C+	2.50
8.	45% to below 50%	C	2.25
9.	40% to below 45%	D	2.00
10.	Below 40%	F*	0.00
11.	Incomplete	I	-
12.	Withdrawal	W	-
13.	Project/Thesis Continuation	X	-

*Courses in which the student gets F grade shall not be regarded as earned credit hours for the calculation of Grade Point Average (GPA).

B. Grades

The grades of the programme, according to the UGC guideline, are as follows:

Numerical Grade	Letter Grade		Grade Point
80% and above	A+	(A Plus)	4.0
75% to less than 80%	A	(A Regular)	3.75
70% to less than 75%	A-	(A Minus)	3.5
65% to less than 70%	B+	(B Plus)	3.25
60% to less than 65%	B	(B Regular)	3.0
55% to less than 60%	B-	(B Minus)	2.75
50% to less than 55%	C+	(C Plus)	2.5
45% to less than 50%	C	(C Regular)	2.25
40% to less than 45%	D		2.0
Less than 40%	F		0.0
Incomplete grade	I		0.0
Course withdrawn	W		0.0

C. Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA)

Grade Point Average (GPA) is the weighted average of the grade points obtained of all the courses passed/completed by a student. For example, if a student passes/completes n courses in a semester having credits of C_1, C_2, … , C_n and his grade points in these courses are G_1,G_2, … , G_n respectively then

$$\text{GPA} = \frac{\sum_{i=1}^{n} C_i \times G_i}{\sum_{i=1}^{n} C_i}$$

The Cumulative Grade Point Average (CGPA) is the weighted average of the GPA obtained in all semesters passed/completed by a student. For example, if a student passes/ completes n semester having total credits of TC_1, TC_2, … , TC_n and his GPA in these semesters are GPA_1, GPA_2, … , GPA_n respectively then

$$\text{CGPA} = \frac{\sum_{i=1}^{n} TC_i \times GPA}{\sum_{i=1}^{n} TC_i}$$

A Numerical Example

Suppose a student has completed six courses in a semester and obtained the following grades:

Sl	Course	Credits, C_i	Grade	Grade Points, G_i	$C_i \times G_i$
1.	ENG 1101	3.00	A^-	3.50	10.50
2.	ENG 1102	3.00	A^+	4.00	12.00
3.	ENG 1103	3.00	A	3.75	11.25
4.	ENG 1104	3.00	B^+	3.25	09.75
5.	ENG 1121	3.00	A	3.75	11.25
6.	CSE 1161	3.00	A-	3.50	10.50
Total		**18**			**65.25**

So, his GPA is 65.25/18= 3.63.

Suppose a student has completed four semesters and obtained the following GPA:

Year	Semester	Credit Hours Earned, TC_i	GPA Earned, GPA_i	$TC_i \times GPA_i$
1	1	18.00	4.00	72.00
1	2	17.00	3.62	61.54
2	1	18.00	3.96	71.28
2	2	17.00	3.75	63.75
Total		**70**		**268.57**

So, his CGPA is 268.57/70 = 3.84.

D. Course Withdrawal

Following circumstances and rules will apply:

i. In case of severe sickness, which lead to missing more than 40% classes (supported by requisite medical documents), student(s) may be allowed to withdraw the term and repeat the whole term with re-registration with the regular term in the next academic session, subject to the approval of Academic Council, BAUET. S/he will get a W grade in case of such term withdrawal.

ii. If any student does not attend more than 40% classes without notification and prior approval, his/her term registration will be cancelled and his/ her courses will be treated as "Incomplete". S/he will have to repeat the term with re-

registration in the next academic session, subject to the approval of Academic Council, BAUET. S/he will get "I" grade in case of such term withdrawal.

iii. However, if any student attends more than 60% classes but doesn't appear at the exam after collecting the Admit Card of Exam, he/she will get "F" grade.

iv. If any student does not attend classes for two consecutive terms without prior approval and is interested to continue from the next academic session, he/she will be penalized for each term and may be allowed to repeat the term with re-registration, subject to the approval of Academic Council, BAUET. She/he will get "F" grade in case of such withdrawal of terms.

v. However, he/she will have to complete the whole undergraduate programme within 06 (six) academic years from the date of his/her registration.

E. Incomplete (I) Courses

If any student does not attend more than 40% classes without notification and prior approval, his/her term registration will be cancelled and his/her courses will be treated as "Incomplete". S/he will have to repeat the term with re-registration in the next academic session, subject to the approval of the Academic Council, BAUET. S/he will get "I" grade in case of such term withdrawal.

F. Retake

Regarding retake the following circumstances and rules will apply:

i. If a student fails in three or more Theoretical Courses in the Semester Final examination, then he/she will repeat the same semester with registration.

ii. Students repeating a semester may seek exemption for that/those course(s) in which they have passed in the previous semester. If applied, then the previous grade of a particular course will be carried forward for his/her onward GPA/CGPA calculation. It implies that the student need not attend classes or appear at tests/examinations or the concerned course(s) in the repeat.

iii. Students repeating a particular semester and failing again in three or more theoretical courses/subjects in that semester will require approval from the Academic Council for further consideration.

G. Grade Improvement

Grade Improvement will be executed according to the following circumstances and rules:

i. If a student obtains grade B or below B in a course, he/she will be allowed to appear at the re-examination only once for that course for the purpose of grade improvement and he/she will be eligible to get a grade as earned.
ii. A student can appear in the improvement examination for a particular subject for the next three consecutive semesters and can appear at maximum 6 courses in 4 years graduation programme. These will be shown in the transcript.
iii. In case of improvement of a particular subject, the better grade/higher grade will be considered as the final grade for GPA calculation of the particular semester.
iv. The student(s) must have to take recommendation of the mentor/student advisor to sit for the Improvement Examination of the course(s).

H. Dropout

A student will have to complete the whole undergraduate programme within 06 (six) academic years from the date of his/her registration. Otherwise, he/she will be withdrawn from the programme. Apart from this, the following circumstances and rules will also apply:

i. Failure to secure/achieve minimum CGPA of 2.25 in two consecutive Levels will also lead to withdrawal of the student from the programme.
ii. If any student does not attend classes for two consecutive terms without notification and prior approval, he/she will be permanently withdrawn from the programme.
iii. Students repeating a particular term and failing again in three or more courses/subjects in that term will require the approval of the Academic Council for further consideration.
iv. Adoption of unfair means may result in expulsion of a student from programme and so from the institution. The Academic Council of the University will authorize such expulsion on the basis of recommendation of the Disciplinary Committee. Following would be considered as unfair means adopted during examinations and other contexts:
    a. Communicating with fellow students for obtaining help in the examination.
    b. Copying from another student's script/report/paper.
    c. Copying from desk or palm of a hand or from other incriminating documents.
    d. Possession of any unauthorised document/s whether used or not.