Bangladesh Army University of Engineering & Technology (BAUET)
Qadirabad, Natore- 6431
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Outcome Based Education (OBE) Curriculumn (Revised)

for

Master of Arts (MA) in English

Department of English

Effective from the Session 2022-2023

Syllabus of

Master of Arts in English

Department of English
Faculty of Science and Humanities
Bangladesh Army University of Engineering & Technology (BAUET)

Preface

This Master programme in English Literature has been designed by the Department of English Language & Literature, which has faculty members with broad range of professional competence in language and literature as well as world culture, to enable the students to sharpen their literary and analytical skills through the study of English Literature and Cultural Studies texts, which have been selected by expert academicians keeping in mind the motto "To teach English; and not to teach about English". This programme focuses on literature and culture along with research projects to make sure the students can achieve sophisticated reasoning skills to look at wide range of texts from their own perspectives.

The degree is recommended for the students who have keen interest in developing a strong and world-class background in the humanities with a concentration on culture and literature. The degree also enables the students to pursue careers in the academic as well as the non-academic sectors.



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Part A
General Information

1. Title of the Academic Programme: MA in English

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 socioeconomic wellbeing of the society.

5. Name of the Programme Offering Entity: Department of English, BAUET

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, spiritually enlightened, and technologically sound to face the glocal challenges.

7. Mission of the Programme Offering Entity:

M1	To create professionals, as part of the discipline, with skills and creativity valuable in teaching, research, business and other provisions.
M2	To prepare students as future leaders and human resources with strong ethics and keen sense of responsibilities.
M3	To promote creativity as well as criticality to help learners think effectively and analytically.
M4	To enable them to be independent based on their knowledge.
M5	To ensure ideologically flexible and spiritually sophisticated composure to promote equity and freedom of thoughts.

8. Objectives of the Programme Offering Entity:
The objectives of the Department are to make students competent in English and understand, enjoy and internalize all types of literary works. Students are expected to be able to criticize and share the views of the authors. Moreover, after finishing the courses, the students will be able to serve the nation in various capacities in institutions that include public services, private organizations, multinational corporations, NGOs, international organizations etc.

9. Name of the Degree: Master of Arts in English (MA in English)

10. Description of the Programme:

This programme has been designed by the Department of English Language and Literature to enable the students to sharpen their literary and analytical skills through the study of English Literature and Cultural Studies texts, which have been selected by expert academicians keeping in mind the motto "To teach English; and not to teach about English". This programme focuses on literature and culture along with research projects to make sure the students can achieve sophisticated reasoning skills to look at wide range of texts from their own perspectives.

The programme is designed to enable the graduates to pursue higher degrees such as MPhil, PhD and contribute effectively to the diverse professional as well as social arenas.

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 up with the mazes of 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 assume leadership positions in their chosen vocations, careers, and communities.

Attribute 5: Intellectual, ethical and intercultural aptitude

Graduates are aware and 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, embody a spirit of enquiry and want to dig more deeply. They are keen to learn 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 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 to changing circumstances.

12. Programme Educational Objectives (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 fulfill communicative functions with respect to discourse principles
PEO2	**Profound Familiarity with Literary Canons** To make the students familiar with the developments in literature in terms of all genres and jargons, 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 without reservation or conservatism, which helps them be flexible, versatile, and welcoming to changes regarding concepts and communities
PEO4	**Individual Sophistication and Socio-cultural Responsibility** Enabling the learners' self-actualization to foster their ethics, and sense of socio-cultural responsibility
PEO5	**Professional Efficiency:** To make the learners efficient professionals who will meet the glocal needs offering consultancy, advisory and services to government, nongovernment, autonomous institutions home and abroad to contribute in sustainable development.

13. Programme Learning Outcomes (PLOs):
After the completion of the programme, students are expected to

PLO1	know the discipline by detailing with the development and current 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, the structural and stylistic, socio-cultural and geopolitical as well as spiritual phenomena underlying literary texts of diverse genres.
PLO4	organize the received knowledge enabling their contextual competence.
PLO5	analyse intercommunal and intercultural relationships that mark the contemporary world.
PLO6	develop advanced skills in argument, synthesis and critical expression.
PLO7	evaluate their cognition and connect it to the broader range of audiences, scholars and community members.

PLO8	pursue higher and sophisticated mode of existence embracing multiplicity of arguments and conversations.
PLO9	apply high ethical values and professionalism in respective job sectors.
PLO10	produce creative and critical speech and writings demonstrating their excellence in diction and fluracy.

14. Mapping mission of the university with PEOs

Mission	PEO1	PEO2	PEO3	PEO4	PEO5
M1		3	1	1	1
M2	2		2	3	2
M3	3	3	2	2	3
M4	3	2	3	3	3

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

15. Mapping PLOs with the PEOs

	PEO1	PEO2	PEO3	PEO4	PEO5
PLO1	3				2
PLO2		3	2		2
PLO3		3	2		
PLO4	2		2		2
PLO5	3		2	2	3
PLO6	3		2		
PLO7	3	1		2	2
PLO8	3			3	
PLO9				2	3
PLO10	3		3	2	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 5111	2		2	1	1	1	2	2		1
0232 ENG 5112	2		3	2	1			2		2
0232 ENG 5113	3	3	3	2	3	1	1	1	2	2
0232 ENG 5114	2	2	3	1	1	1		2		2
0232 ENG 5115	2		3	2	3	2	3	3	1	2
0232 ENG 5116	2		2	2		2		3	2	2
0232 ENG 5100			3	1	3	3	1	2	3	3
0232 ENG 5201	2	3	2	2		3	2	2	1	3
0314 ENG 5211	3	2	3	3	3	3	3	3	2	3
0232 ENG 5212	3	3	3	2	2	3	3	2	1	3
0232 ENG 5213	2	2	2		2		2			3
0232 ENG 5214	2	3	2	2	2	3	3	3	3	3
0232 ENG 5215	1		2	2	2	2	2	1		
0232 ENG 5216	2	2	2		2		3			3
0232 ENG 5200			3	1	3	3	1	2	3	3

Part B
Structure of the Syllabus

17. Structure of the Curriculum:

a) Duration of the Programme: 02 Semesters, 01 Year

The duration of each semester will be as follows:

Sl	Events	Durations
1.	Classes before Semester Term	7 weeks
2.	Mid Semester Break	1 week
3.	Mid-term Examination	2 weeks
4.	Classes after Mid Semester Break	7 weeks
5.	Preparatory Leave	2 weeks
6.	Semester Final Examination	3 weeks
7.	Result Publication and End Semester Vacation	3 weeks
Total		**25 weeks**

b) Admission Requirements:

4 Year Honours with a CGPA of minimum 2.25 (out of 4)

c) Total minimum credit requirement to complete the programme:

According to BNQF (Part B) for Higher Education: 40 Credits

d) Total class weeks in a year/semester: 14 weeks in a semester

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 maximum two academic years) to be eligible for the award of Master of Arts in English. The minimum passing grade in a course is D. In order to obtain the MA (in English) degree, a student has to earn 40 credits and a minimum Cumulative Grade Point Average (CGPA) of 2.25.

g) Maximum academic years of completion: 02 years

h) Category of Courses:

i. General Education Courses: 01

1.	0314 ENG 5211	Cultural Studies	3

ii. Core courses (Courses that characterize the discipline): 12

Sl	Code	Course Title	Credits
1.	0232 ENG 5111	Shakespeare	3
2.	0232 ENG 5112	Contemporary American Literature	3

3.	0232 ENG 5113	Contemporary Poetry in English	3
4.	0232 ENG 5114	Contemporary Drama in English	3
5.	0232 ENG 5115	Contemporary Fiction in English	3
6.	0232 ENG 5116	Gender and Literature	3
7.	0232 ENG 5100	Viva Voce	2
8.	0232 ENG 5212	From Modernism to Post Modernism	3
9.	0232 ENG 5213	World Literature in Translation	3
10.	0232 ENG 5214	Language Through Literature	3
11.	0232 ENG 5215	Critical Discourse Analysis	3
12.	0232 ENG 5200	Viva-Voce	2

iii. Elective Courses (Courses for specialization within the discipline): 02

1.	0232 ENG 5216	Film and Fiction	3
2.	0232 ENG 5201	Dissertation	3

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

1.	0232 ENG 5201	Dissertation	3

18. Year/Level/Semester/Term wise distribution of courses:

Sl	Code	Course Title	Credits	Total Credits
1st Year 1st Semester Courses				
1.	0232 ENG 5111	Shakespeare	3	20
2.	0232 ENG 5112	Contemporary American Literature	3	
3.	0232 ENG 5113	Contemporary Poetry in English	3	
4.	0232 ENG 5114	Contemporary Drama in English	3	
5.	0232 ENG 5115	Contemporary Fiction in English	3	
6.	0232 ENG 5116	Gender and Literature	3	
7.	0232 ENG 5100	Viva Voce	2	
1st Year 2md Semester Courses				
8.	0314 ENG 5211	Cultural Studies	3	17
9.	0232 ENG 5212	From Modernism to Post Modernism	3	
10.	0232 ENG 5213	World Literature in Translation	3	
11.	0232 ENG 5214	Language Through Literature	3	
12.	0232 ENG 5215	Critical Discourse Analysis	3	
13.	0232 ENG 5200	Viva-Voce	2	
Optional Courses				
14.	0232 ENG 5201	Dissertation*	3	3
	0232 ENG 5216	Film and Fiction*	3	
Total				**40**

* Students not eligible for/interested in the course ENG 5201 will register for ENG 5216.

Part C
The Courses in Details

19. Detailed Description of All the Courses:

1st Year, 1st Semester

0232 ENG 5111: Shakespeare
Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

This course aims to introduce students to critical study of Shakespeare by providing students with the basic historical context needed to understand and appreciate Shakespeare's dramatic works. This course will enable students to evaluate different dramatic works of Shakespeare through analysing the rhetoric devices in the presentation and characterisations in the selected texts and through it to grasp some of the reasons for his high literary reputation. The course will create literary interest among the students to explore more about the world of drama.

Course Content

This course will look closely at four Shakespeare plays, each from the major genres of tragedy, comedy, history, and romance. Topics covered will include character, form, spectacle, theme, sources, the original conditions of production, and the reproduction of Shakespeare's plays in a contemporary context. Critical approach and historical contexts/background will also be taught.

Course Learning Outcomes

At the end of the course, the student 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 thought.
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						2	2	1	
CLO2	2		2	1			3	2		
CLO3		1	3	2	2	3	1			
CLO4	2	2	1	2		2				
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	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 *Julius Caesar*
Twelfth Night
Othello
Measure for Measure

Recommended Reading:

1. *Shakespeare: An Anthology of Criticism and Theory 1945-2000* — Russ McDonald
2. *Literature: An Introduction to Fiction, Poetry and Drama* — X. J. Kennedy
3. *Shakespeare's Language* — Frank Kermode
4. *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth* — A.C. Bradley
5. *This Is Shakespeare: How to Read the World's Greatest Playwright* — Emma Smith
6. *Shakespeare's Tragic Sequence* — Kenneth Muir
7. *Prefaces to Shakespeare* — Harley Granville-Barker
8. *Shakespearean: On Life & Language in Times of Disruption* — Robert McCrum
9. *Death by Shakespeare: Snakebites, Stabbings and Broken Hearts* — Kathryn Harkup
10. *Shakespeare's Imagery* — Caroline Spurgeon

0232 ENG 5112: Contemporary American Literature

Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

This course is designed to introduce diverse readings of American literature which will enable them to know the given contemporary time as well as culture and history of America. The time span of this course covers the wide range of 20th -21st century which enables the students to learn about different historical and cultural background on which the stories are framed. Moreover, Students will learn to see how the contemporary American Literature treats grave subjects like class, race, woman empowerment, dilemmas of modern men, conjugal turmoil and so forth.

Course Content

This course introduces students to Contemporary American Literature. It concentrates on a selection of works by some of the best writings of American writers and poets. They portray the cultural and historical awareness in their reflecting backgrounds in America, Africa, Bangladesh, India, Britain and so on. The writers and poets connect their idea and thinking by engaging the vast majority of the readers all over the world. Psychology, philosophy of life, social, economic, political and environmental aspects are commonplace phenomena of the writers and poets.

Course Learning Outcomes

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

CLO1	identify the American writers and poets along with their works of different genres.
CLO2	interpret the thematic aspects of the given text 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 context.
CLO5	create 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	1				3				
CLO2	1	3	3	3		3	2	2		
CLO3	3	2	3							
CLO4		1	3	3	3		3		2	
CLO5			3	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	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. Toni Morrison — *Beloved*
2. Maxine Hong Kingston — *The Woman Warrior*
3. Allen Ginsberg — "September on Jessore Road", "My Sad Self", "Homework" and "Cosmopolitan Greetings"
4. Maya Angelou — "Still I Rise", "Men", "Alone", "I Know Why the Caged Bird Sings" and "Equality"
5. Edward Albee — *Who is Afraid of Virginia Woolf?*

Recommended Reading

1.	*American Literature and Culture 1900-1960*	McDonald, Gail
2.	*American Scream. Allen Ginsberg's Howl and the Making of the Beat Generation*	Raskin, Jonathan
3.	*The Cambridge Companion to American Modernism*	Kalaidjian, Walter
4.	*Literature, Literary History, and Cultural Memory*	Grabes, Herbert
5.	*Faulkner and His Contemporaries*	Urgo, Joseph R & Ann J. Abadie

0232 ENG 5113: Contemporary Poetry in English

Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

This course serves as an introduction to contemporary poetry in English. After the end of the course students are expected to enjoy the contemporary poetry of contemporary representative poets. The course will help the students make literary responses to poetic texts. It will stimulate their literary interest and help them create their own poetry projects. The course is also expected to incite and nourish students' literary enthusiasms beyond the course's scope.

Course Content

This course introduces students to Contemporary Poetry written in English. It concentrates on a selection of works by some of the best loved poets writing in the English-speaking world today: Derek Walcott, Geoffrey Hill, Kamala Das, Seamus Heaney, Carol Ann Duffy, Natasha Trethewey. They suggest the cultural and geographical diversity of English-speaking poetry reflecting backgrounds in England, Scotland, Wales, the United States, and Northern Ireland.

Course Learning Outcomes

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

CLO1	remember the basics of poetry.
CLO2	understand how poets use the formal resources in verse.
CLO3	analyze individual poems to see how they work.
CLO4	evaluate texts connecting them with their social, political and cultural contexts.
CLO5	create new concepts of 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	1	2	2							
CLO3	1	2	2		3					
CLO4	1	3	2		2	1				1
CLO5				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.	Derek Walcott	"A Far Cry from Africa", "A City is Dead by Fire", "The Castaway" and "After the Storm"
2.	Geoffrey Hill	"Requiem for the Plantagenet Kings", "September Song" and "Funeral Music"
3.	Kamala Das	"An Introduction", "Summer in Calcutta", "A Hot Noon in Malabar", "A Losing Battle" and "Forest Fire"
4.	Seamus Heaney	"Bogland", "Digging", "Punishment", "Blackberry-Picking" and "Mid-Term Break"
5.	Carol Ann Duffy	"If I was Dead", "Ship", "Prayer", "History", "Valentine" and "Words, Wide Night"
6.	Natasha Trethewey	"Duty", "Elegy for the Native Guards", "Flounder", "Housekeeping" and "Myth"

Recommended Reading

1.	*Contemporary Poetry*	Nerys Williams
2.	*The Oxford Companion to Twentieth-Century Poetry in English*	Ian Hamilton
3.	*Contemporary British Poetry: Essays in Theory and Criticism*	James Acheson, Romana Huk
4.	*The poetry & Criticism of Geoffrey Hill: Uncommon Tongue*	Ann Arbor
5.	*Natasha Trethwey: The Native Guard of Southern History*	Giorgia De Cenzo
6.	*The Making of the Poet*	Seamus Heaney
7.	*Contemporary Literary Theory and the Reading of Poetry*	David Buchbinder
8.	*Questions of Possibility Contemporary Poetry and Poetic Form*	David Caplan
9.	*Forms of a World Contemporary Poetry and the Making of Globalization*	Walt Hunter
10.	*Modern and Contemporary Poetry and Poetics Modernist Legacies*	Abigail Lang
11.	*Natasha Trethewey: The Native Guard of Southern History*	Giorgia De Cenzo

0232 ENG 5114: Contemporary Drama in English

Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

This course serves as an introduction to contemporary Drama in English. After the end of the course students are expected to enjoy the contemporary Plays of contemporary representative playwrights. The course will help the students to understand the causes behind the rising of

modern European drama. It will stimulate their literary interest and help them justify the origin of absurd drama and major themes of absurd drama. The course is also expected to incite and nourish students' literary enthusiasms beyond the course's scope.

Course Content

This course includes plays written in English since the mid-twentieth century. This course will examine original performance practices and conditions, considering these plays within their respective historical and cultural contexts, while also examining current theatrical manifestations. Some of the topics discussed will be naturalism, the epic theatre, feminist, post-colonial, and post-dramatic theatres.

Course Learning Outcomes

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

CLO1	remember the basics of drama.
CLO2	understand the new concept of absurd drama and its development.
CLO3	analyze the greatest absurd dramatists and the approach of the modern European dramatists.
CLO4	evaluate texts connecting them with their social, political and cultural context.
CLO5	compile a comparative study of traditional drama and absurd drama.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2									
CLO2	3	1	2							
CLO3	1		2							
CLO4	1	1	3			1		2		
CLO5		3	1	2	2	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-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. Harold Pinter *The Dumb Waiter* (Ellipses Marketing,1957)
2. Girish Karnad *Tughlaq* (Oxford University Press,1964)
3. Tom Stoppard *The Real Inspector Hound* (Samuel French,1968)
4. Caryl Churchill *Mad Forest* (Theatre Communications Group, 1990)
5. Suzan-Lori Parks *Venus* (Dramatists Play Service Inc., 1997)

Recommended Reading

1.	Stratagems to Uncover Nakedness: *The Dramas of Harold Pinter*	Lois G Gordon
2.	*Pinter: A Collection of Critical Essays*	Arthur F Ganz (Ed)
3.	*The Pinter Problem* published by Princeton University Press	Austin E. Quigley
4.	*Post-war British Drama: Looking Back in Gender*	Michelene Wandor
5.	*The Anatomy of Drama*	Marjorie Boulton
6.	*Beyond Absurdity: The Plays of Tom Stoppard*	Victor L. Cahn
7.	*The Theatre of Tom Stoppard*	Anthony Jenkins
8.	*The Theatre of Caryl Churchill*	R. Darren Gobert

0232 ENG 5115: Contemporary Fiction in English

Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

This course will help students to see how literature is not intended only to be read for pleasure rather they have various functions to play. They, through the satirical works, will learn to find out the loopholes of the hegemonic society and thus can take initiatives to overcome those flaws. Students will also discover the facade under the agenda of white superiority and the propaganda of having a utopian/functional world which indirectly will mold their way of thinking and perception.

Course Content

This course comprises some of the critically acclaimed fictional works produced in different time frames in English by authors from different national backgrounds. The selection of texts in this course offers the students a wide scope to be acquainted with distinct and peculiar subject matters like dark comedy, science fiction, dystopian world, post-apartheid era and so forth. Moreover, the main focus of this course is to address some of the events gone down in history and how those events shape the ideology of the people involved and which in a way force the world to use a different lens to have a novel perspective.

Course Learning Outcomes

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

CLO1	remember the characteristics of post-modern writings.
CLO2	understand socio-cultural impacts of literary texts.
CLO3	analyze the texts from multiple perspectives.
CLO4	assess the relevance of the texts with real life situations.
CLO5	construct 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									
CLO2			3		2					
CLO3			3	1	3	2				
CLO4			2	3	1			2	1	
CLO5		2	3	3		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	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. Don DeLillo *White Noise* (Viking Press,1985)
2. Margaret Atwood *The Handmaid's Tale* (McClelland & Stewart Limited,1985)
3. Amitav Ghosh *The Hungry Tide* (Harper Collins, 2005)
4. Ben Okri *The Famished Road* (Jonathon Cape, 1991)
5. Zadie Smith *White Teeth* (Hamish Hamilton Limited, 2000)

Recommended Reading

1. *Margaret Atwood and Her Works* — Ildikó de Papp Carrington
2. *The Cambridge Companion to Margaret Atwood* — Coral Ann Howells
3. *Sorrow's Rigging: The Novels of Cormac McCarthy, Don Delillo, and Robert Stone* — Gary Adelman
4. *American Literary Naturalism and its Twentieth-century Transformations: Frank Norris, Ernest Hemingway, Don DeLillo* — Paul Civello
5. *Understanding Don DeLillo* — Henry Veggian

0232 ENG 5116: Gender and Literature

Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

The purpose of this course is to broaden the understanding of gender beyond the masculine and feminine. Furthermore, it enhances the students' capacity to critically analyse representation and construction of genders, discourses around genders, structural discrimination and gender politics in general. Also, the students will be able to assess how the literary text invites its readers, as members of a specific culture, to understand what it means to be a woman (or a man). Thus, it encourages them to critique existing cultural norms.

Course Content

This course introduces gender and gender related issues in a literary context. Additionally, it explores the current spectrum of genders with special focus to their perceptions, identity formations and interactions by addressing the concepts of feminism, patriarchy, ideology and subjectivity. Moreover, this course challenges traditional understanding of gender and gender roles and examines the questions of sexuality. However, it neither promotes nor rejects any particular point of view or system of values rather it offers a comprehensive understanding of the point of views and their literary significance.

Course Learning Outcomes

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

CLO1	outline the way patriarchal power structures function in the oppression of the sexes.
CLO2	understand the various categories related to gender and the socio- cultural narratives around them.
CLO3	analyze the discourses around feminism and masculinity studies.
CLO4	critique literary texts with a view to understanding the role gender plays in our individual and collective lives.
CLO5	formulate their own perceptions on gender issues.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1			1		2					
CLO2	1	2	1	2	2					
CLO3	1	3	2	1	2	2			1	
CLO4		2	2	3	1	2	2	2	1	
CLO5			2	2	2	3	2	3	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	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. Virginia Woolf — *Mrs. Dalloway*
2. Charlotte Bronte — *Jane Eyre* (André Deutsch, 1966)
3. Khaled Hosseini — *A Thousand Splendid Suns* (Riverhead Books, 2007)
4. Adrienne Rich — "Apology", "A Mark of Resistence", "Planetarium", "Peeling Onions", "Aunt Jennifer's Tiger", "Power"
5. Sylvia Plath — "Lady Lazarus", "Daddy", "Tulips"

Recommended Reading

1. *Feminist Literary Theory, A Reader*	Terry Eagleton
2. *Essays on Culture and Feminism*	Ian Hamilton
3. *Sex, Gender and the Body: The Student Edition of What Is a Woman?*	Toril Moi
4. *Study Guide to Selected Poems and additional poems by Sylvia Plath*	Ray Moore
5. *The Second Sex*	Simone de Beauvoir
6. *The Connell Guide to Virginia Woolf's Mrs Dalloway*	John Sutherland, Susanna Hislop, et al.

0232 ENG 5100: Viva Voce
Credit Hours : 2.00

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 as well as acceptable fluency. They are expected to respond to questions which cover all the contents of the 1st semester.

Since the questions will be thought-provoking, students are expected to critically respond to them.

Course Content

This course will embrace all the contents of the taught courses in 1st Semester. Students are expected to answer questions from Shakespeare, Contemporary American Literature, Contemporary Poetry in English, Contemporary Drama in English, and Contemporary Fiction in English.

Course Learning Outcomes

In this course, the students will be asked to

CLO1	attend the viva voce maintaining the decorum.
CLO2	interpret the thematic aspects of the given text and match them with research articles.
CLO3	analyze the structure of drama, novels and poems, research project along with their distinct traits.
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										
CLO2		3	2	1		3		2	3	
CLO3			3							
CLO4			3					2		
CLO5						2				3

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

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

CLOs	**Assessment Strategy**
CLO1	Quiz, open question-answer
CLO2	Quiz, open question-answer
CLO3	Quiz, open question-answer
CLO4	Quiz, open question-answer
CLO5	Quiz, open question-answer
CLO6	Quiz, open question-answer

1st Year, 2nd Semester

0314 ENG 5211: Cultural Studies

Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

This course aims a general introduction to the field of Cultural Studies and the global trends in Cultural Studies which have emerged as the most comprehensive and interdisciplinary fields in the humanities and social sciences today. It incorporates both the views of culture as a way of life and as a contested site for human discourse and action. Knowledge of key concepts and approaches will equip students to understand and articulate themselves as cultural beings and not simply graduates.

Course Content

This course introduces the students to the study of culture and also to the terms, analytical techniques, and interpretive strategies commonly employed in cultural studies. Emphasis is on interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed, and responded to in diverse ways. Through discussion, research, and writing, class members investigate these varied dimensions of culture; learn to understand them in their broader social, aesthetic, ethical, and political contexts; and thereby prepare for more advanced coursework in Cultural Studies. This course will cover the following topics:

- Analysis of Culture: Issues, concepts and approaches
- Culture and Society
- Sub-culture
- Popular Culture and Multiculturalism
- Language, Power and Politics of Culture
- Production, Reception and Consumption of Culture
- Hegemony
- Cultural Resistance
- Cultural Interfaces, Hybridity, Authenticity, Acculturation
- Identity, Representation
- Politics of Mass Media
- Globalization
- Virtual Reality and Real Virtuality
- The Rise of Network Society.

Course Learning Outcomes

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

CLO1	know the glocal trends in Cultural Studies.
CLO2	understand basic terms, analytical techniques and interpretative strategies in Cultural Studies.
CLO3	analyze different cultural phenomena from diverse perspectives.
CLO4	assess texts in conjunction with the para-literary issues like power, politics of representation and hegemony which formidably go into the making of the texts.
CLO5	formulate new ways of interpreting texts or other cultural manifestations.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	2								
CLO2		3			2					
CLO3		2	3	2	3	2	1	2		
CLO4			2	3		2	2	1		
CLO5			2	3		3	3	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	Discussion	Homework, class test
CLO3	Lecture	Class test, assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. Promod K Nayar *Introduction To Cultural Studies*
2. Simon During *Cultural Studies: a critical introduction*
3. Ziauddin Sarder *Introducing Cultural Studies*

Recommended Reading

1. *Cultural Studies: a critical introduction* During, Simon
2. *Introduction To Cultural Studies* K Nayar, Promod
3. *Introducing Cultural Studies* Sarder, Ziauddin
4. *The Culture Industry: Selected Essays on Mass Culture* Adorno, T.
5. *Musings Post Colonies* Akhter, M. (ed.)
6. *Location of Culture* Bhabha, H. K.
7. *The Rise of Network Society* Castelle, M.
8. *Cultural Resistance Reader* Duncombe, S.
9. *The Three Senses of Culture* Eliot, T.S.
10. *Representation: Cultural Representations and Signifying practices* Hall, S.
11. *Culture and Imperialism* Said, E.
12. *Manufacturing Consent: The Political Economy of the Mass Media* Said, E. et al.
13. *An Introduction to Theories of Popular Culture* Strinati, D.
14. *Culture and Society & Marxism and Literature* Williams, R.

0232 ENG 5212: From Modernism to Post Modernism

Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

This course explores how modern and postmodern literature inculcates issues like identity formation and its various representations, narrative instability, radical changes in literary forms and structures and, in the process, highlights a radical breakdown in general codes of behavior. This course concentrates chiefly on literary modernism and postmodernism as responses to distinct historical, political, social, and cultural contexts of the 20th century. The period witnessed two world wars along with the concomitant development of military technology that brought destruction on an unprecedented scale, and the economic depression. It also witnessed the refinement of mass production methods, continuing migration from rural to urban areas, civil and women's rights movements, the development or proliferation of transportation, communication, entertainment and computer technologies, and the effects of globalization.

By carefully considering the prominent issues surrounding the two major literary movements modernism and postmodernism - this course creates scopes for the students to give various types of close reading of texts taking into special consideration issues like individual consciousness in narrative forms, elements of self-reflexibility and narrative as well as structural irony. It also introduces the learners to the modern and post-modern concerns as well as contexts which predominantly go into the making of the selected text.

Course Content

This course introduces students to modern and postmodern literature. It concentrates on a selection of works from the early 20th century until the immediate post-war period. It encourages the students to take special consideration of modernism and postmodernism and its massive impacts on literary works, particularly on novels. The course also includes a comprehensive general knowledge of the relevant historical events to make the students investigate and understand the aesthetic aims of the 20th and 21st century writers in English.

Course Learning Outcomes

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

CLO1	remember the major events that influenced modernism and postmodernism.
CLO2	understand how the writers use different literary devices.
CLO3	analyze writers' creative/critical engagements with challenging philosophical and psychological questions.
CLO4	evaluate texts connecting them with their social, political and cultural context.
CLO5	create new concepts of poetry and prose, 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			1							
CLO3	1	2	1			2		2		
CLO4			3	2	1		1			
CLO5			2	1	1	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	Discussion	Homework, Class Test
CLO3	Lecture	Class Test, Assignment
CLO4	Discussion, Presentation	Presentation
CLO5	Extensive writing	Written examination

Selected Texts

1. James Joyce *A Portrait of the Artist as a Young Man*
2. Jean Rhys *Wide Sargasso Sea*
3. Anthony Burgess *A Clockwork Orange*
4. John Ashbery "Self Portrait in a Convex Mirror", "What is Poetry", "Sun Trees"
5. Jean Baudrillard *Simulacra and Simulation* (Translated by Sheila Faria Glaser)
6. Manuel Castells *The Rise of the Network Society* (Selections)

Recommended Reading

1. *From Modernism to Postmodernism: An Anthology Expanded (2003)* — Cathoone, Lawrence, E.
2. *The Routledge Critical and Cultural Theory Reader. 2008.* — Badmington, N. and Julia Thomas.
3. *Literary History, Modernism, and Postmodernism (The Harvard University Erasmus Lectures, Spring 1983),* vol.19 — Fokkema, Douwe, W.
4. *From Modernism to Postmodernism: Concepts and Strategies of Postmodern American Fiction,* BRILL, 2005 — Hoffman, G.
5. *Twentieth Century Culture: Modernism to Deconstruction,* P.Lang, 1988 — Cantor Norman F. and Mindy Cantor
6. *The Antimodernism of Joyce's Portrait of the Artist As A Young Man,* Syracuse University Press, 1994 — Thornton, W.

<u>0232 ENG 5213: World Literature in Translation</u>

Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

The course emphasizes the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions. This course is an inter-genre course and offers an exposure to some great works in World Literature, both in theme and form. The global perspective will not only make for an intrinsically rewarding experience but will also give depth to students' grasp of literatures translated into English. They will be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.

Course Content

The course gives the students opportunity to familiarise with some of the great texts of world literature. This unit explores how the practice of comparative literary studies is related to

language and culture. The shrinking of distances due to travel and technology in the modern age, diverse literary traditions become similar or different across the globe. It reflects on these issues by looking at a range of exemplary literary works translated into English from Asian, European or South American languages, and examines them in the context of translation studies, national literatures, and different cultural and narrative traditions.

Course Learning Outcomes

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

CLO1	identify some of the main theoretical and methodological issues involved in reading world literature.
CLO2	analyse literary texts in English or English translation in terms of their main stylistic and thematic features.
CLO3	discuss the literary, historical, social and cultural backgrounds of these texts.
CLO4	reflect critically and self-critically on a wide range of culture-specific literary texts, thus enhancing their awareness of other cultures and other human experiences.
CLO5	communicate findings clearly and engagingly.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2	2								
CLO2			2							
CLO3			2			2				
CLO4			2		3		2	2		
CLO5				2		3	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	Lecture, Discussion	Homework, Class Test
CLO3	Lecture, Discussion	Class Test, Assignment
CLO4	Discussion, Presentation	Presentation
CLO5	Assign Topic, Question	Written examination

Selected Texts

1. Fyodor Dostoevsky — *Crime and Punishment* translated by Nicolas Pasternak Slater
2. Rabindranath Tagore — *Quartet* translated by Kaiser Haq (Oxford: Heinemann, 1993)
3. Thomas Mann — *Death in Venice* translated by Michael Henry Heim (Ecco, 2005)
4. Albert Camus — *The Outsider* translated by Stuart Gilbert (Vintage Books, 2012)
5. Gabriel Gracia Marquez — *Chronicles of a Death Foretold* translated by Gregory Rabassa (Vintage, 2003)

Recommended Reading

1. *An Introduction to the Russian Novel* — Larvin, J.
2. *Tolstoy or Dostoevsky: An Essay in the Old Criticism* — Steiner, Yale, G.

3. *In Search of Authenticity: Existentialism from Kiekegaard to Camus* — Golomb, J.
4. *Twentieth Century Interpretations of Crime and Punishment: A Collection of Critical Essays* Vol. 122. — Jackson, Robert Louis, ed.
5. *The Philosophy of Rabindranath Tagore* — Haq, K.

0232 ENG 5214: Language through Literature

Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

This course is designed to enable students develop English language skills through literature. The course demonstrates how interesting literary texts can be effectively exploited to develop effective reading skills, and making the learners talk about themes, characters, plots, settings, language use or style students' speaking skill can be developed. Thus, writing on themes, characters, plots styles and other aspects of literary texts can be useful materials for developing students' writing skills.

Course Content

The course will use literary texts to develop students listening, speaking, reading and writing skills. Among other things, the course will include reading of books and materials that argue for using literature in language teaching.

Course Learning Outcomes

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

CLO1	Know the ways of using literature to gain linguistic skills
CLO2	Understand the major constituting components of any literary text
CLO3	Discuss plot, character, thought and style of a text critically
CLO4	Assess the ways in which literary texts contribute to develop language competency
CLO5	Write critically about the thematic and stylistic aspects of a text showcasing advanced linguistic proficiency

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	2		1	1	1	3	1		2	3
CLO2	1		2	1	1	1	1	2		1
CLO3	3		1	2	2	3	1	1		1
CLO4	1	2	1	1	1	3	1	3		3
CLO5	1			1		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	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. Michael Long *Literature and Language Teaching*
2. Ronald Carter *Language through Literature*
3. John McCray *Language Through Literature*

Recommended Reading:

1. *Language Through Literature: An Introduction* Simson, Paul
2. *Literature in Language Education* Hall, Geof
3. *Elements of Language Development* Odell, Lee

0232 ENG 5215: Critical Discourse Analysis

Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

The course aims to teach how to critically investigate the ways language is used, taking into account the ideological and social contexts of production and processing of meaning. This course will focus on how socio-political and cultural categories and issues are constructed through every day public discourses, including political, media and business ones. At the end of the course the students will be capable of employing critical discourse analytical methods to analyze various public discourses to uncover hidden ideologies.

Course Content

The main purpose of this course is to cultivate criticality in the mind of the students. The course takes both the written and oral form of communication into account to critically analyze the structure and the content of those forms of communications. Therefore it includes:

- Text, Discourse and Context
- Speech and Writing
- Conversation and Register
- Conversational Analysis and Pragmatics
- Genre and Text Structure
- Text Structure and Cohesion
- Conceptual Meaning
- Interpersonal Meaning
- Language and Ideology
- Language and Power
- Power of Encoders and Decoders
- Language and Power in cross gender discourse
- Language and Power in inter-class discourse
- Race and Class in Discourse

Course Learning Outcomes

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

CLO1	know the underlying and inherent meaning of any discourse prevalent in the socio-cultural context.
CLO2	understand how to find out the plurality of meaning from different perspectives.
CLO3	inspect any literary as well as day to day life event deeply with the help of different levels of context.
CLO4	evaluate the efficiency of any form of communication both in personal and professional life.
CLO5	interpret the problems of language and its meaning.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	1		2							
CLO2		1			2					
CLO3	1			3	2					
CLO4			1	2		2	2	1		
CLO5			2			1	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	Discussion	Homework, class test
CLO2	Question-and-answer, brainstorming	Quiz, open question-answer
CLO3	Lecture	Assignment
CLO4	Discussion, presentation	Presentation
CLO5	Class work	Written and Oral Tasks

Selected Texts

1. Norman Fairclough *Critical Discourse Analysis*
2. Ruth Wodak *Critical Discourse Analysis*
3. John Van Dijk *Critical Discourse Analysis*

Recommended Reading

1. *Language and Power* Fairclough, N.
2. *Meaning in Interaction* Thomas, J.
3. *Analysing Political Discourse: Theory and Practice* Chilton, P.
4. *Discourse Analysis* Brown, G. and Yule, G.
5. *Methods of Critical Discourse Analysis* Wodak, R. and Meyer, M.
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 5200: Viva Voce

Credit Hours : 2.00

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 as well as acceptable fluency. They are expected to respond to questions which cover all the contents of both semesters.

Since the questions will be thought-provoking, students are expected to critically respond to them.

Course Content

This course will embrace all the contents of the taught courses in 1st Semester and 2nd Semester. But the primary emphasis will be on the courses titled Cultural Studies, From Modernism to Post Modernism, World Literature in Translation, and Research Project.

Course Learning Outcomes

In this course, the student will be asked to

CLO1	attend the viva voce maintaining the decorum.
CLO2	interpret the thematic aspects of the given text and match them with research articles.
CLO3	analyze the structure of drama, novels and poems, research project along with their distinct traits.
CLO4	evaluate texts connecting them with their social, spiritual, political, economic, environmental and cultural context.
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										
CLO2		3	2	1		3		2	3	
CLO3			3							
CLO4			3					2		
CLO5						2				3

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

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

CLOs	**Assessment Strategy**
CLO1	Quiz, open question-answer
CLO2	Quiz, open question-answer
CLO3	Quiz, open question-answer
CLO4	Quiz, open question-answer
CLO5	Quiz, open question-answer
CLO6	Quiz, open question-answer

0232 ENG 5201: Dissertation*
Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

This course introduces the students to the basics of a research work. After the end of the course students are expected to know how to write an abstract of a thesis paper along with literature review, data collection and analysis, bibliography etc. The course will help the students to develop their analytic observation for their further research related works. It will augment their potentials to create their own research projects in larger scales. Most importantly the course also aims at generating a highly research-oriented educational atmosphere.

Course Content

Students who will get minimum CGPA 3.25 in Honours can take this course. The course introduces students to a complete and organized aura of analytic and creative works. In tune with this purpose the students are required to produce a complete thesis work within a fixed span of time. Before that they are to write a well-organized proposal to the original thesis. The word limit for proposal is 500, and the main thesis work will be minimum 10000. The deadline of submission will be fixed by the Academic Committee of the department. Marks for the dissertation are distributed as follows:

The dissertation (including pre-defence, defence etc.) : 70 marks
Course Work : 30 marks

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 appoint supervisors along with the submission deadline at the beginning of the semester.

Course Learning Outcomes

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

CLO1	know the potentials of research.
CLO2	understand how to write the basics and different parts and essentials 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 context.
CLO5	propagate new concepts of research works which may contribute to further blooming credence of humanities.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	3	3	1						1	
CLO2		3				1				
CLO3	2	2	2	3		2	1	2		
CLO4		3	2	2	2	2	3	2		
CLO5				2		3		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	Discussion	Homework, class test
CLO2	Question-and-answer, brainstorming	Quiz, open question-answer
CLO3	Lecture	Assignment
CLO4	Discussion, presentation	Presentation
CLO5	Extensive writing	Complete Dissertation

Selected Texts

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

Recommended Reading

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

0232 ENG 5216: Film and Fiction*

Credit Hours : 3.00
Contact Hours : 3.00

Rationale of the Course

This course is designed to introduce students to the study of the relationships between literary and cinematic forms. It will look at the links between the novel and film, the theatre and film, poetry and film, with a final unit on the film-novel. Students will explore issues pertaining to each medium as well as larger questions related to style, adaptation, translation, and interpretation. They will study several primary texts in detail, view several films and read work by some representative literary and film theorists and historians.

Course Content

The course examines the lively, reciprocal traffic between written words and cinematic images. It also examines the politics of representation in the celluloid. Students will examine films in their cultural, historical, industrial, technological and aesthetic contexts. The choice of texts and films cannot in any sense be considered an exhaustive or even seriously representative one. Instead, the aim has been to select sufficiently diverse literary texts to allow the study of a number of genres, as well as to provide sufficient examples of cinematic adaptation. Important focus has been given to modern texts so that students can relate easily as well as enjoy the course.

Course Learning Outcomes

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

CLO1	Analyze literary texts and narrative films.
CLO2	Understand the elements involved in adapting texts to film.
CLO3	Learn the relationship between narrative fiction and film.
CLO4	Demonstrate a familiarity with ways of discussing and evaluating films as reflections of cultures and source texts.
CLO5	Interpret and critique novels and their film adaptations.

Mapping Course Learning Outcomes (CLOs) with the PLOs

CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1			2		1					
CLO2			1							
CLO3			3							
CLO4			2		2		2			
CLO5						2	3	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	Lecture, Question-and-answer, Movie watching	Quiz, Open Question-answer
CLO2	Lecture, Discussion	Homework, Class Test
CLO3	Lecture, Discussion	Class Test, Assignment
CLO4	Discussion, Presentation	Presentation
CLO5	Movie/Text review, Critical evaluation	Essay/Evaluation writing

Selected Texts

1. George Orwell *1984*
2. William Golding *Lord of the Flies*
3. Ridley Scott *Blade Runner*
4. Monica Ali *Brick Lane*

Recommended Reading

1. *Understanding Movies* Giannetti, L.
2. "Cinematography: Visual Pleasure & Narrative Cinema" Mulvey, L.
3. *Adaptations: From Short Story to Big Screen: 35 Great Stories That Have Inspired Great Films* Harrison, S.
4. *The Art of Adaptation: Turning Fact And Fiction Into Film* Seger, L.
5. "The Creative Use of Reality" Deren, M.
6. "Towards a Film Aesthetics" Read, H.
7. *Based on a True Story: Fact and Fantasy in 100 Favorite Movies* Vankin, J.
8. *Film and Literature: An Introduction and Reader* Corrigan, T. (ed)

*Students who get minimum CGPA 3.25 can take ENG 5201 (Dissertation). Students who do not fulfil the condition, or students fulfilling the condition are unwilling to take ENG 5201, will have to take ENG 5216 (Film and Fiction).

Part D
The Programme

20. Grading/Evaluation

1) 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 40 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	-

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

2) 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

3) 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

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

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

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

A Numerical Example

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

Course	Credits, C_i	Grade	Grade Points, G_i	$C_i \times G_i$
ENG 5101	3.00	A-	3.50	10.500
ENG 5102	3.00	A+	4.00	12.000
ENG 5103	3.00	A	3.75	11.250
ENG 5104	3.00	B+	3.25	9.750
ENG 5105	3.00	B-	2.75	8.250
Total	**15**			**51.75**

GPA = 51.75/15= 3.45

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

Year	Semester	Credit Hours Earned, TC_i	GPA Earned, GPA_i	$TC_i \times GPA_i$
1	1	15.00	3.45	51.75
1	2	15.00	3.75	56.25
Total		**30**		**108.00**

CGPA=108.00/30 = 3.6

4) 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. 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.

iii. 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. S/he will get "F" grade in case of such withdrawal of terms.

iv. However, he/she will have to complete the whole graduate programme within 02 (two) academic year from the date of his/her registration.

5) 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.

6) 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.

7) 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).

8) 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.