

Outcome-based Education Curriculum
for
Bachelor of Arts (Honours) in English



DEPARTMENT OF ENGLISH
ISLAMIC UNIVERSITY
KUSHTIA

Session
2021-2022

**PREPARED IN ACCORDANCE WITH
OUTCOME BASED EDUCATION (OBE) TEMPLATE**

**CURRICULUM
BACHELOR OF ARTS (HONOURS) IN ENGLISH
SESSION: 2021-2022**



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ISLAMIC UNIVERSITY
KUSHTIA**

Foreword

Islamic University is the seventh oldest university in Bangladesh and the first post-independence public university. Situated 24 kilometers south of Kushtia and 22 kilometers north of Jhenaidah town in a lush green countryside and by-passed by Khulna-Kushtia National Highway, Islamic University is ranked as one of the top public universities in Bangladesh. It came into operation on 28 June 1986. Since its inception, Islamic University has been serving as a central hub of higher education in the southwest part of the country. Being a renowned international center for theological, social, humanistic, applied science, technology and engineering studies, the university addresses the needs of both the local and foreign students, facilitating them with a broad spectrum of undergraduate studies and postgraduate research and teaching. The vision of Islamic University is to become a globally recognized university. In line with this vision, the Department of English has been working relentlessly to address the needs of its students and provide standard education progressively adopting policies and pedagogy currently trending across academia since it commenced academic activities in 1990.

Bangladesh is moving fast along the way toward prosperity that can be sustainable only through quality education necessary to tackle the challenges of the fourth industrial revolution. After an assessment of the needs in tertiary level education, the Accreditation Council and University Grants Commission (UGC) of Bangladesh took the initiative to restructure curricula according to the Outcome Based Education (OBE) system as soon as possible. It is also believed that the graduates produced through the OBE system would be creative, highly skilled, flexible, innovative, critical thinkers and possess the entrepreneurial spirit. As suggested by the UGC, we conceive the idea of an OBE curriculum where it is understood that start with a clear picture of what is important for students, then organize the syllabus, instruction and assessment to ensure such learning. There are four steps in designing a curriculum using the OBE approach. These are; formulation of the curriculum in the lines of OBE, execution of curriculum according to OBE, assessment of the performance applying OBE criteria, and fine-tuning of curriculum based on the feedback from the stakeholders. Our assigned work indicates that we are in the first phase of the OBE system. There is a lot of work to be done ahead.

It is my pleasure to produce the OBE curriculum for the Department of English at Islamic University with the help of the curriculum development committee comprising Professor Dr. Md. Mamunur Rahman, Professor Dr. Md. RezaulHaque, Professor Dr. Shahadat Hossain Azad, and Mr. Sazzad Hossain Zahid among others from the Department of English. Professor Shahinoor Rahman, the seniormost professor of the department and Professor Md. Harun-Ur-Rashid Askari, honourable Dean of the Faculty of Arts patronized our efforts with graceful commendations and suggestions. We are grateful to them. The task was challenging and was even more difficult because of the newly launched OBE which is practically unfamiliar to our education system. However, we are glad that we have been able to accomplish our work within an awkwardly limited timespan.

I would like to express my profound regards and deep gratitude to the members of the curriculum development committee. Without their cooperation, the OBE curriculum would not come into a shape. I am also grateful to other faculty members of the department for their unconditional support and inspiration. I also gratefully acknowledge the non-academic staff of the Department of English for their continuous help and effective role to outline OBE based curriculum.

Feedback and suggestions from stakeholders will be highly appreciated for further development of the curriculum.

Professor Dr. Miah Md. Rashiduzzaman
Chairperson
Department of English

Table of Contents

Serial No.	Contents	Page No.
PART A		
1.	Title of the Academic Program	5
2.	Name of the University	5
3.	Vision of the University	5
4.	Mission of the University	5
5.	Name of the Faculty	5
6.	Name of the Program Offering Entity (POE)	5
7.	Vision of the POE	5
8.	Mission of the Discipline/POE	5
9.	Name of the Degree	5
10.	Description of the Program	6
11.	Program Educational Objectives (PEOs)	6
12.	Program Learning Outcomes (PLOs)	6
13.	Graduate Attributes	7
14.	Mapping Mission of the University with PEOs	8
15.	Mapping POE's Mission with the PEOs	10
16.	Mapping Courses with PLOs	10
PART B		
17.	Structure of the Curriculum	11
18.	Year/Term-wise Distribution of Courses	11
19.	Semester wise distribution of credits	13
PART C		
	Course Description	14
PART D		
20.	Grading and Evaluation	155

Part A

1. Title of the Academic Program: Bachelor of Arts (Honours) in English

2. Name of the University: Islamic University, Kushtia, Bangladesh

3. Vision of the University:

- To produce efficient, honest and world-class graduates suitable to cope with the demands of the 21st century

4. Mission of the University:

The general objective of the establishment of the Islamic University was initially to produce efficient graduates bearing Islamic and worldly knowledge through effective collaboration of Islamic and General Education. The current operational Mission of the university is as follows:

UM1	To expand quality higher education
UM2	To formulate new subjects and methods.
UM3	To create a generation of efficient manpower equipped with acceptable practical knowledge and high moral values.

UM= University Mission

5. Name of the Faculty: Faculty of Arts

6. Name of the Program Offering Entity (POE): Department of English

7. Vision of the POE:

The vision of the Department of English is to promote intensive, extensive and inclusive studies of the English language as a medium of communication in the globalized world and related literature pertaining to creating humane, moral, ethical and aesthetic sensibilities and committed to creating an intellectually poignant society through obtaining academic excellence and producing skilled professional graduates best suited to confront the challenges of the new millennium.

8. Mission of the POE:

M1	To help students acquire substantial knowledge of the language and literary studies.
M2	To provide students with strong analytical and organizational skills to fit in a global and frequently changing environment.
M3	To promote critical thinking and socio-cultural awareness that will allow the students to be better citizens.
M4	To strengthen communication skills and judgment for better integration into a challenging world.
M5	To equip students with fine-tuned creative ability so that they can use language to a great semantic and aesthetic effect
M6	To forge a knowledge base in the student thus opening a window to life-long learning

M= Mission of the POE

9. Name of the Degree: Bachelor of Arts (Honours) in English

10. Description of the program:

The Department of English at Islamic University, Kushtia offers a four-year B. A. (Honours) in English program which is operated under the regulations of the Ordinance for the BA Program of the Faculty of Arts. During the implementation of the HEQEP sub-project titled “Modernizing English Teaching and Learning” and the Self-Assessment of the department, learners’ needs were identified through surveys and expert opinions. Keeping the changing needs of the students in view, this program proposes to provide students with balanced contents from literature, language, language teaching and English for Professional Purposes (EPP), ELT, ESL, and Applied Linguistics and Translation theory and practice. Besides, to make the graduate a comprehensive personality with patriotic and ethical outlook courses on Philosophy, History, Bangla literature, Bangladesh and Islamic Studies, and Cultural Anthropology are offered. While attention is given to the understanding of literature through the knowledge of the English language, perfection in the four skills of the English language such as reading, writing, listening and speaking—remains a goal to be wholeheartedly pursued.

The medium of instruction for the program is English.

11. Program Educational Objectives (PEO):

Bachelor of Arts program offered by the Department of English intends to enable students to

PEO 1	Personalise the basics and varied English language input and apply them practically in their professional work-areas in the public and private sector or academia.
PEO 2	Understand different critical theories and techniques of critical analysis and apply them in their professional life.
PEO 3	Show efficacy in the receptive and productive language skills and use them in personal and job life to good effect.
PEO 4	Showcase a sense of understanding, responsibility, and empathy for humanity, the society and the world as a whole.
PEO 5	Master “soft skills” including creativity, problem solving, relationship building, communication, emotional intelligence, and critical thinking so that they can grow in leadership to confront the challenges of the 4 th Industrial Revolution and its consequences.
PEO 6	Show a healthy willingness for long term self-learning to help both personal and professional development.

12. Program Learning Outcomes (PLO):

At the end of the program the students will be able to-

PLO1	Define the terms, concepts and theories related to literary and linguistic analysis of texts needed to traverse smoothly in literary and language studies. (Subject Knowledge)
PLO2	Effectively communicate and engage in creative activities in the English Language through the development of all basic language skills in traditional and/or technology assisted environments. (Communication and Creativity)
PLO3	Critically interpret literary texts in varied media, apply skills of research in fields of literature/ language and produce quality research papers in literature, linguistics and relevant areas of interest. (Critical Thinking and Research)
PLO4	Use modern devices including hard- and software components to execute and share academic activities and research work in audio-visual and digital formats. (Technology and Equipment)
PLO5	Analyze and identify efforts to exploit technical, social, economic, and institutional configurations of media that can catalyze social change, show dissent, and challenge the stability of social institutions along with an accessible understanding of family bonding, social responsibility, empathy, protection of a healthy environment, and the need for sustainable development of society and country. (Social Values and Awareness)
PLO6	Examine different cultures through a study of their literature in an attempt to cultivate and refine sensibilities and generate intercultural understanding. (Intercultural Understanding)
PLO7	Support and create environments conducive to professional team development with emphasis on aspects of professionalism, time management, discipline, and integrity. With ability to work both independently and as a team player, they will be able to use their creativity, emotional intelligence

	and leadership skills to improve the environment they work in. (Employability)
PLO8	Defend positive values and morality with a strong sense of ethics which in turn will make them patriotic in word and deed. Also, they will respect the rules of Intellectual Property (IP) rights. (Ethics and Morality)
PLO9	Engage in independent and life-long self-learning required in both local and global contexts. (Lifelong Learning)

13. Graduate Attributes

The graduate attributes are as follows:

Graduate attributes	Activities
Effective communication skills	<ul style="list-style-type: none"> Students should be able to communicate appropriately in a given situation including oral, written, numerical and graphical communication. Students should be able to effectively communicate with others, using digital technologies and engage productively in relevant online communities
Problem solving and analytical ability skills	<ul style="list-style-type: none"> Students should be skillful in articulating knowledge and understanding of texts, concepts and theories. Students should be effectively conveying arguments and opinions and thoughts. Students should be able to engage critical reasoning and inquisitiveness along the way to analyze and understand various texts
Inter-personal skills and networking skills	<ul style="list-style-type: none"> Students should be able to work collaboratively and network effectively, taking the initiative and leading others when appropriate. Students will be able to negotiate, assert their own values and respect the values and contributions of others. Students should be able to operate in a wide range of roles in teams in order to meet common goals.
Global citizenship (diversity and sustainability) skills	<ul style="list-style-type: none"> Students should see themselves as part of a larger community and recognize the impact that their decisions and actions have on those around them. Students should possess an international perspective and the inter-cultural competence to engage effectively with the environments in which they operate. Students should appreciate the importance of sustainable development.
Creativity and innovation skills	<ul style="list-style-type: none"> Students should have the ability to articulate new meanings; devise new arguments and find new ways of extending, modifying or contesting existing arguments. Students should create value through originality, use of imagination and innovation. Students should initiate innovative solutions, processes or ideas through invention, exploration and making connections between different fields of knowledge.
Flexibility and adaptability (life-long learning) skills	<ul style="list-style-type: none"> Students should be able to bring changes and be responsive to the situations and environments in which they operate. Students should show openness to life-long learning through directed and self-directed study and apply learning to new and unexpected situations. Students should be able to identify, evaluate and implement personal learning strategies.

14. Mapping Courses with PLOs:

SN	Course Title	Course No.	PLO 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9
01	Communicative Grammar	0232ENG1101	X	X	X	X	X	X	X	X	X
02	Listening & Speaking Skills	0232ENG1103	X	X	X	X	X	X	X	X	X
03	Reading Skills in English	0232ENG1105	X	X	X	X	X	X	X	X	X
04	Introduction to Poetry	0232ENG1107	X	X	X	X	X	X	X	X	X
05	Introduction to Fiction & Non-fiction	0232ENG1109	X	X	X	X	X	X	X	X	X
06	Rhetoric, Prosody and Genre Studies	0222GEDU1111	X	X	X	X	X	X	X	X	X
07	English Phonetics & Phonology	0232ENG1201	X	X	X	X	X	X	X	X	X
08	Writing Skills in English	0232ENG1203	X	X	X	X	X	X	X	X	X
09	Introduction to Drama	0232ENG1205	X	X	X	X	X	X	X	X	X
10	History of English Literature	0222GEDU1207	X	X	X	X	X	X	X	X	X
11	Bangla Language and Literature (বাংলা ভাষা ও সাহিত্য)	0311GEDU1209	X	X	X	X	X	X	X	X	X
12	Islamic Studies (UC-NC)	0221UCNC1211	N/A	---	---	---	---	---	---	---	---
13	Bangladesh Studies (UC-NC)	0222UCNC1211	N/A	---	---	---	---	---	---	---	---
14	Viva-voce-1	0232SESS1213	X	X	X		X	X	X	X	X
15	Academic Writing	0232ENG2101	X	X	X	X	X	X	X	X	X
16	17th Century Poetry	0232ENG2103	X	X	X	X	X	X	X	X	X
17	Prose From Bacon to Lamb	0232ENG2105	X	X	X	X	X	X	X	X	X
18	Introduction to Linguistics	0232ENG2107	X	X	X	X	X	X	X	X	X
19	Introduction to Philosophy	0223GEDU2109	X	X	X	X	X	X	X	X	X
20	Elizabethan & Jacobean Drama	0223ENG2111									
21	History of Bangladesh Liberation	0222GEDU2201	X	X	X	X	X	X	X	X	X
22	Romantic Poetry	0232ENG2203	X	X	X	X	X	X	X	X	X
23	Restoration and 18th Century Literature	0232ENG2205	X	X	X	X	X	X	X	X	X
24	Psycholinguistics	0223 ENG2207	X	X	X	X	X	X	X	X	X
25	Practical Criticism and Critical Writing	0314ENG2209	X	X	X	X	X	X	X	X	X
26	Cultural Anthropology and Fieldwork	0232CAPST2211	X	X	X	X	X	X	X	X	X
27	Viva-voce-2	0232SESS2213	X	X	X		X	X	X	X	X
28	Classics in Translation	0232ENG3101	X	X	X	X	X	X	X	X	X
29	Literary Criticism	0232ENG3103	X	X	X	X	X	X	X	X	X
30	Victorian Literature	0232ENG3105	X	X	X	X	X	X	X	X	X
31	18th & 19th Century Novel	0232ENG3107	X	X	X	X	X	X	X	X	X
32	Socio-Linguistics	0232ENG3109	X	X	X	X	X	X	X	X	X
33	English Language Teaching	0222 ENG3111	X	X	X	X	X	X	X	X	X
34	Eco-criticism and Green	0232ENG3201	X	X	X	X	X	X	X	X	X

	Literature											
35	English and the Media	0232ENG3203	X	X	X	X	X	X	X	X	X	X
SN	Course Title	Courses No.	PL O 1	PL O 2	PL O 3	PL O 4	PL O 5	PL O 6	PL O 7	PL O 8	PL O 9	
36	Bangladesh Affairs	0232GEDU3205	X	X	X	X	X	X	X	X	X	X
37	American Literature	0232ENG3207	X	X	X	X	X	X	X	X	X	X
38	English for Professional Purposes	0232ENG3209	X	X	X	X	X	X	X	X	X	X
39	Introduction to World Affairs	0232GEDU3211	X	X	X	X	X	X	X	X	X	X
40	Viva-voce-3	0232SESS3213	X	X	X		X	X	X	X	X	X
41	South Asian Literature in English	0232ENG4101	X	X	X	X	X	X	X	X	X	X
42	20th Century Literature (British & American)	0232ENG4103	X	X	X	X	X	X	X	X	X	X
43	Discourse & Pragmatics	0232ENG4105	X	X	X	X	X	X	X	X	X	X
44	20th Century Literary Theory	0232ENG4107	X	X	X	X	X	X	X	X	X	X
45	Afro-Caribbean Literature	0232ENG4109	X	X	X	X	X	X	X	X	X	X
46	Second Language Acquisition	0232ENG4111	X	X	X	X	X	X	X	X	X	X
47	Translation Work and Translation Studies	0232ENG4201	X	X	X	X	X	X	X	X	X	X
48	Creative Ability and Creative Writing	0232ENG4203	X	X	X	X	X	X	X	X	X	X
49	Professional Communication and Public Speaking	0232GEDU4205	X	X	X	X	X	X	X	X	X	X
50	World Literature	0232GEDU4207	X	X	X	X	X	X	X	X	X	X
51	Technology and TALL	0232ENG4209	X	X	X	X	X	X	X	X	X	X
52	Research Methodology & Research Project	0232CAPST4211	X	X	X	X	X	X	X	X	X	X
53	Viva-voce-4	0232SESS4213	X	X	X	X	X	X	X	X	X	X

ENG means Core Courses

GED means General Education Courses

CAPST means Fieldwork, Research and Report Writing

UCNC means University Non-credit Courses

15. Mapping POE's Mission with the PEOs:

PEO Mission	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
M1	X	X				
M2		X	X			
M3						X
M4			X			
M5				X	X	
M6						X

16. Mapping PLOs with the PEOs:

PEO	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6
PLO1	X		X			X
PLO2			X			
PLO3	X	X		X		
PLO4			X		X	
PLO5				X	X	
PLO6		X			X	
PLO7				X	X	
PLO8					X	X
PLO9			X			X

Part B

17. Structure of the Curriculum:

- a) **Duration of the program: 04 Years** **Semester: 08**
- b) **Total minimum credit requirement According to BNQF (Part B) for Higher Education: 140 Credits**
- c) **Credit allocated for the BA (Honours) Program (2021-2022): 145 Credits**
- d) **Course Distribution:**
- i) **General Education Courses:**
 1. Arts and Humanities
 2. Social Sciences
 3. Philosophy
 4. Basics Science
 - ii) **Core Courses:** English Language and Literature
 - iii) **Optional/ Elective Courses:** None
 - iv) **Sessional Courses:** Viva-voce
 - v) **Capstone Courses/ Internship/ Thesis/ Projects:** Fieldwork

18. Semester-wise Course Distribution:

First Year Courses

First Year First Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG1101	Communicative Grammar	03	03
0232ENG1103	Listening & Speaking Skills	03	03
0232ENG1105	Reading Skills in English	03	03
0232ENG1107	Introduction to Poetry	03	03
0232ENG1109	Introduction to Fiction & Non-fiction	03	03
0222GED1111	Rhetoric, Prosody and Genre Studies	03	03
Total 06 (Six) Courses			
Total = 18			
First Year Second Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG1201	English Phonetics & Phonology	03	03
0232ENG1203	Writing Skills in English	03	03
0232ENG1205	Introduction to Drama	03	03
0222GEDU1207	History of English Literature	03	03
0311GEDU1209	Bangla Language and Literature (বাংলা ভাষা ও সাহিত্য)	03	03
0221UCNC1211	Islamic Studies (UC-NC)	03	Nil
0222UCNC1211	Bangladesh Studies (UC-NC)	03	Nil
0232SESS1213	VIVA-VOCE 1	--	01
Total 07 (Seven) Courses including 01 (one) University Course		and 01 (one) sessional	Total = 16

Second Year Courses

Second Year First Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG2101	Academic Writing	03	03
0232ENG2103	17th Century Poetry	03	03
0232ENG2105	Prose from Bacon to Lamb	03	03
0232ENG2107	Introduction to Linguistics	03	03
0223GED2109	Introduction to Philosophy	03	03
0223ENG2111	Elizabethan & Jacobean Drama	03	03
	Total 06 (Six) Courses		
			Total = 18
Second Year Second Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0222GEDU2201	History of Bangladesh Liberation	03	03
0232ENG2203	Romantic Poetry	03	03
0232ENG2205	Restoration and 18th Century Literature	03	03
0223 ENG2207	Psycholinguistics	03	03
0314 GEDU2209	Practical Criticism and Critical Writing	03	03
0232CAPST2211	Cultural Anthropology and Fieldwork	--	03
0232SESS2213	VIVA-VOCE 2	--	01
Total 06 (Six) Courses and 01 (one) sessional			Total = 19

Third Year Courses

Third Year First Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG3101	Classics in Translation	03	03
0232ENG3103	Literary Criticism	03	03
0232ENG3105	Victorian Literature	03	03
0232ENG3107	18th & 19th Century Novel	03	03
0232ENG3109	Sociolinguistics	03	03
0222ENG3111	English Language Teaching	03	03
	Total 06 (Six) Courses		Viva-voce=1
			Total = 19
Third Year Second Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG3201	Eco-criticism and Green Literature	03	03
0232ENG3203	English and the Media	03	03
0232GEDU3205	Bangladesh Affairs	03	03
0232ENG3207	American Literature	03	03
0232ENG3209	English for Professional Purposes	03	03
0232GEDU3211	Introduction to World Affairs	03	03
0232SESS2213	VIVA-VOCE 3	--	01
Total 06 (Six) Courses and 01 (one) sessional			Total = 19

Fourth Year Courses

Fourth Year First Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG4101	South Asian Literature in English	03	03
0232ENG4103	20th Century Literature (British & American)	03	03
0232ENG4105	Discourse & Pragmatics	03	03
0232ENG4107	20th Century Literary Theory	03	03
0232ENG4109	Afro-Caribbean Literature	03	03
0232ENG4111	Second Language Acquisition	03	03
	Total 06 (Six) Courses		Viva-voce=1
			Total = 19
Fourth Year Second Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG4201	Translation Work and Translation Studies	03	03
0232ENG4203	Creative Ability and Creative Writing	03	03
0232GEDU4205	Professional Communication and Public Speaking	03	03
0232GEDU4207	World Literature	03	03
0232ENG4209	Technology and TALL	03	03
0232CAPST4211	Research Methodology & Research Project	03	03
0232SESS4213	VIVA-VOCE 4	--	01
Total 06 (Six) Courses and 01 (one) sessional			Total = 19

19. Semester wise distribution of credits:

Year	Semester	Credit Values				Total
				Capstone/Seasonal/Practical		
		Core	Optional	Core	Optional	
1 st	1	18	0	0	0	18
	2	15	0	1	0	16
2 nd	1	18	0	0	0	18
	2	15	0	4	0	19
3 rd	1	18	0	0	0	18
	2	18	0	1	0	19
4 th	1	18	0	0	0	18
	2	18	0	1	0	19
Total		137	0	8	0	145

Part C

First Year Courses

First Year First Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG1101	Communicative Grammar	03	03
0232ENG1103	Listening & Speaking Skills	03	03
0232ENG1105	Reading Skills in English	03	03
0232ENG1107	Introduction to Poetry	03	03
0232ENG1109	Introduction to Fiction & Non-fiction	03	03
0222ENG1111	Rhetoric, Prosody and Genre Studies	03	03
Total 06 (Six) Courses			
Total = 18			
First Year Second Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG1201	English Phonetics & Phonology	03	03
0232ENG1203	Writing Skills in English	03	03
0232ENG1205	Introduction to Drama	03	03
0222GEDU1207	History of English Literature	03	03
0311ENG1209	Bangla Language and Literature (বাংলা ভাষা ও সাহিত্য)	03	03
0221UCNC1211	Islamic Studies (UC-NC)	03	Nil
0222UCNC1211	Bangladesh Studies (UC-NC)	03	Nil
0232SESS1213	VIVA-VOCE 1	--	01
Total 07 (Seven) Courses including 01 (one) University Course		and 01 (one) sessional	Total = 16

First Year First Semester

Course No.: 0232ENG1101

Course Name: Communicative Grammar

Table 1: Information in detail about **Communicative Grammar**

Course No. : 0232ENG1101	Course Title : Communicative Grammar	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 1 st	Semester : 1 st
Pre-requisites : Basic English Grammar	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course

This course focuses on the practical application of grammar in real-life situations, which is essential for effective communication. It is not enough to simply know the rules of grammar; one must also be able to apply them appropriately in order to convey one's intended meaning to others. Again, communicative grammar takes into account the social and cultural context in which language is used. This means that it not only considers the grammatical rules, but also the appropriate use of language in different settings and situations. For example, the language used in a formal business meeting may differ significantly from the language used in a casual conversation with friends. Studying communicative grammar can help individuals to become more effective communicators. By understanding the nuances of language use and the appropriate application of grammatical rules, individuals can more effectively express their thoughts and ideas, and avoid misunderstandings or misinterpretations. Finally, communicative grammar can also help individuals to develop critical thinking skills. By analyzing and understanding the structure of language, individuals can better understand how language shapes and influences our perceptions and beliefs, and become more adept at recognizing biases and stereotypes in language use.

Course Objectives

The chief objectives of this course are to help learners through theoretical and practical activities to—

- get a sound understanding of the different aspects of English grammar
- develop the ability to use the knowledge in practical field
- develop their analytic competence in using the tools of grammar to improve abilities in other areas, such as critical thinking, writing and editing

Course Learning Outcome (CLO):

After completing this course, the learners will be able to:

SN	Course Learning Outcome (CLO)
CLO1	know the strategies of enriching vocabulary.
CLO2	use phrases, clauses and other unitary structures in larger structures of sentences
CLO3	use punctuation marks appropriately
CLO4	use proper situational expressions to establish fruitful communication and socialization
CLO5	transform and regroup words, phrases and sentences, effectively to use them in written and electronic media
CLO6	personalize new structures for practical use

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2	X	X							
CLO3		X	X						
CLO4		X		X	X				X
CLO5						X		X	
CL06							X		

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Grammar for Social Skills Subject, Verb, Object, Relative Clauses, Modal for Polite Requests, Degrees of Politeness, Language functions: Contracted forms with Invitations, Requests & Apologies, Congratulating, Disagreeing. Matching task on invitation, jigsaw task on invitation, and additional information on language function, Grammar Games with Fun: Playing with Phrasal verbs, Detectable descriptions: Adjectives for fun.	CLO1, CLO2, CLO4	Week 1, Week 2, Week 3, and Week 4 Class : 1-12 Class Test 1	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(3 sets of question) and 37.5%
Grammar for Improving composition Simple sentence, complex sentence & compound the sentence, Compound-Complex Sentences, Non-finite verbs, Conjunctions, Sentence Linking, Descriptive adjectives, Using non-finite verbs in descriptive passages,	CLO3, CLO6	Week 5, Week 6, Week 7, and Week 8 Class : 13-24	Lecture, discussion, demonstration, feedback	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(3 sets of question) and 37.5%

The use of Reported Speech in composing a story, The use of active voices in describing events, describing a cultural show, The use of appropriate clauses at the discourse level		Assignment: 1 Presentation-1			
Grammatical Aspects for Skill Development The infinitive, The participle, The gerund, Preposition and its use, Phrases and their structures, Clauses, Analysis of compound sentences, Analysis of complex sentences, Transformation of sentences, Synthesis of sentences	CLO1, CLO2, CLO5	Week 9, Week 10, Week 11, and Week 12 Class : 25-36 Tutorial-1	Lecture, discussion, demonstration, feedback	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25%
	Review Class	Week 13			

Recommended Readings

- Derewianka, B. M. (2011). *A New Grammar Companion for Teachers*. (2 ed.). PETA (Australia).
- Eastwood, J. (1984). *A Basic English Grammar Exercises*. Oxford University Press.
- Leech, G. and J. Svartick. (2013). *A Communicative Grammar of English*, (3 ed.), Routledge.
- Murphy, R. (1985). *Intermediate English Grammar*. Cambridge University Press.
- Quirk, R. and S. Greenbaum. (1986). *A University Grammar of English*. Longman.
- Swan, M. (2017). *Practical English Usage*. (4th ed.), Oxford University Press.
- Thompson, A. J. and A. V. Martinet. (1986). *A Practical English Grammar*. Oxford University Press.

First Year First Semester

Course No.: 0232ENG1103

Course Name: Listening & Speaking Skills

Table 2: Details Information about Listening & Speaking Skills:

Course No. : 0232ENG1103	Course Title : Listening & Speaking Skills	Course Type : Lab	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 1 st	Semester : 1 st
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by

			Academic Committee
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Rationale of the Course

This course has been designed to develop the students' command of speaking in English correctly as well as a clear understanding of the utterances in English. This will enable students to strengthen three communication skills: verbal communication, nonverbal communication, and listening with a view to enabling students to attend classes and seminars efficiently, speak clearly and convincingly at the workplace and make formal presentations and public speaking.

Course Objectives

The chief objectives of this course are to help learners through theoretical and practical activities to—

- develop their listening and speaking skills
- develop the knowledge of English sounds and their pronunciations
- understand basic English spoken words
- have a clear understanding of various modes of spoken language in different discourses

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	be skillful in speaking and understanding the utterances of English language
CLO2	understand the examples of spoken discourse in literary texts
CLO3	appreciate and enjoy the English language and literature
CLO4	successfully participate in various oral situations in general and virtual environments
CLO5	listen to and understand dictation, news, recitation and speeches
CLO6	take various types of listening and speaking tests successfully

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2	X	X							
CLO3			X						
CLO4			X	X	X		X		
CLO5						X		X	
CL06									X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
A. Listening <ul style="list-style-type: none"> • Introduction to listening: Sound Recognition, Recognizing minimal pairs with the help of sentence context, Dictation. • Listening & note-taking 	CLO1, CLO2 and CLO3	Week 1 Week 2 and Week 3	Lecture, discussion, demonstration, feedback, using laboratory and multimedia	Quiz, spot tests, active class participation, Semester Final Exam.	(2 set question) and 25%

<ul style="list-style-type: none"> Listening for General Comprehension <p>B. Speaking</p> <ul style="list-style-type: none"> Common notion, function & situational expressions Speaking with the acceptable usually intelligible level of pronunciation Speaking with natural speed 					
<p>A. Listening</p> <ul style="list-style-type: none"> Giving the gist after listening to a text Listening for Specific Information Answering specific questions <p>B. Speaking</p> <ul style="list-style-type: none"> Group/Pair discussion on a popular/familiar topic Presentation skill Extempore Speech 	CLO2, CLO3 and CLO6	Week 4 Week 5 and Week 6 Class Test 1: From Week 1 to Week 3	Lecture, discussion, demonstration, feedback, using laboratory and multimedia	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(2 set question) and 25%
<p>A. Listening</p> <ul style="list-style-type: none"> Listening & filling in the gap Listening to English on the TV, Radio, Computer & Multimedia Projector Practice in listening comprehension <p>B. Speaking</p> <ul style="list-style-type: none"> Speech sound Syllable Stress Intonation 	CLO2, CLO3 and CLO4	Week 7 Week 8 and Week 9 Class Test 2 : From Week 4 to Week 6	Lecture, discussion, demonstration, feedback, using laboratory and multimedia	Quiz, spot tests, active class participation , Semester Final Exam.,	(2 set questions) and 25%
<p>A. Listening</p> <ul style="list-style-type: none"> Listening clues Responding to different situations like greetings, introduction, seeking permission, asking for things, giving directions, asking for information etc. <p>B. Speaking</p> <ul style="list-style-type: none"> Sounds in Connected Speech Problems of pronunciation of some vowels & consonants Greetings, making requests, 	CLO4, CLO5 and CLO6	Week 10 Week 11 and Week 12 Class Test 3 : From Week 7 to Week 9	Lecture, discussion, demonstration	Quiz, spot tests, active class participation , Semester Final Exam., Creative Assignment	(2 set question) and 25%

invitations, expressing regrets, making offers, approving and disapproving, group discussion, Channel discussion, storytelling					
	Review Class	Week 13			

Recommended Readings

- British Council. (1981). *The Teaching of Listening Comprehension*. London.
- Brown, G. (1990). *Listening to Spoken English*. Longman.
- Brown, G. and G. Yule. (1983). *Teaching the Spoken Language*. Vol. 2. Cambridge University Press.
- Bygate, M. (1987). *Speaking*. Oxford University Press.
- Buys, W. E. et al. (1995). *Speaking By Doing: A Speaking-Listening Text*. NTC.
- Gaynor R. et al. (1989). *Well Spoken*. London: Longman.
- Nolasco, R and L. Arthur. (1987). *Conversation*. Oxford University Press.
- Richards, J. C. et al. (2007). *Person to Person*. Oxford University Press.

First Year First Semester

Course No.: 0232ENG1105

Course Name: Reading Skills in English

Table 3: Information in detail about Reading Skills in English

Course No. : 0232ENG1105	Course Title : Reading Skills in English	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 1 st	Semester : 1 st
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course

This course has been planned to help students develop their reading skills in English so that they can better understand, appreciate and enjoy literature courses and personalize new syntactic and semantic structures in their practical usage. The purpose of this course is to refresh and reactivate students' previously acquired

knowledge of the language leading to better reading skills and comprehension through intensive reading practices.

Course Objectives

The chief objectives of this course are to help learners through theoretical and practical activities too—

- develop their skills reading and understanding English text
- develop the knowledge of features, perspectives, strategies, and approaches to reading
- engage themselves in different academic reading tasks
- have a clear understanding of various types of English composition
- be acquainted with the necessary tools to become competent and avid readers.

Course Learning Outcome (CLO)

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Comprehend reading passages, and know about different perspectives of reading texts.
CLO2	Know about the strategies of enriching vocabulary, framing meaningful sentences.
CLO3	Learn about major strategies of reading, interpreting any text, and effective ways of note-taking.
CLO4	Learn about the differences between reading academic texts and reading newspapers, magazines, e-newspapers and e-magazines.
CLO5	Learn about the expected and important elements while reading academic and nonacademic texts.
CLO6	Learn about different modes of writing, their features and importance.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO)

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4			X	X					
CLO5					X	X	X	X	X
CL06									X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Perspectives on reading comprehension <ul style="list-style-type: none"> • Definition • Levels • Approach • Reader-text relation • Understanding author's stance 	CLO1	Week 1 and Week 2	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam.	(2 sets of question) and 37.50%
Reading strategies <ul style="list-style-type: none"> • Skimming 	CLO2 and CLO3	Week 3 Week 4 and	Lecture, discussion,	Quiz, spot tests, active	(2 set question)

<ul style="list-style-type: none"> • Scanning • Predicting • Inference • intensive reading • Extensive reading • Silent reading • Speed reading 		Week 5 Class Test 1 : From Week 1 to Week 3	demonstration	class participation , Semester Final Exam.	and 25.00%
Active reading for comprehension <ul style="list-style-type: none"> • highlighting, • getting information from text • noting keywords • following main arguments • summarizing 	CLO2 and CLO3	Week 6 and Week 7 Class Test 2 : From Week 4 to Week 6	Lecture, discussion,	Quiz, spot tests, active class participation , Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
Reading to improve linguistic skills and vocabulary <ul style="list-style-type: none"> • Reading dictionary • Reading Newspaper • Reading literature for vocabulary 	CLO2, CLO3, CLO5 and CLO6	Week 8 to Week 10 Class Test 3 : From Week 7 to Week 9	Lecture, discussion, demonstration	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
Reading to improve critical understanding <ul style="list-style-type: none"> • Reading literary criticism • Reading journal articles • Reading research papers • Reading e-journals, electronic research papers etc. 	CLO2, CLO3 and CLO6	Week 11 and Week 12 Class Test 4 : From Week 10 to Week 12	Lecture, discussion, demonstration	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
	Review Class	Week 13			

Recommended Readings

- Alderson, J. C. and A. H. Urquhart (eds). (1984). *Reading in a Foreign Language*. Longman.
- Baker, S. (2005). *The Practical Stylist: The Classic Guide to Style*. Longman.
- Barr, P. et al. (1981). *Advanced Reading Skills*. Longman.
- Imhoof, M. and H. Hudson. (1975). *From Paragraph to Essay*. Longman.
- Mackin, R. and A. P. Cowie. (1975). *Oxford University Press. Dictionary of Current Idiomatic English*. Oxford University Press.
- Quirk, R. and S. Greenbaum. (1986). *A University Grammar of English*. Longman.
- Wallace, C. (1992). *Reading*. Oxford University Press.
- Williams, E. (1989). *Reading in the Language Classroom*. Prentice-Hall.

First Year First Semester

Course No.: 0232ENG1107

Course Name: Introduction to Poetry

Table 4: Information in detail about Introduction to Poetry

Course No. : 0232ENG1107	Course Title : Introduction to Poetry	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester: 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 1 st	Semester: 1 st
Pre-requisites : Not Applicable	Co-requisites: Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course has been designed to introduce students to the study of poetry in English. It intends to familiarize students with the formal elements of poetry and music. It also helps students to study selected poems of different genres and forms, ranging from sonnet and elegy to concrete and spiritual poetry. The students are expected to learn the ways a poem is formed and to write effective papers to analyze the style, structure, theme, and other features of a poem.

Course Objectives

After successful completion of the course, a student would be able to—

- Develop an understanding of the fundamental elements of poetry, including imagery, metaphor, rhythm, rhyme, and structure.
- Analyze and interpret a diverse range of poetic forms and styles from different literary periods, cultures, and traditions.
- Explore the historical and cultural contexts that have shaped the evolution of poetry, and recognize the influence of poets on society.
- Enhance critical thinking skills by closely reading and engaging with poems, identifying themes, symbols, and literary techniques employed by poets.
- Foster an appreciation for the aesthetic and emotional power of poetry, and recognize its ability to evoke different moods, convey complex ideas, and provide a unique mode of self-expression.
- Develop the ability to write creatively by experimenting with various poetic forms and techniques, and by producing original poems.
- Engage in collaborative activities and peer feedback sessions to deepen understanding and refine analytical skills in relation to poetry.
- Foster a lifelong interest in poetry by becoming familiar with contemporary poets and literary publications, and by actively seeking out opportunities to engage with poetry beyond the course.

Course Learning Outcome (CLO):

After completing this course, a student would be able to:

CLO1	learn about the genre of poetry and its classification
CLO2	acquire information about different historical, literary, ethical and aesthetic movements and their precursors
CLO3	critically analyse different poetic categories and their components
CLO4	recite poetry for presentation with and without ICT and multimedia environment
CLO5	apply poetic devices and language in original pieces through individual and group effort
CLO6	learn how to connect the issues addressed in poetry to life and society

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X						X	
CLO3			X			X			
CLO4				X	X				
CLO5							X		
CL06								X	X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
A: Introducing Poetry <ul style="list-style-type: none"> • Definition and categorization of poetry • Forms of poetry • Components of poetry • Figures of speech, rhyme, rhythm, stress, accent, foot, meter, verse and verse forms • Stanza and its types, 	CLO1, CLO2	Week 1 and Week 2	Lecture, discussion, demonstration, feedback	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 set questions) and 12.50%
B: Specimen Poems William Shakespeare: “Sonnet 116” Thomas Gray: “Elegy Written in a Country Churchyard” John Keats: “Ode on a Grecian Urn” Robert Browning: “My Last Duchess” T.S. Eliot: “The Love Song of	CLO2, CLO3, CLO4,	Week3 to Week12 (Two weeks for each title) Class Test 1 : From Week 1 to Week 3 Class Test 2	Lecture, recitation, discussion, demonstration, feedback	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(6 set question) and 87.50%

J. Alfred Prufrock”		: From Week 4 to Week 6 Class Test 3 : From Week 7 to Week 9			
	Review Class	Week 13			

Recommended Readings

- Abrams, M. H. and G. G. Harpham. (2009). *A Glossary of Literary Terms*. Wadsworth.
- Borges, J. L. (2000). *This Craft of Verse*. Harvard University Press.
- Brooks, C. and R. P. Warren. (1967). *Understanding Poetry*. Wadsworth.
- Childs, P. and R. Fowler. (2006). *The Routledge Dictionary of Literary Terms*. Routledge.
- Cuddon, J. A. (1999). *The Penguin Dictionary of Literary Terms*. Penguin.
- Drew, E. (1959). *Poetry: A Modern Guide to its Understanding and Enjoyment*. Dell.
- Kennedy, X. J. (2016). *Literature: An Introduction to Fiction, Poetry, and Drama*. Pearson.
- Marjorie B. (1982). *Anatomy of Poetry*. Routledge & Kegan Paul.
- Zillman, L. J. (1967). *The Art and Craft of Poetry: An Introduction*. Macmillan.

First Year First Semester

Course No.: 0232ENG1109

Course Name: Introduction to Fiction & Non-fiction

Table 5: Information in detail about Introduction to Fiction & Non-fiction

Course No. : 0232ENG1109	Course Title : Introduction to Fiction & Non-fiction	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 1 st	Semester : 1 st
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course has been designed to introduce students to the study of both fictional and non-fictional prose in English. It includes both the study of the art of appreciating prose narratives and critical reading of selected novels, short stories, essays, letters, and speech. The students are expected to learn the ways a prose narrative is formed and to write effective papers to analyze the style, structure, theme, and other features of a prose piece.

Course Objectives:

The chief objectives of this course are to help learners to—

- To conceptualize the mechanics of prose fiction
- To acquire knowledge on the origin, growth and transformations of fiction
- To observe the historical evolution of English prose across cultures
- To get acquainted with the diverse varieties of themes, subject matters and other issues of prose fiction

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	grasp the basic distinctions in form, style, and content between fiction and non-fiction
CLO2	explain the subjective projection of an author in prose
CLO3	analyze the point of view and psychological treatment of characters
CLO4	describe mood, tone and perspective of characters in different settings
CLO5	explain colonial bias and its ensuing aftermath on both the colonized and the colonizer
CLO6	define science fiction and understand the darker sides of human beings
CLO7	explain the extremity of the imperial situation and humans' reaction to it
CLO8	define humour and its deployment in literary texts
CLO9	analyze the nature of greed, the irony of human fate and blind adherence to religion

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO) :

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5									
CLO6					X	X		X	
CLO7									
CLO8									
CLO9							X		X

Course Content:

Course Content	Alignment of topic of the courses	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight

	with CLOs				
A: Fiction Katherine Mansfield: “The Garden Party” James Joyce: “Evelyn” Edgar Allan Poe: “The Black Cat” William Faulkner: “A Rose for Emily”	CLO1, CLO2	Week 1 to Week 8 Two weeks for each title Class Test 1 : From Week 1 to Week 3 Class Test 2 : From Week 4 to Week 6	Lecture, discussion, demonstratio n, feedback	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(4 set question) and 50%
B: Non-Fiction George Orwell: “Shooting an Elephant” Aldous Huxley: “Tragedy and the Whole Truth”	CLO3	Week 9 to Week 12 Class Test 3 : From Week 9 to Week 11	Lecture, discussion, demonstratio n	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(4 set question) and 50%
	Review Class	Week 13			

Recommended Readings

- Arnold K. (1967). *An Introduction to the English Novel*. Universal Book Stall.
- Atwood, M. (Ed.). (2003). *The Orwell Reader: Fiction, Essays, and Reportage*. Mariner Books.
- Beja, M. (1992). *James Joyce: A Literary Life*. Ohio University Press.
- Blamires, H. (2006). *World Literature: Critical Concepts in Literary and Cultural Studies* (Vol. 4). Routledge.
- Boulton, M. (1975). *The Anatomy of the Novel*, Routledge and Kegan Paul.
- Brown, R. D. (Ed.). (2008). *A Companion to James Joyce*. Wiley-Blackwell.
- Drew, E. (1992). *The Novel: A Modern Guide to Fifteen English Masterpieces*. Radha.
- Forster, E.M. (1956). *Aspects of the Novel*. Mariner Books.
- Kaplan, J. (1992). *Katherine Mansfield and the Origins of Modernist Fiction*. Cornell University Press.
- Kenner, H. (1987). *Dublin's Joyce*. University of California Press.
- Millett, F.B. (1950). *Reading Fiction*. Harper-Collins.
- Meyers, J. (2000). *George Orwell: An Introduction to the Man and his Work*. Ivan R. Dee.
- Neame, A. (2007). *Katherine Mansfield and the Art of the Short Story*. Palgrave Macmillan.
- Orwell, G. (2009). *Shooting an Elephant: And Other Essays*. Penguin Modern Classics.
- Rodden, J. (Ed.). (2018). *The Cambridge Companion to George Orwell*. Cambridge University Press.
- Sandison, A. (Ed.). (2004). *The Edinburgh Companion to Katherine Mansfield*. Edinburgh University Press.

First Year First Semester

Course No.: 0232ENG1111

Course Name: Rhetoric, Prosody and Genre Studies

Table 6: Information in detail about **Rhetoric, Prosody and Genre Studies**

Course No. : 0232ENG1111	Course Title: Rhetoric, Prosody and Genre Studies	Course Type: Theoretical	Course Credit: 3.00
Total Class weeks in a semester: 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 1 st	Semester: 1 st
Pre-requisites: Not Applicable	Co-requisites: Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

The course "Rhetoric, Prosody, and Genre Studies" is an interdisciplinary course that explores the relationship between language and communication. Rhetoric is the study of how language is used to persuade or influence others. In this course, students will learn about the history of rhetoric and how it has been used throughout time to shape political discourse, public opinion, and other forms of communication. Again, Prosody is the study of the rhythm, intonation, and stress patterns of speech. Students will learn how these elements of language affect the way we communicate and how they contribute to the overall meaning of a message. Yet again, Genre Studies involves the analysis of different types of texts, such as literature, film, and digital media. Students will examine how different genres use language and communication strategies to achieve specific goals and create meaning.

By combining these three areas of study, students will gain a deeper understanding of how language functions in different contexts and how to use language effectively in their own communication. The course will also help students develop critical thinking and analytical skills that can be applied to a wide range of fields, including business, politics, media, and education.

Course Objectives:

The chief objectives of this course are—

- To introduce students to the basic concepts and theories of rhetoric, prosody, and genre studies.
- To provide students with the tools to analyze and evaluate the use of rhetorical strategies and devices in a variety of contexts.
- To help students understand the role of prosody in shaping meaning and communication in different genres of text.

- To develop students' ability to analyze and critique texts using rhetorical, prosodic, and genre analysis techniques.
- To help students understand the ethical considerations involved in using rhetorical and prosodic strategies in communication.
- To develop students' critical thinking skills by evaluating the effectiveness of rhetorical, prosodic, and genre strategies in various forms of communication.
- To foster an appreciation of the ways in which language and communication shape our understanding of the world around us.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Develop a foundational understanding of the history and theory of rhetoric, prosody, and genre studies.
CLO2	Identify and analyze the use of rhetorical strategies and devices in different forms of communication, including written, spoken, and visual texts.
CLO3	Analyze the role of prosody in shaping meaning and communication in various contexts, including poetry, drama, and public speaking.
CLO4	Understand the conventions of different genres of communication, and how those conventions shape the way messages are received and interpreted.
CLO5	Understand the ethical considerations involved in using rhetorical and prosodic strategies in communication, including the potential impact on audience perception and reception.
CLO6	Develop critical thinking skills by evaluating the effectiveness of rhetorical, prosodic, and genre strategies in various forms of communication.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO) :

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5							X		
CL06					X	X		X	X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
<ul style="list-style-type: none"> • Introduction to Rhetoric: The history of rhetoric, the role of rhetoric in contemporary society, and the basic concepts of rhetorical analysis. • Rhetorical Strategies and 	CLO1, CLO2 CLO5	Week 1 to Week 4 Class Test 1 : From Week 1 to Week 3	Lecture, discussion, demonstration, feedback	Quiz, spot tests, active class participation, Semester Final Exam., Creative	(2 set question) and 25%

<p>Devices: The various strategies and devices used in rhetoric, including ethos, pathos, logos, and rhetorical appeals.</p> <ul style="list-style-type: none"> Visual Rhetoric: The study of How visual images are used to convey meaning and persuade audiences, including the analysis of advertising and propaganda images. 				Assignment	
<ul style="list-style-type: none"> Prosody: The study of the rhythm, intonation, and stress patterns of speech, including the role of prosody in shaping meaning and communication in various contexts. Poetry and Prosody: The analysis of the prosodic features of poetry, including meter, rhyme, and rhythm, and the ways in which these features contribute to meaning. Drama and Prosody: The analysis of the prosodic features of drama, including the use of meter, verse, and dialogue to create meaning and communicate emotion. 		<p>Week 4 to Week 7 Class Test 2 : From Week 4 to Week 6</p>	Lecture, discussion, demonstration	<p>Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment</p>	(2 set question) and 25%
<ul style="list-style-type: none"> Genre Studies: The analysis of different genres of text, including fiction, non-fiction, and digital media, and the conventions and expectations of each genre. 	CLO3	<p>Week 8 to Week 10 Class Test 3 : From Week 8 to Week 9</p>	Lecture, discussion, demonstration	<p>Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment</p>	(2 set question) and 25%
<ul style="list-style-type: none"> Ethics and Rhetoric: The ethical considerations involved in using rhetorical and prosodic strategies in communication, including issues of manipulation, deception, and power. Effective Communication: The development of effective communication skills, 	CLO4 CLO5 CLO6	<p>Week 11 to Week 12</p>	Lecture, discussion, demonstration	<p>Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment</p>	(2 set question) and 25%

including writing, public speaking, and digital media, using rhetorical and prosodic strategies.					
	Review Class	Week 13			

Recommended Readings

- Abrams, M. H. and G. G. Harpham. (2009). *A Glossary of Literary Terms*. Wadsworth.
- Aristotle and J. E. C. Weldon, (1886). *The Rhetoric of Aristotle*. London New York: Macmillan and Co.
- Baird, A. C. (1965). *Rhetoric: A Philosophical Inquiry*. New York: Ronald Press Co.
- Bal, M. (1997). *Narratology: Introduction to the Theory of Narrative*. Toronto: University of Toronto Press.
- Bensel-Meyers, L. (1992). *Rhetoric for Academic Reasoning*. New York: Harper-Collins.
- Borges, J. L. (2000). *This Craft of Verse*. Harvard University Press.
- Crystal, D. (1998). *Prosodic Systems and Intonation in English*. Cambridge University Press.
- Fabb, N., & M. Halle (Eds.). (2011). *Meter in Poetry: A new theory*. Cambridge University Press.
- Gussenhoven, C., & Jacobs, H. (Eds.). (2017). *Understanding Prosody: The Role of Context, Function and Communication*. Walter de Gruyter GmbH & Co KG.
- Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *An Introduction to Functional Grammar*. Routledge.
- Kennedy, X. J. (2016). *Literature: An Introduction to Fiction, Poetry, and Drama*. Pearson.
- Marjorie B. (1982). *Anatomy of Poetry*. Routledge & Kegan Paul.
- Toolan, M. J. (2013). *Narrative Progression in the Short Story: A Corpus Stylistic Approach*. John Benjamins Publishing.
- Zillman, L. J. (1967). *The Art and Craft of Poetry: An Introduction*. Macmillan.

First Year Second Semester

Course No.: 0232ENG1201

Course Name: English Phonetics & Phonology

Table 7: Information in Detail about English Phonetics & Phonology

Course No. : 0232ENG1201	Course Title : English Phonetics & Phonology	Course Type : Theoretical & Lab	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 1 st	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course has been designed with a view to introducing the basic concepts of phonetics and phonology and making them aware of the manner and process of articulation of sounds in the English language.

Course Objectives:

While undertaking this course, students are supposed to

- i) become familiar with different levels of phonetics and phonology
- ii) learn the IPA, the mechanism of sound production and articulation
- iii) understand phonological and phonemic attributes and processes of English sounds
- iv) learn pitch, intonation, and stress etc.

Course Learning Outcome (CLO):

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

SN	Course Learning Outcome (CLO)
CLO1	define and differentiate phonetics and phonology
CLO2	understand the types of speech sounds the manners and places of their articulation
CLO3	understand the forms and functions of phonemes and allophones and their subsequent applications
CLO4	understand and identify the allophonic processes like aspiration, assimilation and elision
CLO5	understand tone and the varieties of intonation to know, discern and utilize the tonal varieties while speaking and listening
CLO6	understand form and application of syllables in practical communication
CLO7	understand stress and stress patterns, their relationship with tone and syllables and ‘the know-how of intelligible utterances

Mapping of Course Learning Outcomes (CLOs) to Program Learning Outcomes (PLOs):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3		X	X					X	
CLO4				X			X		
CLO5				X	X	X	X		
CLO6								X	
CLO7		X							X

Course Content:

Course Content	Alignment of contents with CLOs	Weekly Lesson Plan	Teaching-Learning Strategies	Assessment Techniques	Course Weight
Basic Concepts of Phonetics and Phonology, their distinction and their levels	CLO1	Week 1 and week 2	Lecture, Discussion, demonstration	Quiz, Spot test, assignment, semester final exam	12.5% (1 set of questions)
IPA and IPA Symbols Speech sounds: their categories Organs of speech Articulation: place and manners	CLO2 CLO3 CLO4 CLO6	Week 3 week 4 week 5	Lecture, discussion, demonstration	Quiz, Spot test, assignment, semester final exam	25% (2 set of questions)
Phone, phoneme, allophone Allophonic processes Phonetic and phonemic	CLO2 CLO5	Week 6 week 7	Lecture, discussion, Demonstration	Quiz, Spot test, assignment,	12.5% (1 set question)

transcriptions			and Debate	semester final exam	
Pitch, tone, intonation Syllable and syllabic processes Stress and stress patterns	CLO2 CLO5	Week 8 Week 9 Week 10	Lecture, discussion, demonstration	Quiz, Spot test, assignment, semester final exam	25% (2 set of questions)
Lab: practice and feedback	CLO2 CLO5	week 11 Week 12 Week 13	Lecture, discussion, demonstration	Quiz, Spot test, assignment, semester final exam	25% (2 set of questions)

Recommended Readings

- Abercrombie, D. (1966). *Elements of General Phonetics*. Edinburgh: Edinburgh University Press.
- Gimson, A. C. (1989). *An Introduction to the Pronunciation of English*. Hodder Arnold.
- Ladefoged, P. (2014). *A Course in Phonetics*. Cengage Learning.
- Gussenhoven, C., & Jacobs, H. (Eds.). (2017). *Understanding Phonology: The Role of Context, Function and Communication*. Walter de Gruyter GmbH & Co KG.
- Goldsmith, J. A. (Ed.). (1995). *The Handbook of Phonological Theory*. Wiley-Blackwell.
- Hayes, B. (2009). *Introductory phonology*. Wiley-Blackwell.
- Fromkin, V., Rodman, R., & Hyams, N. (2013). *An Introduction to Language*. Cengage Learning.
- Yip, M. (2002). *Tone*. Cambridge University Press.
- Laver, J. (1994). *Principles of Phonetics*. Cambridge University Press.
- Roach, Peter. (2001). *Phonetics*. Oxford University Press.
- Roach, Peter. (2009). *English Phonetics and Phonology: A Practical Course*. 4th ed. Cambridge University Press.
- Wells J. C. and G. Colson. (1980). *Practical Phonetics*. Prentice Hall.

First Year Second Semester

Course No.: 0232ENG1203

Course Name: Writing Skills in English

Table 8: Information in detail about **Writing Skills in English**

Course No. : 0232ENG1203	Course Title : Writing Skills in English	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 1 st	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course aims to help students develop their writing skills in English so that they can better appreciate literature courses and personalize new syntactic and semantic structures in their writing styles. The purpose of this course is to refresh and reactivate students' previously acquired knowledge of the language leading to better writing ability through interactive discussions and intensive practice.

Course Objectives:

On successful completion of the course, the students will –

- Develop proficiency in writing English by improving grammar, vocabulary, and sentence structure.
- Enhance skills in organizing thoughts and ideas coherently and effectively in written form.
- Acquire the ability to write for different purposes and audiences, including personal, academic, and professional contexts.
- Improve critical thinking skills by analyzing and evaluating written texts and effectively incorporating ideas from outside sources into one's own writing.
- Enhance editing and proofreading skills to improve the clarity, coherence, and correctness of written work.
- Expand knowledge and use of various writing styles, such as descriptive, narrative, persuasive, and expository writing.
- Develop awareness of different writing formats and structures, including essays, reports, letters, and emails, and adapt writing style accordingly.
- Enhance digital literacy skills by utilizing appropriate technology tools and resources for writing, editing, and formatting written work.
- Cultivate a sense of creativity and self-expression through writing, and develop a personal writing voice and style.
- Develop a reflective approach to writing, recognizing areas of strength and areas for improvement, and actively seeking opportunities for continued growth.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	know the basics of writing skills
CLO2	Learn to use written discourse in practical communication
CLO3	analyse and appreciate different kinds of written discourses
CLO4	learn to use written discourse in digital media
CLO5	use new styles and structures learnt and personalized from various forms of literature to create social bonding
CLO6	Make writing the means of producing sustainability and meaningfulness in life

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2	X	X							
CLO3			X						
CLO4			X	X					
CLO5					X	X		X	
CL06							X	X	X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight

Developing and extending sentences with vocabulary Sentence structure: tense; voice; conditionals; prepositions; fragments, run-ons, misplaced modifier, dangling modifier, etc.	CLO 1 and CLO 2	Week 1 and Week 2	Lecture, discussion, demonstration Case Study,	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set question) and 12.50%
Mechanics: Capitalization; number style; punctuation, etc. Paraphrasing Summarizing Editing and proofreading	CLO 2, CLO 3 and CLO 6	Week 3 and Week 4 Class Test 1: From Week 1 to Week 3	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set question) and 12.50%
Organizing a paragraph topic: topic sentence, detailed sentences, cohesion, logical order, conclusions Paragraph writing focusing on the characteristics of patterning, cohesion, coherence and unity in the paragraph, outlining Paragraph writing following different modes: definition, description, classification, cause and effect, comparison and contrast.	CLO3, CLO4, CLO6	Week 5- Week 7 Class Test 2 : From Week 4 to Week 6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(3 set questions) and 37.50%
Letter writing: Formal and Informal letters Personal and Business letters Official letters	CLO 2, CLO 3 and CLO 6	Week 8 to Week 9 Class Test 3 : From Week 7 to Week 9	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
Writing exam-essays	CLO1, CLO5	Week 10 and Week 12 Class Test 4 : From Week 10 to Week 12	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative	(2 set question) and 25.00%

				Assignment	
	Review Class	Week 13			

Recommended Readings

- Browne, K. and S. Hood, (1989). *Writing Matters: Writing Skills and Strategies for Students of English*. Cambridge University Press.
- Imhoof, M. and H. Hudson. (1975). *From Paragraph to Essay*. Longman.
- Langhan, J. (2021). *College Writing Skills with Readings*. (10th Ed). McGraw-Hill.
- Leech, G and J. Svaticrk. (2013). *A Communicative Grammar of English*, (3 ed.), Routledge.
- Nicholas, J. K. and J. R. Nichol, (1981). *Rhetorical Models for Effective Writing*. Winthrop.
- Seely, J. (2013). *The Oxford University Press. Guide to Writing and Speaking*. Oxford University Press.

First Year Second Semester

Course No.: 0232ENG1205

Course Name: Introduction to Drama

Table 9: Information in Detail about **Introduction to Drama**

Course No.: 0232ENG1205	Course Title: Introduction to Drama	Course Type: Theoretical	Course Credit: 3.00
Total Class weeks in a semester: 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 1 st	Semester: 2 nd
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course is designed to introduce the dramatic genre so that the students can understand the theatrical aspects of dramatic compositions and techniques related to plot, characterization, themes, action, and stagecraft along with the evolution and types of drama.

Course Objective:

The aim of this course is to enable the students to

- Develop an understanding of the basic elements of drama, including plot, character, dialogue, setting, and theme.
- Explore a range of dramatic forms and styles, including tragedy, comedy, farce, and realism, and analyze their unique characteristics and techniques.
- Examine the historical development of drama, from ancient Greek and Roman theatre to contemporary forms, and understand the influence of cultural and social contexts on dramatic works.
- Engage in close reading and analysis of selected plays, identifying dramatic structure, conflicts,

symbolism, and other literary devices employed by playwrights.

- Enhance critical thinking skills by interpreting and evaluating the themes, messages, and social commentary conveyed through dramatic works.
- Gain knowledge of significant playwrights, their contributions to the dramatic canon, and their impact on the evolution of theater.
- Develop an understanding of the collaborative nature of theater, including the roles of directors, actors, designers, and technicians in bringing a play to life.
- Explore the relationship between drama and other art forms, such as literature, visual arts, and film, and analyze adaptations and interpretations of plays across different mediums.
- Cultivate effective oral communication skills by participating in discussions, presentations, and performances related to dramatic works.
- Develop an appreciation for the power of theatre as a means of cultural expression, social critique, and personal exploration.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	know the basics of dramatic genre and have a good grasp of the development of drama through ages across Europe
CLO2	study dramatic works to develop language skills
CLO3	analyse and appreciate different kinds of drama
CLO4	use multimedia to watch dramatic performance and thus study it in comparison to the written script
CLO5	understand the theatrical attributes of dramatic performance as a means of entertainment and social communication at the same time
CLO6	learn to find out hidden connotations underneath the literal or visual representation and to understand the values of the message

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X			X			
CLO4				X	X				
CLO5						X	X		
CLO6								X	X

Course Content:

Contents	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
A Drama: Types, setting, form, character, plot, theme, unities, stagecraft, chorus, conflict etc.	CLO1 CLO2 CLO4 CLO5	Week 1 to Week 2	Lecture, Discussion	Active class participation, Quiz, Spot	(1 set of question) and 12.50%

				Tests, Group Basis Creative Assignme nt and PowerPoi nt Presentati on, Semester Final Exam.	
B Drama titles to be studied: Sophocles: <i>Oedipus the King</i> William Shakespeare: <i>The Merchant of Venice</i> G.B. Shaw: <i>Arms and the Man</i> J. M. Synge: <i>Riders to the Sea</i>	CLO1 CLO2 CLO3 CLO4 CLO5 CLO6	Week 3 to Week 12 Class Test:1 from week 1 to week 4 will be held at Class: 12 Class Test:2 from week 5 to week 10 will be held at Class: 30	Lecture, discussion,	Active class participati on, Quiz, Spot Tests, Group Basis Creative Assignme nt and PowerPoi nt Presentati on, Semester Final Exam.	(7 set question) and 87.50 %
	Review Class	Week 13			

Recommended Readings

- Ackerley, C. J., & Gwiazda, P. (2008). *J. M. Synge: A Bibliography of Criticism*. University of Toronto Press.
- Benstock, B. (1986). *Women of the Left Bank: Paris, 1900-1940*. University of Texas Press.
- Bloom, H. (Ed.). (2008). *William Shakespeare's The Merchant of Venice (Modern Critical Interpretations)*. Chelsea House Publications.
- Boulton, Marjorie. (2015). *Anatomy of Drama*. Routledge.
- Brooks, C. (2008). *Understanding Drama*. Stearns Press.
- Cahn, V. L. (2001). *The Merchant of Venice: A guide to the play*. Greenwood Press.
- Gassner, J., & Quinn, E. (Eds.). (2002). *The Reader's Encyclopedia of World Drama*. Routledge.
- Holroyd, M. (1989). *Bernard Shaw: The search for love*. Vintage.
- Innes, C. (1993). *George Bernard Shaw: A critical study*. Cambridge University Press.
- Kennedy, X. J. (2015). *Literature. An Introduction to Fiction, Poetry, and Drama*. Pearson.
- Kitto, H. D. F. (2013). *Form and Meaning in Drama*. Routledge.
- Knox, B. M. W. (1964). *Oedipus at Thebes: Sophocles' tragic hero and his time*. Yale University Press.
- Piggott, P. (Ed.). (2003). *Shaw: The annual of Bernard Shaw studies (Vol. 23)*. University Press of Florida.
- Segal, C. (1993). *Oedipus Tyrannus: Tragic heroism and the limits of knowledge*. Oxford University Press.
- Shapiro, J. (2006). *Shakespeare and the Jews*. Columbia University Press.
- Styan, J. L. (2011). *The Elements of Drama*. LLC.
- Winnington-Ingram, R. P. (1980). *Sophocles: An interpretation*. Cambridge University Press.

First Year Second Semester

Course No.: 0222ENG1207

Course Name: History of English Literature

Table 10: Detail Information about History of English Literature

Course No. : 0222ENG1207	Course Title : History of English Literature	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 1 st	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

The study of the history of English literature holds immense value as it offers a profound exploration of the literary heritage that has shaped and continues to influence our society. This course provides students with a comprehensive understanding of the evolution of English literature, spanning centuries of artistic expression and cultural development. By examining the works of various periods and genres, students gain insight into the historical, social, and intellectual contexts that have shaped the literary landscape.

The course "History of English Literature" offers students a comprehensive exploration of the literary heritage, fostering an appreciation for the diversity of voices and styles throughout history. By studying the works of different periods and genres, students develop critical thinking skills, deepen their understanding of cultural contexts, and gain insights into the enduring influence of literature. Ultimately, this course contributes to the development of well-rounded individuals with a deep appreciation for the power of language, storytelling, and the artistic expression of the human experience.

Course Objectives:

This course intends to enable the students to

- Gain a comprehensive overview of the major periods, movements, and genres in the history of English literature, from its early beginnings to contemporary works.
- Develop a deep understanding of the cultural, social, and historical contexts that have shaped the development of English literature.
- Analyze and interpret representative works from different literary periods, recognizing their thematic concerns, stylistic techniques, and contributions to the literary canon.
- Engage with a diverse range of literary genres, including poetry, drama, fiction, and non-fiction, and explore their unique characteristics and conventions.
- Recognize the contributions and impact of significant authors, poets, and playwrights in the English literary tradition, and understand their artistic legacies.
- Explore the interconnections between English literature and broader intellectual and cultural movements, such as the Renaissance, Enlightenment, Romanticism, and Modernism.
- Develop skills in close reading, critical analysis, and literary interpretation through the

- examination of literary texts from different historical periods.
- Enhance written and oral communication skills through the articulation of thoughtful responses to literary works and the presentation of well-supported arguments.
- Foster an appreciation for the diversity and evolution of literary voices in English literature, including the representation of marginalized and underrepresented perspectives.
- Develop research skills by exploring secondary sources and engaging in independent inquiry to deepen understanding of specific literary periods, authors, or themes.

Course Learning Outcome (CLO):

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

SN	Course Learning Outcome (CLO)
CO1	know basics of historical learning
CO2	locate the origin of the what is known as English literature
CO3	analyse historical events to attain a sound understanding of the history and development of English literature through the ages
CO4	use multimedia and web facilities to explore the significant events of English literary history
CO5	understand the trends, movements, and styles of English literature at different turns of the chronological history of England
CO6	study and analyse the influence of subsequent period over the production and mode of literature

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5					X	X	X		
CLO6								X	X

Course Content:

Course Content	Alignment of course topics with CLOs	Class Schedule/ Lesson Plan /Weekly Plan	Teaching Learning Strategies	Assessment Techniques of each topic	Course Weight
Old English Period Middle English Period	CLO1, CLO6	Week 1 Week 2 Week 3	Lecture, Discussion and Debate	Spot Tests, Active Class Participation, Semester Final Exam	(2 set of question) and 25%
Renaissance period Elizabethan Age	CLO3, CLO4	Week 4 Week 5 Week 6 Class Test 1 : From Week 1 to Week 3	Lecturing and Discussion	Quiz, Spot Tests, Active Class Participation, Semester Final Exam	(2 set of question) and 25%

Restoration Period Metaphysical Poets and Poetry	CLO3, CLO5	Week 7 & Week 8 Class Test 2 : From Week 4 to Week 6	Lecture, Presentation , Discussion and Debate	Spot Tests, Active Class Participation, Semester Final Exam	(1 set of question) and 12.5%
18 th Century Literature Romantic Period Victorian Period	CLO4, CLO6	Week 9 Week 10 Week 11 Class Test 3: From Week 7 to Week 10	Lecture, Presentation and Discussion	Active Class Participation, Semester Final Exam	(2 set of question) 25%
Modern Period (1901- Second Word War)	CLO4, CLO6	Week 12 Week 13	Lecture, Presentation and Discussion	Active Class Participation, Semester Final Exam	(1 set of question) 12.5%

Recommended Readings

Alexander, M. (2000). *A History of English Literature*. Macmillan.

Evans, I. (1999). *Short History of English Literature*. Penguin.

Long, W. J. (2015) *English Literature Its History and Its Significance for the Life of the English-Speaking World*. Atlantic.

Legouis E. and L. Cazamian. (1934). *History of English Literature*. Oxford University Press.

Richetti, J. (Ed.). (2005). *The Cambridge History of English Literature: 1660-1780*. Cambridge University Press.

Smith, J. (2018). *History of English Literature*. ABC Publishing.

First Year Second Semester

Course No.: 0232ENG1109

Course Name: Bangla Language and Literature (বাংলা ভাষা ও সাহিত্য)

Table 11: Information in Detail about Bangla Language and Literature (বাংলা ভাষা ও সাহিত্য)

Course No. : 0232ENG1109	Course Title : Bangla Language and Literature (বাংলা ভাষা ও সাহিত্য)	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 1 st	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course samples the rich tradition of Bangla literature. It includes both the formal study of literary devices and critical reading of select poems, plays, novels, and short stories. The objective is to underscore the uniqueness and immense varieties of Bangla literature as well as to explore if and how Bangla literature has been influenced by the western and English literature and philosophy. This course is designed to introduce the different periods and genres of Bangla literature to the students as an aid to understanding English literature in comparison with Bangla literature.

Course Objectives:

This course intends to enable the students to

- study several classics of Bangla literature
- make a good understanding of the development of Bangla literature
- make comparative studies of Bangla and English literary productions

Course Learning Outcome (CLO):

After the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	get acquainted with the rich tradition of Bangla literature
CLO2	know the different genres of Bangla literature through reading great examples of those genres compare Bangla literature with English literature and understand each against the other.
CLO3	critically explore and analyse the classics of Bangla literature for significant meaning and morals
CLO4	use the ICT and multimedia environments for better understanding of the exponents of Bangla literature
CLO5	study Bangla literature to understand its socio-cultural underpinnings
CLO6	study Bangla literature for ethical values, and lifelong learning

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X						X	
CLO3			X						
CLO4				X					
CLO5					X				
CLO6						X	X		X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
ক. বাংলাভাষা: বাংলা শব্দভাণ্ডার ও শব্দগঠন প্রক্রিয়া; বাক্যগঠন ও বৈচিত্র্য; ভাষারীতি, বাংলা বানান-রীতি ও প্রমিত বাংলা উচ্চারণ	CLO 1 and CLO 2	Week 1 and Week 2	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam.	(1 set question) and 12.50%
খ. ছন্দ ও অলঙ্কার সমীক্ষা ছন্দ: অক্ষরবৃত্ত, মাত্রাবৃত্ত, স্বরবৃত্ত,	CLO1 CLO2 CLO3	Week 3 and Week 4	Lecture, discussion,	Quiz, spot tests, active class	(1 set question) and

গদ্যছন্দ, মিশ্রছন্দ শব্দালঙ্কার: অনুপ্রাস, যমক, শ্লেষ, বক্রোক্তি, ব্যঞ্জস্তুতি ইত্যাদি অর্থালঙ্কার: উপমা, রূপক, উৎপ্রেক্ষা, সমাসোক্তি, অতিশয়োক্তি ইত্যাদি	CLO4	Class Test 1 : From Week 1 to Week 3		participation, Semester Final Exam.	12.50%
সাহিত্য পাঠ (উপন্যাস) হাসান আজিজুল হক: আগুনপাখি	CLO1 CLO3 CLO5 CLO6	Week 5 Class Test 2 : From Week 4	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
সাহিত্য পাঠ (কবিতা) কাহুপা: আলিএ কালিএ বাট রুফেলা বিদ্যাপতি: এ সহি হামার দুঃখের নাহিক ওর মাইকেল মধুসূদন দত্ত: মেঘনাদবধকাব্য, ১ম ও ৬ষ্ঠ সর্গ রবীন্দ্রনাথ ঠাকুর: নিরুদ্দেশ যাত্রা কাজী নজরুল ইসলাম: বিদ্রোহী জীবনানন্দ দাশ: বনলতা সেন শামসুর রাহমান: তোমাকে পাওয়ার জন্য হে স্বাধীনতা	CLO1 CLO3 CLO5 CLO6	Week 6 Class Test 3 : From Week 5	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(3 set question) and 37.50%
সাহিত্য পাঠ (নাটক) বুদ্ধদেব বসু: তপস্বী ও তরঙ্গিনী	CLO1 CLO3 CLO5 CLO6	Week 7 and Week 8 Class Test 4 : From Week 6	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
সাহিত্য পাঠ (ছোটগল্প) রবীন্দ্রনাথ ঠাকুর: এক রাত্রি সৈয়দ ওয়ালীউল্লাহ: নয়নচারা	CLO1 CLO3 CLO5 CLO6	Week 9 Test 4 : From Week 7 to 8	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
সাহিত্য পাঠ (প্রবন্ধ) মোতাহের হোসেন চৌধুরী: সংস্কৃতিকথা	CLO1 CLO3 CLO5 CLO6	Week 10 and week 11 Test 4 : From Week 9	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
	Review Class	Week 13			

Books Recommended:

আইয়ুব, আবু সয়ীদ (১৯৫৬)। *আধুনিকতা ও রবীন্দ্রনাথ*, ২য় সং। কলকাতা: ভারবি।
আজাদ, হুমায়ুন (২০১৪)। *শামসুর রাহমান: নিঃসঙ্গ শেরপা* আগামী প্রকাশনী।
আহসান, সৈয়দ আলী (২০১২)। *মধুসূদনের কবিকৃতি ও কাব্যাদর্শ*, ২য় সং। মুক্তধারা।
ইসলাম, রফিকুল এবং অন্যান্য (২০১২)। *প্রমিত বাংলা ভাষার ব্যাকরণ, ১ম ও ২য় খণ্ড* বাংলা একাডেমী।
গুপ্ত, ক্ষেত্র (১৯৯০)। *মধুসূদনের কবি-আত্মা ও কাব্যশিল্প* এ. কে. সরকার এন্ড কোং।
ঘোষ, ড. বিশ্বজিৎ এবং মিজান রহমান (২০১৬)। *জীবনানন্দ দাশ জীবন ও সাহিত্য* ঢাকা: কথাপ্রকাশ।
চৌধুরী, ড. আবুল আহসান (২০১৩)। *অজ্ঞাত নজরুলের সন্ধান* ঢাকা: রোদেলা প্রকাশনী।
ভট্টাচার্য, সূধীভূষণ (১৯৮০)। *বাংলা ছন্দ* কলিকাতা পুস্তকালয়।
গিরি, ড. পুষ্পেন্দুশেখর (২০১৩)। *বুদ্ধদেব বসুর তপস্বী ও তরঙ্গিনী নবমূল্যায়ণ* কলকাতা: দে'জ পাবলিশিং।
মকসুদ, সৈয়দ আবুল (২০০৮)। *সৈয়দ ওয়ালীউল্লাহ: জীবন ও সাহিত্য* ঢাকা: মনন প্রকাশ।
রহমান, শাহিনুর (১৯৯৬)। *ইংরেজি সাহিত্য: পরিপ্রেক্ষিত ও সমালোচনা* ঢাকা: ওপেন স্টাডিজ।
রায়, নীহাররঞ্জন (১৯৬৪)। *রবীন্দ্রসাহিত্যের ভূমিকা*, ১ম খণ্ড, ২য় সং। কলকাতা: দি বুক এম্পেরিয়াম লিঃ।
সিংহরায়, জীবেন্দ্র (১৯৮৫)। *বাঙলা অলঙ্কার*, ৬ষ্ঠ সং। কলকাতা: মডার্ন বুক এজেন্সি।
সেন, অমিয়কুমার (১৯৬২)। *প্রকৃতির কবি রবীন্দ্রনাথ* বিশ্বভারতী গ্রন্থালয়।
হক, ড. মাহবুবুল (২০১৬)। *চর্যাগীতি পাঠ* ঢাকা: পাঞ্জেরী পাবলিকেশন্স লিমিটেড।
হক, আবুল কাশেম ফজলুল (২০১৫)। *বাংলাদেশের প্রবন্ধ সাহিত্য* কথাপ্রকাশ।
হাই, মুহম্মদ আব্দুল এবং আনোয়ার পাশা (২০১৭)। *চর্যাগীতি*, ৭ম সং। ঢাকা: স্টুডেন্ট ওয়েজ।

First Year Second Semester

Non-Credit Courses

২০.৫.১৯৯৯ ইং তারিখে অনুষ্ঠিত একাডেমিক কাউন্সিলের ৫৬তম সভার ২১ নং সিদ্ধান্ত ও সিডিক্রেট এর ১৪৬ তম সভায় অনুমোদিত

Course No.: 0221UCNC1211

Course Title : Islamic Studies

Table 12: Information in detail about Islamic Studies

Course No. : 0221UCNC1211	Course Title : Islamic Studies	Course Type : Theoretical	Course Credit : Non-Credit
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: Zero	
Contact Hours: 03 Hours per week		Total Marks: 100	
	Semester End Examination (SEE) = 100 Marks	Year : 1 st	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Course Objectives:

This course is for the students coming from college streams. The basic objective of this course is to enhance

students' knowledge regarding various aspects of Islam. This course will help the students –

- to learn about the history of Islam and other religions;
- to enhance their knowledge about Al-Quaran and Al-Hadith;
- to know about Islamic state, Islamic judgment, business in Islam, labour-owner relationship, Islamic culture, role of Islam in reducing poverty etc.

Course Content:

Unit	Content
01	ইসলাম ও অন্যান্য প্রসিদ্ধ ধর্মেও সংক্ষিপ্ত পরিচিতি।
02	(ক) তাওহীদ, ঈমান ও ইসলাম, (খ) শিরক এবং এর প্রকারভেদ, (গ) বিদ'আত ও এর প্রকারভেদ
03	ইসলামী শরিয়তের উৎসসমূহ (আল কুরআন, আল হাদীস, ইজমা ও কিয়াস)।
04	ইসলামেহালাল ও হারামেরবিবরণএবংঅপরাধ দমনেরবিধান।
05	ইবাদতঃ (ক) ফরয সালাত, যাকাত, সওম ও হজ্জ (খ) ওয়াজিবসমূহ (গ) সুন্নতসমূহ (ঘ) মুস্তাহাবসমূহ।
06	ইসলামী আচার আচরণঃ (ক) মু'আসালাত- ইসলামের দৃষ্টিতে পাম্পারিক লেনদেন, শ্রমিক ও মালিক সম্পর্ক, (খ) মু'আসারাত ঋণদাতা ও গ্রহীতা, ক্রেতা-বিক্রেতা, মাতা-পিতা, ছোট-বড়, ছাত্র-শিক্ষক, প্রতিবেশীর সাথে সম্পর্ক, (গ) ইসলামে ভাতৃত্ব ও জনকল্যাণমূলক কাজ।
07	ইসলামীআখলাকঃ তাকওয়া, সবর, আদল, ইহসান, সিদক, লজ্জা, শিষ্টাচার, ধূমপান, মাদকদ্রব্য পান, পর্দা, আমানত ও খিয়ানত।
08	অনুবাদঃ (ক) সূরা আলমু'মিনুন এর ১ম রুকু; (খ) সূরা ফিল থেকে সূরা নাস; (গ) বিশটি হাদিস (ইবি কর্তৃক ১৯৯৫-'৯৬ সালের প্রকাশিত সিলেবাস উল্লেখ মোতাবেক সংযোজিত)।
09	ইসলামী শিক্ষা ও সংস্কৃতিঃ স্বরূপ, বৈশিষ্ট্য, গুরুত্ব ও প্রভাব।
10	অর্থনীতিঃ দারিদ্র বিমোচনে পুঁজিবাদ, সমাজবাদ ও ইসলামের ভূমিকা।
11	ইসলামীরাষ্ট্রঃ সংজ্ঞা, স্বরূপ, বৈদেশিকনীতি ও অধিকার
12	ইসলামে বিচারব্যবস্থাঃ ইসলামী আইনের উৎসসমূহ, আধুনিক ও ইসলামী বিচারব্যবস্থা, বিচারকের যোগ্যতা ও গুণাবলী, ইসলামী বিচারপদ্ধতি, ন্যায়বিচার প্রতিষ্ঠা, মহানবী (স:) ও খলিফাগণের বিচারব্যবস্থা।
13	ইসলামে সামরিক ব্যবস্থাঃ জিহাদেও সংজ্ঞা, প্রকারভেদ ও গুরুত্ব, ইসলাম সমরনীতি, আধুনিক সভ্যতায় যুদ্ধ।
14	ইসলামপ্রচারঃ ইসলাম প্রচার-এর পদ্ধতি ও বৈশিষ্ট্য; বাংলাদেশে ইসলাম প্রচার।
15	মানবাধিকার ও ইসলাম।

Books Recommended:

আল কুরআন

সহিহ হাদীসসমূহঃ বোখারী শরীফ, মুসলিম, ইবনে মাজা, আবু দাউদ, তিরমিজি

Course No.: 0222UCNC1211

Course Title: Bangladesh Studies

Table 13: Information in Detail about Bangladesh Studies

Course No. : 0311UCNC1211	Course Title : Bangladesh Studies	Course Type : Theoretical	Course Credit : Non-Credit
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: Zero	
Contact Hours: 03 Hours per week		Total Marks: 100	
	Semester End Examination (SEE) = 100 Marks	Year : 1 st	Semester : 2 nd

Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee
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Course Objectives:

This course is for the students coming from Madrassa streams and non-Muslim students. The basic objective of this course is to make students acquaint with the national heritage, culture and history of Bangladesh that let them be a good and responsible citizen of the nation. After successful completion of the course students will know –

- the geo-political history of the nation;
- the ethnical characteristics of the nationals;
- the rise of Bengali nationalism that gave birth to the nation Bangladesh;
- about geographical status, economic and political status, population and environmental status;
- the constitution, government structure, administration and judgment, political groups and rise of democracy in Bangladesh.
- the demonstration of the spirit of Bengali nationalism and liberation war of Bangladesh in selected creative and critical writings

Course Content:

Unit	Content
01	Land and people of Bangladesh: ethnic origin, culture, language, religion and occupation; a brief history of the region.
01	Emergence of Bangladesh: socio-political and economic factors and events leading to independence of Bangladesh.
02	Geography of Bangladesh: soil type, agro-ecological zones of Bangladesh; floods – nature and causes;
03	Conservation of natural resources – forest and fisheries; population movement and urbanization, environmental management.
04	Economy of Bangladesh: major sectors of production-agriculture, industry, services; agricultural development – land reform measures in Bangladesh, modernization of agriculture – H Y V technology; industry and trade.
05	Political developments in Bangladesh: forms of government in Bangladesh since independence; salient features of Bangladesh constitution – ordinances and amendments; democracy and political parties; administrative system in Bangladesh.
	Land and people of Bangladesh: ethnic origin, culture, language, religion and occupation; a brief history of the region.

Textbooks

Mascarenhas, A. (1986). *Bangladesh: A legacy of Blood*. Hodder & Stoughton.

Rahman. M. S. (2021). *Bangabandhu's Dream and Sheikh Hasina's Success*. Dhaka: Bangiya Publications.

Schendel, W. van (2009). *A History of Bangladesh*. Cambridge University Press.

Books Recommended:

Askari, R. (2012). *English Writings of Tagore*. Dhaka: Pathak Samabesh.

Askari, R. (2019). *Nineteen Seventy One and Other Stories*. Delhi: Rubric Publishing.

Khan, M. M. and J. P. Thorp. (eds) (1984). *Bangladesh: Society, Politics, and Bureaucracy*. Center for Administrative Studies

Rashid, H. Er. (1977). *Geography of Bangladesh*. Routledge.

First Year Second Semester

Course No.:0232SESS1213

Course Title : VIVA-VOCE 1

Table 14: Information in Detail about VIVA-VOCE 1

Course No. : 0232SESS1213	Course Title : VIVA-VOCE 1	Course Type : Sessional	Course Credit : Non-Credit
Total Class weeks in a semester : 5 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 1	One (1) credit = fifteen (15) class hours
Contact Hours: 01 Hour per week	Total Credit Hours: Class Hours (5) + Exam.(10)=15 Hrs.	Total Marks: 50	
Continuous Internal Evaluation (CIS) = 0 Marks	Semester End Examination (SEE) = 50 Marks	Year : 1 st	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: Examination Committee

Course Objectives:

This course is designed to help the students become adept in oral communication, oration and precise representation of the total learning contents and materials that they have addressed in the two semesters of first year.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Learn techniques of oral presentation
CLO2	Learn how to understand oral questions and pinpoint the answers
CLO3	Summarise and paraphrase contents of First Year courses and deliver orally
CLO4	Devise arguments to support claim statements or refute them
CLO5	Use the power of oration in socio-cultural circumstances
CLO6	Use the power of oration to convey the values learned from the First-Year courses for continuation of lifelong learning

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X						X	
CLO3			X						
CLO4				X					
CLO5					X				
CLO6						X	X		X

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight

		Weekly Plan			
Oral presentation: <ul style="list-style-type: none"> Approaches and techniques Understanding questions Answering questions 	CLO1, CLO2, CLO3 and CLO4	Week 1 to Week 3	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam.	
<ul style="list-style-type: none"> Preparing oral presentations Impromptu speeches Mock viva 	CLO5, CLO6	Week 3 to Week 6	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam.	

Part C

Second Year Courses

Second Year First Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG2101	Academic Writing	03	03
0232ENG2103	17th Century Poetry	03	03
0232ENG2105	Prose from Bacon to Lamb	03	03
0232ENG2107	Introduction to Linguistics	03	03
0223GEDU2109	Introduction to Philosophy	03	03
0223ENG2111	Elizabethan & Jacobean Drama	03	03
	Total 06 (Six) Courses		
			Total = 18
Second Year Second Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0222GEDU2201	History of Bangladesh Liberation	03	03
0232ENG2203	Romantic Poetry	03	03
0232ENG2205	Restoration and 18th Century Literature	03	03
0223 ENG2207	Psycholinguistics	03	03
0314 ENG2209	Practical Criticism and Critical Writing	03	03
0232CAPST2211	Cultural Anthropology and Fieldwork	--	03
0232SESS2213	VIVA-VOCE 2	--	01
Total 06 (Six) Courses and 01 (one) sessional			Total = 19

Second Year First Semester

Course No.: 0232ENG2101

Course Name: Academic Writing

Table 15: Information in Detail about Academic Writing

Course No. : 0232ENG2101	Course Title : Academic Writing	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 2 nd	Semester : 1 st
Pre-requisites :	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course

The course "Academic Writing" aims to equip students with the necessary skills and knowledge to excel in scholarly writing, enabling them to engage in rigorous academic discourse and produce well-crafted written work. One of the primary reasons for offering a course on academic writing is to empower students to express their ideas and arguments with clarity, coherence, and precision. Academic writing also nurtures critical thinking skills. Students engage in research, analysis, and synthesis of information from various sources to support their claims and arguments. Furthermore, the course cultivates the essential skill of effective communication within academic communities. Students learn to navigate academic conventions, such as citation styles, academic tone, and formatting guidelines. The course equips students with the ability to articulate their thoughts and ideas clearly in professional contexts. Effective written communication is essential in various career paths, such as research, business, law, journalism, and public service. Moreover, academic writing helps students develop critical reading skills. Through close analysis and engagement with scholarly texts, students learn to identify the main arguments, evaluate evidence, and assess the strengths and weaknesses of academic papers. Overall, the course "Academic Writing" provides students with the foundational skills and knowledge necessary for effective scholarly communication. By honing their writing abilities, students become confident and proficient writers, equipped to succeed in academic and professional environments. The course nurtures critical thinking, effective communication, and ethical scholarship, enabling students to contribute meaningfully to academic discourse and excel in their future endeavors.

Course Objectives

The course has been designed to introduce academic writing to the students. The objective of this course is to enable students to

- Demonstrate and apply knowledge of basic essay structure, including introduction, body and conclusion;
- Employ the various stages of the writing process, including pre-writing, writing and re-writing
- Employ descriptive, narrative and expository modes;
- Demonstrate ability to write for an academic audience
- Demonstrate understanding of and apply the principles of effective paragraph structure;

- Write concise sentences;
- Employ quotation, paraphrase and summary;
- Introduce, position and integrate source material into the body of an essay;
- Recognize and correct basic grammatical errors, specifically errors of subject/verb agreement, verb tense, pronoun agreement, usage of prepositions and articles;
- Improve academic and idiomatic vocabulary;
- Employ socially appropriate language
- Read, analyze and respond to assigned readings with an understanding of structure and mechanics;
- Identify effective writing techniques in his or her own work and in peer writing.
- Employ correct MLA or APA citation style, including parenthetical, in-text citation and works-cited pages.
- Evaluate sources for relevance and reliability
- Avoid plagiarism

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Recall the basics of academic writing.
CLO2	Write good introductions and conclusions
CLO3	learn structure and organization and achieve precision in identifying them in a specific piece of academic writing
CLO4	learn techniques of development using tradition and technology
CLO5	learn language and style currently in vogue and apply them practically
CLO6	learn referencing skills and follow the development of the referencing styles

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2	X	X							
CLO3			X						
CLO4				X					
CLO5					X		X	X	
CLO6						X			X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
<ul style="list-style-type: none"> • Introduction to the course • The process of Extended Writing • Identifying language functions in academic text 	CLO1, CLO2	Week 1 and Week 2	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
<ul style="list-style-type: none"> • Academic style 	CLO3	Week 3 and Week 4	Lecture, discussion, demonstration	Quiz, spot tests, active class	(1 set question) and

				participation, Semester Final Exam., Creative Assignment	12.50%
<ul style="list-style-type: none"> Paraphrasing and summarizing Reporting the literature Introducing and concluding 	CLO4	Week 5 and Week 6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
<ul style="list-style-type: none"> Writing definitions Describing cause and effect Writing reviews and features Writing effective thesis statement 	CLO5	Week 7 to Week 8	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
<ul style="list-style-type: none"> Developing Essays Being critical and using reasons critically Argumentation 	CLO6	Week 9 to Week 10	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
<ul style="list-style-type: none"> Reviewing literature Writing term papers 		Week 11	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
<ul style="list-style-type: none"> Writing Magazine Articles Writing Research Articles 		Week 12	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
<ul style="list-style-type: none"> Documentation and references 		Week 13	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%

Recommended Reading:

Anderson, J., B. H. Duston and M. Poole. (1979). *Thesis and Assignment Writing*. John Willy & Sons.
 Goatly, A., (2000). *Critical Reading and Writing: A Coursebook*. Tylor and Francis.
 Jordan, R. R. (2004). *Academic Writing*. Longman.
 Langhan, J. (2021). *College Writing Skills with Readings*. (10th Ed). McGraw-Hill.
 Stephens, M. (1992). *Practice Advanced Writing*. Pearson.
 Ashley, A. (2013). *Oxford University Press. Handbook of Commercial Correspondence*. Oxford University Press.
 Griffith, K. (2013). *Writing Essays about Literature*. Cengage Learning.
 Lennon, M. J. (2016). *Technical Writing*. Pearson

Second Year First Semester

Course No.: 0232ENG2103

Course Name: 17th Century Poetry

Table 16: Information in detail about 17th Century Poetry

Course No. : 0232ENG2103	Course Title : 17th Century Poetry	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 2 nd	Semester : 1 st
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course will try to focus on the major poets and the poetry of 17th century England that will help students to understand ideas, literary conventions and techniques prominent during that time.

Course Objectives:

By the end of this course, students should be able to:

- Demonstrate an understanding of the historical, cultural, and literary contexts of 17th-century English poetry.
- Identify and analyze the key characteristics of 17th-century English poetry, including its language, form, themes, and motifs.
- Evaluate the literary techniques and devices used by 17th-century poets, including metaphor, imagery, symbolism, and allusion.
- Analyze and interpret individual poems by major 17th-century poets, such as John Donne, George Herbert, Andrew Marvell, and John Milton.
- Compare and contrast different poets' styles, themes, and ideas.
- Apply close reading techniques to identify and analyze the meanings and implications of individual words, phrases, and stanzas.
- Analyze the ways in which 17th-century English poets use poetry as a medium for social, political, and religious commentary.

- Demonstrate an understanding of the impact of 17th-century English poetry on subsequent literary movements and genres.
- Analyze the relationship between 17th-century English poetry and other art forms, such as music and visual arts.
- Develop an appreciation for the richness and complexity of 17th-century English poetry as a reflection of historical, cultural, and literary trends

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	recall the basic concepts of the study of poetry
CLO2	Identify the features of 17 th Century poetry and study the nature of communication through this literary form
CLO3	Comprehend the literary conventions and poetic forms during the 17 th Century.
CLO4	Equip students to read critically and evaluate poetry with traditional and virtual materials
CLO5	Develop students' analytical skills through expressing orally and in writing the ideas, terms, and techniques used in the given poems.
CLO6	justifying the study of 17 th century poetry in the 21 st century academia

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2	X	X							
CLO3			X					X	
CLO4			X	X					
CLO5					X	X	X		X
CLO6					X				X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching and Learning Strategies	Assessment Techniques of each topic	Course Weight
John Donne: "Go and Catch a Falling Star", "The Canonization, "A Valediction: Forbidding Mourning"	CLO1, CLO2 CLO4 and CLO6	Week 1 Week 2 Week 3	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 sets questions) and 25%
Andrew Marvell: "To His Coy Mistress"	CLO 2 CLO5	Week 4 Week 5 Week 6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 sets questions) and 25%

John Milton: <i>Paradise Lost</i> , Books ix and x	CLO1, CLO2, CLO4 and CLO6	Week 7 Week 8 Week 9	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 sets questions) and 25%
George Herbert: "Easter Wings"	CLO4, CLO6	Week 10 Week 11 Week 12	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 sets questions) and 25%
	Review Class	Week 13			

Recommended Readings

Lewis, C. S. (2013). *The Allegory of Love: A Study in Study in Medieval Tradition*. Cambridge University Press.

Donne, J. (2009). *Selected Poetry*, edited by J. Carey. Oxford University Press.

Bennett, J. (1971). *Five Metaphysical Poets*. Cambridge University Press.

Leishman, J.B. (1934). *The Metaphysical Poets*. Oxford University Press.

Gilbert, A. H. (1947). *On the composition of Paradise Lost*. University of Carolina Press.

Kermode, F. (ed). (1960). *The Living Milton*. Routledge and Kegan Paul

Wright, B. (1963). *Milton's Paradise Lost: A Reassessment of the Poem*. Syracuse University Press

Second Year First Semester

Course No.: 0232ENG2105

Course Name: Prose from Bacon to Lamb

Table 17: Detail Information in Detail about Prose from Bacon to Lamb

Course No. : 0232ENG2105	Course Title : Prose from Bacon to Lamb	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 2 nd	Semester : 1 st
Pre-requisites :	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic

			Committee
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Rationale of the Course:

The period from Bacon to Lamb, spanning the late 16th to the early 19th centuries, was a time of great change in the history of English literature. During this period, the English language underwent a significant transformation, as writers sought to explore new literary forms and styles, experiment with new ways of expressing ideas, and respond to the social, cultural, and political upheavals of the time. This course aims to provide an introduction to some of the key writers and texts of this period, with a particular focus on the development of English prose. Through close reading and analysis of a range of texts, students will gain an appreciation for the richness and complexity of English prose during this period and develop an understanding of the historical and cultural contexts in which it was produced

Course Objectives:

By the end of this course, students should be able to:

- Demonstrate an understanding of the historical, cultural, and literary contexts of prose from Bacon to Lamb.
- Identify and analyze the key characteristics of prose during this period, including language, form, themes, and motifs.
- Evaluate the literary techniques and devices used by writers during this period, including metaphor, imagery, symbolism, and allusion.
- Analyze and interpret individual prose works by major writers of this period, such as Francis Bacon, John Bunyan, Jonathan Swift, and Charles Lamb.
- Compare and contrast different writers' styles, themes, and ideas.
- Apply close reading techniques to identify and analyze the meanings and implications of individual words, phrases, and sentences.
- Analyze the ways in which writers during this period use prose as a medium for social, political, and religious commentary.
- Demonstrate an understanding of the impact of prose from Bacon to Lamb on subsequent literary movements and genres.
- Analyze the relationship between prose during this period and other art forms, such as poetry and drama.
- Develop an appreciation for the richness and complexity of prose from Bacon to Lamb as a reflection of historical, cultural, and literary trends.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcomes (CLOs)
CLO1	Learn the basics of literary prose across history
CLO2	Know the origin and development of English Essay, Utopia, Allegory, Satire
CLO3	Analyze the Essays of different periods to understand their core tendency
CLO4	Develop an understanding about literary sarcasm and irony in periodical essays exploring information using traditional and online media
CLO5	Analyzie the moral and ethical underpinning of the essays
CLO6	Get the messages learnt from the reading of the essays to work in individual life and society

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLOs):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X	X							
CLO2		X							
CLO3			X						
CLO4				X					
CLO5					X		X	X	
CLO6						X			X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching and Learning Strategies	Assessment Techniques of each topic	Course Weight
Francis Bacon “Of Truth” “Of Marriage and Single Life” “Of Studies” “Of Love”	CLO1, CLO5 and CLO6	Week 1 to Week 3	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam	(2 set question) and 25%
Addison & Steele Selections from <i>The Coverley Papers</i> as in <i>Norton Anthology</i>	CLO1, CLO2, CLO4 and CLO6	Week 4 to Week6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam.	(2 set question) and 25.00%
Edmund Burke “Speech on East-India Bill”	CLO1, CLO2 and CLO6	Week 7to Week 9	Lecture, discussion	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25%
Charles Lamb “The Christ Hospital Five and Thirty Years Ago” “South Sea House” “Dream Children Reverie” “A Dissertation upon Roast Pig” “A Bachelor’s Complaint of the Behavior of Married People”	CLO1, CLO3 and CLO4	Week 10to Week 12			(2 set question) and 25%
	Review Class	Week 13			

Recommended Readings

- Fish, S. (ed). (1971). *Seventeenth Century Prose: Modern Essays in Criticism*. Oxford University Press.
 Vickers, B. (1968). *Francis Bacon and Renaissance Prose*. Cambridge University Press.
 Stephen, L (1903). *English Literature and Society in the Eighteenth Century*. London, Duckworth.
 Tobin, J. E (1939). *Eighteenth Century Literature and its Cultural Background*. Fordham University Press.
 Vines, W. S. (1930). *The Course of English Criticism: From the Tudor to the Victorian Age*.

Second Year First Semester

Course No.: 0232ENG2107

Course Name: Introduction to Linguistics

Table 18: Details Information about Introduction to Linguistics

Course No. : 0232ENG2107	Course Title : Introduction to Linguistics	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 2 nd	Semester : 1 st
Pre-requisites : Basic language skills	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

The course "Introduction to Linguistics" aims to provide students with a solid foundation in the study of language and its essential components. Linguistics is a multidisciplinary field that explores the nature of human language, its structure, development, and its role in communication. A linguistics education for students is required in order to provide them with up-to-date and sophisticated language skills. This basic linguistics course will help students comprehend the origins, development, and contributions of many schools of linguistics. "Introduction to Linguistics" offers students a unique opportunity to delve into the fascinating world of language and its multifaceted aspects. It equips them with valuable skills, enhances their cultural awareness, fosters cognitive development, and opens doors to diverse career paths. By studying linguistics, students gain a deeper appreciation for the complexity of human communication and contribute to the broader understanding of language's role in society.

Course Objectives:

- To introduce students to the fundamental concepts and principles of linguistics.
- To provide students with an overview of the major subfields within linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics.
- To familiarize students with the methods and techniques used in linguistic analysis.
- To enable students to understand the relationship between language and cognition, language acquisition, and language processing.
- To explore the role of language in society, including sociolinguistic variation, language change, and language policy.
- To develop critical thinking skills through the analysis and evaluation of linguistic data and theories.
- To enhance students' communication skills by improving their ability to analyze and describe language structures and functions.
- To promote cultural awareness and sensitivity towards linguistic diversity in different communities.
- To lay the foundation for further studies in linguistics or related disciplines.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
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CLO1	Demonstrate an understanding of the basic concepts and principles of linguistics.
CLO2	Identify and describe the key components of language, including phonetics, phonology, morphology, syntax, semantics, and pragmatics.
CLO3	Apply analytical techniques to analyze and describe language structures and patterns.
CLO4	Explain the relationship between language and cognition, including language acquisition and processing.
CLO5	Analyze and interpret linguistic data to draw meaningful conclusions about language variation and change using various media.
CLO6	Demonstrate cultural awareness and sensitivity towards linguistic diversity.
CLO7	Engage in collaborative discussions and activities related to linguistics.
CLO8	Apply the knowledge gained in the course to real-world contexts and potential career paths in linguistics or related fields.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLOs):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2	X	X							
CLO3			X						
CLO4				X					
CLO5					X	X			
CLO6							X		
CLO7								X	
CLO8									X

Course Content:

Course Content	Alignmen t of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching Learning Strategies	Assessment Techniques of each topic	Course Weight
<p>a) Introduction: Language – origin, definition and properties Linguistics – definition, scope, status as a discipline, branches and schools Levels of Linguistics – phonetics, phonology, morphology, syntax, semantics, pragmatics, lexicology and graphology</p>	CLO1 CLO2 and CLO3	Week 1 and Week 2 Class: 1-6	Lecture, discussion, multimedia presentation, Show video to motivate the students	Quiz, spot tests, active class participatio n, Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
<p>b) Schools of Linguistics: Saussure: Synchronic/ Diachronic, Syntagmatic /Paradigmatic, Langue/Parole, Signifier/Signified etc. Bloomfield: American structuralism Chomsky: Competence/Performance and other concepts Halliday: Social context and Language: Function of Language</p>	CLO2 CLO3 CLO5 and CLO6	Week 3 and Week 4 Class: 7-12	Lecture, discussion, multimedia presentation, Case Study,	Quiz, spot tests, active class participatio n, Semester Final Exam. Creative Assignment	(2 set question) and 2%

Dell Hymes: Socio-Cultural Theory of language					
c) Areas of Linguistics: <ul style="list-style-type: none"> • Morphology: Affixes- Morpheme – Allomorphs – Bloomfield & the Bloomfieldians • Syntax: IC analysis, P S Grammar & Transformational – Generative Grammar • Semantics: Words, meaning, Semantic, Field Theory: Seven types of meaning, Semantic relations: Hyponymy, Synonymy, Polyphony • Discourse: Introduction • Pragmatics: Introduction • Social and psychological aspects of language – Social aspects: dialects, standard language, registers, bilingualism, diglossia and code-switching Psychological aspects: Child language acquisition and L ₁ and L ₂ acquisition/ learning theories	CLO5 and CLO6	Week 5 and Week 6 Class: 13-18 Class Test 2 : From Week 4 to Week 6	Lecture, discussion, multimedia presentation, Case Study,	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(4 set of questions) and 50%
	Review Class	Week 13			

Recommended Readings

- Crystal, D. (2011). *Linguistics: An Introduction*. John Wiley & Sons.
- Fromkin, V., Rodman, R., & Hyams, N. (2017). *An Introduction to Language*. Cengage Learning.
- Yule, G. (2016). *The Study of Language*. Cambridge University Press.
- Chomsky, N. (2010). *Language and Mind*. Cambridge University Press.
- Sapir, E. (1921). *Language: An Introduction to the Study of Speech*. Harcourt, Brace and World.
- Deutscher, G. (2011). *Through the Language Glass: Why the World Looks Different in Other Languages*. Metropolitan Books.
- Pinker, S. (2015). *The Language Instinct: How The Mind Creates Language*. HarperCollins Publishers.
- Lakoff, G., & Johnson, M. (2003). *Metaphors We Live By*. University of Chicago Press.
- Aitchison, J. (2013). *Words in the Mind: An Introduction to the Mental Lexicon*. John Wiley & Sons.
- Finegan, E. (2019). *Language: Its Structure and Use*. Cengage Learning.

Second Year First Semester

Course No.: 0223GEDU2109

Course Name: Introduction to Philosophy

Table 19: Details Information in details about Introduction to Philosophy

Course No. : 0223 GEDU2109	Course Title : Introduction to Philosophy	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 2 nd	Semester : 1 st
Pre-requisites :	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

The course "Introduction to Philosophy" offers students an opportunity to engage with some of the most fundamental and enduring questions about human existence, knowledge, ethics, reality, and the nature of the universe. By introducing students to the diverse branches of philosophy, the course provides a framework for critical inquiry and encourages students to reflect deeply on the fundamental aspects of human existence and the world around them. The course "Introduction to Philosophy" serves as a gateway to critical thinking, intellectual exploration, and a deeper understanding of the human experience. By engaging with philosophical concepts, students develop essential skills, broaden their perspectives, and cultivate a lifelong appreciation for rigorous inquiry and thoughtful reflection. The course prepares students for further studies in philosophy or related fields and equips them with skills that are highly valued in a wide range of academic, professional, and personal endeavors.

Course Objectives:

- Introduce students to the major branches of philosophy, including metaphysics, epistemology, ethics, philosophy of mind, and social and political philosophy.
- Familiarize students with the historical development of philosophical thought and its impact on human culture and society.
- Develop students' critical thinking skills, including the ability to analyze arguments, evaluate evidence, and identify logical fallacies.
- Encourage students to engage in thoughtful reflection and examination of their own beliefs, assumptions, and biases.
- Foster intellectual openness and appreciation for diverse philosophical perspectives.
- Cultivate ethical reasoning skills and the ability to apply ethical frameworks to real-world situations.
- Enhance students' writing and communication skills, particularly in constructing clear and persuasive arguments.
- Facilitate interdisciplinary connections by exploring the intersections of philosophy with other academic disciplines.

Course Learning Outcomes (CLOs)

After the completion of this course, students will be acquainted with six areas of philosophical thoughts and, hence will be able to

SN	Course Learning Outcome (CLO)
CLO1	define and contextualize different aspects of philosophy
CLO2	discern the mutual interdependence of literature and philosophy.

CLO3	illustrate philosophical terminology and concepts through critical analysis
CLO4	accumulate knowledge of philosophical discourses and apply the same to their understanding of literature using multimedia and ICT
CLO5	understand the ways how philosophy creates the core knowledge for forging a better society
CLO6	apply the knowledge acquired from this course effectively in different life situations

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2	X	X				X			
CLO3			X						
CLO4				X					
CLO5					X			X	
CLO6							X		X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching Learning Strategies	Assessment Techniques of each topic	Course Weight
Epistemology Theory of Knowledge (Plato, Locke, Kant) Methodical Doubt (Descartes) Dehatattva (Lalon)	CLO1, CLO2	Week 1 Week 2 and Week 3	Lecture, discussion, demonstration, presentation	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment e.g., Op-ed	(2 set question) and 12.50%
Metaphysics and Ontology Theory of Form (Aristotle) Essence and Existence (Ibn Sina) Sufism (Rumi) Freedom and Determinism Existentialism (Sartre)	CLO1, CLO2, CLO5	Week 4, Week 5 Week 6 and	Lecture, discussion, demonstration, presentation	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment e.g., Op-ed	(2 sets question) and 25%

Logic Argument, Truth, and Validity Inductive, Deductive, and Abductive Reasoning The Dialectic Process (Hegel)	CLO3, CLO4, CLO5	Week 7 Week 8 and Week 9	Lecture, discussion, demonstration, presentation	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment e.g., Op-ed	(2 sets question) and 25%
Ethics Ethics, Moral Judgment, Moral Standard, and Moral Relativism Hedonism and Utilitarianism (Mill) Free Will and Moral Responsibility Practical Ethics (e.g. human rights, animal rights, euthanasia, and cyber ethics)	CLO1, CLO5	Week 10 and Week 11	Lecture, discussion, demonstration, presentation	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment e.g., Op-ed	(1 set question) and 12.50%
Aesthetics Beauty (Kant) Pleasure (Mill) Taste (Hume, Kant)	CLO4, CLO6	Week 12 and Week 13	Lecture, discussion, demonstration, presentation	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment e.g., Op-ed	(1 set question) and 12.50%

Recommended reading

- Blocker, H. G. (2010). *World Philosophy: An East-West Comparative Introduction to Philosophy*. The University of Michigan Press.
- Fisher, A. (2001). *Critical Thinking: An Introduction*. Cambridge University Press.
- Dickie, G. (1997). *Introduction to Aesthetics*. Oxford University Press.
- Durant, W. (1962). *The Story of Philosophy*. Time Incorporated.
- Heywood, A. (2000). *Key Concepts in Politics*. Palgrave Macmillan.
- Hurley, Patrick. (2000). *A Concise Introduction to Logic*. Wadsworth/Thomson Learning.
- Nagel, T. (1987). *What Does It All Mean? A Very Short Introduction to Philosophy*. Oxford University Press.
- Patrick, G. T. W. (1958). *Introduction to Philosophy*. George Allen & Unwin.
- Perry, J.. M. Bartman and J. M. Fisher. (2015). *Introduction to Philosophy: Classical and Contemporary Readings*. Oxford University Press.
- Russell, B.(2004). *History of Western Philosophy*. Routledge.
- Titus, H. (1970). *Living Issues in Philosophy*. Van Nostrand Reinhold Company.

Second Year Second Semester

Course No.: 0232GEDU2201

Course Name: History of Bangladesh Liberation

Table 20: Information in detail about History of Bangladesh Liberation

Course No. : 0232GEDU2201	Course Title : History of Bangladesh Liberation	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 2 nd	Semester : 2 nd
Pre-requisites :	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale: The course offers to provide students with a precise knowledgebase of the socio-politico-economic and cultural evolution of the post-independence Bangladesh. The students will be acquainted with the major milestones of the development of the nation since its independence to date.

Course Objectives: This course intends to enable the students to

- follow the historical ups and downs of Bangladesh in its pathway to emerging as a developing country.
- understand the vision of Bangabandhu toward the construction of “*Sonar Bangla*”
- be introduced to the basic components of the constitution of Bangladesh
- acquire general knowledge about the activities of public, non-government, and private sector organizations and international relations activities of Bangladesh

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	know the timeline of the historical development of independent Bangladesh
CLO2	Critically analyse Bangabandhu’s vision of “ <i>Sonar Bangla</i> ” and its inspirational role in current development of Bangladesh
CLO3	become knowledgeable about the basic components of the constitution of Bangladesh
CLO4	Hover through different media to develop good understanding of the home and foreign policies of the government
CLO5	Develop skills in individual and group research to understand how the organizations in different sectors work in compliance with the policies and strategies of the government
CLO6	Speak and write critically about the independence of Bangladesh

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLOs):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2			X			X		X	
CLO3	X								
CLO4				X					
CLO5					X		X		
CLO6		X							X

Course Content:

Course Content	Alignmen t of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching- Learning Strategies	Assessment Techniques of each topic	Course Weight
Geography of Bangladesh that should include topographical features of different areas/regions and their developments over time. Demographic features including ethnic and cultural diversity.	CLO1 CLO3 and CLO4	Week 1 to Week 3 Class: 1-9	Lecture, discussion, multimedia presentation , Show video to motivate the students	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
History of Bangladesh in a nut-shell from ancient to pre-liberation period.	CLO1 CLO4 and CLO5	Week 4 tp Week 7 Class: 10- 21 Class Test 1 : From Week 1 to Week 6	Lecture, discussion, multimedia presentation , Show video to motivate the students		(2 set question) and 25.00%

<p>Background history of the Liberation War: Language Movement 1952, 1954 Election, Six-Point Movement, 1966, Mass Upsurge 1968-69, General Elections 1970, Non-cooperation Movement, 1971, Bangabandhu's Historic Speech of 7th March.</p> <p>Emergence of Independent Bangladesh: Formation and Functions of Mujibnagar government, Role of World Powers and the UN Killing of the Intellectuals Surrender of Pakistani Army Bangabandhu's return to liberated Bangladesh. Withdrawal of Indian armed forces from Bangladesh.</p>	CLO2 CLO3 and CLO6	Week 8 to Week 10 Class: 22-30 Class Test 2 : From Week 7 to Week 9	Lecture, discussion, multimedia presentation , Case Study,	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
<p>Post-independence Bangladesh</p> <ul style="list-style-type: none"> a) Father of the Nation Bangabandhu Sheikh Mujibur Rahman: His role and Influence b) Political Changes and Impacts (1971-1975) c) The brutal murder of Bangabandhu and his family d) Political decadence after Bangabandhu's death 	CLO2 CLO3 and CLO6	Week 11 to Week 12 Class: 31-36 Class Test 3 : From Week 10 to Week 12	Lecture, discussion, multimedia presentation , Case Study,		(2 set question) and 25.00%
	Review Class	Week 13			

Recommended Readings

- Askari, R. (2022). *The Making of Mujib*. Dhaka: Bangla Academy.
- Bhatnagar, Y. (1971). *Mujib-The Architect of Bangladesh: A Political Biography*. ISSD.
- Guhathakurta, M. and W. van Schendel. (2013). *The Bangladesh Reader: History, Culture, Politics*. Duke University Press.
- Rahman S. M. (2012). *The Unfinished Memoirs*. UPL.
- Schendel, W. van. (2020). *A History of Bangladesh* (2nd Edition). Cambridge University Press.

Second Year Second Semester

Course No.: 0232ENG2203

Course Name: Romantic Poetry

Table 21: Information in detail about Romantic Poetry

Course No. : 0232ENG2203	Course Title : Romantic Poetry	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 2 nd	Semester : 2 nd
Pre-requisites :	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

Romantic poetry is one of the most important and influential literary movements in the history of English literature. It emerged in the late 18th and early 19th centuries, as a response to the cultural, social, and political changes of the time. Romantic poets sought to express their personal and emotional experiences through their poetry, and to explore themes of nature, love, imagination, and individualism.

The course will cover a range of topics related to Romantic poetry, including the influence of the Enlightenment, the role of nature and imagination, the development of the lyric poem, the use of myth and symbolism, and the relationship between poetry and politics. In addition, the course will provide learners with opportunities to explore the social, cultural, and historical context of Romantic poetry, and to engage in critical analysis of the poems themselves.

By the end of the course, learners will have gained a deeper understanding of the themes, forms, and styles of Romantic poetry, and will have developed the critical and analytical skills necessary to appreciate and interpret these works. This will enable them to engage more deeply with English literature, to explore their own creative writing, and to apply their critical thinking skills in a range of contexts.

Course Objectives:

The purpose of the "Romantic Poetry" course is to introduce learners to the key themes, forms, and styles of Romantic poetry, and to deepen their appreciation and understanding of this rich and complex literary movement. The course will focus on the works of major Romantic poets such as William Wordsworth, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, and Lord Byron.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	identify and analyze the key themes, forms, and styles of Romantic poetry.
CLO2	interpret and critically analyze individual poems by major Romantic poets, including William Wordsworth, Samuel Taylor Coleridge, John Keats, Percy Bysshe Shelley, and Lord Byron.
CLO3	evaluate the influence of historical, social, and cultural contexts on Romantic poetry.
CLO4	articulate their own interpretations and opinions about Romantic poetry in written and oral form.
CLO5	apply the critical and analytical skills they have developed in the course to other literary texts and contexts.
CLO6	connect their understanding of Romantic poetry to broader cultural and historical issues, such as the relationship between art and politics.

CLO7	explore their own creative writing by drawing on the themes, forms, and styles of Romantic poetry.
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Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2	X	X							
CLO3			X						
CLO4				X					
CLO5					X	X			
CL06							X		
CL07								X	X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching Learning Strategies	Assessment Techniques of each topic	Course Weight
William Blake: Selections from <i>Songs of Innocence and of Experience</i>	CLO1, CLO2 and CLO3	Week 1 to Week 2	Lecture, discussion, demonstration, feedback	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
William Wordsworth: "Ode on Intimations of Immortality", "Tintern Abbey"	CLO2, CLO3 and CLO6	Week 3 to Week 5 Class Test 1 : From Week 1 to Week 3	Lecture, discussion, demonstration, feedback	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
S.T. Coleridge: <i>The Rime of the Ancient Mariner</i> , <i>Kubla Khan</i> , "Dejection: An Ode"	CLO2, CLO3 and CLO4	Week 6 and Week 7 Class Test 2 : From Week 4 to Week 6	Lecture, discussion, demonstration, feedback	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
P. B. Shelley: "Ode to the West Wind"		Week 8	Lecture,	Quiz, spot	(1 set of

			discussion, demonstration, feedback	tests, active class participation, Semester Final Exam., Creative Assignment	questions) and 12.50%
George G. Lord Byron: <i>Don Juan</i> , Book 1 Canto !	CLO2 and CLO3	Week 9 to Week 10 Class Test 3 : From Week 7 to Week 9	Lecture, discussion, demonstration, feedback	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
John Keats: “Ode to A Nightingale”, “Ode to Autumn”, “Ode to Melancholy”	CLO2, CLO3 and CLO5	Week 11 and Week 12 Class Test 4 : From Week 10 to Week 12	Lecture, discussion, demonstration, feedback	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
	Review Class	Week 13			

- Abrams M.H. (edited), (1960). *English Romantic Poets Modern Essays in Criticism*. Oxford University Press.
- Bloom, H. (Ed.). (2004). *The Romantic Poets*. Chelsea House Publishers.
- Bowra, C. M. (1950) *The Romantic Imagination*. Oxford University Press.
- Day, A. (1996). *Romanticism*. Routledge & Kegan Paul.
- Frye, N. (1968). *A Study of English Romanticism*. Random House.
- Chandler, J., & McLane, M. N. (Eds.). (2008). *The Cambridge Companion to British Romantic Poetry*. Cambridge University Press.
- Duff, D. (Ed.). (2018). *The Oxford Handbook of British Romanticism*. Oxford University Press.
- Greenblatt, S., et al. (Eds.). (2018). *The Norton Anthology of English Literature*, Volume D: The Romantic Period. Norton.
- Kroeber, K. (Ed.). (1993). *Romantic Poetry: Recent Revisionary Criticism*. Routledge.
- Wu, D. (Ed.). (2005). *Romanticism: An Anthology*. Blackwell Publishing.
- McGann, J. J. (1983). *The Romantic Ideology: A Critical Investigation*. University of Chicago Press.
- Mellor, A. K. (1993). *Romanticism and Gender*. Routledge.
- Pfau, T. (1986). *Romanticism and the Forms of Ruin: Wordsworth, Coleridge, and Modalities of Fragmentation*. Princeton University Press.
- Praz, M. (1968). *The Romantic Agony* (2nd ed.). Translated by A. Davidson. Oxford University Press.
- Stauffer, A. M. (2000). *The Politics of Romantic Poetry: In Search of the Pure Commonwealth*. Routledge.

Second Year Second Semester

Course No.: 0232ENG2205

Course Name: Restoration and 18th Century Literature

Table 22: Information in detail about Restoration and 18th Century Literature

Course No. : 0232ENG2205	Course Title : Restoration and 18th Century Literature	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 2 nd	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites :	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course gives students an overview of Restoration Period literature, allowing them to study the evolution of genres across time and gain a broad understanding of eighteenth-century literature as a whole.

Course Objective:

This course offers the students an opportunity

- to get a better knowledge of 18th-century British literature in the context of its cultural and historical setting.
- to use a variety of critical and theoretical perspectives to examine 18th-century literature.
- to investigate the mechanisms of canonic creation as well as the significance of canonicity in literary studies.
- To recognize and interpret 18th-century British literature in the light of larger literary canons.
- to avail guided research and writing experience in 18th-century studies.

Course Learning Outcomes (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLOs)
CLO1	Analyze the development of genres in 18th-century British literature by the end of the course.
CLO2	Examine 18th-century British literature in the context of its culture and history.
CLO3	Examine current research on 18th-century British literature.
CLO4	Identify and assess canonization mechanisms.
CLO5	Consider 18th-century British literature in broader contexts (for example, in light of British writing that came before and after it; in light of early American literature; and so on).
CLO6	Develop an ethical stance regarding the attributes of the return of monarchy in England and the subsequent changes in the trends of literature in the 18th century.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X		X						
CLO2		X							
CLO3			X						
CLO4				X					
CLO5					X	X			
CLO6							X	X	X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching Learning Strategies	Assessment Techniques of each topic	Course Weight
John Dryden: Macflecknoe	CLO1 CLO4 and CLO6	Week 1 Class: 1-3	Lecture, discussion, multimedia presentation, Show video to motivate the students	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 sets questions) and 12.50%
Alexander Pope (1688-1744): The Rape of The Lock	CLO1 and CLO3	Week 2, 3 and Week 4 Class: 4-12 Class Test 1 : From Week 1 to Week 3	Lecture, discussion, multimedia presentation,	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 set question) and 25%
Jonathan Swift (1667-1745): Gulliver's Travels, Books 1& 4	CLO1 CLO2 CLO3 and CLO4	Week 5 Week 6and Week 7 Class: 13-21 Class Test 2 : From Week 4 to Week 6	Lecture, discussion, multimedia presentation,	Quiz, spot tests, active class participation Semester Final Exam. Creative Assignment	(2 set question) and 25%

Daniel Defoe (1660-1731): Robinson Crusoe	CLO4 and CLO5	Week 8 and Week 9 Class: 22-27	Lecture, discussion, multimedia presentation,	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
William Congreve (1670-1729): The Way of The World	CLO3 and CLO4	Week 10 Week 11 and Week 12 Class: 28-36	Lecture, discussion, multimedia presentation,	Quiz, spot tests, active Semester Final Exam. Creative Assignment	(2 set question) and 25%
	Review Class	Week 13			

Recommended Readings

- Downie, J. A., & Trott, N. K. (Eds.). (2015). *The Oxford Handbook of the Eighteenth-Century Novel*. Oxford University Press.
- Hammond, P., & Regan, S. (Eds.). (2005). *The Cambridge Companion to English Literature, 1650–1740*. Cambridge University Press.
- Hudson, R. and E. Arnold ed..(1971). *Daniel Defoe: A Critical Study*. Unmol Publication.
- Hunter, J. Paul, et al. (Eds.). (2019). *The Cambridge History of English Poetry*. Cambridge University Press.
- Love, H. (1975). *Congreve*. Rowman& Littlefield.
- Lynch, J. (Ed.). (2013). *The Oxford Handbook of British Poetry, 1660–1800*. Oxford University Press.
- Maynard, M. (1985). *Alexander Pope*. New Haven.
- McKeon, M. (Ed.). (2000). *The Origins of the English Novel, 1600–1740*. Johns Hopkins University Press.
- Novak, M. E. (1971). *William Congreve*. Twayne.
- Sitter, J. (Ed.). (2010). *The Cambridge Companion to Eighteenth-Century Poetry*. Cambridge University Press.
- Smith, N. (Ed.). (2012). *Eighteenth-Century Poetry: An Annotated Anthology*. Wiley-Blackwell.
- Stephen, L. (1904). *English Literature and Society in the Eighteenth Century*. Duckworth.
- Watt, I. (1999). *The Rise of the Novel: Studies in Defoe, Richardson and Fielding*. University of California Press.

Second Year Second Semester

Course No.: 0223 ENG2207

Course Name: Psycholinguistics

Table 23: Information in Detail about Psycholinguistics

Course No. : 0223 ENG2207	Course Title : Psycholinguistics	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 2 nd	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course

Psycholinguistics is a field of study that explores the relationship between language and the human mind. This course is designed to introduce students to the fundamental concepts, theories, and methods of psycholinguistics. By understanding the underlying processes of language comprehension, production, and acquisition, students can gain a deeper appreciation of how humans communicate and interact with each other.

Course Objectives

The objectives of this course include:

- Understanding the basic principles of psycholinguistics: Students will be introduced to the key concepts and theories of psycholinguistics, including the structure of language, language processing, and language acquisition.
- Developing critical thinking skills: Students will learn to analyze and evaluate theories and research findings in psycholinguistics, and to apply critical thinking skills to real-world examples of language use.
- Understanding the neural and cognitive mechanisms of language: Students will learn about the neural and cognitive processes involved in language processing, including the role of different brain regions, attention, and memory.
- Examining language development and disorders: Students will explore language development in children, as well as language disorders such as aphasia and dyslexia.
- Developing research skills: Students will learn how to design and conduct experiments in psycholinguistics, and how to analyze and interpret data.
- Enhancing communication skills: By gaining a deeper understanding of language and communication, students will be better equipped to communicate effectively in both personal and professional contexts.

Course Learning Outcome (CLO)

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
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CLO1	describe the basic structure and components of language.
CLO2	explain the cognitive and neural processes involved in language comprehension, production, and acquisition.
CLO3	evaluate and critique psycholinguistic theories and research studies.
CLO4	design and conduct experiments to investigate language processes with the multimedia and online tools.
CLO5	analyze and interpret data from psycholinguistic experiments.
CLO6	identify and explain common language disorders, such as aphasia and dyslexia through the studies of cases happened in various cultures.
CLO7	apply psycholinguistic concepts and theories to real-world examples of language use.
CLO8	communicate effectively about psycholinguistic concepts and research findings, both in writing and orally and filter them through a strong sense of ethics.
CLO9	integrate knowledge from psycholinguistics with other fields of study, such as linguistics, cognitive psychology, and neuroscience to integrate it to the process of lifelong learning.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X	X							
CLO2		X			X				
CLO3			X						
CLO4				X					
CLO5					X				
CLO6						X			
CLO7							X		
CLO8								X	
CLO9									X

Course Content

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching Learning Strategies	Assessment Techniques of each topic	Course Weight
Definition, Scope and History of Psycholinguistics	CLO1, CLO2	Week 1	Lecture, discussion, demonstration Case Study	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set question) and 12.50%
Language acquisition: Stages of	CLO2 and	Week 2 and,	Lecture,	Quiz, spot	(1 set of

language development, nature vs. nurture debate, critical periods.	CLO3	Week 3	discussion, demonstration	tests, active class participation, Semester Final Exam., Creative Assignment	questions) and 12.50%
The brain and language: Brain regions involved in language processing, hemispheric specialization, aphasia.	CLO4, CLO6	Week 5 and Week 6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
Attention and memory in language processing: Working memory, long-term memory, priming effects.	CLO4, CLO5, CLO6	Week 7	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
Bilingualism and multilingualism: The cognitive advantages and challenges of speaking multiple languages.	CLO4	Week 8	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
Language disorders: Aphasia, dyslexia, stuttering, developmental language disorders.	CLO1, CLO4, CLO6	Week 9	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final	(1 set of questions) and 12.50%

				Exam., Creative Assignme nt	
Psycholinguistic methods: Experimental designs, eye- tracking, brain imaging, corpus analysis.	CLO1, CLO4, CLO5	Week 10	Lecture, discussion, demonstrat ion	Quiz, spot tests, active class participati on, Semester Final Exam., Creative Assignme nt	(1 set of questions) and 12.50%
Language and cognition: The relationship between language and thought, language and perception, language and emotion.	CLO4	Week 11 and Week 12	Lecture, discussion, demonstrat ion	Quiz, spot tests, active class participati on, Semester Final Exam., Creative Assignme nt	(1 set of questions) and 12.50%
	Review Class	Week 13			

Recommended Readings:

Steinberg, D., & Sciarini, N. (2010). *An introduction to psycholinguistics*. Pearson Education.

Emmorey, K. (2002). *Language, cognition, and the brain: Insights from sign language research*. Lawrence Erlbaum Associates.

Comrie, B. (1989). *Language universals and linguistic typology: Syntax and morphology*. University of Chicago Press.

Obler, L. K., & Gjerlow, K. (2017). *Language and the brain*. Cambridge University Press.

Traxler, M. J., & Gernsbacher, M. A. (Eds.). (2006). *The handbook of psycholinguistics*. Academic Press.

Carroll, D. W. (2016). *The psychology of language: An introduction to psycholinguistics and generative grammar*. Routledge.

Dewaele, J. M. (2013). *Bilingualism: An advanced resource book*. Routledge.

Pisoni, D. B., & Remez, R. A. (Eds.). (2005). *Speech perception*. Blackwell Publishing.

MacWhinney, B. (2005). *The acquisition of language: A nonlinear approach*. Wiley-Blackwell.

Payne, T. E. (2006). *Exploring language structure: A student's guide*. Cambridge University Press.

Second Year Second Semester

Course No.: 0232ENG2209

Course Name: Practical Criticism and Critical Writing

Table 24: Details Information about Practical Criticism and Critical Writing

Course No. : 0232ENG2209	Course Title : Practical Criticism and Critical Writing	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 2 nd	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

The course "Practical Criticism and Critical Writing" aims to help students develop their critical thinking and writing skills through the study and analysis of various literary works. In today's society, critical thinking and effective communication are essential skills for success in both personal and professional settings. The course will provide students with the opportunity to read, discuss, and write about a wide range of literary texts, including poems, short stories, novels, and plays. Through close reading and analysis, students will learn how to identify and interpret literary elements such as plot, character, setting, tone, and symbolism.

Moreover, the course will also emphasize the development of critical writing skills. Students will learn how to write clearly and persuasively about literature, with a focus on developing strong arguments and providing textual evidence to support their claims. They will also receive feedback on their writing and have opportunities to revise and improve their work.

Overall, "Practical Criticism and Critical Writing" will provide students with valuable skills that can be applied to various academic and professional fields. By the end of the course, students will have developed their critical thinking and writing abilities, as well as gained a deeper understanding and appreciation of literature.

Course Objectives:

- Develop students' critical reading skills through the analysis of a variety of literary texts, including poems, short stories, novels, and plays.
- Enhance students' understanding of literary elements, such as plot, character, setting, tone, and symbolism.
- Develop students' critical writing skills by teaching them how to write clear, well-organized, and persuasive essays about literature.
- Encourage students to develop their own literary interpretations by teaching them how to provide textual evidence to support their arguments.
- Help students to revise and improve their writing through peer feedback and one-on-one consultations with the instructor.
- Foster an appreciation of diverse perspectives and cultural contexts through the study of works by writers from a variety of backgrounds.
- Encourage students to reflect on their own writing processes and to identify strategies for improving their writing skills.
- Provide students with opportunities to collaborate with peers and to engage in critical discussion about literary texts.
- Introduce students to various literary theories and critical approaches, such as feminist criticism, postcolonial theory, and psychoanalytic criticism.
- Equip students with transferable skills, such as critical thinking, analysis, and effective communication, that are relevant to a range of academic and professional fields.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Analyze and interpret literary texts using close reading skills.
CLO2	Identify and analyze literary elements, such as plot, character, setting, tone, and symbolism, in various types of literature.
CLO3	Develop and articulate a clear and persuasive thesis statement about a literary text.
CLO4	Use textual evidence to support literary interpretations and arguments in writing using various media.
CLO5	Write clear, well-organized, and persuasive essays about literature.
CLO6	Revise and improve writing skills through peer feedback and instructor guidance.
CLO7	Reflect on personal writing processes and identify strategies for improvement.
CLO8	Participate in critical discussions about literary texts, using appropriate terminology and critical approaches.
CLO9	Demonstrate an understanding and appreciation of literature from a variety of cultural and historical contexts.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3		X	X						
CLO4				X					
CLO5					X				
CLO6						X			
CLO7							X		
CLO8								X	
CLO9								X	X

Course Content:

Course Content	Alignment with CLOs	Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques	Course Weight
<p>Introduction to literary analysis</p> <p>Overview of the course objectives and learning outcomes Introduction to close reading skills and literary elements</p>	CLO 1	Week 2	Lecture, discussion, active class participation	Quiz, spot tests,	1 set question; 12.50%
<p>Poetry analysis</p> <p>Close reading and analysis of several poems Introduction to poetic elements such as form, meter,</p>		Week 2	Lecture, discussion, active class participation	Quiz, spot tests,	1 set question; 12.50%

and rhyme Writing a critical essay on a poem					
Short story analysis Close reading and analysis of several short stories Introduction to narrative elements such as plot, character, and setting Writing a critical essay on a short story Novel analysis Close reading and analysis of several novels Introduction to thematic elements such as symbolism and imagery Writing a critical essay on a novel	CLO 2 CLO 5	Week 3 & 4 Class Test 1 : From Week 1 to Week 3	Lecture, discussion, Presentation	active class participation, Creative Assignment	1 set question; 12.50%
Drama analysis Close reading and analysis of several plays Introduction to dramatic elements such as dialogue and stage direction Writing a critical essay on a play	CLO 4	Week 5	Lecture, discussion, demonstration	Creative Assignment	1 set question; 12.50%
Critical writing skills Writing effective thesis statements Using textual evidence to support arguments Organizing and structuring essays	CLO1 CLO 3 CLO 5	Week 6&7 Class Test 2 : From Week 4 to Week 6	Lecture, discussion, demonstration	participation, Semester Final Exam., Creative Assignment	1 set question; 12.50%
Revising and editing Peer review and feedback on written work Strategies for revising and editing essays	CLO 2 CLO 3	Week 8&9	Lecture, discussion, demonstration	Semester Final Exam., Creative Assignment	1 set question; 12.50%
Literary theory and critical approaches Introduction to various critical approaches, such as feminist criticism and postcolonial theory Applying critical approaches to literary texts Writing a critical essay using a specific critical approach	CLO 6	Week 10&11 Class Test	Lecture, discussion, demonstration	Semester Final Exam., Creative Assignment	1 set question; 12.50%
Transferable skills Applying critical thinking and	CLO 7 CLO 8	Week 12&13	Discussion, demonstration	Semester Final Exam.,	1 set question;

analysis skills to other academic and professional contexts Reflection on personal writing processes and development of strategies for improvement Final project: a critical essay on a literary text from any genre or cultural context	CLO 9	Class Test3:From Week 7 to Week 11	feedback	Creative Assignment	12.50%
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Recommended Readings

- Abrams, M. H. (1999). *A glossary of literary terms*. Harcourt Brace College Publishers.
- Baldick, C. (2015). *The Oxford dictionary of literary terms*. Oxford University Press.
- Barry, P. (2009). *Beginning theory: An introduction to literary and cultural theory*. Manchester University Press.
- Bennett, A., & Royle, N. (2016). *An introduction to literature, criticism and theory*. Routledge.
- Brooks, C., & Warren, R. P. (1938). *Understanding poetry*. Henry Holt and Company.
- Carter, R. (2004). *Language and creativity: The art of common talk*. Routledge.
- Culler, J. (2011). *Literary theory: A very short introduction*. Oxford University Press.
- Damrosch, D. (2009). *The Longman Anthology of World Literature (Vol. A)*. Longman.
- Eagleton, T. (2008). *Literary theory: An introduction*. University of Minnesota Press.
- Frye, N. (1957). *Anatomy of criticism: Four essays*. Princeton University Press.
- Gardner, H. (2004). *The art of fiction: Notes on Craft for Young Writers*. Vintage Books.
- Leitch, V. B. (2010). *The Norton anthology of theory and criticism*. W. W. Norton & Company.
- Lennard, J. (2013). *The poetry handbook: A guide to reading poetry for pleasure and practical criticism*. Oxford University Press.
- Levenson, M. H. (2013). *A guide to literary criticism and research*. Routledge.
- Lodge, D. (2011). *The art of fiction*. Vintage.
- Longenbach, J. (2007). *The art of the poetic line*. Graywolf Press.
- Pratt, M. L. (1977). *Toward a speech act theory of literary discourse*. Indiana University Press.
- Rosenblatt, L. M. (1978). *The reader, the text, the poem: The transactional theory of the literary work*. Southern Illinois University Press.
- Wimsatt, W. K., & Beardsley, M. C. (1954). *The verbal icon: Studies in the meaning of poetry*. University Press.

Second Year Second Semester

Course No.: 0232CAPST22011

Course Name: Cultural Anthropology and Fieldwork

Table 25: Details Information about Cultural Anthropology and Fieldwork

Course No. : 0232ENG2209	Course Title : Cultural Anthropology and Fieldwork	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal	Semester End Examination (SEE)	Year :	Semester :

Evaluation (CIS) = 30 Marks	= 70 Marks	2 nd	2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course will provide an introduction to the theory and practice of cultural anthropology and the methods of fieldwork that anthropologists use to study different cultures. We will explore the various techniques used by anthropologists to gather information about human societies, including participant observation, interviews, and surveys. We will also examine the ethical and political issues involved in conducting fieldwork and how anthropologists negotiate these issues.

Course Objectives:

The main goals of this course are—

- To understand the basic principles and concepts of cultural anthropology
- To learn the different methods used by anthropologists to gather information about human societies
- To examine the ethical and political issues involved in conducting fieldwork
- To develop critical thinking skills through analysis and interpretation of anthropological data
- To understand the importance of cultural relativism and its application in anthropological research
- To apply anthropological theories and concepts to real-world situations

Course Learning Outcome (CLO):

By the end of this course, students should be able to:

SN	Course Learning Outcome (CLO)
CLO1	Describe the key principles and concepts of cultural anthropology, including the role of culture in shaping human behavior and society.
CLO2	Understand and apply different methods used by anthropologists to gather information about human societies, including participant observation, interviews, and surveys.
CLO3	Analyze and interpret anthropological data using appropriate research methods and tools.
CLO4	Identify and analyze ethical and political issues that arise during fieldwork and apply strategies for addressing them.
CLO5	Critically evaluate and analyze anthropological theories and concepts, including structural-functionalism, symbolic anthropology, and interpretive anthropology.
CLO6	Apply anthropological knowledge and theories to real-world situations and critically evaluate their practical applications.
CLO7	Communicate effectively in oral and written formats, including presenting on assigned readings or class topics and writing a research paper on a selected cultural group or phenomenon.
CLO8	Collaborate effectively with peers in class discussions and group activities.
CLO9	Demonstrate an appreciation for the diversity of human cultures and societies and develop an awareness of cultural biases and assumptions.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5					X				

CL06						X			
CLO7							X		
CLO8								X	
CLO9									X

Course Content:

Course Content	Alignment with CLOs	Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques	Course Weight
Introduction to Cultural Anthropology What is cultural anthropology? The history and development of cultural anthropology The role of culture in shaping human behavior and society	CLO 1	Week 1 & 2	Lecture, discussion, active class participation	Quiz, spot tests,	2 set question; 25.00%
Early interest in Anthropology Kinship Language and communication economic and Political system religion Imperialism and its consequences	CLO 2 CLO 5	Week 3 & 4 Class Test 1 : From Week 1 to Week 3	Lecture, discussion, Presentation	active class participation, Creative Assignment	1 set question; 12.50%
Cultural Relativism in Anthropological Research Definition of cultural relativism Ethnocentrism and cultural bias	CLO 4 CLO 3 CLO 5	Week 5 & 6	Lecture, discussion, demonstration	Creative Assignment	2 set question; 25.00%
Anthropological Theories and Concepts Structural-functionalism Symbolic anthropology Interpretive anthropology	CLO 1	Week 7 & 8 Class Test 2 : From Week 4 to Week 6	Lecture, discussion, demonstration	participation, Semester Final Exam., Creative Assignment	1 set question; 12.50%
Research Methods in Cultural Anthropology Participant observation Interviews and surveys Ethnography and ethnology Data analysis and interpretation	CLO 2 CLO 3	Week 9 & 10 Class Test 3 : From Week 7 to Week 9	Lecture, discussion, demonstration	Semester Final Exam., Creative Assignment	1 set question; 12.50%
Application of Anthropological Theories and Concepts Case studies and examples of anthropological research Critiques and limitations of	CLO 6	Week 11 to 13 Class Test 4 : From Week 10 to Week 12	Lecture, discussion, demonstration	Semester Final Exam., Creative Assignment	1 set question; 12.50%

anthropological research Practical applications of anthropological knowledge Ethnographical Fieldwork, Term Paper					
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Recommended Readings

- Bernard, H. R. (2017). *Research methods in anthropology: Qualitative and quantitative approaches* (6th ed.). Rowman & Littlefield.
- Haviland, W. A., Prins, H. E. L., McBride, B., & Walrath, D. (2018). *Cultural anthropology: The human challenge* (15th ed.). Cengage Learning.
- Geertz, C. (1973). *The interpretation of cultures: Selected essays*. Basic Books.
- Kottack, C. P. (2009). *Cultural Anthropology: Appreciating Cultural Diversity*, 14th ed. McGraw Hill.
- Nanda, S and R. L. Warms. (2007). *Cultural Anthropology*. Thomson Wadsworth.
- Rahman, M. S. (2003). *A Collection of Literary Essays*. Writers Foundation Bangladesh.

Second Year Second Semester

Course No.:0232SESS2213

Course Title : VIVA-VOCE 2

Table 26: Information in Detail about VIVA-VOCE 2

Course No. : 0232SESS2213	Course Title : VIVA-VOCE 2	Course Type : Sessional	Course Credit : Non-Credit
Total Class weeks in a semester : 5 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 1	One (1) credit = fifteen (15) class hours
Contact Hours: 01 Hours per week	Total Credit Hours: Class Hours (5)+ Exam.(10)=15 Hrs.	Total Marks: 50	
Continuous Internal Evaluation (CIS) = 0 Marks	Semester End Examination (SEE) = 50 Marks	Year : 1 st	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: Examination Committee

Course Objectives:

This course is designed to help the students become adept in oral communication, oration and precise representation of the total learning contents and materials that they have addressed in the two semesters of 2nd year.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Learn techniques of oral presentation
CLO2	Learn how to understand oral questions and pinpoint the answers
CLO3	Summarise and paraphrase contents of 2nd Year courses and deliver orally
CLO4	Devise arguments to support claim statements or refute them

CLO5	Use the power of oration in socio-cultural circumstances
CLO6	Use the power of oration to convey the values learned from the 2nd Year courses for continuation of lifelong learning

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X						X	
CLO3			X						
CLO4				X					
CLO5					X				
CLO6						X	X		X

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Oral presentation: <ul style="list-style-type: none"> Approaches techniques Understanding questions Answering questions 	CLO1, CLO2, CLO3 and CLO4	Week 1 to Week 3	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam.	
<ul style="list-style-type: none"> Preparing oral presentations Impromptu speeches Mock viva 	CLO5, CLO6	Week 3 to Week 6	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam.	

Part C

Third Year Courses

Third Year First Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG3101	Classics in Translation	03	03
0232ENG3103	Literary Criticism	03	03
0232ENG3105	Victorian Literature	03	03
0232ENG3107	18th & 19th Century Novel	03	03
0232ENG3109	Sociolinguistics	03	03

0222ENG3111	English Language Teaching	03	03
	Total 06 (Six) Courses		Viva-voce=1
			Total = 19
Third Year Second Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG3201	Eco-criticism and Green Literature	03	03
0232ENG3203	English and the Media	03	03
0232GEDU3205	Bangladesh Affairs	03	03
0232ENG3207	American Literature	03	03
0232ENG3209	English for Professional Purposes	03	03
0232GEDU3211	Introduction to World Affairs	03	03
0232SESS2213	VIVA-VOCE 3	--	01
Total 06 (Six) Courses and 01 (one) sessional			Total = 19

Third Year First Semester

Course No.: 0232ENG3101

Course Name: Classics in Translation

Table 27: Details Information about Classics in Translation

Course No.: 0232ENG3101	Course Title: Classics in Translation	Course Type: Theoretical	Course Credit: 3.00
Total Class weeks in a semester: 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39) +Exam. (04) = 43 Hours	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 3 rd	Semester: 1 st
Pre-requisites: Knowledge in classical mythology	Co-requisites: Knowledge in the history of concerned periods	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course is designed to give the students a glimpse of Greco-Roman and Indian classical literature in English translation. Classical traditions are the cradles of modern civilizations around the world. Therefore, English literature has also been greatly indebted to classical literature and nevertheless, great pieces of Greek and Roman literature are still relevant to a great extent. So, it is worthwhile to accommodate this course in the reading list of students.

Course Objectives

The basic objectives of this course are:

- introducing the classical epic and drama and their form to the students
- help students study the epics as stores of mythological stories
- help students understand the influence of classical tradition on English literature

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	know the basics of epics of growth and literary epics and poetic dramas of the classical period
CLO2	have a good grasp over the form and content of classical epics
CLO3	analyse and appreciate epics from thematic, structural and stylistic points of view
CLO4	Explore traditional and web sources for information on classical epics and dramas
CLO5	study the epics and dramas as storehouses of mythological stories from different cultures
CLO6	Understand the social. ethical and moral values exposed in the epics and to apply them in practice

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5						X		X	
CLO6							X		X

Course Content:

Contents	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Homer : <i>Iliad</i>	CLO1 CLO2	Week 1 and Week 2 Class : 1-6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Creative Assignment and Semester Final Exam.	(2 set question) and 25.00%
Virgil : <i>Aeneid</i>	CLO3	Week 3 and Week 4 Class Test 1 : From Week 1 to Week 3 Class : 7-12	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25.00%

Aeschylus : <i>Agamemnon</i>	CLO3 CLO4	Week 5 and Week 6 Class Test 2: From Week 4 to Week 6 Class : 13- 18	Lecture, discussion, demonstratio n	Quiz, spot tests, active class participation , Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
Sophocles: <i>Antigone</i>	CLO4 CLO5	Week 7 to Week 10 Class : 19- 24 Class Test 3: From Week 7 to Week 9 Class : 19- 30	Lecture, discussion, demonstratio n	Quiz, spot tests, active class participation , Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
Aristophanes : <i>Frogs</i>	CLO6	Week 11 and Week 12 Class Test 4: From Week 10 to Week 12 Class : 31- 36	Lecture, discussion, demonstratio n	Quiz, spot tests, active class participation , Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
	Review Class	Week 13			

Recommended Readings

Bloom, H. (2007). *Homer's Iliad*. Chelsea House.

---. (1987). *Virgil's Aeneid*. Chelsea House.

Dante, A. (1982). *The Inferno*. translated by J. Ciardi. Signet Classics.

Fowler, R. (2004). *Cambridge Companion to Homer*. Cambridge UNIVERSITY PRESS.

Homer. (1991). *The Iliad*. translated by R. Fagles. Penguin.

Kirk, G. S. (1985). *The Iliad: A Commentary*. Cambridge UNIVERSITY PRESS.

Virgil. (2007). *The Aeneid*. translated by F. Ahl. Oxford UNIVERSITY PRESS.

Ross, D. O. (2007). *Virgil's Aeneid: A Reader's Guide*. Blackwell.

Jakoff, R. (2007). *The Cambridge Companion to Dante*. Cambridge UNIVERSITY PRESS.

Third Year First Semester

Course Code: 0232ENG3103

Course Name: Introduction to Literary Criticism

Table 28: Details Information about Introduction to Literary Criticism

Course No.: 0232ENG3103	Course Title: Introduction to Literary	Course Type: Theoretical	Course Credit: 3.00
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	Criticism		
Total Class weeks in a semester: 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 3 rd	Semester: 1 st
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course offers the students an opportunity to explore the initial developments of English literary criticism. Alongside, it involves the earliest treatise of criticism in the European tradition produced by Aristotle to make students identify the classical notions of criticism also.

Course Learning Objectives:

This course intends to enable the students to

- read attentively, the earliest piece of literary criticism in European tradition
- make a critical study of some celebrated pieces along the history of English literary criticism
- appraise the contribution of the selected texts in literary criticism.

Course Learning Outcomes (CLO):

After successful completion of the course, a student would be able to:

SN	Course Learning Outcome (CLO)
CLO1	Acquire a general idea about the course.
CLO2	know about the origin of literary criticism in the European tradition
CLO3	Study critically the initial developments of English literary criticism.
CLO4	be acquainted with critical language and formation arguments in defense of literary discourse through traditional and digital aids.
CLO5	Learn the language of criticism so that they can develop critical capabilities and thus contribute to the development of society and state.
CLO6	Nurture the critical faculty to utilize it in their practical life.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO) [Optional]

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2	X	X							
CLO3			X						
CLO4				X					
CLO5					X	X	X	X	
CLO6									X

Course Contents:

Contents	Alignment with	Time Frame	Teaching-Learning	Assessment Techniques	Course Weight
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	CLOs		Strategies		
Aristotle : <i>Poetics</i>	CLO1	Week 1-3 L 1–9	Lecture, discussion, multimedia presentation	Quiz, spot tests, Oral Presentatio n active class participatio n, Creative Assignmen t	(2 set question) and 25%
Sir Philip Sydney : <i>An Apology for Poetry</i>	CLO1 CLO2 CLO3	Week 4–6 L 10–18 (Class Test1 From Week 1–4)	Lecture, demonstratio n, multimedia presentation, group discussion	Quiz, spot tests, Oral Presentatio n active class participatio n, Creative Assignmen t	(2 set question) and 25%
John Dryden : <i>An Essay on Dramatic Poesy</i>	CLO2 CLO3	Week7-9 L 19–27	Lecture, discussion, demonstratio n	Quiz, spot tests, active class participatio n, Creative Assignmen t	(2 set questions) and 25%
Dr. Johnson : <i>Preface to Shakespeare</i>	CLO4 CLO5	Week 10- 12 L 28-36 Class Test 2 : From Week 5 to Week 8	Lecture, discussion, demonstratio n, Brainstormin g	Quiz, spot tests, active class participatio n, Creative Assignmen t	(2 set questions) and 25%
	Review Class	Week 13			

Recommended Readings

Herman, P. C. (2001). *Sir Philip Sidney's Apology for Poetry and Astrophel and Stella: Texts and Contexts*. College Publishing.

House, Humphrey, (1956). *Aristotle's Poetics: A Course of Eight Lectures*. Rupert Hart-Davis.

Husain, M. (2001). *Ontology and the Art of Tragedy: An Approach to Aristotle's Poetics*. State University of New York Press

Wells, S., & Edmondson, P. (Eds.). (2005). Shakespeare and Literary Theory. In *Shakespeare's Histories: A Guide to Criticism* (pp. 1-12). Blackwell Publishing.

Eliot, T. S. (1928). Dryden. In *For Lancelot Andrewes: Essays on Style and Order* (pp. 63-77). Faber and Gwyer.

Guibbory, A. (1984). Critics and Criticism. In *The Cambridge Companion to John Dryden* (pp. 160-181). Cambridge University Press.

Neill, M. (2005). Dryden and the Theory of Tragedy. In *Tragic Pleasures: Aristotle on Plot and Emotion* (pp. 113-129). Oxford University Press.

Third Year First Semester

Course Code: 0232ENG3105

Course Name: Victorian Literature

Table 29: Detail Information about Victorian Literature

Course No.: 0232ENG3105	Course Title: Victorian Literature	Course Type: Theoretical	Course Credit: 3.00
Total Class weeks in a semester: 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 3 rd	Semester: 1 st
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course offers the students an opportunity to explore the changes in socio-political and cultural ways of life Victorian England reflected in the representative writings of the age. The decadent romanticism, the loss of religious and moral values, the upsurge of industrialisation over the backdrop of scientific discoveries and inventions, the advent of epoch-making sociological, economic and philosophical theories, the rise of high-imperialism and the burgeoning capitalist hey-day left an enthralling effect on the literature of this period turning it into a world apart. Therefore, a study of Victorian literature is necessary to locate the writings of this period properly in the timeline of English literature as a whole.

Course Objective:

This course intends to enable the students to

- follow the historical changes and developments in the context
- read the representative literary works of the Victorian period keeping in view the socio-political and cultural changes of the time

- evaluate the thematic, stylistic and aesthetic development in the works of the writers compared to those of the romantic period

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Know the general tenets and trends of Victorian literature
CLO2	follow the historical changes and developments in the context
CLO3	read the representative literary works of the Victorian period keeping in view the socio-political and cultural changes of the time
CLO4	evaluate the thematic, stylistic and aesthetic development in the works of the writers compared to those of the Victorian period
CLO5	Get a glimpse of the society of the Victorian England through its literature
CLO6	Compare the values reflected by Victorian literature with that of our own times

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO) [Optional]

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	X									
CLO2		X								
CLO3			X							
CLO4				X						
CLO5					X	X			X	
CLO6							X	X		X

Course Content:

Contents	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Alfred Tennyson : Lotus Eaters, Ulysses, In Memoriam (Norton selections) Robert Browning : Rabbi Ben Ezra,	CLO1 CLO2	Week 1 and Week 2	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set question) and 12.50%
Andrea del Sarto, Fra Lippo Lippi	CLO2 CLO3 CLO6	Week 3 and Week 4 Class Test 1 : From Week 1 to Week 3	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
Matthew Arnold : The Scholar Gipsy, Dover Beach, The Forsaken Merman	CLO2 CLO3	Week 5 and Week 6 Class Test 2 :	Lecture, discussion, demonstration	Quiz, spot tests, active class participation,	(1 set of questions) and 12.50%

		From Week 4 to Week 6		Semester Final Exam., Creative Assignment	
J.S. Mill : On Liberty, Chapter 1	CLO2 CLO3	Week 7 to Week 10 Class Test 3 : From Week 7 to Week 9	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
Newman: The Idea of a University, Chapters 5, 6 & 7	CLO2 CLO5	Week 11 and Week 12 Class Test 4 : From Week 10 to Week 12	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
	Review Class	Week 13			

Recommended Readings

- Altick, R. (1957). *The English Common Reader: A Social History of the Mass Reading Public, 1800-1900*. University of Chicago P.
- . (1973). *Victorian People and Ideas*. Norton.
- Armstrong, I. (1993). *Victorian Poetry: Poetry, Poetics and Politics*. Routledge.
- Brantlinger, P. (1988). *Rule of Darkness: British Literature and Imperialism, 1830-1914*. Cornell UNIVERSITY PRESS.
- Christ, C. T. and John O. J. ed.. (1995). *Victorian Literature and the Victorian Visual Imagination*. University of California P.
- Lootens, T. (1996). *Lost Saints: Silence, Gender, and Victorian Literary Canonization*. UP of Virginia.
- Tucker, H. F. (1999). *A Companion to Victorian Literature and Culture*. Wiley-Blackwell.

Third Year First Semester

Course Code: 0232ENG3107

Course Name: 18th & 19th Century Novel

Table 30: Information in detail about **18th & 19th Century Novel**

Course No.: 0232ENG3107	Course Title: 18th & 19th Century Novel	Course Type: Theoretical	Course Credit: 3.00
Total Class weeks in a semester: 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours:	Total Credit Hours:	Total Marks:	

03 Hours per week	Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 3 rd	Semester: 1 st
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

The 18th and 19th centuries were a time of great change in European and American society, and the novel was an important vehicle for exploring these changes. This course will examine some of the most significant and influential novels of the period, including works by authors such as Jane Austen, Charles Dickens, and the Bronte sisters.

Through close reading and analysis of these texts, students will explore the social, cultural, and political contexts that shaped the development of the novel in this period. Topics to be considered may include the emergence of the middle class, the impact of industrialization and urbanization on society, changing attitudes toward gender and sexuality, and the rise of realism as a literary movement.

By the end of the course, students will have developed a deep understanding of the cultural and historical significance of the 18th and 19th century novel, as well as the literary techniques and themes that were central to this period of literary production. They will also have honed their critical reading and analytical skills, as well as their ability to articulate complex ideas in writing and in class discussion.

Overall, this course offers an opportunity to engage with some of the most enduring and influential works of fiction from the 18th and 19th centuries, and to gain a deeper understanding of the social and cultural contexts that shaped them.

Course Objectives:

The course is intended to help students:

- follow the origin and establishment of long fiction and novel in English
- read the representative novels of the 18th and the 19th centuries to map the development of the genre
- appraise the novel as a realistic reflector of the socio-political and cultural state of English people of the concerned centuries

Course Learning Outcome (CLO): At the end of this course students will be able to—

SN	Course Learning Outcome (CLO)
CLO1	Demonstrate a deep understanding of the social, cultural, and political contexts that shaped the development of the novel in the 18th and 19th centuries.
CLO2	Analyze and interpret the literary techniques and themes that were central to 18th and 19th century novels.
CLO3	Analyze and compare the works of major authors such as Jane Austen, Charles Dickens, and the Bronte sisters, as well as lesser-known writers from the period.
CLO4	Develop critical reading and analytical skills, including the ability to identify key literary elements such as plot, character, setting, and point of view, and to apply these concepts to the analysis of literary texts.
CLO5	Develop effective written and oral communication skills, including the ability to write clear, well-supported arguments and to engage in thoughtful class discussion.
CLO6	Examine the influence of the 18th and 19th century novel on subsequent literary traditions, including realism and modernism.
	Demonstrate an understanding of the historical and cultural significance of the 18th and 19th century novel, and its relevance to contemporary issues.
	Apply critical and analytical skills to new literary texts and genres beyond the scope of the course.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1	X									
CLO2		X								
CLO3			X		X					
CLO4				X						
CLO5							X			
CLO6									X	X

Course Content:

Contents	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Henry Fielding (1707-1754): <i>Joseph Andrews</i>	CLO1 CLO2	Week 1 and Week 2	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam.	(1 set question) and 12.50%
Emily Brontë (1818-1848): <i>Wuthering Heights</i>	CLO2 CLO4 CLO5	Week 3 and week 4 Class Test 1: From Week 1 to week 2	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
Charles Dickens (1812-1870): <i>Great Expectations</i>	CLO2 CLO4 CLO5	Week 5 Week 6 and Week 7 Class Test 2 : From Week 3 to week 4	Lecture, discussion,	Quiz, spot tests, Semester Final Exam, Creative Assignment	(2 set question) and 25.00%
Thomas Hardy (1840-1928): <i>Tess of the d'Urbervilles</i>	CLO2 CLO3	Week 8 Week 9 and Week 10 Class Test 3 : From Week5 to 8	Lecture, discussion,	Quiz, spot tests, Semester Final Exam., Creative Assignment	(1 set of question) and 12.50%

Jane Austen: <i>Pride and Prejudice</i>	CLO2 CLO3	Week 11 and Week 12	Lecture, discussion,	Quiz, spot tests, Creative Assignment, Semester Final Exam,	(1 set of questions) and 12.50%
	Review Class	Week 13			

Recommended Readings

Richetti, J. ed. (1996). *The Cambridge Companion to the Eighteenth-Century Novel*. Cambridge University Press.

Spender, D. (1988). *Mothers of the Novel*. HarperCollins.

Todd, J. (1986). *Sensibility: An Introduction*. Methuen.

Cecil, D. (1934). *Victorian Novelists: Essays in Revaluation*. Constable.

Ghent, D. V. (1953). *The English Novel: Form and Function*. Harper and Row.

Terry, R. C. (1983). *Victorian Popular Fiction*. Palgrave.

Third Year First Semester

Course Code: 0232ENG3109

Course Name: Sociolinguistics

Table 31: Information in detail about **Sociolinguistics**

Course No.: 0232ENG3109	Course Title: Sociolinguistics	Course Type: Theoretical	Course Credit: 3.00
Total Class weeks in a semester: 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 3 rd	Semester: 1 st
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

Sociolinguistics is the study of how language is used in society, and how social factors such as class, gender, ethnicity, and culture shape the way people communicate. This course will provide an introduction to the field of sociolinguistics, covering topics such as language variation and change, multilingualism, language policy, and the social and political implications of language use.

Through readings, lectures, and class discussions, students will explore key concepts and theories in sociolinguistics, and examine case studies and empirical research from around the world. They will also develop skills in data collection and analysis, including the use of sociolinguistic methods such as ethnography, discourse analysis, and quantitative analysis.

By the end of the course, students will have a deep understanding of the ways in which language is shaped by social and cultural factors, and how language use can both reflect and reinforce power dynamics in society. They will also have developed critical thinking and analytical skills, as well as the ability to engage in thoughtful discussion and debate about language-related issues.

Overall, this course offers an opportunity to explore one of the most dynamic and rapidly-evolving fields of linguistic research, and to gain a deeper understanding of the ways in which language intersects with social and cultural identities and experiences. It is particularly relevant for students interested in careers in fields such as education, law, public policy, and communication, as well as those interested in pursuing graduate studies in linguistics or related fields.

Course Objectives:

This course intends to enable the students to

- develop a deep understanding of the ways in which language is shaped by social and cultural factors
- follow the linguistic varieties in English
- study language as a vehicle of social interaction
- understand the techniques of analysing social discourse
- engage in thoughtful discussion and debate about language-related issues

Course Learning Outcomes (CLO):

At the end of this course students will be able to:

SN	Course Learning Outcomes (CLO)
CLO1	Recognize the basic concepts of sociolinguistics and related issues.
CLO2	connect the study of language with the diversities existing in societies
CLO3	know the differences between the language varieties e.g., dialect, idiolect, sociolect, creole, pidgin, register etc.
CLO4	connect the study of language with the diversities existing in societies
CLO5	Understand the existence of bilingualism within the framework of social linguistic variations
CLO6	Understand how code-switching and code-mixing work and how language planning can be effectively implemented

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9	PLO10
CLO1		X	X							
CLO2	X			X						
CLO3				X						
CLO4					X	X	X			
CLO5								X		X
CL06									X	

Course Content:

Contents	Alignment with CLOs	Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques	Course Weight

a. Sociolinguistics and sociology of language	CLO1	Week 1,2	Lecture, discussion, active class participation	Quiz, spot tests,	1 set question; 12.50%
b. Language and dialect: standard language, dialect, and language standardization	CLO2 CLO4	Week 3,4	Lecture, discussion, active class participation	active class participation, Creative Assignment	2 set question; 25.00%
c. Pidgin and pidginization, and creole and post-creole continuum	CLO3 CLO4	Week 5,6	Lecture, discussion, active class participation	participation, Semester Final Exam., Creative Assignment	2 set question; 25%
d. Diglossia and bilingualism	CLO4	Week 7,8	Lecture, discussion, active class participation	participation, Semester Final Exam., Creative Assignment	1 sets questions; 12.5%
e. Code-switching and code mixing f. Language planning and policy: theories, ideologies and case studies	CLO5 CLO6	Week 9, 10	active class participation,	participation, Semester Final Exam., Creative Assignment	2 set question; 25%
Review classes	CLO6	Week 12,13	Presentation	Semester Final Exam.	1 sets questions; 12.5%

Recommended Readings

- Holmes, J. (2001). *An introduction to sociolinguistics* (2nd ed.). Pearson Education.
- Kramsch, C. (1998). *Language and Culture*. Oxford University Press.
- Spolsky, B. (1998). *Sociolinguistics*. Oxford University Press.
- Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society* (4th ed.). Penguin.
- Wardhaugh, R. (2010). *An Introduction to Sociolinguistics* (6th ed.). Wiley-Blackwell.

Third Year First Semester

Course No.: 0222ENG3111

Course Name: English Language Teaching

Table 32: Information in detail about **English Language Teaching**

Course No. : 0222ENG3111	Course Title : English Language Teaching	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class	Total Marks: 100	

	Test (2) + Exam.(04)=45 Hrs.		
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 3 rd	Semester : 1 st
Pre-requisites: Basic language skills	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale: English is a global language, and the demand for English language instruction has never been higher. This course will provide an introduction to the field of English Language Teaching (ELT), covering topics such as principles of language learning and teaching, classroom management, language assessment, and the use of technology in language instruction.

Through readings, lectures, and classroom observation, students will gain an understanding of the theories and methods of language teaching, and develop practical skills in lesson planning, materials development, and classroom instruction. They will also explore issues related to cross-cultural communication, intercultural competence, and the challenges of teaching English in multilingual and multicultural contexts.

By the end of the course, students will have a deep understanding of the principles and practices of effective language teaching, as well as the ability to design and deliver effective lessons and assess student learning. They will also have developed intercultural competence and communication skills that are essential for effective teaching in diverse contexts.

Overall, this course offers an opportunity to develop the knowledge, skills, and attitudes necessary for effective English language teaching, and to explore the challenges and opportunities of teaching English in diverse contexts.

Course Objectives: This course intends to enable the students to

- understand different language teaching approaches, methods and techniques
- learn about different terms and jargons related to teaching and learning
- understand the use of coursebook, materials, and aids
- learn the general principles of syllabus and curriculum for ELT
- learn basics of lesson planning
- be acquainted with current changes in ELT pedagogy

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Identify and apply language teaching methods
CLO2	Develop teaching materials
CLO3	Differentiate between language syllabuses
CLO4	Design lesson plan and select modes of teaching
CLO5	Enrich personal vocabulary, grammar and four basic skills
CLO6	Understand and apply language testing modules

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLOs):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2			X			X		X	
CLO3	X								
CLO4				X					
CLO5					X		X		
CL06		X							X

Course Content:

Course Content	Alignmen t of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching- Learning Strategies	Assessment Techniques of each topic	Course Weight
Approaches and Methods Grammar Translation Method Direct Method Audio-Lingual Method. The Communicative Approach and The Natural Approach, Suggestopedia The Silent Way Total Physical response Appropriate Methodology Post-methods	CLO1 CLO2 and CLO3	Week 1 and Week 2 Class: 1-6	Lecture, discussion, multimedia presentation , Show video to motivate the students	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
Testing General Principles of testing Different types of tests Designing language tests: multiple choice, cloze tests, open-ended tests Testing vocabulary, Grammar and the Four Skills	CLO2 CLO3 and CLO6	Week 3 and Week 4 Class: 7- 12 Class Test 1 : From Week 1 to Week 3	Lecture, discussion, multimedia presentation , Case Study,	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
Teaching and testing the four Skills: Listening, Speaking, Reading and Writing.	CLO2 and CLO3	Week 5 and Week 6 Class: 13- 18 Class Test 2 : From	Lecture, discussion, multimedia presentation , Case Study,	Quiz, spot tests, active class participation , Semester Final Exam., Creative	(1 set of questions) and 12.50%

		Week 4 to Week 6		Assignment	
Teaching Materials and Aids: Syllabus Curriculum Study aids Sourcebook Lesson plan Multimedia Online materials	CLO1, CLO2 and CLO4	Week 7 and Week 8 Class: 19-24	Lecture, discussion, multimedia presentation , Case Study,	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
Classroom management: Sitting management, using the board, keeping peer work, group work, projection, guided and general writing, peer observation	CLO1, CLO2 and CLO4	Week 9 and Week 10 Class: 25-30	Lecture, discussion, multimedia presentation , Case Study,	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
Critical pedagogy	CLO1 CLO2 CLO5 and CLO6	Week 11 and Week 12 Class: 31-36	Lecture, discussion, multimedia presentation , Case Study,	Quiz, spot tests, active Semester Final Exam. Creative Assignment	(1 sets questions) and 12.50%
	Review Class	Week 13			

Recommended Readings

- Richards, J. C. and T. S. Rogers, (1986). *Approaches and Methods in Language Teaching*, Cambridge University Press.
- Brown, H. D.(1994). *Principles of Language Learning and Teaching*, Prentice Hall,
- Nunan, D.(2003). *Practical English Language Teaching*. McGraw Hill.
- Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Cambridge University Press.
- David P. H. (1969). *Testing English as a Second Language*. McGraw Hill.
- Littlewood, W. (1981). *Communicative Language Teaching*. Cambridge University Press.
- Richards, J. C. et. al. (1985). *Longman Dictionary of Applied Linguistics*, Longman.

Third Year Second Semester

Course Code: 0232ENG3201

Course Name: Eco-criticism and Green Literature

Table 33: Information in detail about **Eco-criticism and Green Literature**

Course No.: 0232ENG3201	Course Title: Eco-criticism and Green Literature	Course Type: Theoretical	Course Credit: 3.00
Total Class weeks in a	Duration of Each semester:	Credit Values:	One (1) credit =

semester: 13 Weeks	19 Weeks	03	fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 3 rd	Semester: 2 nd
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale: Eco-criticism is a relatively new field of literary criticism that focuses on the relationship between literature and the environment. It seeks to explore the ways in which literature reflects, challenges, and influences our understanding of nature and the environment. This course aims to introduce students to the basic concepts and methodologies of eco-criticism and to help them develop a critical understanding of the role of literature in shaping our environmental consciousness. By analyzing a range of literary texts from different periods and genres, students will learn how literature engages with environmental issues, and how it can inspire and motivate us to take action to protect the planet.

Course Objectives:

- To introduce students to the basic concepts and principles of eco-criticism
- To explore the relationship between literature and the environment
- To develop students' critical thinking and analytical skills in relation to environmental issues
- To encourage students to reflect on their own relationship with nature and the environment
- To provide students with the tools and knowledge to engage in eco-literary analysis

Course Learning Outcomes: By the end of this course, students will be able to:

SN	Course Learning Outcomes (CLOs)
CLO1	Understand the key concepts and principles of eco-criticism
CLO2	Analyze literary texts in relation to environmental issues
CLO3	Evaluate the ways in which literature can shape our understanding of nature and the environment
CLO4	Reflect on their own relationship with nature and the environment
CLO5	Apply eco-critical methodologies to literary analysis
CLO6	Ability to draft and revise written work effectively, using feedback from instructor.

Mapping of Course Learning Outcome outcomes (CLOs) to Program Learning Outcomes (PLOs):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X		X				
CLO4				X		X			
CLO5								X	
CLO6									X

Course Content:

Contents	Alignment of contents with CLOs	Weekly Lesson Plan	Teaching-Learning Strategies	Assessment Techniques	Course Weight

<p>Week 1: Introduction to Eco-criticism</p> <ul style="list-style-type: none"> • What is eco-criticism? • History and development of eco-criticism • Key concepts and principles of eco-criticism <p>Week 2: Nature and the Environment in Literature</p> <ul style="list-style-type: none"> • Literary representations of nature and the environment • The use of language to describe nature • The role of literature in shaping our understanding of the environment <p>Week 3: Ecological Imagination</p> <ul style="list-style-type: none"> • The concept of ecological imagination • The use of imagination in environmental writing • Eco-fiction and speculative fiction 	<p>CLO1 CLO2</p>	<p>Week 1 to week 3</p>	<p>Lecture, Discussion, Demonstration</p>	<p>Quiz, Spot test, assignment, semester final exam</p>	<p>25% (2 set question)</p>
<p>Week 4: Environmental Justice and Literature</p> <ul style="list-style-type: none"> • The relationship between environmental issues and social justice • The representation of marginalized communities in environmental literature • The role of literature in promoting environmental justice <p>Text: <i>Aranyak – Of the Forest</i> by Bibhutibhushan Bandyopadhyay (Author). Translated by Rimili Bhattacharya</p>	<p>CLO1 CLO2 CLO3</p>	<p>Week 4 and Week 5</p>	<p>Lecture, discussion, demonstration</p>	<p>Quiz, Spot test, assignment, semester final exam</p>	<p>12.5% (1 set question)</p>
<p>Week 6: Ecofeminism and Literature</p> <ul style="list-style-type: none"> • The relationship between ecofeminism and eco-criticism • The representation of gender in environmental literature • The role of literature in promoting ecofeminist values <p>Text: Doris Lessing -- <i>The Grass is Singing</i></p>	<p>CLO1 CLO3</p>	<p>Week 6 and week 7</p>	<p>Lecture, discussion, Demonstration Debate</p>	<p>Quiz, Spot test, assignment, semester final exam</p>	<p>12.5% (1 set question)</p>

Week 8: Ecocriticism and Poetry <ul style="list-style-type: none"> The role of poetry in ecocriticism The use of poetic language to describe nature The environmental themes in contemporary poetry Text: William Wordsworth – <i>The Prelude</i>	CLO2 CLO3 CLO4 CLO5	Week 8 and week 9	Lecture, discussion, demonstration	Quiz, Spot test, assignment, semester final exam	12.5% (1 set question)
Week 10: Environmental Ethics and Literature <ul style="list-style-type: none"> The relationship between environmental ethics and ecocriticism The use of literature to promote environmental ethics The ethical challenges of environmental literature Text: Henry David Thoreau. <i>Walden</i> Amitav Ghosh. “The Great Derangement: Climate change and the unthinkable”	CLO1 CLO2 CLO3	Week 10 and week 11	Lecture, discussion, Demonstration Debate	Quiz, Spot test, assignment, semester final exam	25% (2 set question)
Week 12: Ecocriticism and fiction <ul style="list-style-type: none"> The role of fiction in ecocriticism The environmental themes in contemporary fiction Text: Amitav Ghosh: <i>The Hungry Tide</i>	CLO2 CLO3 CLO6	Week 12 and week 13	Lecture, discussion, demonstration	Quiz, Spot test, assignment, semester final exam	12.5% (1 set question)

Recommended Readings

- Bate, J. (2000). *The Song of the Earth*. Harvard University Press.
- Buell, L. (2005). *The Future of Environmental Criticism: Environmental Crisis and Literary Imagination*. Blackwell Publishing.
- Garrard, G. (2004). *Ecocriticism*. Routledge.
- Glotfelty, C., & Fromm, H. (Eds.). (1996). *The Ecocriticism Reader: Landmarks in Literary Ecology*. University of Georgia Press.

Third Year Second Semester

Course Code: 0232ENG3203

Course Name: English and the Media

Table 34: Information in detail about **English and the Media**

Course No.: 0232ENG3203	Course Title: English and the Media	Course Type: Theoretical	Course Credit: 3.00
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Total Class weeks in a semester: 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 3 rd	Semester: 2 nd
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

This course has been designed for our students who are generally non-native English speakers but interested in improving their English language skills and knowledge of the media at the same time. This course provides the opportunity to develop a broader understanding of the role media plays in our lives while building the vocabulary and language skills needed to analyze what we read and watch.

Course Descriptions and Course Objectives:

- investigate how media has changed over time
- explore the world of advertising and identify targeted marketing strategies, analyze sources to detect bias
- examine how diversity representation in media influences individual identity and society

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

CLO1	Understand how media plays significant roles in modelling our lives
CLO2	Display familiarity with the typical linguistic & extra-linguistic characteristics of English media texts
CLO3	Show critical awareness of the central concerns in writing & editing English texts for the media
CLO4	Demonstrate experience in peer review & revision of English texts for multiple media presentation.
CLO5	Analyse language use in social life and engage in co-operative pursuits in a teamwork setting.
CLO6	Seek ethical insights in the intertextual and multimediated nature of communication in social life

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5					X		X		
CL06								X	

Course Content:

Contents	Alignment with CLOs	Lesson Plan/ Weekly	Teaching-Learning Strategies	Assessment Technique	Course Weight

		Plan		s	
Section A: Theory This section will introduce some basic theories of media and communication. It will especially focus on the students' understanding of the policies and politics in the use of the English language in media communication in Bangladesh. It will cover the following: <ul style="list-style-type: none"> • Nature, purpose and special features of media communication • Language as communication • Politics of media communication and communication ethics • English in media in Bangladesh 		Week 1 to Week 4	Lecture, discussion, active class participation	Quiz, spot tests	2 set question ; 25%
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 <ul style="list-style-type: none"> • 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 		Week 5 to Week 8	Lecture, discussion, demonstration	active class participation, Creative Assignment	2 set question ; 25.00%
Media Activities Focus will also be on: Press briefing (oral and written)/conferences and preparing reports on the briefings <ul style="list-style-type: none"> • Interviewing • Conducting surveys and preparing reports for the media • News casting with emphasis on pronunciation, stress, intonation, confidence and naturalness 		Week 9 to Week 10	Lecture, discussion, demonstration	participation, Semester Final Exam., Creative Assignment	2 set question ; 25%
MEDIA TEXTS <ul style="list-style-type: none"> • Notes, Notice, Advertisement, etc. • Writing book review • Writing short feature report for newspaper 		Week 11 to Week 12	Lecture, discussion, demonstration	participation, Semester Final Exam., Creative Assignment	1 set of questions; 12.50%
Review class		Week 13			

Recommended Readings

Bonvillain, N. (2013). *Language, Culture and Communication*. Pearson.

Cobley, P. (1996). *The Communication Theory Reader*. Routledge.
 During, S. ed.. (2007). *The Cultural Studies Reader*. Routledge.
 Griffin, E. M., A. Ledbeter and G. Sparks. (2019). *A First Look at Communication Theory*. McGraw-Hill.
 Severin, W. I. (2014). *Communication Theories*. Pearson.
 (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.)

Third Year Second Semester

Course Code: 0232GEDU3205

Course Name: **Bangladesh Affairs**

Table 35: Information in detail about **Bangladesh Affairs**

Course No.: 0232GEDU3205	Course Title: Bangladesh Affairs	Course Type: Theoretical	Course Credit: 3.00
Total Class weeks in a semester: 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 3 rd	Semester: 2 nd
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

Bangladesh is a country with a rich and complex history, culture, politics, and economy. It is one of the most densely populated countries in the world, with a vibrant and diverse society that encompasses various religions, languages, and ethnicities. Moreover, Bangladesh occupies a strategic location in South Asia, bordered by India and Myanmar, and close to China and the ASEAN countries. Despite facing numerous challenges, such as poverty, inequality, corruption, climate change, and political instability, Bangladesh has made remarkable progress in recent decades, achieving impressive economic growth, reducing poverty and improving social indicators, and becoming a major player in regional and global affairs.

Given the importance of Bangladesh in the region and the world, it is essential for students, researchers, policymakers, and other stakeholders to have a deep understanding of Bangladesh affairs. This course aims to provide an overview of Bangladesh's history, culture, politics, and economy, and to examine key issues and

challenges facing Bangladesh today. Through the study of Bangladesh affairs, students will develop critical thinking, research, and communication skills, and gain insights into the complexities and opportunities of this dynamic country. Moreover, by fostering curiosity, empathy, and respect towards Bangladesh and its people, cultures, and traditions, the course will contribute to building bridges of understanding and cooperation across borders and cultures.

In conclusion, the study of Bangladesh affairs is essential for anyone who wants to understand the complexities and opportunities of South Asia and the world. This course will provide a unique and valuable opportunity for students to explore this fascinating country and its role in regional and global affairs.

Course Objective: This course has been designed to

- To provide an overview of Bangladesh's history, culture, politics, and economy
- To examine key issues and challenges facing Bangladesh today, such as poverty, inequality, corruption, climate change, and human rights
- To analyze the role of Bangladesh in regional and global affairs, such as trade, security, and diplomacy
- To develop critical thinking, research, and communication skills through the study of Bangladesh affairs

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Demonstrate a comprehensive understanding of the history
CLO2	Analyze key issues and challenges facing Bangladesh today
CLO3	Critically evaluate different perspectives on Bangladesh affairs
CLO4	Conduct independent research on Bangladesh affairs
CLO5	Communicate effectively and respectfully with people from diverse cultures and backgrounds
CLO6	Apply the knowledge and skills gained in the course to real-world challenges and opportunities

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO) [Optional]

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2			X						
CLO3		X							
CLO4				X			X		
CLO5					X	X		X	
CLO6									X

Course Content

Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight

<p>Introduction: Bangladesh in context Geography, economy, society, literature and culture of Bangladesh with particular emphasis on developments including Poverty Alleviation, Vision- 2041, SDG 2030, Delta Plan, GNP, NNP, GDP etc. after the emergence of the country.</p> <p>Bangladesh's environment and nature and challenges and prospects with particular emphasis on conservation, preservation and sustainability.</p> <p>Natural resources of Bangladesh with focus on their sustainable harnessing and management.</p>	<p>CLO1 CLO2</p>	<p>Week 1 to Week 2</p>	<p>Lecture, discussion, demonstration</p>	<p>Quiz, spot tests, Creative Assignment, Semester Final Exam.</p>	<p>(1 set of questions) and 12.50%</p>
<p>Demographic Features</p> <ul style="list-style-type: none"> • The Constitution of the People's Republic of Bangladesh (Preamble, Features, Directive Principles of State Policy, Constitutional Amendments) • Organs of the Government: <ol style="list-style-type: none"> a) Legislature: Representation, Law-making, Financial and Oversight functions; Rules of Procedure, Gender Issues, Caucuses, Parliament Secretariat. b) Executive: Chief and Real executive e.g., President and Prime Minister, Powers and Functions; Cabinet, Council of Ministers, Rules of Business, Bureaucracy, Secretariat, Law enforcing agencies; Administrative setup- National and Local Government structures, Decentralization Programmes and Local Level Planning. c) Judiciary: Structure: Supreme, High and other Subordinate Courts, Organization, Powers and functions of the Supreme Court, Appointment, Tenure and Removal of Judges, Organization of Sub-ordinate Courts, Separation of Judiciary from the Executive, Judicial Review, 	<p>CLO2 CLO3</p>	<p>Week 3 to Week 5 Class Test 1: Week 1 to Week 3</p>	<p>Lecture, discussion, demonstration</p>	<p>Quiz, spot tests, Creative Assignment, Semester Final Exam.</p>	<p>(2 set question) and 25%</p>

<p>Adjudication, Gram Adalat, Alternative Dispute Resolution (ADR).</p> <p>d) Contemporary Communication; ICT, Role of Media; Right to Information (RTI), and E-Governance.</p> <p>e) Non-formal Institutions; Role of Civil Society; Good governance; Interest Groups; and NGOs in Bangladesh</p>					
<p>Political and economic challenges</p> <ul style="list-style-type: none"> • Political Parties: Historical development; Leadership; Social Bases; Structure; Ideology and Programmes; Factionalism; Politics of Alliances; Inter and Intra-Party Relations; Electoral Behaviour; Parties in Government and Opposition. • Poverty, inequality, and social justice in Bangladesh • Corruption, crime, and governance in Bangladesh • Economic development and globalization in Bangladesh: Roles of the WTO, World Bank, IMF, ADB, IDB and other development partners and Multi National Corporations (MNCs). • Gender issues and Development in Bangladesh 	CLO4	<p>Week 6 Week 8 Class Test 2: From Week 4 to Week 6</p>	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25%
<p>Regional and global dimensions Bangladesh and its neighbors: India, Pakistan, and China Bangladesh and the Muslim world: Saudi Arabia, Iran, and Turkey Bangladesh and the international community: the UN, the US, and the EU</p>	CLO3	<p>Week 9 to Week 10 Class Test 3: From Week 7 to Week 9</p>	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25%
<p>Elections in Bangladesh.</p> <ul style="list-style-type: none"> • Management of Electoral Politics • Role of the Election Commission • Electoral Law • Campaigns • Representation of People's Order (RPO) • Election Observation Teams 	CLO5	<p>Week 11 to Week 12 Class Test 4: From Week 10 to Week 12</p>	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative	(1 set of questions) and 12.50%

				Assignment	
	Review Class	Week 13			

Recommended Reading:

- Chowdhury, A. (2012). *Bangladesh: A Legacy of Blood*. Random House.
 Lewis, D. (2011). *Bangladesh: Politics, Economy and Civil Society*. Cambridge University Press.
 Mamdani, M. (2018). *Neither Settler nor Native: The Making and Unmaking of Permanent Minorities*. Harvard University Press.
 Riaz, A. and M. S. Rahman (2020). *Bangladesh: A Political History since Independence*. Hurst.
 Sen. A. (2013). *An Uncertain Glory: India and its Contradictions*. Penguin.

Third Year Second Semester

Course Code: 0232ENG3207

Course Name: American Literature

Table 36: Information in detail about **American Literature**

Course No.: 0232ENG3207	Course Title: American Literature	Course Type: Theoretical	Course Credit: 3.00
Total Class weeks in a semester: 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 3 rd	Semester: 2 nd
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course:

American literature is a rich and diverse field that encompasses a wide range of genres, themes, and styles. From the colonial period to the present day, American writers have grappled with the complexities of American identity, history, society, and culture, producing works that reflect the joys and sorrows, hopes and fears, dreams and nightmares of the American experience. Moreover, American literature has played a significant role in shaping and reflecting American society and culture, influencing politics, popular culture, and social movements.

This course aims to provide an overview of American literature, from its early beginnings to the present day. Through the study of selected works by major American writers, students will explore the evolution of American literature and its relationship to American history, society, and culture. Moreover, by analyzing the themes, styles, and techniques of American literature, students will develop critical thinking, reading, and writing skills, and gain insights into the complexities and nuances of the American experience.

In addition to its academic and intellectual value, the study of American literature has practical and personal significance. American literature can help students develop empathy, compassion, and critical consciousness, by exposing them to diverse perspectives, experiences, and voices. Moreover, American literature can enrich students' personal lives, by providing them with a source of inspiration, comfort, and reflection, and by fostering their imagination, creativity, and self-expression.

Course Objectives: This course has been designed to enable students to:

- Demonstrate a comprehensive understanding of the major literary movements, genres, themes, and styles in American literature, from the colonial period to the present day.
- Analyze and interpret selected works by major American writers, including their historical, social, cultural, and literary contexts, and evaluate their literary and aesthetic merits.
- Develop critical thinking, reading, and writing skills, by analyzing and synthesizing complex literary texts, and expressing their ideas in clear and coherent prose.
- Engage with diverse perspectives, experiences, and voices in American literature, and appreciate the richness and complexity of the American experience.
- Apply the knowledge and skills gained in the course to real-world challenges and opportunities, and contribute to building a more informed, engaged, and reflective global community.
- Develop a passion for and appreciation of American literature, and use it as a source of inspiration, comfort, and reflection in their personal and professional lives.

Course Learning Outcome (CLO) :

At the completion of this course students will be able to:

SL. No.	Course Learning Outcome (CLO)
CLO1	Understand the concepts and issues reflected in American Literary texts
CLO2	Explore the texts to understand the linguistic uniqueness of American English
CLO3	Critically assess the environment in which the writers were living and writing,
CLO4	Explore various media to explain the nature and diversity of American literature as a whole
CLO5	Explore the literary movements in America to understand their impact on society and culture
CLO6	Develop ability to speak and write critically about American Literature

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO) :

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2	X	X							
CLO3			X						
CLO4				X					

CLO5					X			X	
CL06						X			

Course Content:

Contents	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Emerson : “The American Scholar”	CLO1 CLO2	Week 1 to Week 3	Lecture, discussion , demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
Thoreau : “Civil Disobedience”	CLO3	Week 4 to Week 6 Class Test 1: From Week 1 to Week 3	Lecture, discussion , demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
Eugene O’Neill : <i>The Hairy Ape</i>	CLO4	Week 7 to Week 9 Class Test 2: From Week 4 to Week 6	Lecture, discussion , demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
Allen Ginsberg: “September on Jessor Road”	CLO5	Week 10 to Week 12 Class Test 3: From Week 7 to Week 9	Lecture, discussion , demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
	Review Class	Week 13			

Recommended readings

- Emerson, R. W. (1993). *Essays: First and second series*. Library of America.
- Thoreau, H. D. (2004). *Walden and other writings*. Modern Library.
- O'Neill, E. (2003). *Long day's journey into night*. Yale University Press.
- Ginsberg, A. (2017). *Howl and other poems*. City Lights Publishers.
- Buell, L. (2003). *The environmental imagination: Thoreau, nature writing, and the formation of American culture*. Belknap Press.
- Cavell, S. (2003). *The senses of Walden*. University Of Chicago Press.
- Clark, T. (1995). *Eugene O'Neill: The life in full*. Da Capo Press.
- Giamo, B. (1995). *The homeless of Ironweed: Blossoms on the crag*. University of Massachusetts Press.
- Miles, B. (2002). *Ginsberg: A biography*. HarperCollins Publishers.

Third Year Second Semester

Course Code: 0232ENG3209

Course Name: English for Professional Purposes

Table 37: Information in detail about **English for Professional Purposes**

Course No.: 0232ENG3209	Course Title: English for Professional Purposes	Course Type: Theoretical	Course Credit: 3.00
Total Class weeks in a semester: 13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 3 rd	Semester: 2 nd
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course: In today's globalized economy, proficiency in English has become an essential requirement for professionals across various industries. The ability to communicate effectively in English is particularly important for individuals who work in multinational companies or who interact with clients or colleagues from different countries.

The purpose of the "English for Professional Purposes" course is to provide learners with the language skills and strategies necessary to succeed in professional contexts. The course will focus on developing learners' ability to use English for specific professional purposes, such as giving presentations, participating in meetings, negotiating, writing reports, and communicating with clients. In addition, the course will provide learners with opportunities to practice using English in authentic professional situations, through role-plays, case studies, and other interactive activities.

By the end of the course, learners will have acquired the language skills and knowledge necessary to communicate effectively and confidently in a range of professional contexts. This will enable them to advance their careers, expand their professional networks, and contribute more effectively to their organizations.

Course Objectives: This course intends—

- To develop learners' ability to communicate effectively in English for specific professional purposes.
- To enhance learners' knowledge of English grammar, vocabulary, pronunciation, and discourse features in professional contexts.
- To develop learners' ability to use English for a range of professional purposes, such as giving presentations, participating in meetings, negotiating, writing reports, and communicating with clients.
- To provide learners with opportunities to practice using English in authentic professional situations.
- To increase learners' confidence in using English in professional contexts.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Comprehend the necessity of developing skills in English usage in professional contexts.
CLO2	Use English effectively in a range of professional contexts, such as giving presentations, participating in meetings, negotiating, writing reports, and communicating with clients.
CLO3	Analyse and use appropriate grammar, vocabulary, and discourse features in professional contexts.
CLO4	Understand and respond appropriately to spoken and written English in professional contexts using various media.
CLO5	Use strategies to communicate effectively in English, such as summarizing, paraphrasing, and clarifying.
CLO6	Use English confidently and accurately in professional contexts.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3		X	X						
CLO4				X		X			X
CLO5					X			X	
CLO6							X		

Course Content

Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Introduction to professional communication in English Developing vocabulary and grammar for professional contexts Pronunciation and discourse features in professional communication	CLO1 CLO2	Week 1 and Week 2	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam.	(1 set question) and 12.50%

				Creative Assignment	
Giving effective presentations in English	CLO1 CLO2	Week 3 Class Test 1: From Week 1 to Week 3	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 sets questions) and 12.5%
Writing professional letters, emails and reports	CLO2 CLO3	Week 4 and Week 5 Class Test 2: From Week 4 to Week 6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 sets question) and 25%
Communicating with clients and customers in English	CLO2 CLO5	Week 6 to Week 7 Class Test 3: From Week 7 to Week 9	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 sets questions) and 12.5%
Participating in meetings and negotiations in English	CLO5 CLO6	Week 8 and Week 9 Class Test 4: From Week 10 to Week 12	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 sets questions) and 12.5%

				nt	
Cross-cultural communication in professional contexts Strategies for effective communication in English	CLO5 CLO6	Week 10 And 11	Lecture, discussion , demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 sets questions) and 12.5%
Using technology for professional communication in English	CLO5 CLO6	Week 11 And 12	Lecture, discussion , demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 sets questions) and 12.5%
	Review Class	Week 13			

Recommended Readings:

- Chalker, S. (1993). *Current English Grammar*. Macmillan.
- Cullen, R. (2012). *Teaching business English: A practice-based approach*. Cambridge University Press.
- Emmerson, P. (2017). *Business English Framework*. Oxford University Press.
- Harding, K. (2007). *English for Specific Purposes*, Oxford University Press.
- Hinkel, E. (2015). *Handbook of research in second language teaching and learning*, Volume II. Routledge.
- Mackenzie, J. (2018). *Professional communication: Concepts, practices, and perspectives*. J Wiley & Sons.
- Powell, M., & Cook, V. (2017). *English for professional communication: Key concepts*. Routledge.
- Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills*. University of Michigan P.
- Ur, P. (1988). *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge: Cambridge University Press.
- Wallwork, A. (2014). *User Guides, Manuals and Technical Writings*. Springer.

Third Year Second Semester

Course No.: 0232GEDU3211

Course Name: Introduction to World Affairs

Table 38: Information in detail about **Introduction to World Affairs**

Course No. : 0232GEDU3211	Course Title : Introduction to World Affairs	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester : 13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year : 3 rd	Semester : 1 st
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be assigned by Academic Committee

Rationale of the Course: The course offers to provide students with an understanding that the world is composed of interrelated economic, political, religious, cultural, and ecological systems. They will explore how people's beliefs, actions, and worldviews are shaped by those perspectives and recognize how diversity of cultures and opinions are needed to foster a democratic society for the world. The Internet and current news sources will be utilized in this course.

Course Objective: This course intends to enable the students to

- analyze and discuss the relationships of Bangladesh with the different cultural regions of the world
- understand how international events shape the foreign policy of Bangladesh
- recognize the changing cultural, political and economic patterns of the world we live in

form opinions involving Bangladesh's role in the world

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	understand the significance of international relations
CLO2	understand the major ideas and ideologies prevailing in world affairs
CLO3	understand scenario in global policy for diplomacy, economy, and environment
CLO4	understand how to keep updated about the current world events using various media
CLO5	have a basic knowledge about the global and regional conflicts
CLO6	gain the ability to write and speak thoughtfully and critically about the bi-lateral and global issues

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLOs):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2	X	X							
CLO3			X						
CLO4				X					
CLO5					X	X			
CLO6							X		X

Course Content:

Course Content	Alignmen t of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching- Learning Strategies	Assessment Techniques of each topic	Course Weight
<p>Introduction to International Affairs: Significance of international affairs; meaning and scope of international affairs; linkage between international affairs and international politics</p> <p>Actors in the World: Modern state, types of state, sovereignty, non-state actors, international institutions, relations between state and non-state actors Power and Security: power, national power, balance of power, disarmament, arms control, geopolitics, terrorism</p>	CLO1 CLO2 and CLO3	Week 1 and Week 2 Class: 1-6	Lecture, discussion, multimedia presentation , Show video to motivate the students	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
<p>Major Ideas and Ideologies: Nationalism, imperialism, colonialism, neo-colonialism, post-modernism, globalization and new world order</p> <p>Foreign policy and Diplomacy: concepts of foreign policy and diplomacy, decision-making process, determinants of foreign policy, diplomatic functions, immunities, and privileges</p>	CLO2 CLO3 and CLO6	Week 3 and Week 4 Class: 7- 12 Class Test 1 : From Week 1 to Week 3	Lecture, discussion, multimedia presentation , Case Study,	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
<p>International Economic Relations: International trade, free trade, protectionism, foreign aid, debt crisis, foreign direct investment (FDI), financial liberalization, regionalism, regionalization, North-South gap, global poverty, MDGs</p>	CLO2 and CLO3	Week 5 and Week 6 Class: 13- 18 Class Test 2 : From Week 4 to Week 6	Lecture, discussion, multimedia presentation , Case Study,	Quiz, spot tests, active class participation , Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
<p>Global Environment: Environmental issues challenges, climate change, global warming, climate adaptation, climate diplomacy</p>	CLO1, CLO2 and CLO4	Week 7 and Week 8 Class: 19- 24	Lecture, discussion, multimedia presentation , Case Study,	Quiz, spot tests, active class participation , Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
<p>Empirical Issues The United Nations System: The UN and its organs,</p>	CLO1, CLO2	Week 9 and Week	Lecture, discussion,	Quiz, spot tests, active	(1 set of questions

importance and limitations of the UN, Reforms of the UN, Role of the Security Council, UN Peacekeeping and peace-building functions, Human rights agenda, Environmental agenda, International Court of Justice, and Women empowerment Foreign Relations of Major Powers: USA, Russia, UK, China, France, Germany, India, Japan etc. Global Initiatives and Institutions: World Bank, IMF, ADB, G8, G-77, WTO, Kyoto Protocol, COP etc. Regional Institutions: SAARC, BIMSTEC, EU, ASEAN, NATO, APEC, OIC, AU, GCC	and CLO4	10 Class: 25-30	multimedia presentation , Case Study,	class participation , Semester Final Exam. Creative Assignment) and 12.50%
Major Issues and Conflicts in the World: The Palestine Problem, the Arab Spring, the Kashmir Issue, the Syrian Crisis, Persian Gulf Conflict, nuclear issue and Iran, the North Korean issue, territorial disputes in Southeast and East Asia, Nuclear proliferation and other contemporary issues. Politics in South Asia: India-Pakistan relations, Bangladesh-India relations, regional integration, water dispute, border problems and terrorism Bangladesh in International Affairs: Major achievements, challenges, future directions	CLO1 CLO2 CLO5 and CLO6	Week 11 and Week 12 Class: 31-36	Lecture, discussion, multimedia presentation , Case Study,	Quiz, spot tests, active Semester Final Exam. Creative Assignment	(1 sets questions) and 12.50%
	Review Class	Week 13			

Recommended Readings

- Frieden, J. A., Lake, D. A., & Schultz, K. A. (2016). *World politics: Interests, interactions, institutions*. WW Norton & Company.
- Steger, M. B. (2017). *Globalization: A very short introduction*. Oxford University Press.
- Huntington, S. P. (2011). *The clash of civilizations and the remaking of world order*. Simon and Schuster.
- Burchill, S., Linklater, A., Devetak, R., Donnelly, J., & Paterson, M. (2013). *Theories of international relations*. Palgrave Macmillan.
- Barkin, J. S., & Sjoberg, L. (2017). *International organization: Theories and institutions*. Routledge.
- Frieden, J. A. (2014). *International political economy: Perspectives on global power and wealth*. WW Norton & Company.
- Baylis, J., Smith, S., & Owens, P. (2017). *The globalization of world politics: An introduction to international relations*. Oxford University Press.
- Campbell, P. J., & MacKinnon, A. (2017). *An introduction to global studies*. Wiley-Blackwell.
- Harkness, K. A., & Leal, D. L. (2018). *Global issues: An introduction*. John Wiley & Sons.

Third Year Second Semester

Course No.:0232SESS3213

Course Title : VIVA-VOCE 3

Table 39: Information in Detail about VIVA-VOCE 3

Course No. : 0232SESS3213	Course Title : VIVA-VOCE 3	Course Type : Sessional	Course Credit : Non-Credit
Total Class weeks in a semester : 5 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 1	One (1) credit = thirteen (13) class hours
Contact Hours: 01 Hours per week	Total Credit Hours: Class Hours (5) + Exam.(10)=15 Hrs.	Total Marks: 50	
Continuous Internal Evaluation (CIS) = 0 Marks	Semester End Examination (SEE) = 50 Marks	Year : 1 st	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: Examination Committee

Course Objectives:

This course is designed to help the students become adept in oral communication, oration and precise representation of the total learning contents and materials that they have addressed in the two semesters of 3rd year.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Learn techniques of oral presentation
CLO2	Learn how to understand oral questions and pinpoint the answers
CLO3	Summarise and paraphrase contents of 3rd Year courses and deliver orally
CLO4	Devise arguments to support claim statements or refute them
CLO5	Use the power of oration in socio-cultural circumstances
CLO6	Use the power of oration to convey the values learned from the 3rd Year courses for continuation of lifelong learning

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X						X	
CLO3			X						
CLO4				X					
CLO5					X				
CLO6						X	X		X

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
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		Weekly Plan			
Oral presentation: <ul style="list-style-type: none"> Approaches and techniques Understanding questions Answering questions 	CLO1, CLO2, CLO3 and CLO4	Week 1 to Week 3	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam.	
<ul style="list-style-type: none"> Preparing oral presentations Impromptu speeches Mock viva 	CLO5, CLO6	Week 3 to Week 6	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam.	

Part C

Fourth Year Courses

Fourth Year First Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG4101	South Asian Literature in English	03	03
0232ENG4103	20th Century Literature (British & American)	03	03
0232ENG4105	Discourse & Pragmatics	03	03
0232ENG4107	20th Century Literary Theory	03	03
0232ENG4109	Afro-Caribbean Literature	03	03
0232ENG4111	Second Language Acquisition	03	03
	Total 06 (Six) Courses		Viva-voce=1 Total = 19
Fourth Year Second Semester			
Course No.	Course Title	Contact Hours Per Week	Credit Values
0232ENG4201	Translation Work and Translation Studies	03	03
0232ENG4203	Creative Ability and Creative Writing	03	03
0232GEDU4205	Professional Communication and Public Speaking	03	03
0232GEDU4207	World Literature	03	03
0232ENG4209	Technology and TALL	03	03
0232CAPST4211	Research Methodology & Research Project	03	03
0232SESS4213	VIVA-VOCE 4	--	01
Total 06 (Six) Courses and 01 (one) sessional			Total = 19

Fourth Year First Semester

Course Code: 0232ENG4101

Course Name: South Asian Literature in English

Table 40 :Information in detail about **South Asian Literature in English**

Course No.: 0232ENG4101	Course Title: South Asian Literature in English	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 1 st
Pre-requisites:	Co-requisites: Basic Knowledge in South Asian history and culture	Academic Session: 2021-2022	Course Instructor: to be appointed by academic committee

Rationale: South Asian Literature in English is a vibrant and important area of contemporary literature, reflecting the diverse cultures, histories, and experiences of South Asia and its diaspora. South Asian Literature in English includes a wide range of genres, including poetry, fiction, drama, and memoir, and addresses a variety of themes, such as identity, nationalism, colonialism, globalization, and diaspora. The course will provide learners with opportunities to explore the historical, social, and cultural contexts of South Asian Literature in English, and to engage in critical analysis of the texts themselves. Learners will also be encouraged to examine the ways in which South Asian Literature in English responds to and challenges dominant cultural and literary traditions.

By the end of the course, learners will have gained a deeper understanding of the diverse and complex literary traditions of South Asian Literature in English, and will have developed the critical and analytical skills necessary to appreciate and interpret these works. They will also have developed the ability to engage in cross-cultural dialogue and to appreciate the value of South Asian Literature in English in global literary and cultural contexts.

Course Objectives: This course intends to enable the students to

- To introduce learners to the diversity and complexity of South Asian literature in English, including its various genres, themes, and styles.
- To help learners develop a critical understanding of the historical, social, and cultural contexts that have shaped South Asian literature in English.
- To provide learners with opportunities to analyze and interpret individual texts from South Asian literature in English.
- To encourage learners to engage in discussions about the multiple identities and experiences reflected in South Asian literature in English, such as gender, sexuality, ethnicity, religion, and class.

- To explore the ways in which South Asian literature in English responds to and challenges dominant cultural and literary traditions.
- To enable learners to identify the formal and stylistic features of South Asian literature in English, and to analyze their effects on the meaning and significance of the texts.
- To provide learners with the tools and skills necessary to conduct independent research on South Asian literature in English.
- To encourage learners to reflect on their own cultural and literary assumptions, and to engage in cross-cultural dialogue about South Asian literature in English.
- To promote critical thinking and writing skills through close reading and analysis of South Asian literature in English texts.
- To foster an appreciation for the value and significance of South Asian literature in English in global literary and cultural contexts.

Course Learning Outcomes (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Understand and interpret South Asian literary works in English.
CLO2	Assess the socio-cultural environment in which the writers live and write
CLO3	Critically explain the nature and diversity of South Asian literature in English
CLO4	Critically relate South Asian history and culture to the texts using various media environment
CLO5	Make cogent and persuasive arguments, orally and in writing, incorporating careful analysis of primary and secondary materials
CLO6	Work with classmates to produce knowledge collaboratively.

Mapping/Alignment of CLOs with Program Learning Outcomes (PLOs):

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2					X	X			
CLO3			X						
CLO4				X					
CLO5		X					X		
CLO6									X

Course Content:

Course Content	Alignment of contents with CLOs	Weekly Lesson Plan	Teaching-Learning Strategies	Assessment Techniques	Course Weight
R.K. Narayan : <i>The Guide</i>	CLO1	Week 1 to Week 3 Class: 1-9	Lecture, Discussion, demonstration	Quiz, Spot test, assignment, semester final exam	(2 set question) and 25.00%
N.C. Chaudhuri: <i>Autobiography of An Unknown Indian</i> , Part I	CLO2	Week 4 and Week 5 Class: 10-15 Class Test :Week 1-4	Lecture, discussion, demonstration	Quiz, Spot test, assignment, semester final exam	(2 set question) and 25.00%

Anita Desai : <i>Clear Light of Day</i>	CLO2	Week 6 and Week 7 Class: 16-21	Lecture, discussion, demonstration	Quiz, Spot test, assignment, semester final exam	(1 set question) and 12.50%
Amitav Ghosh : <i>The Shadow-Lines</i>	CLO3	Week 8 and Week 9 Class: 22-27	Lecture, discussion, Demonstration Debate	Quiz, Spot test, assignment, semester final exam	(1 set question) and 12.50%
Kamala Das : Selected Poems	CLO4	Week 10 and Week 11 Class; 28-33	Lecture, discussion, demonstration	Quiz, Spot test, assignment, semester final exam	(1 set question) and 12.50%
Kaisar Haque : “Ode to Lungi”	CLO5	Week 12 Class: 34-36 Class Test : Week 5-10	Lecture, discussion, Demonstration Debate	Quiz, Spot test, assignment, semester final exam	(1 set question) and 12.50%
	Review Class	Week 13			

Recommended Readings

- Bhalla, A. (2006). *Partition dialogues: Memories of a lost home*. Oxford University Press.
- Brians, P. (2003). *Modern South Asian literature in English*. Westport: Conn.
- Chakrabarty, D. (1992). *Provincializing Europe: Postcolonial thought and historical difference*. Princeton University Press.
- Gikandi, S. (1996). *Maps of Englishness: Writing identity in the culture of colonialism*. Columbia University Press.
- Gopal, P. (2009). *The Indian English Novel: Nation, History, And Narration*. Oxford University Press.
- Gupta, S. (2009). *Postcolonial developments: Agriculture in the making of modern India*. Duke University Press.
- King, B. (2015). *Salman Rushdie and visual culture: Celebrating impurity, disrupting borders*. Routledge.
- Ludden, D. (2018). *The making of Indian secularism: Empire, law and Christianity, 1830-1960*. Palgrave Macmillan.
- Parmeswaran, U. (2007). *Writing the Diaspora: Essays on Culture and Identity*. Rawat Publications.
- Sen, A., & Stoddard, E. (Eds.). (2014). *The modern Anglophone novel: Writing in the world in the twenty-first century*. Oxford University Press.
- Ulka A. (ed.). (2015). *A History of the Indian Novel in English*. Cambridge University Press..
- . (2012). *Realism in the Twentieth-Century Indian Novel: Colonial Difference and Literary Form*. Cambridge University Press.

Fourth Year First Semester

Course Code: 0232ENG4103

Course Name: 20th Century Literature (British & American)

Table 41: Information in detail about 20th Century Literature (British & American)

Course No.: 0232ENG4103	Course Title: 20th Century Literature (British & American)	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class

			hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 1 st
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor:

Rationale of the Course:

The course offers students with the study of the literature of the 20th century which is marked by political tumults resulting in two devastating wars around the world. The selected literary pieces will represent the essence and the outcome of that very tumult. Alongside, they will also represent the range of movements in the fields of literature and arts contributing to the formation of modernism and postmodernism.

Course Objectives: This course intends to enable the students to

- have an overview of 20th century British and American literature in the light of the concurrent social and political conditions
- connect the themes of the literary texts to the burgeoning literary theories of the past century
- develop their understanding of the viewpoints resisting totalitarianism, imperialism, neocolonisation etc., looking at things and happenings delineated in the texts
- know the basic terms related to the study of modern literature

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Understand the basic trends in 20 th century British and American Literature
CLO2	Develop linguistic skills to evaluate the uniqueness of styles in 20 th century British and American Literature
CLO3	Explain critically, the nature and diversity of modern and postmodern literature
CLO4	Illustrate literary movements in post-war world using various media environments
CLO5	Assess the socio-cultural and ethical environment in which the 20 th century writers lived and wrote
CLO6	Develop skills for literary analysis applicable to concurrent literature

Mapping/Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5					X	X		X	
CLO6									X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight

Graham Greene : <i>The Heart of the Matter</i> William Golding : <i>Pincher Martin</i>	CLO1 and CLO2	Week 1,2,3 and Week 4 Class: 1-12 Class Test 1: From Week 1 to Week 4	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(3 sets question) and 37.50%
Doris Lessing: <i>The Grass is Singing</i> Nathaniel Hawthorne: <i>The Scarlet Letter</i>	CLO2 , CLO3 and CLO6	Week 5, 6, 7 and Week 8 Class Test 2 : From Week 5 to Week 8	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(3 sets questions) and 37.50%
Arthur Miller: <i>Death of a Salesman</i>	CLO2 and CLO3	Week 9, 10, 11 and Week 12 Class Test 3 : From Week 9 to Week 12	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
	Review Class	Week 13			

Recommended Readings

- Eagleton, T. (2008). *The English novel: An introduction*. John Wiley & Sons.
- Bloom, H. (Ed.). (1995). *Modern critical views: Toni Morrison*. Chelsea House Publishers.
- Williams, R. (1989). *Resources of hope: Culture, democracy, socialism*. Verso Books.
- Said, E. W. (1978). *Orientalism*. Vintage.
- Butler, J. (1990). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Ngũgĩ wa Thiong'o. (1981). *Decolonising the mind: The politics of language in African literature*. James Currey Publishers.
- Gilbert, S. M., & Gubar, S. (2007). *The madwoman in the attic: The woman writer and the nineteenth-century literary imagination*. Yale University Press.
- Hall, S. (1996). "The problem of ideology—Marxism without guarantees." In D. Morley & K. H. Chen (Eds.), *Stuart Hall: Critical dialogues in cultural studies* (pp. 25-46). Routledge.
- Foucault, M. (1977). *Discipline and punish: The birth of the prison*. Vintage.
- Adorno, T. W., & Horkheimer, M. (1972). *Dialectic of enlightenment*. Verso Books.

Fourth Year First Semester

Course Code: 0311GEDU4105

Course Name: Discourse & Pragmatics

Table 42: Information in detail about **Discourse & Pragmatics**

Course No.: 0311GEDU4105	Course Title: Discourse & Pragmatics	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 1 st
Pre-requisites: Basic knowledge of Linguistics terminology	Co-requisites:	Academic Session: 2020-2021	Course Instructor:

Rationale of the Course:

The purpose of this course is to introduce learners to the use of language with pragmatic considerations at the discourse level. It will introduce students to different aspects of discourse and genre with a view to helping them to use language with pragmatic implications at the discourse level. It introduces the main and most widely used approaches to discourse analysis. It aims to develop learners' critical thinking about how discourses are used in context and how they reflect and shape our world.

Course Objectives: This course aims to:

- introduce discourse analysis as a method of text analysis and a research enquiry in language teaching and other contexts relevant to Applied and Socio-Linguistics
- familiarize learners with practical applications of discourse analysis techniques to real world situations
- to acquaint students with a wide variety of discourses
- to introduce learners to practical applications of critical discourse analysis techniques to real world discourses

Course Learning Outcomes (CLOs):

Upon completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Define intended meaning in language use and create a knowledge base on discourse and discourse analysis
CLO2	Explain that utterances may have different meanings than their surface meanings in context.
CLO3	Describe and explain the ways of discourse and text analysis within the framework of Pragmatics.
CLO4	Define the concepts of Pragmatics, Sociopragmatics, Sociolinguistics, Discourse Analysis and Semantics using various media environments
CLO5	Explain and determine how the context attaches meaning to utterances by gathering data through individual and group observation.
CLO6	Generate examples from daily life for Pragmatics, Discourse Analysis and Sociopragmatics to understand their social and ethical values

Mapping/Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X			X				
CLO3			X						
CLO4				X		X			
CLO5							X		
CL06								X	X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching Learning Strategies	Assessment Techniques of each topic	Course Weight
A. Discourse Text, Discourse and Context; Speech and Writing;	CLO1 and CLO2	Week 1 Class: 1-3	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set question) and 12.50%
Conversation and Register; Conversational Analysis and Pragmatics;	CLO1 CLO3 and CLO6	Week 2 and Week 3 Class: 4-9	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
Genre and Text Structure; Text Structure and Cohesion;	CLO4 and CLO6	Week 4 and Week 5 Class: 10-15 Class Test 1 : From Week 1, to Week 5	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
Conceptual Meaning; Interpersonal Meaning; Politeness; Pragmatic Interpretation of Discourse	CLO 5	Week 6 and Week 7 Class: 16-21	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%

B. Pragmatics Historical preamble; Semantics and pragmatics; Theory of Speech Acts; A set of postulates Semantic representation and pragmatic representation: Rules and Principles; Convention and Motivation etc.	CLO4 and CLO5	Week 8 and Week 9 Class: 22-27 Class Test 2 : From Week 5 to Week 8	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
Formalism and functionalism; Formal and functional explanations: Biological, Psychological, and social varieties of functionalism etc.	CLO 4	Week 10 and Week 11 Class: 28-33	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
The interpersonal role of the Cooperative Principle; The Cooperative Principle (CP) and the Politeness Principle (PP); Grice's Maxims	CLO4 CLO5 and CLO6	Week 12 Class: 34-36 Class Test 3: From Week 9 to Week 11	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
	Review Class	Week 13			

Recommended Readings

- Bell, A and Garrett, P. (eds). (1998). *Approaches to Media Discourse*. Willey-Blackwell.
- Brown, G. and G. Yule. (1983). *Discourse Analysis*. Cambridge University Press..
- Cook, G. (1992). *The Discourse of Advertising*. Routledge.
- Coulthard, M. (1985). *An Introduction to Discourse Analysis*. Routledge.
- Halliday, M.A.K. (1989). *Spoken and Written Language*. Oxford University Press.
- . And R. Hasan. (1985) *Language, Context and Text*. Deakin UNIVERSITY PRESS.
- Hoey, M..(2001). *Textual Interaction: An Introduction to Written Discourse Analysis*. Routledge.
- Fairclough, N. (2010). *Critical Discourse Analysis*. Routledge.
- Thomas, J. (1995). *Meaning in Interaction*. Longman
- Leech, G. (1983). *Principles of Pragmatics*. Routledge.
- Bach, K. and R. M. Harnish. (1982). *Linguistic Communication and Speech Acts*. MIT Press.

Fourth Year First Semester

Course Code: 0232ENG4107

Course Name: 20th Century Literary Theory

Table 43: Information in detail about **20th Century Literary Theory**

Course No.:	Course Title:	Course Type :	Course Credit :
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0232ENG4107	20th Century Literary Theory	Theoretical	3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 1 st
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: To be appointed by the academic committee

Rationale of the Course:

This course has been designed to introduce the students to key literary theories, their major concepts and basic jargon. The intention is that students are initiated into the process of understanding the usage of these elements in their assignments and discourses. It also generates critical thinking that integrates the readers, texts and contexts in all their interactive paradigms.

Course Objectives: This course aims to:

- introduce the students to the history and evolution of literary theory
- enable them to develop a deeper understanding how different theories may be blended to create different theoretical frameworks for analyzing different texts
- be able to offer critiques, not only of the literary texts, but also of the theories under discussion
- provide preliminary training to students so that they may be able to engage in independent theorizations, should they pursue higher degrees in the field

Course Learning Outcomes (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	locate the origin, development, nature and scope of literary theory
CLO2	illustrate the formalist methods adopted to analyze literature through linguistic skills
CLO3	critically explain the structure operating in literary production
CLO4	analyze the intricate formation of human psyche and its operations using various media
CLO5	trace class, ideology and culture, and perceive the difference between sex and gender
CLO6	identify discourse and learn to apply it in practical field individually and in group

Mapping/Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X	X				
CLO5						X	X		
CL06								X	X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Russian Formalism Structuralism	CLO 1 and CLO 2	Week 1 and Week 2 Class: 1-6	Lecture, discussion, demonstration, case study	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set question) and 12.50%
New Criticism Psychoanalysis	CLO 2 , CLO 3 and CLO 6	Week 3 and Week 4 Class: 7-12 Class Test 1 : From Week 1 to Week 3	Lecture, discussion, demonstration, case study	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set question) and 12.50%
Marxism	CLO 2 and CLO 3	Week 5 Class: 13-15 Class Test 2 : From Week 4 to Week 5	Lecture, discussion, demonstration, case study	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
Post-structuralism Deconstruction	CLO 2 and CLO 6	Week 6 Class: 16-18	Lecture, discussion, demonstration, case study	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set question) and 12.50%
Postmodernism New Historicism	CLO 2 and CLO 5	Week 7 and Week 8 Class: 19-24	Lecture, discussion, demonstration, case study	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%

Feminism Eco-feminism	CLO 2 and CLO 5	Week 9 and Week 10 Class: 25-30 Class Test 3 : From Week 7 to Week 9	Lecture, discussion, demonstration, case study	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
Postcolonialism Orientalism	CLO 2 and CLO 5	Week 11 Class: 31-33	Lecture, discussion, demonstration, case study	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set question) and 12.50%
Ecocriticism Subaltern Studies	CLO 2, CLO 3 and CLO 6	Week 12 Class: 34-36 Class Test 4 : From Week 10 to Week 12	Lecture, discussion, demonstration, case study	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%
	Review Class	Week 13			

Recommended Readings

- Ashcroft, B., et al ed.. (1995). *The Postcolonial Studies Reader*. Routledge.
- . (1998). *Key Concepts in Postcolonial Studies*. Routledge.
- Beauvoir, S. (1949). *The Second Sex*. Trans. C. Borde & S. M. Chevallier. Random House.
- Bloom, H. et al. (2004). *Deconstruction and Criticism*. Continuum.
- Bhabha, H. K. (1994). *The Location of Culture*. Routledge.
- Barthes, R. (1977). *Image-Music-Text*. Hill and Wang.
- Butler, J. (1999). *Gender trouble: Feminism and the subversion of identity*. Routledge.
- Derrida, J. (1982). *Margins of philosophy*. University of Chicago P.
- Eagleton, T. (1996). *Literary theory: An introduction*. University of Minnesota Press.
- Fish, S. (1980). *Is there a text in this class? The authority of interpretive communities*. Harvard University Press.
- Foucault, M. (1977). *Discipline and punish: The birth of the prison*. Vintage.
- Freud, S. (1991). *The interpretation of dreams*. Basic Books.
- Kristeva, J. (1982). *Powers of horror: An essay on abjection*. Columbia University Press.
- Lacan, J. (2006). *Écrits: The first complete edition in English*. W. W. Norton & Company.
- Spivak, G. C. (1988). "Can the subaltern speak?" In C. Nelson & L. Grossberg (Eds.), *Marxism and the Interpretation of Culture* (pp. 271-313). University of Illinois Press.

Fourth Year First Semester

Course Code: 0232ENG4109

Course Name: Afro-Caribbean Literature

Table 44: Information in detail about Afro-Caribbean Literature

Course No.: 0232ENG4109	Course Title: Afro-Caribbean Literature	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 1 st
Pre-requisites: Basic knowledge of African and Caribbean history and culture	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be appointed by the academic committee

Rationale of the Course

This course offers the study of representative poetical, dramatic and fictional writings in English that flourished in Africa and in the Caribbean archipelago in relation to their politico-historical background. The issues of colonial encounter, migration, identity crisis, cultural hybridity and others predominantly significant in the postcolonial literary discourse may be explored in the selected texts along with their general literary worth.

Course Objectives

The course aims at giving the students an understanding and appreciation of—

- the literature and culture of African-Caribbean and African people through the study of selected works of the most representative authors of the Black Diaspora literature.
- The literature of the early encounter of the African people with the West
- the literature of black people's struggle against slavery
- colonialism and racism
- black cultural identity
- black people's concerns in today's global community
- the search for black literary aesthetics

Course Learning Outcomes (CLOs)

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Understand, identify, and analyze different definitions of African and Caribbean identity and culture.
CLO2	Understand Caribbean history, culture, and identities and how they are represented in literary canons using academic texts, cultural texts, and other sources.
CLO3	Analyze, compare, contrast themes and arguments across readings in different historical contexts and genres.
CLO4	Distinguish the strengths, weaknesses, and point of view in sources and texts of the course.
CLO5	Identify the main argument and focus of an author in relation to the Afro-Caribbean socio-cultural condition
CLO6	Develop writing skills by blogging and writing assignment papers.
CLO7	Develop critical thinking, close reading and critical writing skills.

Mapping/Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
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CLO1	X								
CLO2						X		X	
CLO3			X						
CLO4				X					
CLO5					X				
CLO6							X		
CLO7			X						X

Course Content:

Course Content	Alignmen t of topic of the courses with CLOs	Class Schedule/L esson Plan/ Weekly Plan	Teaching- Learning Strategies	Assessment Techniques of each topic	Course Weight
A Historical overview of Afro-Caribbean identity, culture and literature	CLO1	Week 1 and Week 2 Class: 1-6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set question) and 12.50%
Chinua Achebe : <i>Things Fall Apart</i>	CLO2 CLO3 and CLO4	Week 3 and Week 4 Class: 7-12 Class Test 1 : From Week 1 to Week 3	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
Wole Soyinka : <i>The Lion and the Jewel</i>	CLO4 and CLO5	Week 5 and Week 6 Class: 13- 18 Class Test 2 : From Week 4 to Week 6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
V.S. Naipaul : <i>A House for Mr. Biswas</i>	CLO2 CLO3 and CLO4	Week 7, 8, 9 and Week 10 Class: 19- 30 Class Test 3 : From Week 7 to Week 9	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 set question) and 25.00%

Derek Walcott : Selected Poems	CLO5 and CLO6	Week 11 and Week 12 Class: 31- 26 Class Test 4 : From Week 10 to Week 12	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
	Review Class	Week 13			

Recommended Readings

- Basu, T.(ed). (2003). *Chinua Achebe, Things Fall Apart: A Worldview Critical Companion*.
- Brathwaite, K. (1984). *The history of the voice: The development of nation language in Anglophone Caribbean poetry*. New Beacon Books.
- Carby, H. V. (1999). *Cultures in Babylon: Black Britain and African America*. Verso Books.
- Gilroy, P. (1993). *The black Atlantic: Modernity and double consciousness*. Harvard UNIVERSITY PRESS.
- Glissant, É. (1997). *Poetics of relation*. University of Michigan P.
- James, C. L. R. (2001). *The black Jacobins: Toussaint L'Ouverture and the San Domingo revolution*. Vintage.
- Khayoom, S.A. (1999). *Chinua Achebe A Study of His Novels*. Prestige.
- Kincaid, J. (1988). *A small place*. Farrar, Straus and Giroux.
- Kumar, A. (2002). *The Human and The Pity, Essays on V.S. Naipaul*
- Morrison, T. (1992). *Playing in the dark: Whiteness and the literary imagination*. Harvard UNIVERSITY PRESS.
- Naipaul, V. S. (1962). *The mimic men*. André Deutsch.
- Nichols, G. (1989). *The making of the black working class in Britain*. Gower.
- Ramadevi,N. (1996). *The Novels of V.S. Naipaul. Quest for Order and Identity*. Prestige Senior, O. (1995). *Writing across worlds: Contemporary writers talk*. Routledge.

Fourth Year First Semester

Course Code: 0232ENG4111

Course Name: Second Language Acquisition

Table 45: Information in detail about **Second Language Acquisition**

Course No.: 0232ENG4111	Course Title: Second Language Acquisition	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 1 st
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: To be appointed by the academic

			committee
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Rationale of the Course:

This course provides an introduction to the field of second language acquisition (SLA). This course will cover issues, and problems in current SLA research and theory; background on the historical development of the field; analysis of learner data; and reading research articles in SLA. In addition, students will be asked to identify their own theory of SLA and to write papers following the accepted conventions of Applied Linguistics.

Course Objectives: The students undertaking the course are expected—

- to understand the issues and problems in current SLA research and theory
- to understand how the field of SLA has developed historically, as well as current research trends
- to be able to analyze second language learner data from multiple perspectives
- to understand the terminology and important figures, and important studies in SLA
- to understand the connection between SLA theories/research and teaching/other-language related activities
- to develop your own theory of SLA (or identify the kind of theory you most identify with)
- to understand basic ideas of SLA research articles
- to write following conventions used in Applied Linguistics

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

CLO1	identify major issues in current SLA research and theory
CLO2	discuss problems and challenges in current research and theory in oral and written forms
CLO3	analyse how the field developed historically, including major trends in research/theories, major figures
CLO4	summarize the important studies and basic ideas of SLA research using library and internet sources
CLO5	formulate questions about aspects of SLA research to understand its social significance
CLO6	analyze second language learner data from multiple perspectives
CLO7	articulate their own stand on theories of SLA and describe the principles that will inform their future work in the field
CLO8	write coherent papers on the above topics using the conventions of Applied Linguistics

Mapping/Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5					X				
CL06						X			
CLO7								X	X
CLO8							X		

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Defining of SLA The role of the native language: An historical overview	CLO1 CLO2 and CLO3	Week 1 and Week 2 Class: 1-6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set question) and 12.50%
Child language acquisition: First and second Revised perspectives on the role of previously known languages SLA and linguistics Universal Grammar	CLO3 and CLO5	Week 3 and Week 4 Class: 7-12 Class Test 1 : From Week 1 to Week 3	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
Looking at interlanguage processes: Knowledge representations The Competition Model Interlanguage variation Communication strategies Interlanguage pragmatics	CLO2 CLO3 and CLO4	Week 5 and Week 6 Class; 13-18 Class Test 2 : From Week 4 to Week 6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
Input, interaction, and output Foreigner talk Negotiation of meaning Dialogue as mediation and learning Co-construction	CLO5 and CLO6	Week 7 to Week 10 Class: 19-30 Class Test 3 : From Week 7 to Week 9	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
Instructed second language learning Focus on Form Individual differences in SLA: (1) Aptitude (2) Motivation The L2 lexicon	CLO4 and CLO5	Week 11 and Week 12 Class: 31-36 Class Test 4 : From Week 10 to Week 12	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(2 set question) and 25.00%
	Review	Week 13			

	Class				
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Recommended readings

Ellis, R. (1986). *Understanding Second Language Acquisition*. Oxford University Press.
 ---. (1990). *Instructed Second Language Acquisition*. Oxford University Press.
 ---. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
 McLaughlin, B. (1987). *Theories of Second Language Learning*. Edward Arnold.
 Skehan, P. (1989). *Individual Differences in Second Language Learning*. Edward Arnold.
 Brown, H. D. (2000). *Principles of Language Learning and Teaching*. Longman.
 Carter, R. and D. Nunan. (2001). *Teaching English to Speakers of Other Languages*. Cambridge University Press..

Fourth Year Second Semester

Course Code: 0232ENG4201

Course Name: Translation Work and Translation Studies

Table 46: Information in Detail about **Translation Work and Translation Studies**

Course No.: 0232ENG4201	Course Title: Translation Work and Translation Studies	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 2 nd
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: To be appointed by the academic committee

Rationale of the Course: This course has been designed to introduce students to the study and practice of translation in English. It intends to familiarize students with the formal elements of translation. It also helps students study translations from different perspectives, ranging from Bangla to English and English to Bangla. The students are expected to learn the ways translation is formed and to write effective papers to analyze various features translation.

Course Objectives:

After successful completion of the course, a student would be able to—

- demonstrate how analysis of translation plays a role in understanding, studying and practicing translation
- identify and discuss the key theoretical and practical concepts in translation
- define translation practice and translation study, its linguistic features, etc.

Course Learning Outcome (CLO):

After completion of this course students will be able to:

CLO1	Learn about the salient features of translation and its classification
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CLO2	Acquire and impart information about different historical, ethical and aesthetic movements and their precursors regarding the study and practice of translation.
CLO3	Critically analyse different categories and their components of translation practice.
CLO4	Translate sentences and passages from Bangla to English and English to Bangla using different media
CLO5	Apply devices of language in original pieces through individual and group effort.
CLO6	Learn how to connect the issues addressed in translation to different aspects of life and society.

Mapping/Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X			X				
CLO3			X						
CLO4				X					
CLO5						X	X		
CLO6								X	X

Course Content:

Course Content	Alignment of course topics with CLOs	Class Schedule/ Lesson Plan /Weekly Plan	Teaching Learning Strategies	Assessment Techniques of each topic	Course Weight
Translation, Scope and Significance	CLO1 and CLO2	Week 1 and Week 2 Class: 1-6	Lecture, Discussion and Debate	Spot Tests, Active Class Participation, Semester Final Exam	(1 set of question) and 12.5%
Translation, Language and Culture	CLO3	Week 3 Class: 7-9	Lecturing and Discussion	Quiz, Spot Tests, Active Class Participation, Semester Final Exam	(1 set of question) and 12.5%
Translation and literature	CLO1 and CLO6	Week 4 and Week 5 Class: 10-15	Lecture, Discussion and Debate	Demonstration, Spot Tests, Active Class Participation, Semester Final Exam	(2 set question) and 25%
History of translation	CLO1 CLO4 and CLO6	Week 6 and Week 7 Class: 16-21	Lecture, Presentation, Discussion and Debate	Spot Tests, Active Class Participation, Semester Final Exam	(1 set of question) and 12.5%
Translation Theory	CLO2 and CLO6	Week 8 Week 9 and Week 10 Class: 22-30	Lecture, Presentation and Discussion	Active Class Participation, Semester Final Exam	(1 set of question) 12.5%

Practical translation	CLO1 and CLO5	Week 11 and Week 12 Class: 31-36	Lecture, Presentation and Discussion	Active Class Participation, Semester Final Exam	(2 sets of question) 25%
	Review Class	Week 13			

Recommended Readings

- Giffin, K. et al. (1976). *Fundamentals of Interpersonal communications*. Harper and Row,
Hockett, C.F. (1958). *A Course in Modern Linguistics*. Macmillan.
Lefevere, A. ed. (1992). *Translation/History/Culture: A Sourcebook*. Routledge.
Munday, J. (2016). *Introducing Translation Studies: Theories and Applications*. (4th ed.). Routledge.
Nida, Eugene A. (1975). *Language structure and Translation*. Stanford UNIVERSITY PRESS.
Venuti, L. (2000). *The Translation Studies Reader*. Routledge.

Fourth Year Second Semester

Course Code: 0232ENG4203

Course Name: Creative Ability and Creative Writing

Table 47: Information in detail about **Creative Ability and Creative Writing**

Course No.: 0232ENG4203	Course Title: Creative Ability and Creative Writing	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 2 nd
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be appointed by the academic committee

Rationale of the Course: This course has been designed to introduce students to the study of creative ability and creative writing in English. It intends to familiarize students with the formal elements of creative Writing using the learners' creative ability. It also helps students study selected writings of different genres and forms, ranging from poetry, essays, articles, criticisms, fiction and non-fiction, theories, etc. to connect the ability of the students with their creative faculty. The students are expected to learn the ways creative writing is formed and to write effective papers to analyze the style, structure, theme, and other features of a selected writing.

Course Objectives: After successful completion of the course, a student would be able to—

- demonstrate how analysis of creative writing plays a role in understanding of writing of a particular type
- identify and discuss the key theoretical concepts in creative writing
- define creative writing, creative ability, language devices, etc.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcomes (CLO)
CLO1	Learn about the genre of creative ability and creative writing and its classification.
CLO2	Acquire information about different historical, literary, ethical and aesthetic movements and their precursors associated with creative ability and creative writing.
CLO3	Critically analyse different categories and their components of creative writing.
CLO4	Create writings for presentation and demonstration with and without ICT and multimedia environment.
CLO5	Apply creative devices and language in original pieces through individual and group effort.
CLO6	Learn how to connect the issues addressed in creative writing to different aspects of life and society.

Mapping/Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5					X		X		
CLO6						X		X	X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Creative Ability Verbal Reasoning, Abstract Reasoning, Space Relations, Numerical Ability, Spelling and Language,. Mechanical Reasoning etc.	CLO1 and CLO2	Week 1 and Week 2 Class: 1-6	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam.	(1 set question) and 12.50%
Creative Writing: Exploring the forms and techniques of published works	CLO2 CLO4 and CLO5	Week 3 and week 4 Class: 7-12 Class Test 1 : From Week 1 to week 2	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(2 set question) and 25.00%
Creative Writing: Applying the studied techniques in specific forms Creation of original poetry	CLO2 CLO4 and CLO5	Week 5 Class: 13-15 Class Test 2 : From Week 3 to week 4	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set question) and 12.50%

Creative Writing: Applying the studied techniques in specific forms Creation of original poetry	CLO2 and CLO3	Week 6 and Week 7 Class: 16-21 Class Test 3 : From 5 and week 6	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
Creative Writing: Drafting of creative non-fiction essays	CLO2 and CLO3	Week 8 and week 9 Class: 22-27 Test 4 : From Week 7	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
Creative Writing: Drafting of short stories	CLO1 CLO2 and CLO3	Week 10 Class: 28-30 Test 5 : From Week 8 and Week 9	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
Creative Writing: Evaluating and critiquing of the drafts through group work Revision of the drafts based on workshop critique	CLO2 and CLO6	Week 11 and week 12 Class: 31-36 Test: 6 Week 10	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
	Review Class	Week 13			

Recommended Readings

- Bishop, W. (1999). *Colors of a Different Horse: Rethinking Creative Writing Theory and Pedagogy*. NCTE.
- Gardner, J. (1991). *The art of fiction: Notes on craft for young writers*. Vintage.
- Goldberg, N. (1986). *Writing down the bones: Freeing the writer within*. Shambhala Publications.
- Harper, G and Jeri K. eds. (2007). *Creative Writing Studies: Practice, Research and Pedagogy*. Multilingual Matters.
- King, S. (2000). *On writing: A memoir of the craft*. Scribner.
- Lamott, A. (1994). *Bird by bird: Some instructions on writing and life*. Anchor Books.
- Llosa, M. V. (1998). *The storyteller*. Faber and Faber.
- Prose, F. (2006). *Reading like a writer: A guide for people who love books and for those who want to write them*. Harper Perennial.
- Strunk Jr, W., & White, E. B. (1999). *The elements of style*. Pearson Education.
- Williams, J. (1995). *Style: Toward clarity and grace*. University of Chicago Press.

Fourth Year Second Semester

Course Code: 0232GEDU4205

Course Name: Professional Communication and Public Speaking

Table 48: Information in detail about **Professional Communication and Public Speaking**

Course No.: 0232GEDU4205	Course Title: Professional Communication and Public Speaking	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 2 nd
Pre-requisites:	Co-requires: Logical thinking	Academic Session: 2021-2022	Course Instructor: to be appointed by the academic committee

Rationale of the Course: This course has been designed to introduce students to the study of Professional Communication and Public Speaking in English. It intends to familiarize students with the formal elements of communication and public speaking for professional purposes. It also helps students study communication strategies and speaking mechanisms for professional and public interests. The students are expected to learn the ways professional communication and public speaking is formed and to practice effectively in different situations.

Course Objective:

After successful completion of the course, a student would be able to—

- demonstrate how communication and speaking strategies play significant roles in understanding professionalism and public manner.
- identify and discuss the key theoretical and practical concepts in Professional Communication and Public Speaking.
- define professionalism, public manner, communication and speaking, etc.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SL. No.	Learn about the genre of Professional Communication and Public Speaking and its classification.
CLO1	Acquire and impart information about different historical, literary, ethical and aesthetic movements and their precursors about Professional Communication and Public Speaking.
CLO2	Critically analyse different categories and their components of Communication and Public Speaking.
CLO3	Communicate and speak for professional interest.
CLO4	Apply various devices and language in original pieces through individual and group effort
CLO5	learn how to connect the issues addressed in Professional Communication and Public Speaking to life and society
CLO6	Speak and write about the characteristics of Professional Communication and Public Speaking.

Mapping/Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X	X						
CLO3									
CLO4				X			X		
CLO5					X				
CL06									X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
<p>Professional Communications</p> <ul style="list-style-type: none"> • Styles and techniques: The you-viewpoint; positive language; courtesy; five steps of planning, etc. • Letters: Components of a letter; letter formats; cover letter; types of business letter: inquiry, quotations, orders, and tenders; claim and adjustment; complaint; credit and collection; sales, etc. • Memorandum • Job application and interview: Reading adverts; drafting job application; preparing CV/Résumé; types of Interview; strategies for success in interview; assessment criteria of job interview • Meeting: Writing notices, minutes, memos, etc.; conducting a meeting; taking part in a meeting; asking for clarification; interrupting; asking for suggestions 		Week 1 Class : 1-3	Lecture, Discussion	Active class participation, Quiz, Spot Tests, Group Basis Creative Assignment and PowerPoint Presentation, Semester Final Exam.	(1 set question) and 12.50 %
<ul style="list-style-type: none"> • Report: Definition and purpose of a report; types of report; objectives of a report; format of a report; basic and subsidiary parts of a report; elements of a long formal report; abstract and executive summary; discussion of findings and analyses 		Week 2 CLASS:4-6 Class Test: 1 from week1 and week 2 will be held at Class: 6	Lecture, discussion ,	Active class participation, Quiz, Spot Tests, Group Basis Creative Assignment and PowerPoint Presentation, Semester Final Exam.	(1 set question) and 12.50 %
<ul style="list-style-type: none"> • Proposal: Purposes of writing proposal; classification; planning; preparing a proposal; finishing touches; reading effective proposals 		Week 3 Class : 7-9	Lecture, discussion ,	Active class participation, Quiz, Spot Tests, Group Basis Creative Assignment and PowerPoint Presentation, Semester Final Exam.	(1 set question) and 12.50 %

<p>Public Speaking</p> <p>peaking in public</p> <p>2. Ethics and public speaking</p> <p>3. Giving first speech</p> <p>4. Quoting speeches</p>		<p>Week 4 and Week 5</p> <p>Class : 10-15</p> <p>Class Test 2 : From Week 3 to Week 5 will be held at Class : 15</p>	<p>Lecture, discussion , Examine various models linked economic history with current status domestically and internationally</p>	<p>Active class participation, Quiz, Spot Tests, Group Basis Creative Assignment and PowerPoint Presentation, Semester Final Exam.</p>	<p>(1 set question) and 12.50 %</p>
<p>5. Selecting a topic</p> <p>6. Analyzing audience</p> <p>7. Gathering materials</p> <p>8. Supporting ideas</p>		<p>Week 6 and Week 7</p> <p>Class : 16-21</p>	<p>Lecture, discussion ,</p>	<p>Active class participation, Quiz, Spot Tests, Group Basis Creative Assignment and PowerPoint Presentation, Semester Final Exam.</p>	<p>(1 set question) and 12.50 %</p>
<p>9. Organizing the body of the speech</p> <p>10. Beginning and ending the speech</p> <p>11. Outlining the speech</p> <p>12. Using visual aids</p>		<p>Week 8 and Week 9</p> <p>Class:22-27</p> <p>Class Test 3 : From Week 6 to Week 9 will be held at Class:27</p>	<p>Lecture, discussion ,</p>	<p>Active class participation, Quiz, Spot Tests, Group Basis Creative Assignment and PowerPoint Presentation, Semester Final Exam.</p>	<p>(1 set question) and 12.50 %</p>
<p>13. Language styles</p> <p>14. Analyzing famous speeches</p> <p>15. Speaking to persuade</p> <p>16. Methods of persuasion</p> <p>17. Celebratory speech</p> <p>18. Speech to commemorate</p> <p>19. Speaking challenges</p>		<p>Week 10 and Week 11</p> <p>Class:28-33</p>	<p>Lecture, discussion ,</p>	<p>Active class participation, Quiz, Spot Tests, Group Basis Creative Assignment</p>	<p>(1 set question) and 12.50 %</p>

				and PowerPoint Presentation, Semester Final Exam.	
<ul style="list-style-type: none"> • Presentation employing visual aids • Social ritual speeches: Announcement, welcome, award presentation, etc. • Speech: Informative, demonstrative, etc. 		Week 12 Class:34-36 Class Test 4 : From Week 10 to Week 12 will be held at Class:37	Lecture, discussion ,	Active class participation, Quiz, Spot Tests, Group Basis Creative Assignment and PowerPoint Presentation, Semester Final Exam.	(1 set question) and 12.50 %
	Review Class	Week 13			

Recommended Readings

Carnegie, D. (1998). *How to win friends and influence people*. Simon and Schuster.

Covey, S. R. (2013). *The 7 habits of highly effective people: Powerful lessons in personal change*. Simon and Schuster.

Duarte, N. (2010). *Resonate: Present visual stories that transform audiences*. John Wiley & Sons.

Gladwell, M. (2000). *The tipping point: How little things can make a big difference*. Little, Brown and Company.

Heath, C., & Heath, D. (2007). *Made to stick: Why some ideas survive and others die*. Random House.

Pink, D. H. (2011). *To sell is human: The surprising truth about moving others*. Riverhead Books.

Robinson, K. (2009). *The element: How finding your passion changes everything*. Penguin Books.

Simon, S. (2010). *Start with why: How great leaders inspire everyone to take action*. Portfolio.

Sinek, S. (2017). *Find your why: A practical guide for discovering purpose for you and your team*. Penguin.

Taleb, N. N. (2007). *The black swan: The impact of the highly improbable*. Random House.

Fourth Year Second Semester

Course Code: 0232ENG4207

Course Name: World Literature

Table 49: Information in detail about **World Literature**

Course No.: 0232ENG4207	Course Title: World Literature	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 2 nd

Marks			
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be appointed by the academic committee

Rationale of the Course: This course has been designed to introduce students to the study of World Literature in English. It intends to familiarize students with the knowledge of World Literature. It also helps students study selected World Literatures of different contents and forms, ranging from the east to the west as well as from the north to the south. The students are expected to learn World Literature and to write effectively to analyze the style, structure, theme, and other features of a selected piece of literature.

Course Objectives:

After successful completion of the course, a student would be able to—

- To develop an understanding of the key themes, cultural contexts, and literary techniques employed by the selected authors.
- To examine the ways in which literature reflects and challenges social and political issues in different parts of the world.
- To evaluate the similarities and differences in the literary traditions of different regions and cultures.
- To analyze the impact of colonialism, globalization, and other historical forces on the literature of the authors studied.
- To practice close reading and critical analysis of literary texts through written and oral assignments.
- To foster intercultural competence and empathy by engaging with diverse literary perspectives and worldviews.
- To explore the role of translation in bringing world literature to a wider audience and the challenges of cross-cultural communication.
- To develop skills in academic research and writing, including the use of secondary sources and proper citation practices.
- To reflect on the personal and social significance of literature and the ways in which it can enrich our understanding of the world and ourselves.
- To enhance students' appreciation of the power of literature to inspire and transform individuals and societies.

Course Learning Outcomes (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcomes (CLO)
CLO1	learn about the genre of World Literature and its classification.
CLO2	Acquire and impart information about different historical, literary, ethical and aesthetic movements and their precursors about World Literature.
CLO3	critically analyse different literary categories and their components of World Literature.
CLO4	compare and contrast World Literature for presentation using various media
CLO5	apply various literary devices and language in original pieces through individual and group effort.
CLO6	learn how to connect the issues addressed in World Literature to life and society.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5							X		

CL06					X			X	X
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Course Content:

Course Content	Alignme nt with CLOs	Time Frame	Teaching- Learning Strategies	Assessment Techniques	Course Weight
Imrul Qayes : Selected Poems		Week 1 Week 2 and Week 3 (Class Test1 From Week 1–3)	Lecture, discussion, multimedia presentation	–	(1 sets question s) and 12.5%
Yasunari Kawabata : <i>Snow Country</i>		Week 4 Week 5 and Week 6 Class Test 2: From Week 5 to Week 6	Lecture, demonstration, multimedia presentation, group discussion	Quiz, spot tests, Oral Presentatio n active class participatio n, Creative Assignment	(1 sets question s) and 12.5%
Gabriel Garcia Marquez : <i>One Hundred Years of Solitude</i>		Week 7 Week 8 and Week 9 Class Test 3: From Week 7- 9	Lecture, discussion, demonstration	Quiz, spot tests, active class participatio n, Creative Assignment	(1 sets question s) and 12.5%
Pablo Neruda: Selected Poems		Week 10 and Week 11	Lecture, discussion, demonstration, Brainstorming	Quiz, spot tests, active class participatio n, Creative Assignment	(1 sets question s) and 12.5%
Patrick White: <i>A Fringe of Leaves</i>		Week 12and Week 13 Class Test 3: From Week 10-12	Lecture, discussion, demonstration	Quiz, spot tests, active class participatio n, Creative Assignment	(1 sets question s) and 12.5%

Recommended Readings

- Arberry, A. J. (1967). *The legacy of Islam*. Oxford University Press.
 Badawi, M. M. (1973). *A critical introduction to modern Arabic poetry*. Cambridge University Press.
 Bell-Villada, G. H. (1986). *García Márquez: The man and his work*. The University of North Carolina P.
 Blachère, R. (1966). *Introduction to classical Arabic literature*. Columbia UNIVERSITY PRESS.
 Damrosch, D. (Ed.). (2008). *The Longman anthology of world literature*. Pearson Longman.

- Fein, J. (2000). *Pablo Neruda: A passion for life*. Chronicle Books.
- Ginsburg, M. (1997). *Critical companion to Gabriel García Márquez*. Facts On File.
- Higuchi, Y. (1988). *Kawabata Yasunari: The lonely elite*. Kodansha International.
- Hodge, B. (1990). *Patrick White*. Cambridge University Press.
- Inouye, C. (2006). *The simultaneous nature of narrative: Time and the psyche in modern Japanese literature*. University of Hawaii Press.
- Keene, D. (1972). *Dawn to the west: Japanese literature in the modern era*. Columbia UNIVERSITY PRESS.
- Leishman, D. (1990). *The achievement of Patrick White*. University of Georgia P.
- Marr, D. (1992). *Patrick White: A life*. Vintage.
- McMillan, P. (2004). *The aesthetics of empathy: Japan's serial literature*. University of Hawai'i P.
- Neruda, P. (2004). *Selected poems*. Houghton Mifflin Harcourt.
- Oshima, M., & Suga, H. (1982). *Kawabata: Life and letters*. Kodansha International.
- Parker, P. (1988). *The novels of Patrick White*. University of Queensland P.
- Prado, J. J. (1991). *The fragile text: A profile of Latin American poetry*. The University of Texas P.
- Qayes, I. (2018). *The ultimate irony: The depth of the emptiness*. CreateSpace.
- Rubin, J. (1972). *Modern Japanese writers*. Charles E. Tuttle Company.
- Sharrad, P. (1998). *Reading Patrick White*. Cambridge University Press.
- Skarmeta, A. (1998). *Burning Patience*. The Overlook Press.
- Toelle, H. (1986). *The early Arabic poets and their contemporaries*. Saqi Books.
- Williams, R. (2009). *Patrick White*. Manchester UNIVERSITY PRESS.

Fourth Year Second Semester

Course Code: 0232ENG4209

Course Name: Technology and TALL

Table 50: Information in detail about **Technology and TALL**

Course No.: 0232ENG4209	Course Title: Technology and TALL	Course Type : Theoretical	Course Credit : 3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester : 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 2 nd
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor: to be appointed by the academic committee

Rationale of the Course: This course has been designed to introduce students to the study of Technology and TALL in English. It intends to familiarize students with the formal elements of Technology and TALL. It also helps students study selected issues and different forms and features about Technology and TALL. The students are expected to learn the ways Technology and TALL help to write effective papers and to analyze the style, structure, theme, and other features of learning English.

Course Objectives:

After successful completion of the course, a student would be able to—

- To develop an understanding of the principles and practices of technology-assisted language learning

(TALL) and mobile-assisted language learning (MALL).

- To explore the potential benefits and challenges of integrating technology into language learning and teaching.
- To evaluate different types of technology tools and resources for language learning, such as language learning apps, online platforms, and multimedia materials.
- To develop practical skills in using technology for language learning and teaching, including designing and implementing digital tasks and activities.
- To examine the impact of technology on different aspects of language learning, such as motivation, autonomy, and intercultural competence.
- To analyze the role of technology in promoting social justice and equitable access to language learning opportunities.
- To evaluate the ethical considerations and potential risks associated with using technology in language learning and teaching.
- To develop critical thinking and problem-solving skills in relation to technology integration in language learning and teaching.
- To reflect on the implications of technology for the future of language learning and teaching and the changing nature of language proficiency.
- To enhance students' ability to communicate effectively and confidently in a technology-mediated environment.

Course Learning Outcomes (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Learn about the features of Technology and TALL and its classification.
CLO2	Acquire and impart information about different historical, literary, ethical and aesthetic movements and their precursors about Technology and TALL.
CLO3	Critically analyse different categories and their components of Technology and TALL.
CLO4	Use Technology for presentation with ICT and multimedia environment.
CLO5	Apply technological devices and language in original pieces through individual and group effort
CLO6	Learn how to connect the issues addressed in Technology to life and society.
CLO7	Speak and write about the proper application of Technology intending to learn English.

Mapping/Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5					X		X		
CLO6									
CLO7								X	X

Course Content:

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Introduction to Computer: Provides a general understanding of computer applications and		Week 1	Lecture, discussion, demonstra	Quiz, spot tests, active class	(1 set question) and

functions of the components of a computer system. Topics include components of computer systems; concepts of software; introduction to operating systems; history of computer languages; programming fundamentals; basics such as constant, variables, data type, operators and expressions, pointer; concepts of database; internet technology and World Wide Web; an overview of the use of computer technology and ICT in education.			tion	participation, Semester Final Exam. Creative Assignment	12.50%
CALL (Computer Assisted Language Learning) <ul style="list-style-type: none"> • What is CALL? • Types of CALL Programs • Types of CALL Activities • History 		Week 2 and Week 3	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam. Creative Assignment	(1 set of questions) and 12.50%
<ul style="list-style-type: none"> • Roles of the Computer in Language Learning English • The Development of CALL • How Computers are used in the Language class 		Week 4 Class Test 1 : From Week 1, to Week 2	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
<ul style="list-style-type: none"> • Principles of Using CALL Programs in Language Learning and Teaching 		Week 5 and Week 6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50
<ul style="list-style-type: none"> • CALL Applications (Selected) • CALL Resources 		Week 7 and Week 8 Class Test 2 : From Week 3 to Week 6	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
MALL (Mobile Assisted Language Learning) <ul style="list-style-type: none"> • Introduction to MALL • History • Present State of MALL 		Week 9 and Week 10	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative	(1 set of questions) and 12.50%

				Assignment	
<ul style="list-style-type: none"> • MALL Applications • References • Technology in Teaching and Learning English Literature 	CLO4	Week 11	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
<ul style="list-style-type: none"> • Preparing and Collecting Course Material • Presentation • Online Resources 	CLO2	Week 12 Class Test 3 : From Week 7 to Week 11	Lecture, discussion, demonstration	Quiz, spot tests, active class participation, Semester Final Exam., Creative Assignment	(1 set of questions) and 12.50%
	Review Class	Week 13			

Recommended Readings:

- Chapelle, C. A. (2015). *The handbook of technology and second language teaching and learning*. Wiley-Blackwell.
- Godwin-Jones, R. (Ed.). (2018). *The Routledge handbook of language learning and technology*. Routledge.
- Gruba, P. and D. Hinkelman.(2012). *Blending technologies in second language classrooms*. Palgrave Macmillan.
- Hockly, N., & Dudeney, G. (2013). *Learning English as a foreign language for dummies*. John Wiley & Sons.
- Hubbard, P., & Levy, M. (2016). *Teacher education and professional development in TESOL: Global perspectives*. Routledge.
- Kessler, G. (Ed.). (2012). *Technology for language learning*. American Association of University Supervisors and Coordinators.
- Levy, M. (2016). *Computer-assisted language learning*. Routledge.
- Reinders, H., & Lewis, M. (2017). *Mixed reality and gamification for language learning: Inspiration and insights*. Routledge.
- Stanley, G., (2013). *Language learning with technology: Ideas for integrating technology in the classroom*. Cambridge University Press.
- Stockwell, G. (2013). *Computer-assisted language learning: Diversity in research and practice*. Cambridge University Press.
- Walker, A. and G. White. (2013). *Technology enhanced language learning: Connecting theory and practice*. Oxford University Press.
- Warschauer, M., & Kern, R. (Eds.). (2017). *Network-based language teaching: Concepts and practice*. Cambridge University Press.

Fourth Year Second Semester

Course Code: 0232CAPST4211

Course Name: Research Methodology & Research Project

Table 51: Information in detail about Research Methodology & Research Project

Course No.: 0232 CAPST4211	Course Title: Research Methodology & Research Project	Course Type : Theoretical + research project	Course Credit : 3.00
Total Class weeks in a semester :13 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 03	One (1) credit = fifteen (15) class hours
Contact Hours: 03 Hours per week	Total Credit Hours: Class Hours (39)+ Tutorial/ Class Test (2) + Exam.(04)=45 Hrs.	Total Marks: 100	
Continuous Internal Evaluation (CIS) = 30 Marks	Semester End Examination (SEE) = 70 Marks	Year: 4 th	Semester: 2 nd
Pre-requisites:	Co-requisites:	Academic Session: 2021-2022	Course Instructor:

Rationale of the Course: This course has been designed to introduce students to the study of Research Methodology & Research Project in English. It intends to familiarize students with the formal elements of Research Methodology & Research Project. It also helps students study different genres and forms about Research Methodology & Research Project. The students are expected to learn the ways Research Project is formed depending on Research Methodology and to write effective papers to analyze the style, structure, theme, and other features of Research Methodology & Research Project.

Course Objective:

The course intends to enable students to—

- To develop an understanding of the principles and practices of research methodology in the social sciences and humanities.
- To explore different types of research designs and methodologies, such as quantitative, qualitative, and mixed-methods approaches.
- To develop practical skills in conducting literature reviews, formulating research questions, and designing research projects.
- To analyze the ethical considerations and potential risks associated with research projects and develop strategies for addressing them.
- To evaluate different types of data collection and analysis methods, such as surveys, interviews, focus groups, and content analysis.
- To develop critical thinking and problem-solving skills in relation to research design, data collection, and analysis.
- To practice effective academic writing and communication skills, including proper citation practices and reporting research findings.
- To reflect on the implications of research for social and cultural change and the importance of research for addressing real-world problems.
- To enhance students' ability to work collaboratively and communicate effectively in a research team setting.
- To develop skills in presenting and defending research projects to academic and non-academic audiences.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
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CLO1	learn about the genre of Research Methodology & Research Project and its classification.
CLO2	acquire information about different historical, literary, ethical and aesthetic movements and their precursors on Research Methodology & Research Project.
CLO3	critically analyse different categories and their components of Research Methodology & Research Project
CLO4	prepare Research Project for presentation with and without ICT and multimedia environment.
CLO5	apply methodological devices and language in original pieces through individual and group effort.
CLO6	learn how to connect the issues addressed in Research Methodology & Research Project to life and society.

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X							
CLO3			X						
CLO4				X					
CLO5							X		
CL06					X				X

Course Content:

The course has the form of an individual small-scale research project. It focuses critical content analysis and practical linguistic study. The student, under guidance of an advisor, identifies and designs a research protocol and finalizes their project proposal. The concerned examination committee in consultation with supervisors will monitor and coordinate the total process. Prior to the beginning of project activities there should be class activities on the following topics:

1. Introduction to research methodology and its significance in social sciences and humanities.
2. Philosophical and theoretical foundations of research methodology.
3. Different types of research designs and methodologies.
4. Formulating research questions and hypotheses.
5. Conducting literature reviews and developing conceptual frameworks.
6. Sampling techniques and sample size determination.
7. Data collection methods, such as surveys, interviews, and focus groups.
8. Data analysis methods, such as descriptive statistics, inferential statistics, and content analysis.
9. Ethical considerations in research and human subjects protection.
10. Research project design and development, including grant proposals and budgeting.
11. Academic writing and reporting research findings, including proper citation practices.
12. Presenting and defending research projects to academic and non-academic audiences.
13. Collaborative research and team management.
14. The role of research in social and cultural change.

Project Procedure

The procedure of the project involves the following stages:

- Research topic selection
- Literature review
- Research question selection
- Questionnaire preparation/choosing method(s)
- Data collection
- Data analysis
- Report writing and submission

➤ Presentation/Defense

Instruction

The students must contact supervisor to get approval at every stage. The concerned examination committee will declare the deadlines of various tasks like proposal submission, report submission, presentation and so on.

Assessment

The evaluation process of the course will be determined by the department in consistent with the existing rules and regulations of Islamic University. In general, reporting evaluation (by supervisor and external) will carry out 70 percent weight and final presentation will carry 30 percent weight.

Textbooks

Alasuutari, P. (1995). *Researching Culture: Qualitative Method and Cultural Studies*. Sage Publishers.
 Correa, D. S. and W. R. Owens. (2009). *The Handbook to Literary Research*. Routledge.
 Drisko, J. W. Maschi, T. (2016). *Content Analysis*. Oxford UNIVERSITY PRESS.
 Eliot, S. and W. R. Owens. (eds.).(2010). *A Handbook of Literary Research*. 2nd edition. The Open University.
 Gray, A. (2003). *Research Practice for Cultural Studies: Ethnographic Method and Lived Cultures*. Sage Publishers.
 Griffin, G. (Ed.). (2007). *Research Methods for English Studies*. Rawat Publications.
 Johnson, K. (2008). *Quantitative Methods in Linguistics*. Blackwell.
 Kothari, C R. (2008). *Research Methodology: Methods & Techniques*. 4th Multi-color edition. New Age International.
 Lenburg, J. (2007). *Guide to Research*. New Delhi: Viva Books.
 Modern Language Association of America. (2009). *MLA Handbook for Writers of Research papers*
 Modern Language Association of America. (2008). *MLA Style Manual and Guide to Scholarly Publishing*.
 Nagy, S. and Hesse-Biber. (2010). *Mixed Methods Research: Merging Theory with Practice*. Guilford.
 Pickering, Michael (Ed.). (2008). *Research Methods for Cultural Studies*. Edinburgh University Press.
 Sarker, P. and M. S. Rahman. (2019). *Practicum in Social Work and Social Development: Practice Learning Process*. Center for research and Knowledge & Human Resource Development, Royal University of Dhaka.
 Saukko, P. (2003). *Doing Research in Cultural Studies: An Introduction to Classical and New Methodological Approaches*. Sage.
 Sinha, M. P. (2018). *Research Methods in English*. Atlantic.
 Turabian K. L. (2013). *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 8th edition. University of Chicago P.
 Yin, R. K. (2016). *Qualitative Research from Start to Finish*. Guilford.

Fourth Year Second Semester

Course No.:0232SESS4213

Course Title : VIVA-VOCE 4

Table 52: Information in Detail about VIVA-VOCE 4

Course No. : 0232SESS4213	Course Title : VIVA-VOCE 4	Course Type : Sessional	Course Credit : Non-Credit
Total Class weeks in a semester : 5 Weeks	Duration of Each semester: 19 Weeks	Credit Values: 1	One (1) credit = thirteen (15) class hours

Contact Hours: 01 Hours per week	Total Credit Hours: Class Hours (5) + Exam.(10)=15 Hrs.	Total Marks: 50	
Continuous Internal Evaluation (CIS) = 0 Marks	Semester End Examination (SEE) = 50 Marks	Year : 1 st	Semester : 2 nd
Pre-requisites : Not Applicable	Co-requisites : Not Applicable	Academic Session: 2021-2022	Course Instructor: Examination Committee

Course Objectives:

This course is designed to help the students become adept in oral communication, oration and precise representation of the total learning contents and materials that they have addressed in the two semesters of 4th year.

Course Learning Outcome (CLO):

At the completion of this course students will be able to:

SN	Course Learning Outcome (CLO)
CLO1	Learn techniques of oral presentation
CLO2	Learn how to understand oral questions and pinpoint the answers
CLO3	Summarise and paraphrase contents of 4th Year courses and deliver orally
CLO4	Devise arguments to support claim statements or refute them
CLO5	Use the power of oration in socio-cultural circumstances
CLO6	Use the power of oration to convey the values learned from the 4th Year courses for continuation of lifelong learning

Mapping/ Alignment of CLOs with Program Learning Outcomes (PLO):

CLO	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8	PLO9
CLO1	X								
CLO2		X						X	
CLO3			X						
CLO4				X					
CLO5					X				
CLO6						X	X		X

Course Content	Alignment of topic of the courses with CLOs	Class Schedule/ Lesson Plan/ Weekly Plan	Teaching-Learning Strategies	Assessment Techniques of each topic	Course Weight
Oral presentation: <ul style="list-style-type: none"> Approaches and techniques Understanding questions Answering questions 	CLO1, CLO2 and CLO3 and CLO4	Week 1 to Week 3	Lecture, discussion,	Quiz, spot tests, active class participation, Semester Final Exam.	
<ul style="list-style-type: none"> Preparing oral presentations Impromptu speeches Mock viva 	CLO5 and CLO6	Week 3 to Week 6	Lecture, discussion,	Quiz, spot tests, active class participation	

				Semester Final Exam.	
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Part D

GRADING AND EVALUATION

ASSESSMENT PATTERN:

CIE- Continuous Internal Evaluation (30 Marks) [According to Bloom's Taxonomy]

Bloom's Category Marks (out of 30)	Class Tests (10)	Quizzes (05)	Assignments (05)	Class Attendance 10
Remember		05		
Understand				
Apply	05			
Analyze	05			
Evaluate				10
Create			05	
Total	10	05	05	10

Semester End Examination (70 Marks) [According to Bloom's Taxonomy]

Bloom's Category Marks (out of 50)	Each Question According to Bloom's Taxonomy (%)
Remember	15%
Understand	15%
Apply	20%
Analyze	20%
Evaluate	15%
Create	15%
Total	100%

Evaluation:

Performance of students in a course will be evaluated as follows:

Nature of Examination	Marks
Internal Evaluation: Three Tutorial / In-course test/Class Performance/Participation/ Quiz/ Assignment/Class test without notice/ : 4x5 = 20 Class Attendance = 10	30
Semester-end Final Examination	70
Total	100

The marks for internal evaluation shall be given on the basis of 4 in-course tests/tutorial and class attendance during the semester. The marks for class attendance will be as follows:

Attendance:	Marks
90% and above	10
80% to 89%	8

70% to 79%	6
60% to 69%	4
Less than 60%	2
Less than 50%	0

A student will not be allowed to appear at the examination of a course if his/her class attendance in that course is less than 50%.

There will be a semester-end final examination. The duration of the semester-end final examination of each course shall be of 4 (four) hours. A student shall answer 5 questions out of minimum 8 and each question will carry 14 marks.

Total marks of a student in each course (final marks plus internal evaluation) and in the viva-voce examinations should be rounded University Press.

Viva-voce course will be taken once in the end each academic year. Viva-voce course will be conducted and evaluated by the examination committee of the respective year. A student must appear at Viva-voce course final examination. There is no opportunity to improvement/retake examination in Viva-voce course.

Total marks obtained in each course and Viva-Voce Examination shall be converted into LG (Letter Grade) and GP (Grade Point) as under:

Numerical Grade	Letter Grade	Grade Point	Interpretation
80% and above	A+ (A plus)	4.00	Outstanding
75% to less than 80%	A (A regular)	3.75	Excellent
70% to less than 75%	A- (A minus)	3.50	Very Good
65% to less than 70%	B+ (B plus)	3.25	Good
60% to less than 65%	B (B regular)	3.00	Satisfactory
55% to less than 60%	B- (B minus)	2.75	Below Satisfactory
50% to less than 55%	C+ (C plus)	2.50	Average
45% to less than 50%	C (C regular)	2.25	Below Average
40% to less than 45%	D	2.00	Poor
less than 40%	F	0	Fail

A student securing less than Letter Grade C+ (GP 2.5) in viva-voce examination shall have no credit i.e., this marks will not be counted while determining his/her results.

A student who is sick during examination may able to appear at the examination in separate seat by the recommendation of both of Chief medical officer of the University and the Chairman of the Department, to the Controller of Examination and the approval of the Vice-Chancellor.

The Controller of Examinations shall be responsible for safe custody of answer scripts that will be distributed to the 1st and 2nd examiners along with the necessary (questions, top sheet, detailed & integrated blank mark sheet, envelops, etc.) papers.

After publication of results the chairman of the examination committee will hand over the course-wise mark sheets, average sheets and all other relevant documents to the chairman of the department.

Result Publication

Results of the first semester must remain prepared and will be published combined with results of the second semester within 30 days after the completion of the year final examinations. The exams of the next semester must not commence without the results of the previous year being published.

The following information shall be shown in the tabulation sheets:

- a) The semester-end result: Internal evaluation and total marks, individual LG and GP in each course
- b) 1st year result: Internal evaluation, written & total marks, individual LG & GP in each course, points secured, GPA, LG and EC.
- c) 2nd and 3rd year result: Internal evaluation, written & total marks, individual LG and GP in each course, points secured, GPA, AGPA, LG of AGPA & EC.
- d) The final semester result (after the completion of the program): Internal evaluation, written & total marks, the individual LG & GP in each course, viva-voce marks with corresponding LG & GP, total points secured, CGPA, EC, LG and interpretation.

The semester-end/final result sheets, which will be published for the students, will not show the numerical marks i.e., show the LG, GP in each course, GPA, AGPA and CGPA (where necessary).

[The EC, GPA, and CGPA will be calculated using the formula as shown in *Appendix-A* of this Ordinance. The elaboration of the abbreviations is: LG = Letter Grade; GP - Grade Point; GPA = Grade Point Average; AGPA = Accumulated Grade Point Average; CGPA = Cumulative Grade Point Average; EC = Earned Credit]

GPA and CGPA Must be rounded up two digits of decimal points at the result 4th year 2nd semester (i.e. final result of the program). If third digit is less than 5, the second digit will not increase to the next digit. Such as,

CGPA/GPA- 3.529=5.53

CGPA/GPA- 3.524=5.52

CGPA/GPA- 3.525=5.53

BNCC cadets who pass the Military Science Certificate course(s) examination maximum 0.04 will be added his/her final GPA/CGPA (after 4th year 2nd semester Cumulative Grade Points Average).

The Controller of Examinations shall publish the results of each semester, year-end & the total program subject to approval of the Vice-chancellor / Syndicate and thereafter shall send a copy of the tabulation sheets duly signed by him with date to the chairman of the concerned department. The Controller of Examinations shall also provide the transcript/grade sheet showing course-wise LG and the corresponding grade points (the numerical marks will not be shown), the CGPA, LG and the interpretation of the LG of the candidates for the BA & BSS (Honors) degree. Final grade must be spelled out clearly in the certificate/ transcript [Example: C+ : 'C+' (C plus); A-='A-' (A minus); B = 'B' (B regular)].

Promotion

All promotion from 1st year 1st semester to 1st year 2nd semester and subsequent semester shall be semester based provided that a student promoted automatically from 1st semester to 2nd semester in each academic year (I.e. 1st year 1st semester to 1st year 2nd semester/2nd year 1st semester to 2nd year 2nd semester/3rd year 1st semester to 3rd year 2nd semester/4th year 1st semester to 4th year 2nd semester).

For promotion from 1st year 2nd semester to 2nd year 1st semester (I.e. For promotion from 1st year to 2nd year), a student shall require to earn a minimum GPA of 2.00 (Letter Grade D, excluding viva-voce) in the two semesters final examination in each academic year even if he/she obtained "F-Grade"/Incomplete any course(s). If a student fails to earn minimum GPA Of 2.00 in each academic year (1st year in two semester), he/she will not be promoted to the next year 1st semester (i.e. 2nd year 1st semester).

For promotion from 2nd year 2nd semester to 3rd year 1st semester (I.e. For promotion from 2nd year to 3rd year), a student shall require to earn a minimum Cumulative Grade Point Average (CGPA) of 2.25 (Letter Grade C, including viva-voce) in the summation of two academic years (1st and 2nd year, 4 Semesters) final examination result if a student obtained "F" Grade/Incomplete any course(s). If a student fails to earn a minimum CGPA of 2.25 in the summation of last two academics years (1st and 2nd year, 4 semesters) final examination results, he/she will not be promoted to the next year 1st semester (i.e. 3rd year 1st semester).

For promotion from 3rd year 2nd semester to 4th year 1st semester (I.e. For promotion from 3rd year to 4th year), a student shall require to earn a minimum Cumulative Grade Point Average (CGPA) of 2.50 (Letter Grade C+, including viva-voce) in the summation of three academic years (1st, 2nd and 3rd years, 6 semesters) final examination result if a student obtained "F Grade"/Incomplete any course(s). If a student fails to earn a minimum CGPA of 2.50 in the summation of last three academics years (1st, 2nd and 3rd year, 6 semesters) final examination results, he/she will not be promoted to the next year 1st semester (i.e. 4th year 1st semester).

The class next academic year will start after one week of the completion of the previous year's final examinations.

Retake Examination: If a student obtains letter grade F to B - (GP below 3.00) in any semester of any academic year in any theory course, he/she must appear for retake examination only after the results of each academic year. For retake examination, a student send the application to the controller of examinations through the chairman of the department within 15 days from the date of publication of the

result. For the retake examination, a student must pay the fee for each course as examination allocated by the Finance Committee of the University and Retake Examination will be arranged by the respective examination committee through the approval of the authority.

If a student failed to promote to the successive academic year, he/she must be re-admitted at the same year and must attend the fresh course of instruction of that year.

A student must complete the non-credit/ university Course (Islamic Studies/ Bangladesh Studies) by the 2nd year. If a student is unable to earn a minimum GPA 2.5 in the Non-credit course, he/she will not be promoted to 3rd year 1st semester. If a student is unable to earn a minimum GPA of 2.50 (C+) in the non-credit course, he/she has to re-appear at the non-credit course examination at his/her own expense within 6 months taking permission from the university authority showing reasonable grounds.

A student failing to clear up University / Departmental dues of the year of study shall not be promoted to next.

If a student does not complete his/her credit hours in BA (Honours) in English examinations, he/she will be considered as a failed student.

Degree Requirements

For the BA (Honours) in English (Hon's) degree, each student requires to:

- a) Earn 145 credits successfully;
- b) Earn a minimum CGPA of 2.5;
- c) Obtain a minimum Letter Grade of C+ (GP 2.5) in the viva-voce examination; and
- d) Complete the program in maximum of six academic years from the first admission year into the program.

A student of four years Honors degree will be awarded with distinction if his/her CGPA is 3.80 or above and he/she does not have any 'F' grade in the total program.

Examination Entry Requirements

A student shall have to attend 75% of classes held in a course. The Academic Committee of the Department may recommend of shortage of attendance (not below 50%) for consideration on conditions of paying fees fixed by the concerned departments.

Each course teacher shall submit the class attendance report along with the register/documents to the chairman of the department at least 10 days before processing the examination entry form.

Student failing to clear up the Hall / Department / University dues of the year of study shall not be permitted to appear at that year's second semester examination.

A student is required to fill-up send the examination entry form, He/she is also required to pay University dues within the time specified by the department for taking each semester-end final examination. The chairman of the department will send these examination entry forms to the Controller of Examinations through the Provost of the concerned Hall by much earlier dates, to be fixed by the authorities.

Retaking Examination and Improving Grades

After publishing the final result of BA (Honours) in English program, a student who has failed to earn 145 credits is required to improve the F grade(s) in each course including viva-voce for earning 145 credits successfully.

The student who has obtained the letter grade of 'B-' any course(s) (less than CGPA 3.00) is permitted to retake the examination as irregular candidate for improving the grades in the courses. But if a student obtains B+ (3.25) in overall results of the Honours Final examinations, he/she will not be allowed to take part in the grade improving examinations. To retake the examination, a student is required to pay for each course as examination fee and send the application to the Controller of Examinations through the chairman of the department within 15 days from the date of publication of the result of BA/BFA program. If a student fails to improve his/her CGPA, their previous CGPA will remain valid. The student who has obtained the letter grade of B+ (minimum 3.25) in the final result of BA (Honours) in English, he has no chance to take grade improvement examination of any course(s).

No improvement shall be allowed in internal evaluation (in-course/assignment/ practical/case

study/term paper/quiz tests) examinations.

If a candidate fails to attend the grade improvement examination (held for respective session), he/she shall not be given further chance to improve.

The relevant 4th Year examination committee will conduct and complete the grade improvement examination within 3 months after the publication of the result.

Readmission

If a student fails to appear at the 1st/2nd semester final examination due to shortage of required percentage of attendance, fails to pay the dues owing to some unavoidable circumstances or is expelled from the University, for any reason as the case may be, he/she shall have to get himself/herself re-admitted to the subsequent batch.

If a student fails to get the requisite grade points for promotion from one year to the next year he/she may seek readmission with the subsequent batch. For readmission, a student shall have to apply immediately (maximum within 15 days) after the announcement of the result of the concerned year.

On readmission, grades earlier earned by a student in any year shall be cancelled automatically and the student shall have to retake all the course-works (such as in-course/practical/quiz tests, viva-voce and final examination).

Readmission in any year shall be allowed only once and a student will not get chance for readmission more than twice, during the entire program. A student must complete the BA (Honours) in English program within a maximum period of six academic years from the original admission year.

Drop Out

After taking readmission in any year if a student fails to earn the yearly GPA for promotion from one year to the next year shall be dropped out of the program.

If a student fails to earn the CGPA of 2.5 or 145 credits successfully in grade improvement examination (according to clause, 11, d) shall be dropped out from the BA (Honours) in English program.

Credit Transfer

No credit transfer from any other programs/Universities/Institutions is allowed for BA (Honours) in English program.