

OBE OUTCOME BASED EDUCATION

Course Curriculum

Program: Bachelor of Arts in English
Semester: 2nd year 1st and 2nd Semester



Department of English

Khulna Khan Bahadur Ahsanullah University

140, KDA, Khan Bahadur Ahsanullah Road, Choto Boyra, Khulna-9000

14. ELA 0231 2101: English for Professionals

1. **Course Title:** English for Professionals
2. **Course Code:** ELA 0231 2101
3. **BNQF Code:** 0231
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year First Semester
8. **Course Type:** Core
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** This course helps the students to write different aspects of technical, official, Journalistic and business writing. After completing the course, the English graduates will be able to copewith the demand of necessary and regular writings of professional world.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A and Section B.
Writing letters, reports.' Memos: letters of inquiries, orders, complaints, collections, and job applications; psychology of business writing, business letter format, style-clarity, prewriting and revising, inside address, complementary, close-signature, block-reference, line-enclosure, line-addressing the envelope; preparing minutes and invoice, etc.,
Business report writing, problem analysis, structure of reports, mechanics of report; construction of oral reporting, complaining and apologizing, delivery and after sales problems; writing Curriculum Vitae (CV), application and other employment letters.

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO 1: Understand professional communications in terms of the interaction of audience, purpose and genre		√			√	√	
CLO 2: Demonstrate knowledge of vocabulary and natural expressions in English relating to a variety of contemporary business register appropriately		√			√	√	
CLO 3: Use both formal and informal register appropriately		√					
CLO 4: Understand the ethical, interactional, social, and professional constraints of audience, style, and content for writing situations		√	√			√	
CLO 5: Develop professional work habits including those necessary for effective collaboration and cooperation with other students, instructors, and service learning contact representatives.		√				√	√

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO 1: Understand professional communications in terms of the interaction of audience, purpose and genre	Discussion, Lecture	Examinations, Presentations
CLO 2: Demonstrate knowledge of vocabulary and natural expressions in English relating to a variety of contemporary business register appropriately	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO 3: Use both formal and informal register appropriately	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: Understand the ethical, interactional, social, and professional constraints of audience, style, and content for writing situations	Discussion, Lecture, Inquiry	Examinations, Quizzes

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-3	Writing letters, reports.' Memos: letters of inquiries, orders, complaints, collections, and job applications;	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimediapresentation -Question-answer session.	-Class Performance -Written Test -Oral Test	CLO 1
4-5	psychology of business writing, business letter format, style-clarity, prewriting and revising, inside address, complementary,	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation - Question-answer session.	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				

6-7	close-signature, block-reference, line-enclosure, line-addressing the envelope; preparing minutes and invoice etc.	<ul style="list-style-type: none"> - Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation. 	<ul style="list-style-type: none"> - Class Performance - Quiz - Written Test - Oral Test 	CLO 1,4
8-9	Business report writing, problem analysis, structure of reports, mechanics of report; construction of oral reporting,	<ul style="list-style-type: none"> - Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment 	<ul style="list-style-type: none"> - Class Performance - Written Test - Assignment - Presentation 	CLO 2
10-12	complaining and apologizing, delivery and after sales problems; writing	<ul style="list-style-type: none"> - Interactive discussion - Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations 	<ul style="list-style-type: none"> - Class Performance - Quiz - Written Test - Presentation 	CLO 1, 4
13-14	Curriculum Vitae (CV), application and other employment	<ul style="list-style-type: none"> - Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation. 	<ul style="list-style-type: none"> - Class Performance - Quiz - Written Test - Oral Test 	CLO 1, 4
Final Semester Examination				

20. Learning Materials:

- i) L. Sue Baugh et al.: How to write First-Class Business Correspondence (2020)
- ii) Lesikar, V. and Pettit D.: Report Writing for Business (2021)
- iii) J. John Lincoln and Janet Atwill: Writing.' A College for Business(1998)

15. ELA 0231 2103: English Phonetics and Phonology

1. **Course Title:** English Phonetics and Phonology
2. **Course Code:** ELA 0231 2103
3. **BNQF Code:** 0231
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year First Semester
8. **Course Type:** Core
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** The course will make the students capable of knowing about phonetics and phonology of English language in general.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A and Section B.
 - i) **Phonetics:** Articulatory, acoustic and auditory phonetics; contrastive study of English and Bangla speech sounds; cardinal vowels; English short vowels, long vowels and diphthongs; English plosives, fricatives, affricates and nasals.
 - ii) **Phonology:** Defining phone, allophone and phoneme, Supra segmental phonology, voice quality and voice dynamics.
 - iii) **Phonemic transcription:** Stress, nature of stress, factors of stress prominence, weak and strong forms, Intonation system in English, functions of intonation; structures of tone unit; high and low heads; pitch possibilities in the simple unit; semantics of intonation; transcription of utterances, assigning stress marks and showing intonation.
 - iv) **Standard of Pronunciation:** emergence of a standard, present day situation, notion of correctness, current changes.

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO 7
CLO 1: Improve their speaking ability in English both in terms of fluency and comprehensibility	√		√		√	√	
CLO 2: Develop the ability to identify and produce English key sounds as well as its basic rhythm, stress and intonation patterns in context.	√			√			√
CLO 3: Discover their own strengths and weaknesses with certain sound patterns due to the influence of the native language	√	√		√	√		√
CLO 4: Increase self-confidence in the way to speak.	√		√		√		
CLO 5: Listen and speak naturally, using contractions and reductions	√	√			√	√	

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO 1 Improve their speaking ability in English both in terms of fluency and comprehensibility	Discussion, Lecture	Examination, Presentation
CLO 2: Develop the ability to identify and produce English key sounds as well as its basic rhythm, stress and intonation patterns in context.	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO 3: Discover their own strengths and weaknesses with certain sound patterns due to the influence of the native language	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: Increase self- confidence in the way to speak.	Discussion, Lecture, Inquiry	Examinations, Quizzes
CLO 5: Listen and speak naturally, using concentration and attention	Lecture, Discussion, Brainstorming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-4	Phonetics: Articulatory, acoustic and auditory phonetics; contrastive study of English and Bangla speech sounds; cardinal vowels; English short vowels, long vowels and diphthongs; English plosives, fricatives, affricates and nasals.	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation -Question-answer session.	-Class Performance -Written Test -Oral Test	CLO 1
5-6	Phonology: Defining phone, allophone and phoneme, Supra segmental phonology, voice quality and voice dynamics.	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation - Question-answer session.	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				

7-10	Phonemic transcription: Stress, nature of stress, factors of stress prominence, weak and strong forms, Intonation system in English, functions of intonation; structures of tone unit; high and low heads;	<ul style="list-style-type: none"> - Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation. 	<ul style="list-style-type: none"> - Class Performance - Quiz - Written Test - Oral Test 	CLO 1,4
11-12	Pitch possibilities in the simple unit; semantics of intonation; transcription of utterances, assigning stress marks and showing intonation.	<ul style="list-style-type: none"> - Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment 	<ul style="list-style-type: none"> - Class Performance - Written Test - Assignment - Presentation 	CLO 2
13-14	Standard of Pronunciation: emergence of a standard, present day situation, notion of correctness, current changes.	<ul style="list-style-type: none"> - Interactive discussion - Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations 	<ul style="list-style-type: none"> - Class Performance - Quiz - Written Test - Presentation 	CLO 1, 4
Final Semester Examination				

20. Learning Materials:

- i) English Phonetics and Phonology by Peter Roach, Cambridge University Press (1998)
- ii) An Introduction to the Pronunciation of English by A. C. Gimson E. Arnold, 1989
- iii) Elements of General Phonetics by David Abererombie Edinburgh, 1967

16. ELA 0232 2111: English Novels: Austen to Hardy

1. **Course Title:** English Novels: Austen to Hardy
2. **Course Code:** ELA 0232 2111
3. **BNQF Code:** 0232
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year First Semester
8. **Course Type:** Core
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** The course has been designed to introduce the students with the development of English novels from Jane Austen to Thomas Hardy.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A and Section B.
 - i) Jane Austen : Pride and Prejudice
 - ii) Emily Bronte : Wuthering Heights
 - iii) Charles Dickens: Great Expectations
 - iv) Thomas Hardy : Tess of the D 'Urbervilles
 - v) George Eliot: Middlemarch
 - vi) Sir Walter Scott: Ivanhoe

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO 1 Demonstrate that they have read the set texts in their entirety.	√				√		
CLO 2: Provide insightful, literary analysis of the texts, and shape that analysis into a coherent discussion	√				√		
CLO 3: Provide close readings‘ of selected passages, and contextualize those readings within the wider ideas and style of the relevant novel			√				
CLO 4: Generate comparative analyses of the style and ideas of the set texts in relation to one another and in relation to the broader concepts of the course.					√		
CLO 5: Research and write about literature in historical and cultural contexts.		√				√	

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO 1 Demonstrate that they have read the set texts in their entirety.	Discussion, Lecture	Examination, Presentations
CLO 2: Provide insightful, literary analysis of the texts, and shape that analysis into a coherent discussion	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO 3: Provide ‘close readings’ of selected passages, and contextualize those readings within the wider ideas and style of the relevant novel	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: Generate comparative analyses of the style and ideas of the set texts in relation to one another and in relation to the broader concepts of the course.	Discussion, Lecture, Inquiry	Examinations, Quizzes
CLO 5: Research and write about literature in historical and cultural contexts.	Lecture, Discussion, Brains storming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-4	1. Jane Austen : Pride and Prejudice	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimediapresentation -Question-answer session.	-Class Performance -Written Test -Oral Test	CLO 1
5-6	Emily Bronte :Wuthering Heights	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				

7-10	Charles Dickens: Great Expectations	<ul style="list-style-type: none"> - Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation. 	<ul style="list-style-type: none"> - Class Performance - Quiz - Written Test - Oral Test 	CLO 1,4
11-12	Thomas Hardy : Tess of the D'Urbervilles	<ul style="list-style-type: none"> - Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment 	<ul style="list-style-type: none"> - Class Performance - Written Test - Assignment - Presentation 	CLO 2
13-14	George Eliot: Middlemarch Sir Walter Scott: Ivanhoe	<ul style="list-style-type: none"> - Interactive discussion - Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations 	<ul style="list-style-type: none"> - Class Performance - Quiz - Written Test - Presentation 	CLO 1, 4
Final Semester Examination				

20. Learning Materials:

- i) Dorothy Van Ghent : The English Novel: Form and Function (1986)
- ii) Robert Kicley : The Romantic Novel in England (1988)
- iii) Carl Jefferson Websser : Hardy of Wessex: His Life and Career(1995)
- iv) Johnson Bruce : Nature and Victorian Imagination (1999)
- v) Terrene Wright : Rhetorical and Lyrical Imagery in Tess of the D' Urbervilles (2001)

17. ELA 0231 2113: RHETORIC, PROSODY AND LITERARY TERMS

1. **Course Title:** Rhetoric, Prosody and Literary Terms

2. **Course Code:** ELA 0231 2113

3. **BNQF Code:** 0231

4. **Credit Value:** 3.0

5. **Credit Hour:** 3 (three)

6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)

7. **Level:** Second Year First Semester

8. **Course Type:** Core

9. **Academic Session:** N/A

10. **Course Teacher/ Instructor:** N/A

11. **Prerequisite(s) (if any):** N/A

12. **Program:** B.A. (Honors) in English

13. **Department:** Department of English

14. **Faculty:** Faculty of Arts and Humanities

15. Course Rationale: This course aims at exhibiting the highest form of linguistic expression. For students of literary studies, understanding the difference between the mundane everyday language and that of literature is vital. It will enable them to navigate the often complicated realm of literature and help them initiate critical engagements in both the academic and personal spheres.

16. Course Contents: Course content should be divided into two equal sections, namely Section A and Section B.

Figures of Speech like Simile, Metaphor, Onomatopoeia, Pun, Sarcasm etc. and their usage in poetry, prose and other written and oral materials and their practical application

Prosody, Meter, Rhyme, Versification etc. in different kinds of stanzas and poems

Use of different types of intonation and understanding their meanings.

Emphasis on the right word or syllable—stressed and/or unstressed and their practical application

Literary Terms like Melodrama, Tragedy, Comedy of Manners, Wit, Classicism, Ode etc.

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO 7
CLO 1: Learn about the proper use of figures of speech in poems and some pieces of prose and also learn how to interpret these.	√	√			√		
CLO 2: Practice in finding out variety of literary genres, in particular fiction, poetry, and Drama				√			
CLO 3: Imbibe technical knowledge of their practical application in different materials.			√			√	
CLO 4: Learn the use of Prosody, finding out of stressed and unstressed syllables in poetic lines.			√				
CLO 5: Gather sound knowledge on Literary Terms like Melodrama, Tragedy, Comedy of Manners, Wit, Classicism, Ode etc.	√			√		√	

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO 1: Develop their knowledge on different Figures of Speech, Prosody and Literary Terms.	Discussion, Lecture	Examination, Presentations
CLO 2: Practice in reading and writing about a variety of literary genres, in particular fiction, poetry, and Drama	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO 3: Introduce them to the use of Secondary discourse and other linguistic materials.	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: Engage them the extended conversation of critical discourse	Discussion, Lecture, Inquiry	Examinations, Quizzes
CLO 5: Write effectively, using figures of speech, meter, versification and other prosodic elements that includes revision.	Lecture, Discussion, Brains storming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-4	Figures of Speech like Simile, Metaphor, Onomatopoeia, Pun, Sarcasm etc. and their usage in poetry, prose and other written and oral materials and their practical application.	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation -Question-answer session.	-Class Performance -Written Test -Oral Test	CLO 1
5-6	Prosody, Meter, Rhyme, Versification etc. in different kinds of stanzas and poems	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation - Question-answer session.	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				
7-10	Use of different types of intonation and understanding their meanings.	- Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation.	- Class Performance - Quiz - Written Test - Oral Test	CLO 1,4
11-14	Emphasis on the right word or syllable—stressed and/or unstressed and their practical application Literary Terms like Melodrama, Tragedy, Comedy of Manners, Wit, Classicism, Ode etc.	- Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment	- Class Performance - Written Test - Assignment - Presentation	CLO 2
Final Semester Examination				

20. Learning Materials:

- i) Cudon, J. A. Dictionary of Literary Terms and Literary Theories (2012)
- ii) Bose and Sterling, Rhetoric and Prosody (2010)
- iii) Baqui, A.H. Gifts of English(2009)

18. GED 0231 2131: Language and Media

1. **Course Title:** Language and Media
2. **Course Code:** GED 0231 2131
3. **BNQF Code:** 0231
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year First Semester
8. **Course Type:** GED
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** This course helps the students to learn some basic theories of media and communication that create an understanding of the policies and politics of the use of English in media in Bangladesh.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A and Section B.
 - i) Theories of Communication
 - ii) Nature, Purpose and Special Features of Media Communication
Language as Communication
 - iii) Politics of Media Communication and Communication Ethics
 - iv) English in Media in Bangladesh: 'An Imported World'
 - v) Approaches to Journalistic Writing
 - vi) Translating Reports, Conducting Surveys and Preparing Reports for the Media
 - vii) Writing Special Features for the Press or Electronic Media
 - viii) Issuing Press Releases
 - ix) Editing; Interviewing and Press Briefing (Oral and Written)

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO 1 Understand fundamental concepts in media, media technology and print media	√					√	
CLO 2: Demonstrate an understanding on basic concepts of communication	√						
CLO 3: Learn on basic concepts of journalism, news media, and media ethics		√					√
CLO 4: Have knowledge on concepts of films or movies and discourse analysis of media	√	√				√	
CLO 5: Make a suitable relationship between language and media	√						

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO 1 Understand fundamental concepts in media, media technology and print media	Discussion, Lecture	Examination, Presentations
CLO 2: Demonstrate an understanding on basic concepts of communication	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO 3: Learn on basic concepts of journalism, news media, and media ethics	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: Have knowledge on concepts of films or movies and discourse analysis of media	Discussion, Lecture, Inquiry	Examinations, Quizzes
CLO 5: Make a suitable relationship between language and media	Lecture, Discussion, Brains storming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-3	Theories of Communication Nature, Purpose and Special Features of Media Communication	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimediapresentation -Question-answer session.	-Class Performance -Written Test -Oral Test	CLO 1
4-5	Language as Communication Politics of Media Communication and Communication Ethics	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation - Question-answer session.	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				
6-7	English in Media in Bangladesh: 'An Imported World' Approaches to Journalistic Writing	- Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation.	- Class Performance - Quiz - Written Test - Oral Test	CLO 1,4
8-9	News Reports with Catching Captions/ Headings/ Lead and Body Subtitling	- Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment	- Class Performance - Written Test - Assignment - Presentation	CLO 2
10-12	Translating Reports, Conducting Surveys and Preparing Reports for the Media Writing Special Features for the Press or Electronic Media Issuing Press Releases	- Interactive discussion -Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations	- Class Performance - Quiz - Written Test - Presentation	CLO 1, 4

13-14	Editing; Interviewing and Press Briefing (Oral and Written) News casting with Emphasis on Pronunciation, Stress, Intonation, Confidence and Naturalness	<ul style="list-style-type: none"> - Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation. 	<ul style="list-style-type: none"> - Class Performance - Quiz - Written Test - Oral Test 	CLO 1, 4
Final Semester Examination				

20. Learning Materials:

- i) C J Boltz and D U Seyler eds. 1981. Language power. New York: Random House.
- ii) Nancy Bonvillain. 1997. Language, Culture and Communication. New Jersey: Prentice Hall
- iii) Paul Copley. 1996. The Communication Theory Reader. London: Routledge.
- iv) Simon during ed. 1993. The Cultural Studies Reader.
- v) E M Griffin. 2000. Communication Theory. New York: McGraw Hill.
- vi) Werner J Severin. 1988. Communication Theories. New York: Longman.

19. GED 0231 2133: Introduction to Bangla Literature

1. **Course Title:** Introduction to Bangla Literature
2. **Course Code:** GED 0231 2133
3. **BNQF Code:** 0231
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year First Semester
8. **Course Type:** GED
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:**

বাংলা ভাষা ও সাহিত্যের বিশেষত বিভিন্ন ধারার প্রতিনিধিত্বশীল সাহিত্যিক ও তাঁদের সাহিত্যকর্ম সম্পর্কে ইংরেজি সাহিত্যের শিক্ষার্থীদের আগ্রহ সৃষ্টি, শুদ্ধ ও প্রমিত বাংলা লিখন ও বাচনপদ্ধতির অনুশীলন এবং তাদের সৃজনীশক্তির উৎকর্ষ সাধন, তুলনামূলক অধ্যয়নের প্রতি শিক্ষার্থীদের দৃষ্টি আকর্ষণ এবং বিশ্বসাহিত্য পঠনে তাদের আগ্রহী করে তোলা এই কোর্সের লক্ষ্য

16. **Course Contents:** Course content should be divided into two equal sections, namely Section A and Section B.

ছোটগল্প

- | | | |
|----|----------------------------|---------------------------------------|
| ১. | শরৎচন্দ্র চর্যাপাধ্যায় | : মহেশ |
| ২. | রবীন্দ্রনাথ ঠাকুর | : খোকাবাবুর প্রত্যাবর্তন, স্ত্রীরপত্র |
| ৩. | বিভূতিভূষণ বন্দ্যোপাধ্যায় | : পুঁই মাচা |
| ৪. | মানিক বন্দ্যোপাধ্যায় | : প্রাগৈতিহাসিক |
| ৫. | সৈয়দ মুজতবা আলী | : পাদটীকা |
| ৬. | সৈয়দ ওয়ালীউল্লাহ | : নয়নচারা |
| ৭. | শাহেদ আলী | : পোড়া মাটির গন্ধ |

প্রবন্ধ :

১. ঈশ্বরচন্দ্র বিদ্যাসাগর: আবার অতি অল্প হইল
২. বঙ্কিমচন্দ্র চর্যাপাধ্যায় : বাঙ্গালা ভাষা
৩. রবীন্দ্রনাথ ঠাকুর : বাজে কথা, পাগল, পনেরো আনা
৪. কাজী আবদুল ওদুদ : বাংলার জাগরণ
৫. কাজী নজরুল ইসলাম : রাজবন্দীর জবানবন্দী, বিশ্বসাহিত্য
৬. মোতাহের হোসেন চৌধুরী : সংস্কৃতি কথপপা

কবিতা:

১. রবীন্দ্রনাথ ঠাকুর : ক্যামেলিয়া, শিশুতীর্থ
২. কাজী নজরুল ইসলাম : মানুষ, বিদ্রোহী
৩. জীবনানন্দ দাশ : বনলতা সেন, রূপসী বাংলা (নির্বাচিত)
৪. শামসুর রাহমান : নির্বাচিত
৫. আল মাহমুদ : সোনালী কাবিন (নির্বাচিত)

উপন্যাস :

১. সৈয়দ ওয়ালীউল্লাহ : চাঁদের অমাবস্যা

নাটক :

- মুনীর চৌধুরী : কবর

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO 1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO 1: Trace the broad developments in the Bangla literature during the nineteenth century and the twentieth century	√					√	
CLO 2: Identify and account for some of the concerns of Bengali writers		√		√			
CLO 3: Identify some of the changes in the forms of Bengali writer's writing	√				√		
CLO 4: Demonstrate a capacity for a closecritical reading of a literary text	√		√				
CLO 5: Communicate clearly, in writing, aninformed response to that text.					√		

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO 1: Trace the broad developments in the Bengali literature during the nineteenth century and the twentieth century	Discussion, Lecture	Examination, Presentations
CLO 2: Identify and account for some of the concerns of Bengali writers	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO 3: Identify some of the changes in the forms of Bengali writer's writing	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: Demonstrate a capacity for a close critical reading of a literary text	Discussion, Lecture, Inquiry	Examinations, Quizzes
CLO 5: Communicate clearly, in writing, an informed response to that text.	Lecture, Discussion, Brains storming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-3	শরৎচন্দ্র চরোপাধ্যায় : মহেশ রবীন্দ্রনাথ ঠাকুর : খোকাবাবুর প্রত্যাবর্তন, স্ত্রীরপত্র বিভূতিভূষণ বন্দ্যোপাধ্যায় : পুঁই মাচা মানিক বন্দ্যোপাধ্যায় : প্রাগৈতিহাসিক	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimediapresentation -Question-answer session.	-Class Performance -Written Test -Oral Test	CLO 1
4-5	সৈয়দ মুজতবা আলী : পাদটীকা সৈয়দ ওয়ালীউল্লাহ : নয়নচারা শাহেদ আলী : পোড়া মাটির গন্ধ	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation - Question-answer session.	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				

6-7	ঈশ্বরচন্দ্র বিদ্যাসাগর: আবার অতি অল্প হইল বঙ্কিমচন্দ্র চর্যাপাধ্যায় : বাঙ্গালা ভাষা রবীন্দ্রনাথ ঠাকুর : বাজে কথা, পাগল, পনেরো আনা	- Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation.	- Class Performance - Quiz - Written Test - Oral Test	CLO 1,4
8-9	কাজী আবদুল ওদুদ : বাংলার জাগরণ কাজী নজরুল ইসলাম : রাজবন্দীর জবানবন্দী, বিশ্বসাহিত্য মোতাহের হোসেন চৌধুরী : সংস্কৃতি কথপপা	- Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment	- Class Performance - Written Test - Assignment - Presentation	CLO 2
10-12	রবীন্দ্রনাথ ঠাকুর : ক্যামেলিয়া, শিশুতীর্থ কাজী নজরুল ইসলাম : মানুষ, বিদ্রোহী জীবনানন্দ দাশ : বনলতা সেন, রূপসী বাংলা (নির্বাচিত) শামসুর রাহমান : নির্বাচিত	- Interactive discussion - Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations	- Class Performance - Quiz - Written Test - Presentation	CLO 1, 4
13-14	আল মাহমুদ : সোনালী কাবিন (নির্বাচিত) উপন্যাস :সৈয়দ ওয়ালীউল্লাহ : চাঁদের অমাবস্যা নাটক : মুনীর চৌধুরী : কবর	- Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation.	- Class Performance - Quiz - Written Test - Oral Test	CLO 1, 4
Mid Semester Examination				

20. Learning Materials:

- i) মুহম্মদ শহীদুল্লাহ : বাংলা ভাষার ইতিবৃত্ত
- ii) রফিকুল ইসলাম: ভাষাতত্ত্ব
- iii) সুভাস ভবচার্য: বাঙালির ভাষা

20. GED 0231 2135: Basic Philosophical Concepts

1. **Course Title:** Basic Philosophical Concepts
2. **Course Code:** GED 0231 2135
3. **BNQF Code:** 0231
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year First Semester
8. **Course Type:** GED
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** The course enables students to know about central issues and texts of philosophy, This course might also facilitate students to explain the principles of philosophy and their relationship with literature. An insight into philosophy will benefit students to perform better in other relevant courses.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A and Section B.
 - i) The prolegomenon : Basic concepts and their interplays with a brief overview of the course
 - ii) Mental processes : Social learning through sensation, affection and execution
 - iii) What is Philosophy : Definition, Scope and subject matter
 - iv) History of philosophy : Origin and development of philosophy from ancient Greek to date
 - v) Branches of philosophy : Main features, importance and usefulness
 - vi) Methods of philosophy : Important methods, their uses, weaknesses and strengths
 - vii) The great philosophies: Comparative analysis of Hegel, Kant, Hume, Hobbes, Mill, Russell etc.
 - viii) Contemporary philosophy: The point of departure from the classical philosophy, major proponents
 - ix) Literary knowledge: Type, characteristics and trends
 - x) Philosophy and literature : Relationship, nature, determinants and variations

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO 7
CLO 1: Demonstrate knowledge of important philosophical terms such as: ontology, epistemology, aesthetics, ethics, rationalism, empiricism, idealism, monism, dualism, pluralism, a priori, a posteriori, phenomenal world.	√			√	√		
CLO 2: Demonstrate knowledge of significant philosophical view points	√	√				√	
CLO 3: Demonstrate their respect for different philosophical perspectives	√	√			√		
CLO 4: Demonstrate knowledge of the context from which a particular philosophical viewpoint originated	√	√			√		
CLO 5: Critique some aspects of a philosophical position	√			√		√	√

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO 1: Demonstrate knowledge of important philosophical terms such as: ontology, epistemology, aesthetics, ethics, rationalism, empiricism, idealism, monism, dualism, pluralism, a priori, a posteriori, phenomenal world.	Discussion, Lecture	Examination, Presentations
CLO 2: Demonstrate knowledge of significant philosophical view	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO 3: Demonstrate their respect for different philosophical perspectives	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: Demonstrate knowledge of the context from which a particular philosophical viewpoint originated	Discussion, Lecture, Inquiry	Examinations, Quizzes
CLO 5: Critique some aspects of a philosophical position	Lecture, Discussion, Brainstorming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-3	The prolegomenon : Basic concepts and their interplays with a brief overview of the course Mental processes : Social learning through sensation, affection and execution	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation	-Class Performance -Written Test -Oral Test	CLO 1
4-5	What is Philosophy : Definition, Scope and subject matter History of philosophy : Origin and development of philosophy from ancient Greek to date Branches of philosophy : Main features, importance and usefulness	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation - Question-answer session.	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				

6-7	Methods of philosophy : Important methods, their uses, weaknesses and strengths The great philosophies : Comparative analysis of Hegel, Kant, Hume, Hobbes, Mill, Russell etc	- Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation.	- Class Performance - Quiz - Written Test - Oral Test	CLO 1,4
8-9	Contemporary philosophy : The point of departure from the classical philosophy, major proponents	- Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment	- Class Performance - Written Test - Assignment - Presentation	CLO 2
10-12	Literary knowledge: Type, characteristics and trends	- Interactive discussion - Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations	- Class Performance - Quiz - Written Test - Presentation	CLO 1, 4
13-14	Philosophy and literature: Relationship, nature, determinants and variations	- Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation.	- Class Performance - Quiz - Written Test - Oral Test	CLO 1, 4
Final Semester Examination				

20. Learning Materials:

- i) Susan Blackmore : Consciousness (2020)
- ii) John. Searle: Mind : A Brief Introduction (2019)
- iii) Immanuel Kant : : "Transition from common rational moral cognition to philosophical moral cognition (Preface and Section 1)" (2012)
- iv) Bertrand Russel : : A History of Western Philosophy (1947)

21.ELA 0231 2201: Introduction to Linguistics

1. **Course Title:** Introduction to Linguistics
2. **Course Code:** ELA 0231 1201
3. **BNQF Code:** 0231
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** First Year Second Semester
8. **Course Type:** Core
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Faculty:** Faculty of Arts and Humanities
13. **Department:** Department of English
14. **Program:** B.A. (Honors) in English
15. **Course Rationale:** The course offers the students with basic and scientific analysis of languages and introduces with different linguistic aspects for the development of critical and analytical concepts and knowledge about languages.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A and Section B.
 - i) Definition and origin of language & Characteristics of language
 - ii) Definition, history and levels of linguistics
 - iii) Different branches of linguistics
 - iv) Relationship among linguistics and other disciplines
 - v) Schools of linguistics
 - vi) Relationship among language, society and culture
 - vii) Language and Psychology
 - viii) Role of linguistics in language teaching
 - ix) Recent development in linguistics

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO-1 Understand and apply fundamental concepts in language and communication	√					√	
CLO-2 Learn on the major levels of linguistics: phonetics, phonology, morphology, syntax, semantics and pragmatics		√	√				
CLO-3 Demonstrate an understanding of basic theoretical and applied aspects of linguistics	√		√			√	
CLO-4 Have knowledge on the study of language in relation to society	√					√	
CLO-5 Understand and gain knowledge on basic concepts of psycholinguistics	√					√	

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO-1 Understand and apply fundamental concepts in language and communication	Discussion, Lecture	Examination, Presentations
CLO-2 Learn on the major levels of linguistics: phonetics, phonology, morphology, syntax, semantics and pragmatics	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO-3 Demonstrate an understanding of basic theoretical and applied aspects of linguistics	Discussion, lecture	Examinations, Assignments, Quizzes
CLO-4 Have knowledge on the study of language in relation to society	Discussion, Lecture, Inquiry	Examinations, Quizzes
CLO-5 Understand and gain knowledge on basic concepts of psycholinguistics	Lecture, Discussion, Brains storming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-3	Definition and origin of language Characteristics of language	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimediapresentation -Question-answer session.	-Class Performance -Written Test -Oral Test	CLO 1
4-6	Definition, history and levels of linguistics Different branches of linguistics	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation - Question-answer session.	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				
7-9	Relationship among linguistics and other disciplines Schools of linguistics	- Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation.	- Class Performance - Quiz - Written Test - Oral Test	CLO 1,4
10-12	Relationship among language, society and culture Language and Psychology	- Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment	- Class Performance - Written Test - Assignment - Presentation	CLO 2
13-14	Role of linguistics in language teaching Recent development in linguistics	- Interactive discussion -Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations	- Class Performance - Quiz - Written Test - Presentation	CLO 1, 4
Final Semester Examination				

20. Learning Materials:

- i) George Yule: The Study of Language (2015)
- ii) Peter Roach: English Phonetics and Phonology R. H Robins: General Linguistics (2001)

22. ELA 0231 2203: Introduction to English Language Teaching (ELT)

1. **Course Title:** Introduction to English Language Teaching (ELT)
2. **Course Code:** ELI 0231 2203
3. **BNQF Code:** 0231
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year Second Semester
8. **Course Type:** Core
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** The course will make the students capable of knowing the principles of language teaching through an analysis of teaching practice.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A and Section B.
 - i) Basic Concepts of EL T
 - ii) History of ELT
 - iii) Development of different approaches and teaching methods
 - iv) The structural approach
 - v) Chomskyan Revolution and the change
 - vi) Factors to language teaching

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PL7
CLO 1 To learn about the methods of teaching ESL	√	√					
CLO 2: To learn about the materials used to teach ESL	√					√	
CLO 3: To learn about some of the strategies and techniques used to address specific language skills.	√	√		√			
CLO 4: To learn about the use of technology and ESL instruction	√					√	
CLO 5: To learn about using appropriate techniques for teaching four skills in language classroom	√					√	

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

CLOs	Teaching-Learning Strategy	Assessment Strategy
CLO 1 To learn about the methods of teaching ESL	Discussion, Lecture	Examination, Presentation
CLO 2: To learn about the materials used to teach ESL	Reflective Discussion, Lecture, Debate	Examination, Presentation
CLO 3: To learn about some of the strategies and techniques used to address specific language skills.	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: To learn about the use of technology and ESL instruction	Discussion, Lecture, Inquiry	Examinations, Quizzes
CLO 5: To learn about using appropriate techniques for teaching four skills in language classroom	Lecture, Discussion, Brains storming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-2	Basic Concepts of EL T	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimediapresentation -Question-answer session.	-Class Performance -Written Test -Oral Test	CLO 1
3-5	History of ELT Ravenll, —The Haunted Palacel	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				
6-8	Development of different approaches and teaching methods	- Interactive discussion - Whiteboard illustration - Lecture discussionwith multi media - Question-answer session - Video presentation.	- Class Performance - Quiz - Written Test - Oral Test	CLO 1,4
9-11	1. The structural approach	- Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment	- Class Performance - Written Test - Assignment - Presentation	CLO 2
12-14	1. Chomskyan Revolution and the change 2. 6.Factors to language teaching	- Interactive discussion -Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations	- Class Performance - Quiz - Written Test - Presentation	CLO 1, 4
Final Semester Examination				

20. Learning Materials:

- i) Jack C. Richards and Theodore S. Rodgers: Approaches and Method in Language Teaching (2022)
- ii) H. G. Woddowson : Teaching Language as Communication (2020)
- iii) W. Littlewood: Communicative Language Teaching (2006)

23. ELI 0232 2211: Translation Studies: Theory and Practice

1. **Course Title:** Translation Studies: Theory and Practice
2. **Course Code:** ELI 0232 2220
3. **BNQF Code:** 0232
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year Second Semester
8. **Course Type:** Core
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** This course aims to introduce learners to the theory and practice of translation. It will also focus on the most significant developments in the history of the academic discipline of translation studies. Besides providing students with intellectual and philosophical insights into the practice of translation, this course intends to enhance learners' practical translation skills. It will require students to translate poetry, prose, drama extracts and non-literary texts from English to Bangla and vice-versa
16. **Course Content:** Course content should be divided into two equal sections, namely Section A and Section B.
 - i) Definition and Types of translation; Translation process
 - ii) Unit of translation; History of Translation Theory
 - iii) Equivalence in Translation; Ideology and Translation
 - iv) Text, genre and discourse shifts in translation
 - v) Untranslatability; Loss and gain in Translation
 - vi) Cultural translation; Machine Translation; Translation Practice
 - vii) Problems of translating Prose, poetry and Drama
 - viii) Evaluating translations of texts from English to Bangla and Vice versa

- ix) Methods of Translation: Grammar Translation Method
- x) Susan Bassnett: Translation Studies
- xi) FakrulAlam: On Translating Jibonananda Das
- xii) A. H. Baqui: Song Offerings: Rabindranath's Nobel Award
- xiii) Comparative study of Translation of Jibonananda's 'BanalataSen' by different translators

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO 1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO 1: Understand key concepts of Translation studies as an academic discipline.	3	2	2	1	3		
CLO 2: evaluate translated texts in the light of translation theories	3	2	2	3	3		
CLO 3: understand translation related issues such as gender, power relations and post- colonialism	3	2	2	1	3		
CLO 4: put their theoretical knowledge into practice while translating texts from a source language to a target language	3	2	3	1	3		
CLO 5: have knowledge about different method of translation	3	2	2	1	3		

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

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO-1	Discussion, Lecture, Group work	Summative Examination, Quiz, Assignments
CLO-2	Discussion, Practical Work, Think/Pair/Share	Examination, Quiz, Assignments
CLO-3	Debate, Discussion, Lecture	Examination, Presentations
CLO-4	Problem solving, Lecture, Homework, Writing	Examination , Quiz, Assignments
CLO-5	Lecture, Discussion	Examination, Quiz

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-4	Definition and Types of translation; Translation process Unit of translation; History of Translation Theory	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion - White board illustration -Question-answer session.	-Class Performance -Written Test -Oral Test	CLO 1
5-6	Equivalence in Translation; Ideology and Translation Text, genre and discourse shifts in translation	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion - Multimedia presentation - Question-answer session.	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				
7-10	Untranslatability; Loss and gain in Translation Cultural translation; Machine Translation; Translation Practice Problems of translating Prose, poetry and Drama	- Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation.	- Class Performance - Quiz - Written Test - Oral Test	CLO 1,4
11-12	Evaluating translations of texts from English to Bangla and Vice versa Methods of Translation: Grammar Translation Method	- Interactive discussion - Group discussion - Brain storming session	- Class Performance - Written Test - Assignment	CLO 2

	Susan Bassnett: Translation Studies	- Group exercise - Written assignment	- Presentation	
13-14	FakrulAlam: On Translating Jibonananda Das A. H. Baqui: Song Offerings: Rabindranath's Nobel Award Comparative study of Translation of Jibonananda's 'BanalataSen' by different translators	- Interactive discussion - Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations	- Class Performance - Quiz - Written Test - Presentation	CLO 1, 4
Final Semester Examination				

20. Learning Materials:

- i) Gwendydd Jones: Translation theory: In Other Words and Translation (2020)
- ii) Translation series Thinking (2019)
- iii) Susan Bassnett: Translation Studies (Paperback) (2015)
- iv) Roger T. Bell: Translation And Translating: Theory And Practice (Paperback) (1996)

24. ELI 0232 2213: Victorian Prose and Poetry

1. **Course Title:** Victorian Prose and Poetry
2. **Course Code:** ELI 0232 2213
3. **BNQF Code:** 0232
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year Second Semester
8. **Course Type:** Core
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** This course provides the students with a profound knowledge of the development of the British poetry and prose during the Victorian Age. This course inspects the works of the major Victorian poets and prose writers.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A And Section B.
 - i) L. Tennyson: "Ulysses" , "The Lotus-Eaters", "Locksley Hall", and "Tithonus"
 - i) R. Browning: "Fra Lippo Lippi", "Andrea Del Sarto" , "A Grammarian's Funeral" and "Rabbi BenEzra", "My Last Duchess"
 - ii) Matthew Arnold : "The Scholar Gipsy", "Thyrsis", "Dover Beach"
 - iii) Cardinal Newman: The Idea of a University
 - iv) John Stuart Mill : On Liberty
 - v) Mathew Arnold : Culture and Anarchy

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO 1: Be familiar with a range of both central and more obscure Victorian texts, and have an analytical knowledge of some aspects of Victorian literature and culture.	√		√				
CLO 2: Know how to use primary and secondary sources to explore relevant historical and cultural contexts and how to use those contexts to inform your readings of literary texts.	√					√	
CLO 3: Able to engage critically with other literary critics and theorists in your written work.	√			√			
CLO 4: Demonstrate highly developed critical reading, thinking, and writing skills necessary for advanced work in the Humanities.	√					√	
CLO 5: Familiar with Victorian and their writing style and themes	√	√				√	

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO 1 Be familiar with a range of both central and more obscure Victorian texts, and have an analytical knowledge of some aspects of Victorian literature and culture.	Discussion, Lecture	Examination, Presentations
CLO 2: Know how to use primary and secondary sources to explore relevant historical and cultural contexts and how to use those contexts to inform your readings of literary texts.	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO 3: Able to engage critically with other literary critics and theorists in your written work.	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: Demonstrate highly developed critical reading, thinking, and writing skills necessary for advanced work in the Humanities.	Discussion, Lecture, Inquiry	Examinations, Quizzes
CLO 5: Familiar with Victorian and their writing style and themes	Lecture, Discussion, Brains storming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-4	A. L. Tennyson: "Ulysses" , "The Lotus-Eaters", "Locksley Hall", and "Tithonus"	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion - White board illustration - Multimediapresentation	-Class Performance -Written Test -Oral Test	CLO 1
5-6	R. Browning : "Fra Lippo Lippi", "Andrea Del Sarto" ,"A Grammarian's Funeral" and "Rabbi Ben Ezra", "My Last Duchess"	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration - Multimedia presentation	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				
7-10	Matthew Arnold : "The Scholar	- Interactive discussion - Whiteboard illustration	- Class Performance	CLO 1,4

	Gipsy", "Thyrsis", "Dover Beach"	<ul style="list-style-type: none"> - Lecture discussion with multi media - Question-answer session - Video presentation. 	<ul style="list-style-type: none"> - Quiz - Written Test - Oral Test 	
11-12	Cardinal Newman: <i>The Idea of a University</i>	<ul style="list-style-type: none"> - Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment 	<ul style="list-style-type: none"> - Class Performance - Written Test - Assignment - Presentation 	CLO 2
13-14	John Stuart Mill : <i>On Liberty</i> Mathew Arnold : <i>Culture and Anarchy</i>	<ul style="list-style-type: none"> - Interactive discussion - Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations 	<ul style="list-style-type: none"> - Class Performance - Quiz - Written Test - Presentation 	CLO 1, 4
Final Semester Examination				

20. Learning Materials:

- i) Ford Boris: *The New Pelican Guide to English Literature* (2017).
- ii) Hugh Walker: *The Literature of the Victorian Era* (2015)
- iii) W. R. Houghton : *The Victorian Frame of Mind* (2010)

25. ELI 0232 2215: American Literature -I

1. **Course Title:** American Literature -I
2. **Course Code:** ELI 0232 2215
3. **BNQF Code:** 0232
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year Second Semester
8. **Course Type:** Core
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** The course tends to make the students acquire knowledge about major American writers from Hawthorne to Twain. It entails the history of America, history of American literature, social picture and other contemporary issues.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A And Section B.
 - i) Walt. Whitman: "Song of Myself"
 - ii) E. Dickinson : Selected Poems
 - iii) Edgar Allan Poe: To Helen
 - iv) Raven, The Haunted Palace
 - v) E. Hemingway: The Old Man and the Sea
 - vi) H. Melville: Moby Dick (40-42 chapters)
 - vii) M. Twain: Adventures of Huckleberry Finn

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO 1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO 7
CLO 1: Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.	√			√	√		
CLO 2: Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions		√			√		
CLO 3: Identify the basic structural elements and literary terms in American Literature and demonstrate a basic knowledge of the chronology of authors and literary movements.			√				
CLO 4: Identify relevant social and cultural issues reflected in the writings of American authors and recognize their continuing significance				√			
CLO 5: To develop their awareness of cultural history and foster exploration of their own cultural assumptions and expectations						√	

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO 1: Understand the depth and diversity of American literature, keeping in mind the history and culture of the United States of America from the colonial period to the present.	Discussion, Lecture	Examination, Presentations
CLO 2: Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO 3: Identify the basic structural elements and literary terms in American Literature and demonstrate a basic knowledge of the chronology of authors and literary movements.	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: Identify relevant social and cultural issues reflected in the writings of American authors and recognize their continuing significance	Discussion, Lecture, Inquiry	Examinations, Quizzes
CLO 5: To develop their awareness of cultural history and foster exploration of their own cultural assumptions and expectations	Lecture, Discussion, Brainstorming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-4	Walt. Whitman: "Song of Myself" E. Dickinson : Selected Poems	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimediapresentation -Question-answer session.	-Class Performance -Written Test -Oral Test	CLO 1
5-6	Edgar Allan Poe: —To Helen , —The Raven , —The Haunted Palace	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				
7-10	E. Hemingway: The Old Man and the Sea	- Interactive discussion - Whiteboard illustration - Lecture discussionwith multi media - Question-answer session - Video presentation.	- Class Performance - Quiz - Written Test - Oral Test	CLO 1,4
11-12	H. Melville : Moby Dick (40-42 chapters)	- Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment	- Class Performance - Written Test - Assignment - Presentation	CLO 2
13-14	M. Twain : Adventures of Huckleberry Finn	- Interactive discussion -Whiteboard illustration - Lecture discussion	- Class Performance - Quiz	CLO 1, 4
Final Semester Examination				

20. Learning Materials:

- i) Bezanson Walter E: Moby Dick: Work of Arts (2006)
- ii) G. Thomas Tanselle: Melville and the World Books (2000)
- iii) Laurie Champion: The Critical Response to Mark Twain's The Huckleberry Finn (1991)
- iv) Richard B. Sewall: The Life of Emily Dickinson (2008)
- v) Judith Farr: The Passion of Emily Dickinson(2005)

26. ELI 0232 2217: 17th Century Literature

1. **Course Title:** 17th Century Literature
2. **Course Code:** ELI 0232 2217
3. **BNQF Code:** 0232
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year Second Semester
8. **Course Type:** Core
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** The course has been designed to introduce students with the varieties of 17th Century literature. The students will be able to study writings of major authors of English literature in the 17th century. This course will also help to enhance the students' knowledge in the subsequent relevant course.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A And Section B.
 - i) John Milton : Paradise Lost- Book I, Areopagitica
 - ii) George Herbert : "Faster Wings", "Affliction", "Jordan"
 - iii) Ben Jonson : Volpone
 - iv) John Webster : The Duchess of Malfi
 - v) John Donne: Selected poems
 - vi) Andrew Marvell: "To His Coy Mistress", -The Definition of Lovell
 - vii) Vaughan: The Night

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO 1: Read a variety of 17 th Century genres critically, and assess their rhetorical, ideological and aesthetic strategies.	√			√			
CLO 2: Write well (grammatically correct, clear, effective prose)		√		√			
CLO 3: Communicate ideas effectively and coherently, in both the persuasive essay, and a variety of other forms			√		√		
CLO 4: Explain how a text is produced by, and produces, its historical and cultural context.	√			√	√		
CLO 5: Identify the conventions of a variety of genres, both general and specific; identify ways in which individual texts work within, or expand the definitions of, that genre and assess the social, environmental and other ethical themes presented in texts.	√		√			√	√

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO 1: Read a variety of 17 th Century genres critically, and assess their rhetorical, ideological and aesthetic strategies.	Discussion, Lecture	Examination, Presentations
CLO 2: Write well (grammatically correct, clear, effective prose)	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO 3: Communicate ideas effectively and coherently, in both the persuasive essay, and a variety of other forms	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: Explain how a text is produced by, and produces, its historical and cultural context.	Discussion, Inquiry Lecture,	Examinations, Quizzes
CLO 5: Identify the conventions of a variety of genres, both general and specific; identify ways in which individual texts work within, or expand the definitions of, that genre and assess the social, environmental and other ethical themes presented in texts.	Lecture, Discussion, Brainstorming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-5	John Milton : <i>Paradise Lost- Book I, Areopagitica</i> Andrew Marvell: "To His Coy Mistress", -The Definition of Love	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation -Question-answer session.	-Class Performance -Written Test -Oral Test	CLO 1

6-7	George Herbert : "Faster Wings", "Affliction", "Jordan"	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimedia presentation - Question-answer session.	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				
8-9	Ben Jonson : Volpone	- Interactive discussion - Whiteboard illustration - Lecture discussion with multi media - Question-answer session - Video presentation.	- Class Performance - Quiz - Written Test - Oral Test	CLO 1,4
10-12	John Webster: The Duchess of Malfi John Donne: Selected poems	- Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment	- Class Performance - Written Test - Assignment - Presentation	CLO 2
13-14	Vaughan: The Night	- Interactive discussion -Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations	- Class Performance - Quiz - Written Test - Presentation	CLO 1, 4
Final Semester Examination				

20. Learning Materials:

- i) Marjorie Boulton: Anatomy of Poetry (1982)
- ii) M. H. Abrams: A Glossary of Literary Terms (1995)
- iii) William J. Long: History of English Literature (2000)
- iv) John Carey: John Donne: Life, Mind and Art (1999)
- v) Douglas Bush: English Literature in the Early Seventeenth Century (2006)

27. ELI 0232 2219: Literary Criticism and Theories

1. **Course Title:** Literary Criticism and Theories
2. **Course Code:** ELI 0232 2219
3. **BNQF Code:** 0232
4. **Credit Value:** 3.0
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100 (40 for Mid Semester Examination, Class Attendance, Assignment, Quiz, Presentation etc. and 60 for Semester Final Examination)
7. **Level:** Second Year Second Semester
8. **Course Type:** Core
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** This course incorporates important literary criticism and cultural theories and application of the theories to the analysis, investigation and interpretation of important literary texts. It is designed to help students to improve their critical imagination and engage themselves interpreting discourses.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A And Section B.
 - i) Sidney-Apology for Poetry
 - ii) Samuel Jonson -Preface to Shakespeare
 - iii) W. Wordsworth - Preface to Lyrical Ballads
 - iv) Mathew Arnold-The Study of Poetry
 - v) T. S. Eliot-Tradition and Individual Talent
 - vi) Formalism and Structuralism
 - vii) Psychoanalytical Criticism
 - viii) Femonism & Marxism

- ix) Post Structuralism and Deconstruction & Post-colonialism
- x) Orientalism & New Historicism

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO 1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO 1:- distinguish between different theories and criticism	2	2	3	2	3		
CLO 2:- understand the application of different modern theories in literary analysis	3	3	3	2	3		
CLO 3: – individually analyze literary texts using different theories	3	1	2	2	3		
CLO 4: – demonstrate an awareness of the interconnectedness among the different schools of literary theory	3	1	3	1	3		
CLO 5: – analyze cultural diversity	3	1	2	1	3		

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

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO 1:	Discussion, Lecture	Examination, Quizzes
CLO 2:	Discussions, Think/Share Lecture	Examinations, Presentations
CLO 3:	Debate, Discussion, Lecture	Examinations, Assignment
CLO 4:	Discussion, Lecture, Case studies	Examinations, Quizzes
CLO 5:	Discussion, Lecture	Examinations, Group Presentations.

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-3	Sidney-Apology for Poetry Mathew Arnold- The Study of Poetry	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration	-Class Performance -Written Test -Oral Test	CLO 1
4-6	Samuel Jonson -Preface to Shakespeare W. Wordsworth - Preface to Lyrical Ballads	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -Multimedia presentation	- Class Performance -Written Test -Oral Test	CLO 1, 4
Mid Semester Examination				
7-8	T. S. Eliot-Tradition and Individual Talent	- Interactive discussion - Whiteboard illustration - Question-answer - Video presentation.	- Class Performance - Quiz - Written Test	CLO 1,4
8-12	Formalism and Structuralism Psychoanalytical Criticism Marxism Feminism Post Structuralism and Deconstruction	- Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment	- Class Performance - Written Test - Assignment - Presentation	CLO 2
13-14	Post-colonialism Orientalism New Historicism	- Interactive discussion -Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations	- Class Performance - Quiz - Written Test - Presentation	CLO 1, 4
Mid Semester Examination				

20. Learning Materials:

- i) Rivkin, Julie and Michael Ryan (EDs.), (1998) Literary Theory: An Anthology Oxford: Blackwell
- ii) Barry, Peter, (1995) Beginning Theory: An Introduction to Literary and Cultural Theory
iii) Manchester University Press
- iv) Green, Keith and Jill Le Bihan, (1999) Critical Theory and Practice: A Casebook London: Routledge
- v) Lemon, L. T. and M. J. Reis, (1965) Russian Formalist Criticism: Four Essays
Lincoln:University of Nebraska Press.

28. ELI 0232 2299: 2nd year End Academic Viva-Voce

1. **Course Title:** Old English Literature in Translation
2. **Course Code:** ELI 0232 2299
3. **BNQF Code:** 0232
4. **Credit Value:** .75
5. **Credit Hour:** 3 (three)
6. **Total Marks:** 100
7. **Level:** Fourth Year Second Semester
8. **Course Type:** Core
9. **Academic Session:** N/A
10. **Course Teacher/ Instructor:** N/A
11. **Prerequisite(s) (if any):** N/A
12. **Program:** B.A. (Honors) in English
13. **Department:** Department of English
14. **Faculty:** Faculty of Arts and Humanities
15. **Course Rationale:** This course shall ensure that the students are able to present the knowledge, skills and practical they undertake should be presented to the panel of experts in the most effective way.
16. **Course Contents:** Course content should be divided into two equal sections, namely Section A And Section B.

The viva shall normally cover the subjects taught in all the eight semesters. The comprehensive viva voce examination should be based on the theoretical knowledge, skills and the practices which the students have undergone in the period of four years. It is based on all the courses the students have studied, the literary, social history of the periods, of linguistics, history of language and genres, literary terms, Prosody, mythological information etc.

17. Mapping Course Learning Outcomes (CLOs) with the PLOS

	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7
CLO 1: Acquire knowledge of the English writings, both the original and the translated across the world.	√	√			√		
CLO 2: Know about the overall knowledge of field of literature acquired over 4 years of study in the undergraduate program	√	√			√		√
CLO 3: Assess the knowledge about the English writings, authors and important aspects.	√	√		√	√		
CLO 4: Acquire knowledge and skills to face the interview panel in different situations.	√	√			√	√	√
CLO-5: Make effective presentation of different topics learnt before the expert and also face the problems in different situations.	√	√			√		

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

CLOs	Teaching- Learning Strategy	Assessment Strategy
CLO 1: Acquire knowledge of the English writings, both the original and the translated across the world.	Discussion, Quisses	Examination, Presentations
CLO 2: Know about on the theoretical knowledge, skills and the practices which the students have undergone in the period of four years. It is based on all the courses the students have studied,	Reflective Discussion, Lecture, Debate	Examination, Presentations
CLO 3: Use and develop oral presentation skills.	Discussion, lecture	Examinations, Assignments, Quizzes
CLO 4: Equip the students with analytical and evaluation abilities to respond to impromptu questions by the Board members.	Discussion, Lecture, Inquiry	Examinations, Group Work
CLO 5: Asses about the literature of other countries which is written in English, different linguistics terms, literary devices, literary theory etc.	Lecture, Discussion, Brains storming	Examinations, Group Presentations

19. Course plan specifying content, CLOs, co-curricular activities (if any), teaching learning and assessment strategy mapped with CLOs

Week	Topic	Teaching-Learning Strategy	Assessment Strategy	Corr. CLOs
1-3	The viva shall normally cover the subjects taught in all the eight semesters.	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -White board illustration -Multimediapresentation -Question-answer	-Class Performance -Written Test -Oral Test	CLO 1
4-6	The comprehensive viva voce examination should be based on the theoretical knowledge, skills and the practices which the students have undergone in the period of four years.	-Socialized recitation -Lecture discussion with multimedia -Interactive discussion -Multimedia presentation - Question-answer session.	- Class Performance -Written Test -Oral Test	CLO 1, 4
7-9	It is based on all the courses the students have studied,	- Interactive discussion -Whiteboard illustration - Lecture discussionwith multi media - Question-answer - Video presentation	- Class Performance - Quiz - Written Test - Oral Test	CLO 1,4
10-11	literary, social history of the periods, of linguistics	- Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment	- Class Performance - Written Test - Assignment - Presentation	CLO 2
12	history of language and genres, literary terms,	- Interactive discussion -Whiteboard illustration - Lecture discussion with multimedia. - Demonstrations	- Class Performance - Quiz - Written Test - Presentation	CLO 1, 4
13-14	Prosody, mythological information etc.	- Interactive discussion - Group discussion - Brain storming session - Group exercise - Written assignment	- Class Performance - Written Test - Assignment - Presentation	CLO 1, 4
Final Semester Examination				

20. Learning Materials: All the books of all the semesters and the journals, databases, Real problems of study of language and literature.