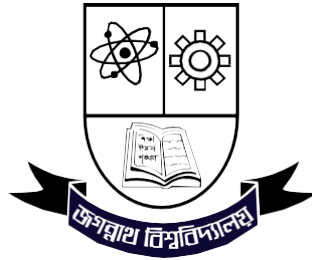


Syllabus

MA in English (Professional)

English Literature and Cultural Studies
&
Applied Linguistics and ELT



Summer 2026, Fall 2026 & Spring 2027

Department of English
Jagannath University, Dhaka

Literature and Cultural Studies

COURSE OUTLINES

LCS 6101	Advanced Reading and Writing	3 Credits
LCS 6102	Professional Communication	3 Credits
LCS 6103	Gender Studies	3 Credits
LCS 6104	20 th Century English Literature	3 Credits
LCS 6105	Modern American Literature	3 Credits
LCS 6201	Critical Theories and Practices	3 Credits
LCS 6202	Latin American Literature	3 Credits
LCS 6203	Postcolonial Studies	3 Credits
LCS 6204	Continental Literature	3 Credits
LCS 6205	Media and Film Studies	3 Credits
LCS 6301	Cultural Studies: Theories and Practices	3 Credits
LCS 6302	Postmodern Literature	3 Credits
LCS 6303	Contemporary Reading of Shakespeare	3 Credits
LCS 6304	Translation Studies	3 Credits
LCS 6305	Research Methodology	3 Credits
LCS 6306	Dissertation*	6 Credits
LCS 6307	Viva-voce	3 Credits
	Total	54 Credits

Note: Dissertation is not compulsory for all students. A student, after completing minimum 30 credits and obtaining CGPA 3.50, can take a dissertation instead of two taught courses. Also, the student opting for a dissertation must take LCS 6305: Research Methodology)

LCS 6101: Advanced Reading and Writing

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6101	Advanced Reading and Writing	Theory	3	60	20	10	10	100

Course Description

The course aims at building up reading and writing skills in the students. The learners will develop theoretical aspects of reading and writing for different purposes and contexts. The learners will develop reading and writing skills to communicate in real-life situations.

Justification of the Course in the Program Entity

Reading and writing skills are essential for learners of the English department. This course would help develop the required reading and writing skills of the learners.

Course Objectives (COs)

This course aims to:

1. enhance the basic language skills of students;
2. focus on reading and writing as necessary skills for the upcoming advanced courses on literature and language;
3. help students interact with various kinds of texts and interpret their meanings using different reading strategies;
4. teach students how to start writing, how to write effective topic sentences, how to maintain the unity of coherence throughout a composition, etc;
5. teach students other forms of writing like exam answers, precise, paraphrasing, letters, electronic messages, etc;
6. develop students' professional skills in editing and proofreading.

Course Learning Outcomes (CLOs)

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

1. apply different reading strategies while reading texts of different genres;
2. recognize the structure, figurative language, and style of a text;
3. identify the main and supporting ideas of different texts;
4. develop confidence as an EL reader;
5. write grammatically correct sentences or grammatically error free sentences;
6. write concise and precise sentences;
7. apply socially acceptable language for academic audiences;

Course Contents:

ESL/EFL Reading

- ESL/EFL reading skills: purposes, components and types
- Dealing with unfamiliar words/phrases, and analyzing structures
- Extracting information, understanding writers' purposes, and drawing inferences
- Reviewing and paraphrasing texts

ESL/EFL Writing

- ESL/EFL writing skills: purposes, components and competencies
- Approaches to writing
- Paragraph writing: organization, types and techniques
- Summary writing
- Essay writing: organization, types and techniques

Recommended Reading:

Bailey, S. (2004). *Academic Writing: A Practical Guide for Students*. London: Routledge.

Greenall, S. & Michael, S. (2001). *Effective Reading: Reading Skills for Advanced Students*. Cambridge: Cambridge University Press.

Grellet, F. (1981). *Developing Reading Skills*. Cambridge: Cambridge University Press.

Montgomery, M. , Alan Durant, Tom Furniss, Sara Mills (2012). *Ways of Reading: Advanced Reading Skills for Students of English Literature* (4th ed.).

Wainwright, G. (2006). *Reading Faster, Recall More* (3rd ed.). UK: How to Books Ltd.

Langan, John (2008). *College Writing Skills with Reading* (7th Edition). New York: Mc Graw Hill.

LCS 6102: Professional Communication

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6102	Professional Communication	Theory	3	60	20	10	10	100

Course Description

The purpose of this course is to introduce students to the theory, fundamentals and tools of communication and to develop in them vital communication skills which are integral to personal, social and professional interactions. The present course hopes to address some of the aspects of effective communication skills through an interactive mode of teaching-learning process. In view of the growing importance of English as a tool for global communication and the consequent emphasis on the learners from different backgrounds to acquire language skills, the syllabus of English has been designed to develop linguistic and communicative competencies of the students of the Department of English. In the class, the focus will be on the skills development in the areas of vocabulary, grammar, reading and writing. Central to a learner's success at work are writing, speaking, listening and problem-solving skills. Additionally, the ability to work productively with others is of central importance to his/her future success. As such, the following are the main goals for the learners in this course: (a) improve presentation and listening skills, (b) develop problem-solving skills, (c) improve professional writing skills, and (d) enhance interpersonal communication, social, and interactional skills for professional settings.

Justification of the Course in the Program Entity

The inclusion of this course in the curriculum will allow students to prepare themselves for the professional work environment. The course fulfills a much more immediate and real need to mold students' soft skills and technical communicative expertise, which in turn, allows them to handle themselves in any given professional field that uses English as a medium of communication.

Course Objectives (COs)

This course aims to:

1. make students critical, eloquent and precise in their writing;
2. equip students as better communicators in the professional/business world.

Course Learning Outcomes (CLOs)

Upon completion of the course, students will:

1. have a theoretical understanding of professional communication in English and learn to face a formal audience and be adept at the operation of daily documentation processes in an official environment;
2. have the knowledge of the updated layout of official/formal documentation;
3. be able to use correct grammar, structure and language in eloquent and desired manner;
4. demonstrate skills of correcting and editing the literature of any document in English;
5. learn to make distinctions among the different genres of documentation in use and purpose;
6. develop skills in communicating on both print and online mediums;
7. have necessary understanding and requirements of formal interactions like meetings, interviews, presentations etc.;
8. learn to collaborate in groups and communicate (written and oral) with proper etiquettes in a professional manner.

Course Contents:

Part A: Theories

- Theory of Communication
- Types and modes of Communication
- Effective Communication/ Mis-
- Communication Barriers and Strategies

Part B: Writing

- Writing meeting minutes
- Memorandum Writing
- Notice Writing
- Tender
- Quotations
- Emailing
- Report
- Writing
- Writing Letters - job applications/cover letter, CV and
- Resume
- Writing a Business Proposal
- Proofreading

Part C: Public Speaking

- Introductory Speech
- Informative Speech
- Persuasive Speech
- Special Occasion Speech
- Power Point Presentation: Planning the Presentation
- Delivering the Presentation: Developing & Displaying Visual Aids, Handling Questions from the Audience

Required Reading:

Taylor, Shirley. *Model Business Letters, Emails and Other Business Documents*. Harlow, England: Pearson, 2012.

Murphy, Herta A, Herbert W. Hildebrandt, and Jane P. Thomas. *Effective Business Communications*. New York: McGraw-Hill Companies, 1997.

Baugh, L S, Maridell Fryar, and David A. Thomas. *How to Write First-Class Business Correspondence: The Handbook for Business Writing*. Lincolnwood, III: NTC Pub. Group, 1995.

Lucas, Stephen, Lazaros Simeon, and Juanita Wattam. *The Art of Public Speaking*. Toronto: McGraw-Hill Ryerson, 2008.

Recommended Reading:

Ashley, A. *Oxford Handbook of Commercial Correspondence*. Oxford University Press, 2003.

Langan, John A. L. B. R. I. G. H. T. Z. O. E. *Exploring Writing: Paragraphs and Essays*. McGraw-Hill Education, 2019.

Itule, Bruce D, and Douglas A. Anderson. *News Writing & Reporting for Today's Media*. Boston: McGraw-Hill, 2008.

LCS 6103: Gender Studies

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6103	Gender Studies	Theory	3	60	20	10	10	100

Course Description

This course is divided into two segments – theories and fictional works. The first part aims at enabling the learners to embark on feminist and gender readings of the literary and nonliterary discourses of different times, places and contexts. The course will also enable students to respond to the key questions raised in feminist criticism, masculinity studies and gender studies. The second part will give the students an opportunity to apply the theories in interpreting the fictional texts from a gender sensitive stand point.

Justification of the Course in the Program Entity

Many debates and theories about gender roles and gender inequality prevail in academic disciplines. Inclusion of this course on a postgrad level program allows students to have a reasonably comprehensive knowledge of contemporary conversations around a very real and everyday topic that is connected to their immediate personal lives.

Course Objectives

From this course students will:

1. be encouraged to voice their own thoughts and form coherent arguments in significant discussions about the gender issues;
2. be able to connect and compare theorists, authors etc., and boost inter-textual debates;
3. be able to connect theoretical concepts to issues or events from contemporary surroundings and have a perceptive opinion about them.

Course Learning Outcomes (CLOs)

From this course students will:

1. understand the logic of Gender Studies as a key field of study;
2. be able to understand the key vocabularies used around gender issues;
3. get familiarized with important gender related concepts, history, theories and their diversity of origin and perspective;
4. be able to intersect gender with issues of race, class, sexuality, religion, culture, age, geographical locations etc.;
5. demonstrate the ability to question the norm and the traditional way to understand the power conflicts within and between communities across cultures, time, age and social institutions;
6. get familiarized with critics and authors with distinct backgrounds and perspectives of criticism regarding gender issues;
7. be able to evaluate, connect and critique existing popular gender theories;
8. have the ability to connect global and local gender issues of inequality or injustice and propose solutions.

Course Contents:

Theory

Hélène Cixous	‘The Laugh of the Medusa’
Adrienne Rich	‘Compulsory Heterosexuality and Lesbian Existence’
Chandra Talpade Mohanty	‘Under Western Eyes: Feminist Scholarship and Colonial Discourses’
Sean Nixon	‘Exhibiting Masculinity’
Judith Butler	‘Subject of Sex/Gender/Desire’

Novel

Margaret Atwood	<i>The Handmaid’s Tale</i>
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Short Story

Ama Ata Aidoo	‘The Girl Who Can’
Mahashweta Devi	‘Draupadi’
Doris Lessing	‘To Room Nineteen’

Poetry

Kamala Das	‘Introduction’, ‘My Grandmother’s House’, ‘The Looking Glass’, ‘The Freaks’
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Critical Watching

Chimamanda Ngozi Adichie	<i>We Should All Be Feminists</i>
Tarana Burke	<i>Me Too is a Movement, Not a Moment</i>

Recommended Reading:

- Aidoo, Ama Ata. *The Girl Who Can and Other Stories*. 1997. Portsmouth: Heinemann, 2002.
- Assiter, Alison. *Enlightened Women: Modernist Feminism in a Postmodern Age*. London and New York: Routledge, 1996.
- Barrett, Frank J and Stephen M Whitehead. (Eds.) *The Masculinities Reader*. Malden: Blackwell, 2001.
- Bristow, Joseph. *Sexuality*. London and New York: Routledge, 2007.
- Cahill, Susan (ed.). *Women & Fiction: Short Stories By and About Women*. New York: Signet, 2002.
- Eagleton, Mary. *Feminist Literary Theory: A Reader*. 2nd edition. Massachusetts: Blackwell, 2001.
- Gilbert, Sandra M and Susan Gubar. *The Madwoman in the Attic: The Woman Writer and the Nineteenth-Century Literary Imagination*. New Haven and London: Yale University Press, 1979.
- Gray, Stephen. (ed.). *The Picador Book of African Stories*. London: Picador, 2000.
- Moi, Toril. *Sexual/Textual Politics: Feminist Literary Theory*. London: Methuen, 1985.
- Monroe, Kristen et al. *Gender Equality in Academia: Bad News from the Trenches, and Some Possible Solutions. Perspectives on Politics* (APSA, 2008). Web.
- Rivkin, Julie and Michael Ryan. *Literary Theory: An Anthology*. Oxford: Blackwell, 1998.
- Ruthven, K.K. *Feminist Literary Studies: An Introduction*. Cambridge: Cambridge University Press, 1991.
- Sedgwick, Eve Kosovsky. *Epistemology of the Closet*. Harvester, 1991.

LCS 6104: Twentieth-Century English Literature

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6104	Twentieth-Century English Literature	Theory	3	60	20	10	10	100

Course Description

This course highlights twentieth century literature which illustrates a shift in the literary world where the texts became more provisional and more self-questioning. The age witnessed the rage of the two World Wars, capitalism, the rise of technology and the wails of the postcolonial voices at the pits of the British Empire. The course focuses on the key texts of the age and enlightens the students on the major cultural, art and literary movements like surrealism, modernism, postmodernism, etc.

Justification of the Course in Program Entry

To understand and identify the trends of the twentieth century English poetry is very important for the students in this program specially to identify, explain and differentiate other poetical trends. The texts selected in the content will help learners to develop this ability. After the two great wars, scientific revolution and materialistic revolution, disillusionment coupled with alienation, frustration, become the salient features of the 20th century society which are presented thematically in the dramas included in this course. The 20th century marks the modernist turn in English fiction both in terms of style, subject matter and theme. This course is, therefore, significant in order to provide students with the opportunity to deal with some excellent works of the time.

This course aims to:

1. help students to be familiar with the most important poets of the 20th century English literature;
2. enable students to identify the major trends of the 20th century English poetry;
3. make students aware of the salient features of Drama written and staged in the 20th century;
4. inform students the social and political condition of 20th century that is presented in the plays included in the course;
5. enable students to appreciate the background, influences, novelty, and traditions of twentieth-century English fiction;
6. help learners to understand the impact of the world wars, the advancement of science (leading to both progression and regression), growing interest in psychology, new research in linguistic theory, the consciousness of social class, the gradual crumbling of colonialism, the functioning of totalitarian governments, etc. on twentieth-century fiction.

Course Learning Objectives (CLOs)

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

1. develop a comprehensive idea about the 20th century English poetry;
2. understand the basic characteristics of drama especially focusing on the 20th century drama;
3. understand social picture of the domain in which the plays are written and staged;
4. identify and explain the trends of 20th century English poetry;
5. understand how the changed reality in the 20th century influenced the literature of that time;
6. appreciate the stream of consciousness as a narrative technique;
7. review the texts from a postcolonial and psychoanalytic point of view;
8. develop an ability to comprehend different ways 20th century novelists approach different thematic issues in relation to the social context.

Course Contents:

Poetry

- W. B. Yeats 'The Second Coming', 'A Prayer for My Daughter',
'Leda and the Swan', 'Sailing to Byzantium'.
W. H Auden 'Musée des Beaus Arts', 'Petition, Lullaby', 'The Shield of Achilles'
T. S. Eliot 'The Love Song of J. Alfred Prufrock', 'The Waste Land'
Ted Hughes Selections
Philip Larkin Selections

Drama

- G. B. Shaw *Saint Joan*
Samuel Beckett *Waiting for Godot*

Novel

- Joseph Conrad *Heart of Darkness*
D. H. Lawrence *Sons and Lovers*

Recommended Reading:

- Frank, Joseph. *The Widening Gyre: Crisis and Mastery in Modern Literature*. New Brunswick: Rutgers UP, 1963.
Levenson, Michael (Ed.). *The Cambridge Companion to Modernism*. Cambridge: CUP, 1999.
Levenson, Michael. *A Genealogy of Modernism: A Study of English Literary Doctrine, 1908- 1922*. Cambridge, CUP, 1986.
Shattock, Joanne (Ed.). *The Cambridge Companion to English Literature, 1830-1914*. Cambridge: CUP, 2010.
Clarke, Peter. *Hope and Glory: Britain 1900-2000*. London: Penguin, 2004.

LCS 6105: Modern American Literature

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6105	Modern American Literature	Theory	3	60	20	10	10	100

Course Description

The literature of the American authors in this time period reflects the defining statement of today's America. The course highlights the representative writers of the age that put America on the literary map and gives a window into the socio-political state of the era. The texts will be read with emphasis on the major trends of the age like naturalism, realism, lost generation, black rights, feminist movements, etc.

Justification of the Course in the Program Entity

This course is needed to make our students aware of the diversity of expressions of American short fiction writers and poets, which is rooted in their varied experiences of political, economic and social realities. The course deals with some of the most quintessential works of American literature. The selected texts are also considered as classics in literature in general, crossing the boundary of the local and rising themselves to universal significance. Therefore, the course will give the student a glimpse not only into the socio-political issues of contemporary times in the United States, but will help them understand the profound philosophical features they so masterfully explore.

Course Objectives (COs)

This course aims to:

1. introduce students with major and representative poets and fiction writers, and their works.
2. familiarize students with the major conventions, tropes, and themes of American literature; introduce and discuss those features with regard to individual works.
3. familiarize students with the specific historical contexts in which the particular texts were created so that they understand the important factors behind the birth of those texts.
4. develop critical thinking in the students, enabling them to connect form with the content so that they can focus on the stylistic aspects of the texts.

Course Learning Outcomes (CLOs)

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

1. demonstrate an understanding of the origin, growth and development of American poetry and short fictions since the 18th century through 20th century;
2. analyze works of American literature from a range of genres;
3. Understand the contexts of particular texts and analyse if the contexts have contributed to the production of those texts or have had considerable amount of influence on them or not.
4. Understand whether the texts are individual or collective expressions of certain values of the contemporary times, relating them to the social, political and economic factors predominant at the times;
5. Develop an understanding of the characteristic literary styles of the particular period with an ability to compare and contrast the styles of the significant authors of that time.

LCS 6201: Critical Theories and Practices

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6201	Critical Theories and Practices	Theory	3	60	20	10	10	100

Course Description

This course introduces the students to the field of literary theory, a central component of contemporary studies in English and world literature. Students will identify and engage with key questions regarding theoretical discussions among literary scholars and critics. This course is arranged as a genealogy of theoretical paradigms, beginning in the early 20th century when literary theory first developed as a formal discipline and following the evolving literary theory to the present day—from text-centric Russian formalism to contemporary gynocriticism and cognitive theory.

Justification of the Course in the Program Entity

This course is necessary to develop insight and understanding of different theoretical ideas to interpret and evaluate literary and nonliterary texts and discourses.

Course Objectives (COs)

The course aims to:

1. develop students' ability to read literary and nonliterary texts critically;
2. enable students to understand the evolving nature of our understanding of the reality through different schools of literary thoughts and theories, and their development;
3. enable students to analyze and evaluate the discourses of literary texts by applying different schools of epistemological ideas;
4. enable students to understand issues, ideas, concepts, challenges and limitations and historical development of literary and cultural theories;
5. enable students to identify and differentiate different literary and cultural theories and their functions;
6. develop students' understanding on current development of critical and cultural theories, and their principles and trends;
7. enable students to understand individual, situational, social, psychological and political factors related to develop different critical and cultural theories.

Course Learning Outcomes (CLOs)

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

1. identify the premises and differences of different literary theories;
2. identify the developmental processes and interconnections of different literary theories;
3. understand the application of different literary theories in analyzing literary texts;
4. interpret literary texts by applying different literary theories

5. demonstrate their understanding on the current development of literary theories;
6. identify the premises and differences of different critical and cultural theories to identify the construct of different texts and discourses;
7. demonstrate understanding on the current development of the critical and cultural theories
8. evaluate necessary different critical and cultural theories;
9. apply different critical and cultural theories to interpret different texts and discourses and cultural phenomena;
10. describe historical development of different critical and cultural theories as a response of different individual, situational, contextual, social, psychological and political factors.

Course Contents:

Structuralism and Semiotics

Sign; langue and parole; binary oppositions; mythemes; diachrony and synchrony; denotation and connotation; metaphor and metonymy; paradigm and syntagm; morphology of the folktale

Russian Formalism

literaturnost (literariness); ostranenie (defamiliarization); 'baring the device'; foregrounding; fabula and syuzhet

Psychoanalytic Criticism

The Unconscious (Freud); id, ego and superego (Freud); Oedipus complex; The Mirror Stage (Lacan); The Imaginary, the Real and the Symbolic (Lacan); The Name-of-the-Father; desire

Marxist Literary Theory

Base and superstructure; Interpellation; RSA and ISA (Althusser); Ideology; Cultural Materialism (Williams)

Modernism

Modern, modernity, modernization, and modernism

Post-structuralism and Deconstruction

differánce; jouissance; aporia; the death of the author; absence; metaphysics of presence; alterity; heteroglossia; carnivalesque; rhizome; the differand; erasure; grand narrative; logocentrism; trace; intertextuality

Postmodernism

Postmodern, Postmodernity, Postmodernization, Postmodernism;

Grand-narrative (Lyotard); Simulacrum and Hyperreality (Baudrillard); Pastiche (Jameson); Cyborg

Environmental Justice

Distributive Justice, Recognition Justice, Environmental Racism, Ecological Debt,

Climate Justice, Sacrifice Zones, Food Sovereignty, Indigenous Sovereignty

Recommended Reading:

Guerin, Wilfred L. *A Handbook of Critical Approaches to Literature*. New York: Oxford University Press, 2005.

Selden, Raman, Peter Widdowson, and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*, 2017.

Tyson, Lois. *Critical Theory Today: A User-Friendly Guide*. New York: Routledge, 2006.

Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester, UK: Manchester University Press, 2009.

Waugh, Patricia. *Literary Theory and Criticism: An Oxford Guide*. New York: Oxford University Press, 2006.

Wolfreys, Julian. *Introducing Criticism at the 21st Century*. Edinburgh: Edinburgh University Press, 2002.

Habermas, Jürgen. *The Philosophical Discourse of Modernity: Twelve Lectures*. Trans. Frederick Lawrence. Cambridge, UK: Polity, 1987.

Cain, William E., et al., editors. *The Norton Anthology of Theory and Criticism*. 2nd ed., WW Norton, 2010.

LCS 6202: Latin American Literature

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6202	Latin American Literature	Theory	3	60	20	10	10	100

Course Description

Latin American literature includes the national literatures of the Spanish-speaking countries of the Western Hemisphere. This course makes an attempt to introduce students to some prominent writers of Latin American literature as well as to the major cultural moments in Latin America from the 1920s to the present. While teaching the course, the course teacher is expected to speak on the significant artistic trends, political movements and intellectual debates of the last century like modernism and modernity, nationalism and cosmopolitanism, revolution, subalternity and postdictatorship, etc. Understanding the above will enable students to understand the rich and complex diversity of themes, forms, creative idioms, and styles Latin American Literature has developed over the years.

Justification of the Course in the Program Entity

This course is needed to make our students aware of the diversity of expressions of Latin American literature. This course will help learners to improve their ability to read analyze literature comparatively.

Course Objectives (COs)

This course aims to:

1. introduce students with major and representative poets and fiction writers, and their works,
2. familiarize the students with major Latin American themes and issues– cultural, political, aesthetical with reference to their major proponents,
3. enable the students in appreciating and critiquing the diverse and rich tendencies of literary works in Latin America alongside world literature,
4. encourage the students to critically approach the Latin American literary specimens with reference to the learner’s own cultural and national identity.

Course Learning Outcomes (CLOs)

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

1. understand the history of colonization, slavery, independence, and neo-colonialism of Latin American region to relate the geopolitical features with literature;
2. critically analyze the development of the Latin American culture, literature’s influence on the shaping of it, and the culture’s influence on literary outcomes in Latin America America;
3. enable students to enhance their ability to read and analyze texts comparatively;
4. critically analyze the texts by relating them to the contexts provided;
5. locate and critique the influence of major factors in Latin American literature—magic realism, the question of time, the relation between fiction and reality et cetera.

Course Contents:**Novel**

Gabriel García Marquez (Colombia) *One Hundred Years of Solitude*

Drama

Mario Vargas Llosa (Peru) *Mistress of Desire*

Poetry

Pablo Neruda (Chile) 'If You Forget Me', 'A Dog Has Died', 'The Old Woman of the Ocean',
'Don't Go Far Off', 'The Song of Despair',

Octavio Paz (Mexico) 'No More Clichés', 'Going and Coming'

Short Story

Jorge Luis Borges (Argentina) 'The Circular Ruins', 'The Secret Miracle', 'The Aleph'

Juan Rulfo (Mexico) 'Tell Them Not to Kill Me'

Julio Cortázar (Argentina) 'The Night Face Up'

Clarice Lispector (Brazil): 'Happy Birthday'

Rosario Castellanos (Mexico) 'Cooking Lesson'

Recommended Reading:

Castilio, et al. *Latin American Literature and Mass Media*. New York: Garland Publishing, 2001.

Coleman, Alexander, ed. *Jorge Luis Borges: Selected Poems*. New York: Penguin Classics, 2000.

Echebarria, Roberto Gonzalez. *The Oxford Book of Latin American Short Stories*. 1997. New Delhi: Oxford India, 2006.

Galeano, Eduardo. *Open Veins of Latin America*. New York: Monthly Review Press, 1997.

Gogol, Eugene Walker. *The Concept of Other in Latin American Liberation*. New York: Lexington Books, 2002.

Hart, Stephen M. *A Companion to Latin American Literature*. 1999. Rochester, USA: Tamesis, 2007.

Ocasio, Rafael. *Literature of Latin America: Literature as Windows to World Culture*. London: Greenwood Publishing Group, 2004.

Smith, Verity. *Encyclopedia of Latin American Literature*. London: Taylor & Francis, 1997.

Echevar, Roberto Gonzalez and Enrique Pupo Walker (ed.). *The Cambrian History of Latin American Literature*. Cambridge: Cambridge University Press, 1996.

LCS 6203: Postcolonial Studies

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6203	Postcolonial Studies	Theory	3	60	20	10	10	100

Course Description

The course aims at enabling the learners to analyze, explain, and respond to the cultural legacy of colonialism and imperialism. The texts selected in the course challenge the narratives of the colonizers expounded during the colonial era and show the voice of the postcolonial societies with emphasis on their indigenous knowledge and culture which were ravaged by the colonial powers. The course also serves as a mouthpiece of the peoples, who were made to feel culturally ‘other’ and had long been kept under the accusation of ‘uncivilised masses, and shows how resistance against the colonizing powers and later decolonization have shaped their present identities. It is expected that after the completion of the course the learners will be able to critically (re) read literary texts within the framework of political, social and psychological coalescence of the colonial and postcolonial.

Justification of the Course in the Program Entity

Postcolonialism in literary studies has become an important area today. Therefore, the present course has been included to help students read and criticize literary texts from postcolonial perspectives.

Course Objectives (COs)

This course aims to:

1. enable students to identify the relationship between the colonizer and the colonized;
2. identify postcolonial aspects while reading the literary texts;
3. identify differences between colonial and postcolonial perspectives of the writers.

Course Contents:

Theory

Frantz Fanon	‘The Pitfalls of National Consciousness’
Chinua Achebe	‘The African Writer and The English Language’
Edward Said	‘Introduction’ to Orientalism
Ngugi wa Thiong’o	‘The Language of African Literature’

Novel

Chinua Achebe	<i>Things Fall Apart</i>
Salman Rushdie	<i>Midnight’s Children</i>

Play

Wole Soyinka	<i>Death and the King’s Horseman</i>
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Poetry

Derek Walcott	‘Midsummer, Tobago’, ‘A Far Cry from Africa’, ‘Blues’
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Recommended Reading:

- Alam, Fakrul. *Imperial Entanglements and Literature in English*. Dhaka: Writers.ink, 2007.
- . *Reading Literature in English and English Studies in Bangladesh: Postcolonial Perspectives*. Dhaka: Writers.ink, 2021.
- Bill Ashcroft, Gareth Griffiths and Helen Tiffin. 1995. *The Post-Colonial Studies Reader*. London & New York: Routledge. 2003.
- . *The Empire Writes Back: Theory and practice in post-colonial literatures*. London & New York: Routledge.
- Elleke Boehmer. 1995. *Colonial and Postcolonial Literature*. Oxford: Oxford University Press.
- Helen Gilbert and Joanne Tompkins. *Post-Colonial Drama: Theory, practice, politics*. London & New York: Routledge, 1996.
- Patrick Williams and Laura Chrisman (eds.). *Colonial Discourse and Post-Colonial Theory: A Reader*. Hemel Hempstead, England: Harvester Wheatsheaf, 1993.
- Childs, Peter and Patrick Williams, *An Introduction to Post-Colonial Theory*. Essex: Longman-Pearson Education, 1997.

LCS 6204: Continental Literature

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6204	Continental Literature	Theory	3	60	20	10	10	100

Course Description

This course intends to introduce students with selected European poems, plays and fictions of the 19th and 20th centuries in English translation. The course will give a comparative view on the development of literary discourses across Europe in different periods and political eras.

Course Objectives (COs)

The course aims to develop among the students an appreciation for different literary pieces and cultural diversities found in each of the literary masterpieces throughout Europe.

Course learning outcomes (CLOs)

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

1. demonstrate critical thinking skills in the comprehension of Continental literature;
2. identify the notable phases of development of the literary genres of the Continent;
3. recognize the interaction of reason and emotion in the literary masterpieces of the period.

Course Contents:

Drama

Henrik Ibsen	<i>A Doll's House</i>
Anton Chekhov	<i>The Cherry Orchard</i>
Bertolt Brecht	<i>The Life of Galileo</i>

Poetry

Alexander Pushkin	'Farewell to the Sea', 'Elegy', 'Winter Evening'
Charles Baudelaire	'To the Reader', 'Get Drunk', 'Anywhere Out of the World'

Fiction

Franz Kafka	<i>The Metamorphosis</i>
Albert Camus	<i>The Outsider</i>

Recommended Reading:

Hauser, Arnold. *The Social History of Art*. New York: Knopf, 1951.
 Gaskell, Philip. *Landmarks in Continental European Literature*. Edinburgh, EUP, 1999.
 Lewis, P. (Ed.). *The Cambridge Companion to European Modernism*. Cambridge: CUP, 2011.
 Linda, Ochlin. *Realism and Tradition in Art 1848-1900*. NJ: Prentice-Hall, 1966.

LCS 6205: Media and Film Studies

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6205	Media and Film Studies	Theory	3	60	20	10	10	100

Course Description

This course is divided into two parts: Part A and Part B. The first part is about media studies and the second one relates to studies of films.

Recent directions in the field of media studies have turned culture into a significant object of study. This course is designed for the students who are interested to work in the media industry. It aims to provide a theoretical background on media analysis, audience analysis, controlling media, and media representations. It also aims to provide a theoretical background of old and new media, media representations, controlling media, functions of media industries etc. It also offers the learners an opportunity to learn journalistic editing, audience selection, contextualization, news preparation, taking interviews and documentation. The students will learn the techniques of writing a press release, find out about promotional activities on media and new media journalism like blogging and 'vlogging.' The course also offers basic training on video editing and photography.

In an attempt to make the syllabus more interdisciplinary a portion of the syllabus dedicates itself to the study of Film. Cinema, like the more established art forms such as literature, painting and music, can be read, interpreted and critiqued. This course seeks to give a comprehensive view of cinema, from its early forms to current developments, both in theory and practice. The first part of the course focuses on the history of cinema, emphasising some of the most important events and movements around the world that shaped cinema as we know it today. Some of the most influential texts in film theory as well as some of the most enduring and important films in cinema history have been included, so that learners can connect the theories with the movies for a better understanding of cinema as a whole.

Justification of the Course in the Program Entity

This course includes theories that offer a comprehensive introduction to media studies and audience analysis. At the same time, it attends to questions of media control, new media, politics of media and the upsurge of social media usage. Films are also treated as texts in the interdisciplinary approach of the department. So the study of films complements the purpose of the department of offering variations in its teaching-learning strategies.

Course Objectives (COs)

This course aims to:

1. introduce students with major and representative theorists;
2. familiarize students with the concept of blogging, vlogging, broadcast journalism, etc;
3. familiarize with the publication procedures: editing, proofreading, production design, illustration, and marketing;
4. encourage and enhance their power of observation and understanding of the subject and generate enthusiasm and love for film, not only as a means of entertainment but also as an art form and thus generate a critical and intelligent viewership;
5. make the students aware of various world cinema movements through a comparative study.

Course Learning Outcomes (CLOs)

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

1. understand the concept of media studies and its impact on the regular life;
2. critically analyze and identify promotional/political/ propagandist content;
3. develop critical awareness of film as an artistic medium, and refine critical thinking skills;
4. learn how to analyze film language (the construction of film images, systems of film editing, film sound, and the varied modes of organizing these core elements (narrative, non-narrative, etc.).

Course Contents:

Part A

Louis Althusser 'Ideology and Ideological State Apparatuses'

Stuart Hall 'The work of representation'

Noam Chomsky *Media Control*

Renee Hobbs 'The Dark Side of Propaganda: Lies, Hate Speech & Terrorism'

Danah Boyd 'addiction'

Recommended Readings

Durham, Meenakshi Gigi, and Douglas M. Kellner, editors. *Media and Cultural Studies: Key Works*. 2nd ed., MA: Blackwell, 2005.

Thornham, Sue. *Media Studies: A Reader - 3rd Edition*. 3rd ed., New York University Press: 2010.

Hobbs, R. (2020). *Mind over media: Propaganda education for a digital age*.

W. W. Norton & Company.

Hall, S., Evans, J., & Nixon, S. (Eds.). (2013). *Representation: Cultural representations and signifying practices* (2nd ed.). SAGE Publications Ltd.

boyd, d. (2014). *It's complicated: The social lives of networked teens*. Yale University Press.

Part B

History of World Cinema:

Silent Films, Classical Hollywood Films, Italian Neorealism, French New Wave, German Expressionism, Global Art Cinema, Bangladeshi Cinema, Film and Popular Culture and Film as Mass Culture.

Film Theory:

Soviet Montage theory, Avant-Garde Cinema, The Auteur theory, Brechtian Films, Feminist Film theory, Psychoanalysis and Cinema, Third Cinema theory and Postcolonial Cinema.

Films as Texts:

The Cabinet of Dr. Caligari (1920). Robert Wiene. (Dir)

The Battleship Potemkin (1925). Sergei Eisenstein (Dir.)

The Bicycle Thief (1948). Vittorio De Sica (Dir.)

Rashmon (1950). Akira Kurosawa (Dir.)

12 Angry Men (1957). Sidney Lumet (Dir.)

The Seventh Seal (1957). Ingmar Bergman (Dir.)

400 Blows. (1959). François Truffaut. (Dir)

Psycho (1960). Alfred Hitchcock (Dir.)

Meghe Dhaka Tara (1960). Ritwik Ghatak (Dir.)

The Hour of the Furnaces (1968). Octavio Getino (Dir.)

Jibon Theke Neya (1970). Zahir Raihan (Dir.)

The Taxi Driver (1976). Dir. Martin Scorsese

Mirch Masala (1987). Ketan Mehta. (Dir.)
The Wind Will Carry Us. (1999) Dir. Abbas Kiarostami
Welcome to Dongmakgol (2005). Dir. Park Kwang-hyun

Required Readings

Octavio Getino and
Fernando Solanas ‘Towards a Third Cinema’
Salman Rushdie ‘Attenborough’s Gandhi’

Recommended Readings

Broadwell, David and Kristin Thompson. *Film Art: An Introduction*. New York: McGraw Hill, 2001.
Dix, Andrew. *Beginning Film Studies*. Manchester: Manchester University Press, 2008.
Doane, Mary Ann. *Femmes Fatales: Feminism, Film Theory, Psychoanalysis*. London: Routledge, 1991.
Kaplan, E. Ann. *Psychoanalysis and Cinema*. London: Routledge. 1990.
Lapsley, Robert and Michael Westlake. *Film Theory: An Introduction*. Manchester: Manchester University Press, 1988.
Monaco, James. *How to Read A Film: Movies, Media, Multimedia*. London: Oxford University Press, 2000.
Rushton, Richard and Gary Bettinson. *What is Film Theory: An Introduction to Contemporary Debates*. London: Open University Press, 2010.
Stam, Robert. *Film Theory: An Introduction*. Oxford: Blackwell Publishing, 2000.

LCS 6301: Cultural Studies: Theories and Practices

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6301	Cultural Studies: Theories and Practices	Theory	3	60	20	10	10	100

Course Description

The course offers an understanding of the intricate and often obscure link of culture and cultural productions where literary productions and criticism are made and constructed by the contents and forms of culture. Literary productions can be perceived as the philosophical and political representation of the realities formed by the elements of culture and subculture in a society. The course attempts to critically explore the missing link between knowledge and power, their discourses and institution that (re)construct the identity and dynamics of psyche, and (re)present as well as (re)produce literature as a product of cultural construct. The course covers the production, conditioning, distribution and consumption of discourses, such as television, advertising, minority literatures, and popular literature.

Justification of the Course in the Program Entity

This course is beneficial in making the students conscious about the diversified native cultures as well as the global cultures. Students should get acquainted to culture for higher studies, immigration, and research.

Course Objectives (COs)

This course aims to:

1. address the relation of culture and literature with a view to exploring how the contents and forms of culture construct and influence the production of literature and criticism;
2. highlight the relation between and within cultural practices in a society;
3. investigate the production of ideology and power along with the contemporary trends in cultural studies;
4. examine the production, conditioning, distribution, and consumption of discourses, such as in advertising, television, minority literatures, and popular literature.

Course Learning Outcomes (CLOs)

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

1. understand the definitions and locations of cultural presence of own cultures as well as diversified global cultures;
2. understand cultural norms to communicate in inter-cultural and co-cultural domains;

Course Contents:

Concepts and Context

- Power, Body, Identity
- Binary Oppositions
- Internalized Racism
- Late Capitalism
- Scopophilia
- The Death of the Individual
- Power/Knowledge
- Representation and ‘The Other’
- Culture in a Global/Postmodern World
- Historical Deafness
- The End of Meta-narratives.
- Regimes of Representation
- Commodity Racism
- Structural Hybridization
- The Male Gaze

Required Readings

Michel Foucault	‘The History of Sexuality: Interview’
Stuart Hall	‘The Spectacle of the ‘Other’’
Fredric Jameson	‘Postmodernism and Consumer Society’
Laura Mulvey	‘Visual Pleasure and Narrative Cinema’
Angela McRobbie	‘Feminism, Postmodernism and the ‘Real Me’’
bell hooks	“Eating the ‘Other’: Desire and Resistance”
Jan Nederveen Pieterse	‘Globalization as Hybridization’
Dick Hebdige	‘The Function of Subculture’
Donna Haraway	‘A Cyborg Manifesto’
Partha Chatterjee	‘Whose Imagined Community’

Recommended Reading:

During, Simon. 2005. *Cultural Studies: A Critical Introduction*. London and New York: Routledge.

Stuart Hall (ed.). 1997. *Representation: Cultural Representations and Signifying Practices*. London: SAGE Publications Ltd.

Smith, Philip. *Cultural Theory: An Introduction*. Oxford: Blackwell Publishers: 2001.

Featherstone, Simon. *Postcolonial Cultures*. Edinburgh: Edinburgh UP, 2005.

Parker, Michael and Roger Starkey, ed. *Postcolonial Literature: Achebe, Ngugi, Desai, Walcott*. London: Macmillan Press Ltd, 1995.

Barker, Chris. *Cultural Studies: Theory and Practice*. London: Sage Publications, 2003.

Storey, John. *Cultural Theory and Popular Culture: An Introduction*. Essex: Pearson Education Limited, 2001.

Edgar, Andrew and Peter Sedgwick. *Cultural Studies: The Key Concepts*. Oxfordshire: Routledge, 2008.

Gelder, Ken and Sarah Thornton, eds. *The Subculture Reader*. London: Routledge, 1997.

Hall, Donald E. *Subjectivity*. Abingdon: Routledge, 2007.

Mills, Sara. *Discourse*. Abingdon: Routledge, 2007.

Coupe, Laurence. *Myth*. Abingdon: Routledge, 2007.

Hartmann, Betsy and James Boyce. *A Quiet Violence: View from a Bangladesh Village*. Dhaka: University Press Limited. 1990.

LCS 6302: Postmodern Literature

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6302	Postmodern Literature	Theory	3	60	20	10	10	100

Course Description

This course aims at introducing the students to the world of postmodern thought. It also attempts to show how the postmodern literature breaks with the modern ‘high’ culture and ‘low’ culture dichotomies. While looking into the deconstruction of the plurality of the realities, the course shifts its aims incessantly on racism, transnationalism, multiculturalism, cyberculture, consumerism, late capitalism, globalization, green studies or ecocriticism, cult, gender and identity politics.

Justification of the Course in the Program Entity

This course includes texts that offer comprehensive introduction to postmodernism and cyber-punk. At the same time, it attends to the questions of racism, multiculturalism, gender, the politics of the media.

Course Objectives (COs)

This course aims to:

1. introduce students with major and representative postmodern theorists and fiction writers;
2. familiarize students with major postmodern concepts, issues and aesthetics;
3. enable the students in appreciating and critiquing the diverse scopes of Postmodern Literature;
4. encourage students to critically approach postmodern theories.

Course Learning Outcomes (CLOs)

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

1. understand the gradual evolution of the postmodernism and its impact on the contemporary life;
2. critically analyze the development of the popular culture;
3. understand the conceptual debate between ‘high’ culture and low, culture/mass culture;
4. critically analyze the texts relating to the context provided.

Course Contents:

Theory

Ihab Hassan ‘Towards a Concept of Postmodernism’
 Jean-François Lyotard ‘The Postmodern Condition’
 Jean Baudrillard ‘The Precession of Simulacra’

Novel

Milan Kundera *The Unbearable Lightness of Being*
 Kazuo Ishiguro *Never Let Me Go*

Play

Heiner Müller *Hamletmachine*

Short Story

Donald Barthelme	'The School', 'Sentence'
Grace Paley	'A Conversation with my Father'
Margaret Atwood	'Happy Endings'
Jamaica Kincaid	'Girl'

Recommended Reading:

- Geyh, Paula, Fred G. Leebron and Andrew Levy (Eds.). *Postmodern American Fiction: A Norton Anthology*. New York: W. W. Norton & Company, 1998.
- Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. London and NY: Routledge, 2004.
- . *The Politics of Postmodernism: History, Theory, Fiction*. London and NY: Routledge, 2002.
- Jameson, Fredric. *Postmodernism, or, the Cultural Logic of Late Capitalism*. Durham: DUP, 1991.
- Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. 1979. Trans. Geoff Bennington and Brian Massumi. Manchester: MUP, 1984.
- Storey, John (ed.) *Cultural Theory and Popular Culture: A Reader*. 2nd ed. Essex: Longman, 1998.
- . *Cultural Theory and Popular Culture: An Introduction*, (2nd edition) Essex: Longman, 1998.
- Taylor, Victor E and Charles E Winqvist. *Encyclopedia of Postmodernism*. London: Routledge, 2003.
- McHale, Brian. *Postmodernist Fiction*. London: Routledge, 1987.
- Nicol, Bran. *The Cambridge Introduction to Postmodern Fiction*. Cambridge, UK: Cambridge University Press, 2009.
- Waugh, Patricia. *Metafiction: the theory and practice of self-conscious fiction*. Routledge, 1984.

LCS 6303: Contemporary Reading of Shakespeare

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6303	Contemporary Reading of Shakespeare	Theory	3	60	20	10	10	100

Course Description

Shakespeare: Contemporary Readings is a compulsory course for the students of Master of Arts (MA) in English Literature and Cultural Studies program. The course carries 3 credits and 45 hours of teaching. Among the total 45 hours, students will have 40 hour classroom teaching and five hour performance test including two Mid Semester exams and one final exam.

Justification of the Course in the Program Entity

Shakespeare's plays always seem to coincide with the times and places in which they are read, discussed, and produced. Characters like Hamlet, Macbeth, lady Macbeth, or Romeo have become cultural types and have been found recognizable in all times. While reading this course, students will concentrate on understanding how Shakespeare is read in the present time. With the emergence of various cultural and literary theories, Shakespeare's plays seem to have got multiple new meanings. The students will read the texts and interpret them by applying contemporary literary and cultural theories like Marxism, Psycho-Analysis, Postcolonialism, Feminism, Gender Studies, Deconstruction, New Historicism, Ecocriticism, etc.

Course Objectives (COs)

This course aims to:

1. teach students how to interpret Shakespeare's plays with the help of contemporary literary and cultural theories;
2. help students understand why and how the reading of Shakespeare's plays is relevant and significant in contemporary Bangladesh and why and how it will be relevant and significant in the future too;
3. help students understand how Shakespeare's characters like Hamlet, Macbeth, Lady Macbeth, Romeo, and the like have become cultural stereo types;
4. help students understand Shakespeare's contribution to the development of Modern English.

Course Learning Outcomes (CLOs)

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

1. understand the relevance and importance of Shakespeare in the present time;
2. interpret Shakespeare's plays, and others, by applying contemporary literary and cultural theories;
3. understand the effect that Shakespeare has on the Bengali theatre;
4. identify the organization of Shakespearean drama using Aristotle's *Poetics* as a framework
5. identify, explicate, and respond to key themes and elements in Shakespearean drama as presented in both written and spoken forms.

Course Contents:

Concepts and Context

- Theory and Criticism: Psychoanalysis, Deconstruction, Marxism, Gender Studies, Postmodernism, Postcolonialism, Trauma Theory, Ecocriticism, etc.
- Production and Performance: stage, atmosphere, art direction, performance (persona, movement, projection, improvisation), etc.
- Adaptation: the word/image conflict, types of adaptation, narratological approach, history, ideology, intertextuality, etc.

Required Reading

Shakespeare	<i>Hamlet</i>
Shakespeare	<i>Othello</i>
Shakespeare	<i>King Lear</i>
Shakespeare	<i>The Tempest</i>

Required Watching

Vishal Bhardwaj (Dir.)	<i>Haider</i> (2014)
Tom Stoppard (Dir.)	<i>Rosencrantz & Guildenstern Are Dead</i> (1990)
Orson Welles (Dir.)	<i>Othello</i> (1952)
Akira Kurosawa (Dir.)	<i>Ran</i> (1985)
Fred M. Wilcox (Dir.)	<i>Forbidden Planet</i> (1956)

Recommended Watching:

Laurence Olivier (Dir.)	<i>Hamlet</i> (1948)
William Wellman (Dir.)	<i>Yellow Sky</i> (1948)
Julie Taymor (Dir.)	<i>The Tempest</i> (2010)
G. Kosinzew (Dir.)	<i>Korol Lir (King Lear)</i> (1971)
Richard Eyre (Dir.)	<i>King Lear</i> (2018)
John Madden (Dir.)	<i>Shakespeare in Love</i> (1998)
Michael Almereyda (Dir.)	<i>Hamlet</i> (2000)
Chloé Zhao (Dir.)	<i>Hamnet</i> (2025)
Vishal Bhardwaj (Dir.)	<i>Omkara</i> (2006)

Recommended Reading:

Bradley, A. C., *Shakespeare's Tragedy*. 104. London: Macmillan, 1992.

Barry, Peter. *Beginning Theory*. Manchester: Manchester University Press, 1995. Belsey, Catherine.

Shakespeare in Theory and Practice. Edinburgh: EUP, 2010. Kott, Jan. *Shakespeare, Our Contemporary*. New York: Norton, 1974.

Gidd, Eugene. *How to Read a Shakespearean Play Text*. Cambridge: Cambridge University Press, 2011

Bulman, James C (ed). *Shakespeare Re-dressed: Cross-gender Casting in Contemporary Performance*. Canterbury: Associated University Press, 2008.

Coursen, Herbert R. . *Contemporary Shakespeare Production*. New York. Peter Lang Publishing, 2010.

Parvini, Neema. *Shakespeare and Contemporary Theory: New Historicism and Cultural Materialism*. London: Bloomsbury Publishing House, 2012.

Pearce, Joseph. *Macbeth: With Contemporary Criticism*. San Francisco: Ignatius Press, 2010.

Thompson, Ann and Sasha Roberts (ed). *Women Reading Shakespeare*. Manchester: Manchester University Press, 1997.

LCS 6304: Translation Studies

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6304	Translation Studies	Theory	3	60	20	10	10	100

Course Description

The course intends to introduce the students with translation theories from earliest to the most modern with especial focuses on the following—literal vs free approach, equivalence theories, translation shift, text-type theory, polysystem theory, skopos theory, hermeneutic motion, re-writing and postcolonial transition theory. The knowledge of different translation theories will enable the learners/students to learn various approaches and techniques to translate better and criticize translation. The course therefore combines both theories and practices. In Bangladesh there has been less research between the language pair— Bangla and English, so an effort will be made to engage the students to practice/study translations between the two languages, identify the difficulties and find solutions.

Justification of the Course in the Program Entity

Over the past few decades, a significant development has taken place in areas of translation, and translation studies have become very important in English studies. The course includes texts related to translation theories as well as the historical development of the area. It includes the texts related to translation techniques and strategies of literary and non-literary texts. The inclusion of a course such as this will make students more aware of the phenomena of translation both domestically and internationally.

Course Objectives (COs)

This course aims to:

1. help students recognize translation difficulties and evaluate alternatives for dealing with them;
2. help students recognize and handle different registers and genres in both the source and target languages of texts for translation;
3. describe, analyze and explain the nature of translation difficulties both informally in discussion and formally in writing;
4. refer to aspects of translation theory in evaluating strategies for dealing with certain types of text.

Course Learning Outcomes (CLOs)

The students will be able to:

1. identify the major theoretical developments in areas of translation
2. develop necessary skills to translate better using different perspectives and approaches
3. develop necessary skills to criticize the translation
4. develop awareness about the importance and function of translation from global perspectives

Course Contents:

- Concept of translation and its types
- Emergence of Translation Studies as an academic discipline
- The question of untranslatability
- Loss and gain in translation
- Issues of literary and non-literary translations and text-types
- Issues of Equivalence in translation with special focus on Eugene Nida
- Beyond Equivalence (the cultural turn; rewriting theory; hermeneutic motion etc.)
- Peter Newmark's four levels of translation
- Different strategies/ techniques used in translation by Vinay and Darbelnet
- *Skopos* in translation (Hans J Vermeer's *skopos* theory)
- Catford's translation shift theory
- Translation strategies - Semantic versus communicative; formal equivalence versus dynamic equivalence; foreignizing versus domesticating
- Postcolonialism in translation (issues of power, ideology, gender, etc. in translation)
- Eco-translation (issues of environment and Anthropocene in translation)
- Translation quality assessment (Julian House; Andrew Chesterman)
- Translations in Bangladesh (engaging students in exploring translations and translation practices from Bangla into English and from other languages into Bangla, both literary and non-literary, as decided/instructed by the course teacher)
- Use of machine translation and artificial intelligence in translation
- Practising translation of different types of texts from Bangla into English and vice versa
- Evaluating/Assessing translations from Bangla into English and vice versa using set criteria

Core Texts

Susan Bassnett	<i>Translation Studies</i>
Jeremy Munday (ed.)	<i>Translation Studies: Theories and Applications</i>
Lawrence Venuti (ed.)	<i>The Translation Studies: Reader</i>
Tejeswani Niranjana	<i>Sitting Translation</i>
Md. Abu Zafor	<i>Introduction to Bengali Poetry in English Translation: An Annotated Bibliography</i>
Basil Hatim and Jeremy Munday	<i>Translation: An Advanced Resource Book</i>
Mona Baker	<i>In Other Words: A Course Book on Translation</i>

Recommended Readings

Michael Cronin	<i>Eco-Translation: Translation and Ecology in the Age of Anthropocene</i>
Marian Maddern	<i>Bengali Poetry into English: An Impossible Dream</i>
George Steiner	<i>After Babel</i>
Clifford E. Landers	<i>Literary Translation: A Practical Guide</i>
Bijoy Kumar Das	<i>A Handbook of Translation Studies</i>
Piyush Raval (ed.)	<i>Translation Studies: Contemporary Perspectives on Postcolonial and Subaltern Translation</i>
Fakrul Alam and Ahmed Ahsanuzzaman (Ed)	<i>Translation Studies: Exploring Identities</i>
Lefevere, André (1992)	<i>Translation, Rewriting and the Manipulation of Literary Fame.</i>
Tymoczko, Maria, ed. (2010)	<i>Translation, Resistance, Activism.</i>
Tymoczko, Maria and Edwin Gentzler, eds.(2002)	<i>Translation and Power.</i> Amherst/Boston (USA)
Roger T. Bell	<i>Translation and Translating: Theory and Practice</i>
Alessandra Riccardi (ed.)	<i>Translation Studies</i>

Tejeswani Niranjana
Rukmini Bhaya Nair (ed.)
Douglas Robinson
Niaz Zaman (ed.)

Sitting Translation
Translation, Text and Theory
Becoming a Translator: An Accelerated Course
Translation: Theory and Practice

LCS 6305: Research Methodology

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LCS 6305	Research Methodology	Theory	3	60	20	10	10	100

Course Description

The course aims at introducing learners to the theories and practices of research in literary and cultural studies. The students will learn different stages and process of a research work: planning, finalizing research questions, data collection, data analysis, writing the dissertation, and citation and documentation. As a part of the course, the learners are to prepare a short research paper of around 4000 words, and present it in the class.

Justification of the Course in the Program Entity

At present, all over the world, research is recognized as the core component of tertiary level teaching-learning. This course will familiarize learners with both theoretical and practical aspects of research.

Course Objectives (COs)

This course aims to:

1. introduce students to the concept of research, publication and make them understand the value of research;
2. familiarize learners with the tools which will enable them to conduct useful research in their field of interest- be it literature, media or cultural studies;
3. enhance their skills in reporting research with proper documentation.

Course Learning Outcomes (CLOs)

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

1. appreciate the value of research;
2. recognize and analyze a problem for getting solutions;
3. carry out independent research;
4. present their research findings for a wider audience/readership.

Course Contents:

- Research: definition, classification;
- Planning: selecting research topic; preparing proposal; writing an abstract, etc.
- Statement of the problem; research questions/hypotheses; objectives and justification of a study; research design; literature review, etc.
- Research methods and methodology;
- Selecting primary and secondary texts
- Data collection: using library and the Internet; summarizing, paraphrasing, and quoting; interview; questionnaire; opinionative; survey; texts;
- Data analysis: operational framework; theoretical framework; inferencing, etc.
- Writing: structure of a research paper/thesis; formal style; editing and proofreading
- Developing your argument, weighting different elements in your arguments
- Documentation: citations; references and bibliography; MLA and APA style sheets;
- Plagiarism management
- Ethics in research; AI in research
- Research publication

Research Paper

A short research paper of around 4000 words has to be submitted at the end of the course. The topic of the dissertation must relate to literature or Cultural Studies and be chosen by the student in consultation with the supervisor. The Academic Committee of the department may nominate the supervisors.

Recommended Reading:

Correa, Delia da Sousa and W. R. Owens. *The Handbook to Literary Research*. London and New York: Routledge, 2009.

Eliot, Simon and W R Owens. (Eds.) *A Handbook of Literary Research*. London: The Open University, 1998.

Lenburg, Jeff. *Guide to Research*. New Delhi: Viva Books, 2007.

Pickering, Michael (Ed.). *Research Methods for Cultural Studies*. Edinburgh: EUP, 2008.

Fab, Nigel and Alan Dura. *How to Write Essays and Dissertations: A Guide for English Literature Students*. Harlow: Pearson Education Limited, 2005.

Swetnam, Derek. *Writing your Dissertation: How to Plan, Prepare and Present Successful Work*. Oxford: How To Books Ltd., 2000.

Cash, Phyllis. *How to Write A Research Paper Step by Step*. New York: Monarch Press, 1977.

Wisker, Gina. *The Undergraduate Research Handbook*. New York: Palgrave Macmillan, 2009.

Cryer, Pat. *The Research Student's Guide to Success*. New Delhi: Viva Books Private Limited, 1999.

Wallace, Michael J. *Action Research for Language Teachers*. Cambridge: Cambridge UP, 2001.

Berry, Ralph. *The Research Project: How to Write it?* London: Routledge, 1994.

Greenwood, Janinka, John Everatt, Ariful Haq Kabir and Safayet Alam, eds. *Research and Educational Change in Bangladesh*. Dhaka: Dhaka UP, 2013.

Applied Linguistics and ELT

Course Code	Course Title	Credits	Marks
LET 6101	Teaching Listening and Speaking Skills	3	100
LET 6102	Phonetics and Phonology	3	100
LET 6103	Introduction to Morphology and Syntax	3	100
LET 6104	Approaches and Methods in English Language Teaching	3	100
LET 6105	Syllabus Design and Materials Development	3	100
LET 6201	Teaching Reading and Writing Skills	3	100
LET 6202	Sociolinguistics	3	100
LET 6203	Semantics, Pragmatics, and Discourse Analysis		
LET 6204	Language Testing and Evaluation	3	100
LET 6205	Second Language Acquisition: Theories and Practice	3	100
LET 6301	Psycholinguistics	3	100
LET 6302	Language Teacher Education and Teaching Practicum	3	100
LET 6303	Teaching Language through Literature	3	100
LET 6304	Technology-enhanced Language Teaching	3	100
LET 6305	Research Methodology	3	100
LET 6306	Dissertation	6	100
LET 6307	Viva-voce	3	100
	Total	54	

Note: Dissertation is not compulsory for all students. A student, after completing minimum 30 credits and obtaining CGPA 3.50, can take a dissertation instead of two taught courses. Also, the student opting for a dissertation must take LET 6305: Research Methodology)

LET 6101: Teaching Listening and Speaking Skills

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6101	Teaching Listening and Speaking Skills	Theory	3	60	20	10	10	100

Course Description

This course is designed to develop learners to be efficient teachers through exposing them to the theoretical and practical aspects involved in teaching listening and speaking skills.

Justification of the Course in the Program Entity

This course is required to develop learners' both content and pedagogical knowledge of listening and speaking skills.

Course Objectives (COs)

This course aims to:

1. familiarise learners with the essential theories and approaches related to listening and speaking skills
2. develop their skills in designing materials for teaching listening and speaking skills
3. enhance their skills in devising and implementing classroom tasks for teaching listening and speaking skills

Course Learning Outcomes (CLOs)

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

1. know about theories related to listening and speaking skills
2. design materials for teaching listening and speaking skills
3. daring and implement activities for teaching listening and speaking skills effectively

Course Contents:

Listening

- Definition, features, and types
- Approaches to teaching ESL/EFL listening
- Potential barriers to listening and strategies to improve listening skills
- Designing and implementing materials and classroom tasks for listening

Speaking

- Definition and types
- Features of spoken English
- Approaches to teaching ESL/EFL speaking
- Classroom activities, techniques, and materials for teaching speaking skills

Recommended Reading:

- Harmer, J. (2007). *The Practice of English Language Teaching*. Essex: Pearson Education Limited.
- Nunan, D. (1998). *Language Teaching Methodology: A Textbook for Teachers*. London: Prentice Hall.
- O'Connor, J. D. (1980). *Better English Pronunciation*. Cambridge: Cambridge University Press.
- Rivers, W. M. (1981). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

LET 6102: Phonetics and Phonology

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6102	Phonetics and Phonology	Theory	3	60	20	10	10	100

Course Description

This course aims at introducing students to the phonetic and phonological aspects of the English language. It is also expected that this knowledge will enable them to teach English pronunciation well.

Justification of the Course in the Program Entity

This course introduces students to the English sounds and sound patterns from the perspective of self-improvement as well as future teaching.

Course Objectives (COs)

This course aims to:

1. provide the students with an extensive understanding of the ways English speech sounds are produced, structured and interpreted
2. enable them to differentiate fundamental phonetic and phonological facets in L1 and L2 and to develop correct pronunciation skills for different contexts
3. emphasize the practical implication of this knowledge in teaching pronunciation.

Course Learning Outcomes (CLOs)

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

1. recognize and describe the specific linguistic terms found in phonetics and phonology;
2. describe the organs of speech and their mechanism to produce speech sounds;
3. gain knowledge of the English sound system;
4. explain how English sounds are articulated;
5. read and produce phonemic transcriptions;
6. identify processes that take place in continuous English speech;
7. explain the basic functions of English intonation;
8. apply their knowledge of English phonetics and phonology in improving their own pronunciation, in further studies of languages and linguistics and in teaching.

Course Contents:

- Phonetics and phonology: definition, classification and differences Vowels: monophthongs, diphthongs and triphthongs.
- Consonants: places and manners of articulation Syllable: nature and structure.
- Aspects of connected speech: accent, rhythm, assimilation, elision and linking. Stress: nature and rules. Intonation: form and function. 'Transcription using IPA'

- Identifying speech sound segments and speech mechanism
- English Vowels: short, long, diphthongs and triphthongs
- English Consonants: places and manners of articulation
- Phonetic and Phonological units: phone, phoneme, allophone, minimal pairs, complementary distribution, free variation, neutralization, distinctive features, redundancy
- Aspects of connected speech: accent, rhythm, prominence, assimilation, elision, linking
- Syllable: nature, structure and classes
- Stress: nature and rules
- Intonation: form and function of intonation, tone and tone-unit
- Transcription using IPA
- Pronunciation in ESL/EFL teaching and learning

Recommended Reading:

Gimson, H. C. (1989). *An Introduction to the Pronunciation of English*. London: EA. Kenworthy, J. (1987). *Teaching English Pronunciation*. England: Longman.
 Roach, P. (2000). *English Phonetics and Phonology*. Cambridge: Cambridge University Press.

LET 6103: Introduction to Morphology and Syntax

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6103	Introduction to Morphology and Syntax	Theory	3	60	20	10	10	100

Course Description

The objective of this course is to provide an introduction to the major concepts in the study of morphology and discuss its place within linguistic theories. At the end of the course students will be familiar with different types of morphology and how it is used across languages. They will be aware of that principles of language govern the distribution of morphology and how morphology interacts with the other components of language.

Justification of the Course in the Program Entity

Morphology deals with the internal structure of words and their meaningful parts. Syntax is concerned with sentence structure - how words are combined together to form phrases, phrases combined together to form larger phrases, clauses and sentences, and how clauses are combined together to form complex sentences. Together, morphology and syntax comprise the core of the grammar of a language. Since grammar is no longer a major focus in schools, most students have little understanding of even the most basic notions such as being able to identify parts of speech, or understanding how large constructions are composed out of smaller units. Being able to identify constituents and agreement constraints will help students to improve and correct their academic writing. The course will be practical in focus and will teach students essential skills for the linguistic description and analysis of a language. Along with Phonology, this course is essential for all linguistics students and language teachers.

Course Objectives (COs)

The general purpose of the course is to help the students to master how meaningful units of language are arranged and the rules of governing its arrangement to become words and sentences. The specific purpose is to introduce the students to the principles of word formation and its origin and functions of inflections and derivations with their morphophonemic changes in sentences. Another specific purpose is to provide learning opportunities for the students to apply those principles governing the formation and interpretation of phrases, clauses, and sentences so that they would have the competence to use them in real life or simulated setting.

Course Learning Outcomes (CLOs)

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

1. develop an understanding of the semiotic operation of language in a range of modes, including morphosyntactic coding and pragmatic implication and be able to articulate these understandings.
2. develop an understanding of the structure of language, including its morphological subsystems.
3. develop an understanding of the morphophonemic process in language.
4. develop an understanding of the lexicon and lexical categories.
5. develop an understanding of compositionality, constituency and dependency relations and be able to identify constituent structure at an advanced level.
6. develop an understanding of issues in linguistic typology.

Course Contents:

Basic Concepts in Morphology: Base, Stem, Root, Morpheme, Morph and Allomorph, Suffix, Prefix, Inflection, Derivation

Types of Morphemes: Bloomfield's Concepts of Morpheme, Inflectional and Derivational Morphemes, Alternants, Phonological and Morphological conditioned Morphemes

Morphological processes, Word formation Processes, Semantic Restrictions on Affixation

Morphological typology of Language: Isolating language, Agglutinative Language, Poly-synthetic Language

IC Analysis: ICs, Processes of IC Analysis, Procedures of Segmentation of ICs, Limitations

Phrase Structure Grammar: PS Rules, Analyzing sentences in Tree Diagram, Advantages and Limitations

Syntactic Processes: Embedding, Conjoining, Recursion, Discontinuous Constituents

Transformational Generative Grammar: Deep and Surface Structure, Base Component, Transformational Component, Morpho-phonemic Component.

Morpho-syntactic Component of Nouns, Verbs, and Adjectives

Recommended Reading:

Lyons, J. (1987). *Language and Linguistics: An Introduction*. Cambridge : Cambridge University Press.

Palmer, F. (1977). *Grammar*. London: Penguin Books.

Yule, G. (2002). *The Study of Language*. Cambridge : Cambridge University Press.

LET 6104: Approaches and Methods in English Language Teaching

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6104	Approaches and Methods in English Language Teaching	Theory	3	60	20	10	10	100

Course Description

The course aims at providing learners with ideas regarding various approaches, methods and techniques that are used in English language teaching. After the completion of the course, the learners will be able to find out an academic framework for English language teaching, focus on different aspects of language teaching: Teacher's role, Learner's role, the role of materials, syllabus etc., and use these theoretical assumptions in teaching a second or foreign language.

Justification of the Course in the Program Entity

This course is a must for students who are doing an MA in Applied Linguistics and ELT because this pedagogical knowledge will make the students conscious about the principles and practices behind the choices teachers make regarding particular methods and approaches.

Course Objectives (COs)

This course aims to:

1. identify rationale, techniques, and activities involved in each method and approach of English language teaching;
2. raise awareness among students to critically read, observe, interpret, and interrogate approaches and methods of ELT;
3. develop a set of principles to guide their practices as English Language teachers.

Course Learning Outcomes (CLOs)

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

1. demonstrate a clear understanding of past and current theories, of English language teaching
2. develop their idea of what type of methods, strategies, and activities/techniques they want to follow as a teacher
3. identify their role as a language teacher
4. design lesson plans drawn on their idea of second/foreign language teaching

Course Contents:

- A Historical Review of English Language Teaching
- Basic Concepts of Approaches and Methods
- Major Approaches and Methods: The Grammar-Translation Method, the Direct Method, the Audio-Lingual method, Suggestopedia, Total Physical Response, Communicative Language Teaching Approach, Content-Based Language Teaching, Co-operative Language Learning, Task-Based Language Teaching
- Integrated Teaching Methods and Approaches

- The Post-Methods Era
- Critical Analysis of Current Pedagogy

Recommended Reading:

Nunan, D. (1998). *Language Teaching Methodology : A Textbook for Teachers*. London: Prentice Hall.

Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford: Oxford University Press.

Richards, J. C. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.

Richard, J. C. & Rodgers T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge University Press.

LET 6105: Syllabus Design and Materials Development

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6105	Syllabus Design and Materials Development	Theory	3	60	20	10	10	100

Course Description

This course addresses the basic concepts and issues related to syllabus design and materials development. Students will be exposed to the range and significance of syllabus and materials design in ELT curriculum and to the methods and techniques of designing, conducting, adapting and critically evaluating materials and planning language courses based on the needs of learner's.

Justification of the Course in the Program Entity

This course is necessary to develop insight and understanding of syllabus and development materials for teaching.

Course Objectives (COs)

This course aims to:

1. enable students to understand issues, ideas, concepts, theories, and challenges related to syllabus design and materials development;
2. enable students to identify and use different ideas related to the functions of different types of syllabi and materials;
3. develop students' understanding of current development of the theories, principles, and trends of function, form and meaning of different types syllabi and materials;
4. enable students to apply insights and ideas from their reading on current developments in understanding the functions of different types of syllabi and materials;
5. enable students to understand individual, situational, social, psychological, and political factors related to syllabus design and materials production.

Course Learning Outcomes (CLOs)

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

1. identify the premises and differences of different theories related to the different forms and types of syllabi and materials
2. demonstrate understanding of the current developments of theories related to the functions and forms of syllabus design and materials development
3. evaluate, grade, select, and adapt appropriate syllabi and materials for learners based on needs analysis
4. prepare different types of ESL syllabi considering the individual, situational, contextual, social, psychological, and political factors of the learning context
5. prepare different types of ESL materials considering the individual, situational, contextual, social, psychological, and political factors of the learners

Course Contents:

- Curriculum development and syllabus design
- Process-oriented and product-oriented syllabuses
- Analytic and Synthetic syllabuses
- Analysis of needs, setting goals and objectives
- Criteria for selecting, sequencing and grading contents
- Planning course structure
- Selecting and grading learning tasks and activities
- Evaluation of existing syllabus in Bangladesh
- OBE curriculum development
- Classification and functions of materials
- Principles of materials development
- Current approaches to materials design
- Materials evaluation
- Materials adaptation
- Materials development with digital technologies

Recommended Reading:

McDonough, J. et al. (2013). *Materials and Methods in ELT: A Teacher's Guide (3rd ed.)*. UK: Wiley-Blackwell.

Nunan, D. (1998). *Syllabus Design*. Oxford: Oxford University Press.

Richards, J. K. (2001). *Curriculum Development in Language Teaching*. Cambridge: Cambridge University Press.

Tomlinson, B. (Ed). (1998). *Materials Development in Language Teaching*. Cambridge: Cambridge University Press.

Ur, P. (1991). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

Yalden, J. (1983). *The Communicative Syllabus: Evolution, Design and Implementation*. Oxford: Pergamon.

Brown, J. D. (1995). *The elements of language curriculum: A systematic approach to program development*. Boston: Heinle & Heinle.

Munby, J. (1978). *Communicative syllabus design: A sociolinguistic model for defining the content of purpose-specific language programmes*. Cambridge [England: Cambridge University Press.

LET 6201: Teaching Reading and Writing Skills

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6201	Teaching Reading and Writing Skills	Theory	3	60	20	10	10	100

Course Description

The first part of this course is designed to give future classroom teachers confidence with research-based instructional techniques and strategies in the area of reading. Course topics include assessment and instruction in word-level skills, vocabulary, fluency, and comprehension. The second part of this course is designed to introduce current and future teachers of writing to theory and pedagogy in composition studies, to help them become aware of and strengthen their own writing processes, and to enable them to make and express connections between classroom experience and composition theory.

Justification of the Course in the Program Entity

Since the professional MA programme is designed to train future English language teachers, it is important to ensure that students are being prepared for their future professional life. The present course is an essential step in that preparatory process. In today's world, it is more important than ever to understand how to draw meaning from what we read. Students and employees are actually required to read more than they ever have in the past--how-to books, technical manuals, and on-line reading resources. They will learn about important issues impacting the teaching of writing and will have the chance to evaluate, revise, and extend those issues toward building their own approach to teaching writing. They will cultivate their knowledge not only as a future teacher of writing, but also as a writer, thinker, and professional.

Course Objectives (COs)

Learning to read faster, more accurately, and with greater comprehension is a skill that is the goal of this course. Whether you already like to read and simply want to sharpen your skills, or you find that you struggle with reading comprehension and speed, this course has something for everyone. Coming out of this class, students will be better prepared to teach and evaluate their students' writing and feel more confident in their own writing.

Course Learning Outcomes (CLOs)

Upon completion of the course, students will be able to

1. promote literacy by using research-supported techniques to promote accurate, rapid, prosodic reading;
2. use a variety of explicit, research-supported comprehension strategies to support students' understanding of texts;
3. plan instruction that promotes the development of students' word-level, vocabulary, fluency, and comprehension skills using systematic, and explicit approaches;
4. become familiar with major trends and challenges in the teaching of writing; understand and respond to current research and issues in the teaching of English Language ting Arts;

5. work on their own writing—write in a range of genres, including primary research, analysis, blog writing, etc.
6. articulate approaches and possible activities used to support the development of student writing
7. get practice in designing writing assignments and scaffolding activities
8. experiment with response and evaluation strategies

Course Contents:

Teaching Reading Skills

- Historical background of teaching reading skill
- Definition, types (intensive and extensive), and strategies (scanning, skimming, inferencing, prediction)
- Approaches to teaching reading skills: top down, bottom up, interactive approach
- Principles of teaching reading
- Teaching ESL/EFL reading activities
- Materials for teaching ESL/EFL reading
- Feedback to reading activity

Teaching Writing Skills

- Historical background of teaching writing skill
- Definition, types, theories, and different models of writing
- Approaches to teaching writing skills: Product, process, and genre approaches to teaching writing
- Principles for teaching writing skills
- Writing tasks and activities for students at different levels: beginners, intermediate, and advanced level
- Materials for teaching ESL/EFL writing
- Feedback to writing activity

Recommended Reading:

Harmer, J. (2007). *The Practice of English Language Teaching*. Essex: Pearson Education Limited.

Nunan, D. (1998). *Language Teaching Methodology: A Textbook for Teachers*. London: Prentice Hall.

Rivers, W. M. (1981). *Teaching Foreign Language Skills*. Chicago: University of Chicago Press.

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

LET 6202: Sociolinguistics

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6202	Sociolinguistics	Theory	3	60	20	10	10	100

Course Description

This course is intended to focus on the inevitable relation between language and society, and to enable learners understand how socio-cultural factors and regional issues construct and influence linguistic variation. It covers a wide range of sociolinguistic terminology and concepts, and moves from monolingual to multilingual contexts. An equal importance is also on debates and discussions regarding the status of English world-wide, taking into account its social, political, and pedagogical implications.

Justification of the Course in the Program Entity

This course is necessary to make students aware of how language and its variations works and constructs individual, social, and political identity and how language interplays within national and international arena.

Course Objectives (COs)

The course aims:

1. to understand relationship between language and social class, gender, religion, ethnicity, and style
2. to identify different language variations in both national and international arena including bilingual, and multilingual countries
3. to teach how language intersects with educational and political issues
4. to foster awareness about debates, and discussions on the status of English world-wide, taking into account its social, political, and pedagogical implications

Course Learning Outcomes (CLOs)

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

1. demonstrate a clear understanding of the social dimension of language
2. define and give examples of sociolinguistic terms and concepts
3. involve critically in discussion and debate on sociolinguistic issues
4. apply the knowledge to real world and personal life experiences
5. apply this knowledge practically to English language teaching

Course Contents:

- Sociolinguistics and sociology of language
- Language variation: dialects, styles, register, lingua-franca, idiolect, standardization, pidgin and pidginization, creole and post-creole continuum
- Notions in bilingualism and multilingualism: diglossia, code-switching, code mixing, language shift, Maintenance and change
- Language revival and revitalization
- Politeness in speech: theories, applications and criticism
- Theories and practice of language planning and policy

- Language and gender: ideologies, stereotypes and identity construction
- Language, thought, and culture: language categorization, linguistic relativity and linguistic determinism
- Linguistic and social inequality; linguistic and cultural imperialism

Recommended Reading:

- Baker, C. (2001). *Foundations of Bilingual Education and Bilingualism*. (3rd ed.). Clevedon, U.K : Multilingual Matters Ltd.
- Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge: Cambridge University Press.
- Homes, J. (2001). *An introduction to Sociolinguistics* (2nd ed.). England: Pearson Education.
- Homes, J., & Meyerhoff. (2003). *The Handbook on Language and Gender*. Malden MA: Blackwell Publishing Ltd.
- Hudson, R.A. (1996). *Sociolinguistics* (2nd ed.). Cambridge: Cambridge University Press. Kramsch, C. (1998). *Language and Culture*. Oxford: Oxford University Press.
- Lyons, J. (1981). *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
- Wardaugh, R. (2010). *An Introduction to Sociolinguistics* (6th ed.). Malden MA: Blackwell Publishing Ltd.

LET 6203: Semantics, Pragmatics, and Discourse Analysis

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6203	Semantics, Pragmatics, and Discourse Analysis	Theory	3	60	20	10	10	100

Course Description

The aim of this course is to provide learners with theoretical aspects of meaning, language use, and the situational contexts. After completing this course, learners will be able to understand different aspects of meaning and the factors that underlie pragmatics and discourse analysis.

Semantics: Nature, Scope and Types of Meaning; Meaning Relations; Words and Sentences as semantic units; Lexical & Grammatical Meaning; Componential Analysis.

Justification of the Course in the Program Entity

This course is necessary to develop insights and understanding of how meanings of different texts and discourses are being constructed through language.

Course Objectives (COs)

The course aims to:

1. enable students to understand theories of meaning and functions of literary and nonliterary, written and spoken texts;
2. enable students to apply different form and function related ideas to analyze different forms of texts;
3. develop students' understanding of current development of the theories, principles, and trends of function, form, and meaning formation process of different text genres;
4. enable students to identify and use different ideas related to the function of texts in textual analysis;
5. enable students to understand and identify different socio-psychological aspects in meaning construction process rather than the texts themselves;
6. enable students to critically address and identify the underlying conflicting agenda and politics active in making syntactical, lexical, and organizational choice of text, which eventually lead to the meaning production and reception process of texts.

Course Learning Outcomes (CLOs)

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

1. identify the premises and differences of different theories related to the use and function of different forms of texts
2. demonstrate understanding of the current development of theories related to the functions of texts by applying them in their analysis of different texttypes
3. identify and analyse the differences among different text genres
4. examine the contextual factors active in the production and reception process of texts
5. demonstrate ability to perceive the social use of language
6. investigate and explore the underlying politics and power structure in the use of language

Course Contents:**Semantics:**

Nature, scope, and types of meaning

Meaning relations

Words and sentences as semantic units

Lexical and grammatical meaning

Pragmatics:

Scope of Pragmatics; conversational implicature; conversational Structures; speech act theory, Pragmatics and other branches/fields of linguistics

Discourse Analysis:

Linguistic forms and functions; transactional and interactional views of language; written and spoken language; written and spoken text; information structure; role of context in interpretation of language use; cohesion and coherence in interpretation of discourse

Recommended Reading:

Brown, G. & Yule, G. (1983). *Discourse Analysis*. Cambridge: Cambridge University Press.
Halliday, M.

A. K. & Hasan, R. (1976). *Cohesion in English*. England : Longman.

Levinson, S. (1976). *Pragmatics*. Cambridge: Cambridge University Press.

Baker, M. 2011. In *Other Words*. London: Routledge.

Denroche, C. 2015. *Metonymy and Language: A new theory of linguistic processing*. New York: Routledge.

Egins, S. 2004. *Introduction to Systemic Functional Linguistics*. London: Continuum.

Flowerdew, J. 2013. *Discourse in English Language Education*. London: Routledge.

Goatly, A. 2007. *Washing the Brain – Metaphor and Hidden Ideology*. Amsterdam: John Benjamins.

Halliday, M. & C. Matthiessen. 2014. *An Introduction to Functional Grammar*. London: Edward Arnold.

Jones, R. 2012. *Discourse Analysis: A Resource Book for Students*. London: Routledge.

Knowles, M. & R. Moon. 2006. *Introducing Metaphor*. London: Routledge.

Paltridge, B. 2012. *Discourse Analysis*. London: Bloomsbury. 2nd edition.

Thompson, G. 2014. *Introducing Functional Grammar*. London: Edward Arnold.

Widdowson, H. 2004. *Text, Context, Pretext: Critical Issues in Discourse Analysis*. Oxford. Blackwell

LET 6204: Language Testing and Evaluation

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6204	Language Testing and Evaluation	Theory	3	60	20	10	10	100

Course Description

On successful completion of the course, students will be able to demonstrate an understanding of central concepts and issues in language testing, such as basic types of language tests and their specific features as well as usage. They will understand the central concepts and issues in evaluation of language proficiency along with the basic aspects of test construction and validation. Besides, they will build up the ability to design and administer language tests.

Justification of the Course in the Program Entity

Through this course students will gain a basic knowledge of different types of language test and assessment. They will also be able to analyse and interpret test scores, and critically evaluate current practices of language test.

Course Objectives (COs)

This course aims to:

1. provide students with an opportunity to review and critically analyze the central concepts in language testing and assessment;
2. provide a working knowledge of the basic principles and procedures for test construction and evaluation;
3. make students aware of the vast number of variables involved in testing, and understand the place of testing in curriculums.

Course Learning Outcomes (CLOs)

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

1. explain central concepts and issues in language testing;
2. understand the key principles of test construction and validation, and apply them in the development of a specific language test;
3. administer a language test and analyze its results;
4. appraise validity and reliability aspects of language testing.

Course Contents:

- Theoretical influences on language testing
- Approaches and techniques of testing
- Purposes and types of testing (including communicative and critical testing)
- Qualities of a good test
- Item writing, moderation, scoring and reporting
- Test construction and evaluation
- Testing the language skills; testing grammar and vocabulary

- Testing young learners
- Test administration
- Classroom-based assessment and alternative assessment (portfolios, journals, and self/peer assessment, observation)
- Current issues in language testing research
- Language testing scenario in Bangladesh

Recommended Reading:

- Alderson, J. C., Clapham, C. & Wall, D. (1995). *Language Test Construction and Evaluation*. Cambridge : Cambridge University Press.
- Bachman, L. & Palmer, A. (1996). *Language Testing in Practice*. Oxford: Oxford University Press.
- Flucher, G. & Davidson, F. (2012). *The Routledge Handbook on Language Testing*. New York: Routledge.
- Heaton, J. B. (1990). *Classroom Language Testing*. London : Longman.
- Hughes, A. (2002). *Testing for Language Teachers* (2nd Eds.). Cambridge : Cambridge University Press.
- McNamara, T. (2000). *Language Testing*. Oxford: Oxford University Press.
- Smith, D. G. & Baber, E. (2005). *Teaching English with Information Technology*. London: Modern English Publishing.

LET 6205: Second Language Acquisition: Theories and Practice

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6205	Second Language Acquisition: Theories and Practice	Theory	3	60	20	10	10	100

Course Description

The course aims to develop an understanding among the learners of different theoretical and practical aspects in the process of second language acquisition. The learners will be able to identify and analyse the theories, practices, process, assumptions, inferences, frameworks, and models for second/foreign language acquisition.

Justification of the Course in the Program Entity

This course is necessary to develop insight of Second Language Acquisition.

Course Objectives (COs)

The course aims to enable students to demonstrate knowledge of the following topics:

1. how first and second language acquisition theories relate to various approaches and methods to language teaching;
2. how personal and affective factors influence language learning;
3. how sociocultural factors influence language learning

Course Learning Outcomes (CLOs)

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

1. the significance of the perspectives of the target language as this contributes to the second language acquisition process.
2. the Assumptions, Nature, Construction and Evaluation of Theories of SLA
3. learner language external factors in SLA
4. internal factors in SLA, Individual differences in SLA classroom

Course Contents:

- An overview of second language acquisition research
- Language learning theories: behaviourism, innatism, maturation, cognitive and social theories
- second language acquisition theories: acculturation model, monitor model, interlanguage, universal grammar
- Language learner errors and error analysis
- SLA in classroom: role of input, interaction and feedback
- Individual differences in SLA
- Learning styles and language learner strategies
- Role of mother tongue in SLA
- Learner autonomy and learner training
- Current trends in SLA research: cognitive approaches and socio-cultural perspectives

Recommended Reading:

Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press. Ellis, R. (1986). *Understanding Second Language Acquisition*. Oxford: Oxford University Press. McLaughlin, B. (1987). *Theories of Second Language Learning*. London: Edward Arnold.

Ortega, L. (2011). *Understanding Second Language Acquisition*. London: Hodder Education.

Spada, N., & Lightbrown, P.M. (2006). *How Languages are Learned*. Oxford : Oxford University Press.

LET 6301: Psycholinguistics

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6301	Psycholinguistics	Theory	3	60	20	10	10	100

Course Description

This course aims at providing learners with the theoretical assumptions and approaches underlying the psychological influence on L1 and L2 acquisition. It explores the cognitive processes that are involved in language comprehension and production, the nature of mentally represented linguistic knowledge, and the relation of brain damage and language impairment. It also requires to apply this knowledge in second language teaching and learning.

Justification of the Course in the Program Entity

This course is included in the programme with a view to providing the learners with the psychological insights regarding the theoretical assumptions underlying language learning and teaching. The theoretical assumptions regarding how children acquire their mother tongue are very significant for the language teachers. For the learners who aspire to become teachers in future, this course will help them in dealing with the psychological factors of their learners while teaching them a foreign or second language.

Course Objectives (COs)

The course is designed to make learners aware of the theoretical aspects of psycholinguistics: how children acquire their mother tongue, what roles the human brain plays in the processes of language acquisition, and how the affective factors influence adults' second language acquisition.

Course Learning Outcomes (CLOs)

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

1. the key issues in psycholinguistics
2. the functions of human brain in child language development
3. the theoretical developments in first language acquisition
4. how language acquisition is related to human thought and cognition

Course Contents:

Fundamental issues in Psycholinguistics: mind, memory, comprehension, production, acquisition, learning, schema

Biological foundations of language: brain, left and right hemispheric functions, Broca's area, Wernick's area, brain lateralisation, CPH (critical period hypothesis)

Theories of first language acquisition: behaviourism, constructivism, humanistic approach, cognitive psychology

Language disorder: aphasia, dyslexia, dysgraphia, stuttering

Child language acquisition: prior to birth, prelinguistic stage, one-word stage, two-word stage, advanced stage, acquisition of meaning, over-extension, under-extension, acquisition of questions, negatives, requests

Affective factors in second language learning: motivation, personality, and intelligence
Language strategies: cognitive and meta-cognitive strategies, Rubin's and Oxford's typology of language learning strategies

Recommended Reading:

Carroll, D.W. (2008). *Psychology of Language* (5th ed.). Belmont: Thomson Wadsworth.
Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press. Ellis, R. (1986). *Understanding Second Language Acquisition*. Oxford: Oxford University Press. Field, J. (2003). *Psycholinguistics*. London: Routledge.
Fromkin, Victoria et al. (2003). *An Introduction to Language*. Massachusetts: Wadsworth. McLaughlin, B. (1987). *Theories of Second Language Learning*. London: Edward Arnold.
Ortega, L. (2011). *Understanding Second Language Acquisition*. London: Hodder Education.
Spada, N., & Lightbrown, P.M. (2006). *How Languages are Learned*. Oxford: Oxford University
Clark, H. H., & Clark, E. V. (1977). *Psychology and language: An introduction to psycholinguistics*. New York: Harcourt Brace Jovanovich.

LET 6302: Language Teacher Education and Teaching Practicum

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6302	Language Teacher Education and Teaching Practicum	Theory	3	60	20	10	10	100

Course Description

This course intends to train students in varied aspects of teacher education and orient them towards various ways of developing their expertise and enriching their experience. It also aims at introducing learners techniques and practices in real classrooms.

Justification of the Course in the Program Entity

This course is needed to make our students aware of teaching practice, student learning, and professionalism through observation of language classes, discussion, lesson planning and micro-teaching.

Course Objectives (COs)

The course aims to:

1. introduce students the principles of language teacher education and practicum.

Course Learning Outcomes (CLOs)

Upon completion of the course, students will be able to

1. understand the concepts and issues of language teacher education;
2. plan effective lessons targeted towards learners' areas of need;
3. develop the practical skills necessary for analyzing and evaluating effective teaching.

Course Contents:

- Scope of second language teacher education (SLTE)
- Teacher education: current models
- Teachers' knowledge base
- Modes of teaching and learning in teacher education
- Microteaching
- Assessment in teacher education
- Teachers' continuing professional development (CPD)
- Teacher identity
- Technology and second language teacher education
- Action research in SLTE
- Language teacher education in Bangladesh
- Teaching Practicum

Recommended Reading:

- Allwright, D. (1988). *Observation in the Language Classroom*. London: Longman.
- Nunan, D. (1989). *Understanding Language Classrooms*. London: Prentice Hall.
- Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.
- Wallace, M. J. (1991). *Training Foreign Language Teachers: A Reflective Approach*. Cambridge: Cambridge University Press.
- Burns, A. & Richards, J. C. (2011). *Second Language Teacher education*. Cambridge University press.

LET 6303: Teaching Language through Literature

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment		Total	
Two Mid Semesters	Presentation	Attendance						
LET 6303	Teaching Language through Literature	Theory	3	60	20	10	10	100

Course Description

This course is designed with such contents and activities as are supposed to equip learners with necessary skills so that they can effectively utilize literature as a tool for language learning in EFL/ESL classrooms. It explores rationales for literary language, including its linguistic richness, cognitive and affective power. The course helps learners develop intercultural competence, formulaic language, and discourse competence through literary texts. It covers text selection criteria, pedagogical models and theoretical foundations required for effective teaching of literature in language classroom, Genre-specific strategies for poetry, short stories, novels, drama, and digital storytelling are addressed through hands-on activities. From this course, learners also learn to design integrated, four-skill lessons and employ imitation of literary works for advanced writing development.

Justification of the Course in the Program Entity

EFL learners in Bangladesh try to learn English mostly through the rote memorization of grammar rules and vocabulary—a method that turns learners into masters of rules but leaves them as poor performers in effective and spontaneous expression. A literature-based pedagogy creates a simulated, immersive environment where learners subconsciously internalize grammar, vocabulary, pragmatics, and discourse competence in meaningful contexts. This course fills that gap by training learners to utilize literature's transformative and immersive power, making language acquisition holistic and natural rather than mechanical.

Course Objectives

The course aims to:

1. Orient learners to the theoretical rationales and pedagogical models for using literature in EFL/ESL classrooms, connecting them to relevant SLA theories.
2. Train learners on how to create an immersive environment using literary texts, where learners can subconsciously acquire language like a native-speaking child.
3. Equip learners with knowledge of how to select literary pieces that align with the national curriculum, and how to integrate literary texts into lesson plans.

Learning Outcomes

After completing this course, learners will be able to:

1. Demonstrate understanding of how literary language's persuasive, transformative, and multimodal power facilitates naturalistic language acquisition in EFL contexts.
2. Apply criteria and rubrics to select appropriate literary texts for different proficiency levels, considering cultural relevance to learners.
3. Design and facilitate genre-based activities that enhance learners' phonological and lexical awareness.
4. Construct complete lesson plans integrating a literary text to teach listening, speaking, reading, and writing skills, and justify pedagogical choices using relevant SLA theories.

Course Contents:

- Rationales: why the language of literature is effective for EFL/ESL learners
- Mastering target language culture through literature
- formulaic and discourse competence through literary texts
- Selecting the right text for the classroom
- Pedagogical models and theoretical uses of literature
- Using poetry in the language classroom
- Teaching short stories in the language classroom
- Teaching novels in the language classroom
- Teaching drama in the language classroom
- Digital storytelling and popular media
- Designing integrated lessons with literary texts
- Literary imitation as a tool for language acquisition

Recommended Reading:

- Collie, J. & Slater, S. (1987). *Literature in the Language Classroom*. Cambridge: Cambridge University Press.
- Hall, G. (2015). *Literature in Language Education* (2nd ed.). Palgrave Macmillan. (A deeper theoretical exploration).
- Inan, D., & Yuksel, D. (2016). *Literature and Language Teaching: A Course Book*. (Context-specific and highly practical)
- Lazar, G. (1993). *Literature and Language Teaching*. Cambridge University Press. (A foundational, practical guide).
- Maley, A., & Duff, A. (2007). *Literature* (2nd ed.). Oxford University Press. (Packed with ready-to-use activities).

LET 6304: Technology-enhanced Language Teaching

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6304	Technology-enhanced Language Teaching	Theory	3	60	20	10	10	100

Course Description

The course aims at introducing learners to the knowledge and skills of using technology in second/foreign language learning/teaching. This course will enable learners to use technology in every dimensions and aspects of language learning/teaching. Learners will know the recent trends in e-learning, current approaches, methods and technology of using e- resources to improve their expertise in learning/teaching ESL/EFL.

Justification of the Course in the Program Entity

This course is required to make learners aware of the changes occurring in our understanding of language learning and teaching due to the invention of technologies.

Course Objectives (COs)

This course aims to:

1. develop skills and knowledge to critically evaluate, design and use a range of technologies to be used inside and outside of the classrooms for teaching English;
2. enable students to understand theories and their application and impact in learning second language through technology;
3. develop students' understanding of current technological tools and ideas in learning second language;
4. enable students to identify appropriate technology considering different psychological and social second language learning factors;
5. enable students to prepare detailed course plan and lesson plan to facilitate second language learning through technology.

Course Learning Outcomes (CLOs)

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

1. identify the premises and differences of different theories related to technology assisted second language learning
2. demonstrate understanding of the current development in technological tools used inside and outside of the class in second language learning
3. identify appropriate technology by considering different psychological and social second language learning factors
4. identify and prepare detailed course plan, lesson plan, and activities for technology assisted second language learning including web 2.0 and 3.0
5. critically evaluate the application and impact of technology considering contextual factors, learner needs, methodological paradigms, infrastructure, and cultural factors
6. critique the limitations of using technology in learning and teaching a second language

Course Contents:

- Theories of Technology-Enhanced Language Learning (TELL)
- History and development of Computer-Assisted Language Learning (CALL)
- Frameworks for integration: TPACK (Technological Pedagogical Content Knowledge)
- Connections between second language acquisition (SLA) theories and digital environments
- Needs Analysis: identifying student requirements before choosing technology.
 - Digital Tools and Applications: multimedia learning tools (digital audio/video); MOODLE; PADLET, LMS; the internet as a resource;
 - Emerging Technologies: artificial intelligence (AI), immersive learning: Mobile-Assisted Language Learning (MALL)
- Technology for teaching listening, speaking, reading, and writing; digital storytelling and multimodal literacy; Vocabulary and grammar instruction using online flashcards and apps.
- Computer-assisted language testing. Digital assessment methods.
- E-learning, materials development for ESL/EFL learning
- Digital games in ESL/EFL learning and teaching,
- Addressing digital ethics, equity in technology access, and online safety
- Teacher training in TELT
- Researching TELT pedagogy.

Recommended Reading:

Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition*. Cambridge : Cambridge University Press.

Dudeny, D. (2000). *The Internet and the Language Classroom*. Cambridge: Cambridge University Press.

Walker, A. & White G. (2013). *Technology Enhanced Language Learning*. Oxford : Oxford University Press.

LET 6305: Research Methodology

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Attendance						
LET 6305	Research Methodology	Theory	3	60	20	10	10	100

Course Description

This course is meant to familiarize students with the different theoretical and practical facets of research into English language learning and teaching and hence equip them to write research papers and dissertations.

Justification of the Course in the Program Entity

At present all over the world research is recognized as the core component of tertiary level teaching-learning. This course will familiarize learners with both theoretical and practical aspects of research.

Course Objectives (COs)

This course aims to:

1. introduce students to the concept of research, publication and make them understand the value of research;
2. familiarize learners with the tools which will enable them to conduct useful research in their field of interest- be it linguistics, ELT or pedagogy;
3. enhance their skills in reporting research with proper documentation.

Course Learning Outcomes (CLOs)

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

1. appreciate the value of research
2. recognize and analyze a problem for getting solutions
3. carry out independent research
4. present their research findings for a wider audience/readership

Course Contents:

- Research: definition, classification
- Planning: selecting research topic; preparing proposal; writing an abstract, etc.
- Statement of the problem; research questions/hypotheses; objectives and justification of a study; research design; literature review, etc.
- Research methods and methodology;
- Sampling;
- Data collection: using library and the Internet; summarizing, paraphrasing, and quoting; interview; questionnaire; opinionative; survey
- Data analysis: operational framework; theoretical framework; inferencing, etc.
- Writing: structure of a research paper/thesis; formal style; editing and proofreading
- Documentation: citations; references and bibliography; MLA and APA style sheets;
- Plagiarism management
- Ethics in research
- AI in research
- Research publication

Recommended Reading:

Cash, P. (1977). *How to Write a Research Paper Step by Step*. New York: Monarch Press.

Larsen-Freeman, D. & Michael H. L. (1991). *An Introduction to Second Language Acquisition Research*. Essex: Pearson Education Limited.

Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

LET 6306: Dissertation

Course No.	Title	Course Type	Credits	Evaluation				
				(Marks Distribution)				
				Semester Final Exam.	Continuous Assessment			Total
Two Mid Semesters	Presentation	Assignment	Attendance					
LET 6306	Dissertation	Research and production of dissertation	6	200				

Course Description:

The dissertation is a 10,000 to 12,000 words (excluding bibliography) piece of independent work that builds upon the practical, theoretical, and research skills of the M.A. in E.L.T. (Professional). It is an opportunity for students to follow their own interests, demonstrate their strengths, and produce a rigorously researched dissertation on a specific topic related to applied linguistics and English language learning/teaching.

Note: Dissertation is not compulsory for all students. A student, after completing minimum 30 credits and obtaining CGPA 3.50, can take a dissertation instead of two taught courses. Also, the student opting for a dissertation must take LET 6305: Research Methodology)

The Dissertation

1. The Dissertation

The dissertation is worth 6 credits.

Word Count: 10,000-12,000 words. (Excluding bibliography)

A dissertation is a protracted piece of work that engages in a detailed and sustained analysis of a specific topic, theme, or theoretical idea across a number of interconnected chapters.

The dissertation seeks to test your ability to undertake independent research, synthesise often diverse ideas, construct and present clear arguments, and utilise a range of sources. In addition, you must collect and analyse primary data as part of your research: interviews, text analyses, questionnaires, and so on are all possible methods of data collection.

The length of the dissertation, and the relative freedom permitted in choosing your topic, means that the dissertation specifically tests your ability to undertake a self-managed course of study over a longer period of time and your skill in building an original argument based on ideas that you may not have come across on taught course. While you will be offered continual supervision throughout the semester, the dissertation requires a great deal of planning, self-discipline and self-motivation.

*** The dissertation recommended reading list shows numerous books that explain how to structure a dissertation, how to write one, how to collect data, and so on. It is expected that you begin reading these books at the start of your course as part of your dissertation preparation. ***

Dissertation Deadlines –

Deadlines for submission of work and other events are provided on the departmental academic calendar.

A. The **preliminary idea** for the dissertation.

This should be a title and short description of the proposed research. It is expected that

the final dissertation will transform to some extent during its development, and you may still opt to change your topic completely, but the suggested research should be coherent and show evidence of exploratory reading and study. (There is no marks for this.)

Dissertation – Preliminary Idea

Student's name:

Proposed title (can be amended later):

Short description of the proposed work (Please write four or five sentences that describe your idea. Do not use bullet points):

B. The proposal

You must submit your proposal as the format provided below.

Consult your supervisor for further information about the proposal.

The word count for the full proposal is 1,000 to 1,200 words.

Deadline for submission will be on the academic calendar.

MA Dissertation Proposal

Student's name:

Supervisor's name:

1. Topic:

2. Research Question(s) – What do you want to find out?

3. Methodology – How are you going to approach your research question? Why will you use that method? It is important that your research contains some primary data. Consult books on data collection and analysis that are on the reading list on the dissertation , and consult other books that are available in our library.

4. Detailed plan – What will you write about in your chapters? Consult books on the reading on the dissertation site, and consult other books that are available in our library for information about the typical chapters in an MA dissertation.

5. Annotated list of references – List a minimum five books, journal articles, etc. here, and explain why each will be useful for your dissertation. At least one book must be about your proposed method. You must write something about each source. It is not enough to only list their names.

6. Proposed work schedule – What, approximately, will you do in each month from now until your dissertation submission is due? A month-by-month list is enough; you do not need more detail than that.

C. The research and writing process.

The rest of your dissertation time should be spent following your plan to the full completion of your work. It is strongly recommended that you consult closely with your supervisor during this period and show him or her a draft of each chapter for comments. Note that supervisors read and comment on each chapter once. You may not submit and re-submit your work.

D. The submission process.

Your dissertation is submitted the department. You need to submit both a soft copy and a hard copy.

Finding your topic

Postgraduate study is designed to allow you to discover those areas of academic research that interest and engage you most. An MA dissertation is not expected to consist of entirely new and undiscovered research, but it should be thought of as an opportunity for you to demonstrate the scholarly skills of research, critical writing and presentation that you should have gained over the course of your taught postgraduate studies. The topic for your dissertation may come from areas you were interested in as an undergraduate, themes you have discussed on the MA degree, or even an idea you would like to develop further in PhD research.

While you are given a great deal of freedom when deciding the topic for your dissertation,

it is worth sounding a note of caution. Sometimes the most exciting ideas do not make great dissertations for the simple reason that you may not have the time to do them justice and engage in the full depth of research that your study requires. The best topics for a longer piece of work are often very specific and focussed ones.

A good topic will have well-defined boundaries that will allow you to encompass all your points and arguments within the space allowed. Similarly, it is usually inadvisable to stray too far from those topics you have studied on either your undergraduate degree or the MA itself. Once you have decided upon the topic of your dissertation, it has to be approved by the course team. The academic committee will then assign you to a supervisor.

Finally, you should note that we do not guarantee that you will be able to undertake any topic that you wish. Although you will have a wide range of choice, the topic must be deemed appropriate to the wider aims and objectives of the degree and there must be someone available to supervise it.

Getting started

Ideally, you should begin thinking about your dissertation half-way through your first semester. Of course, you will not yet have taken all the courses you chose, but you should be aware of their content and being some reading and investigation of the primary materials they feature. (Feel free to ask teachers for course reading lists before the dissertation starts.) You will also be attending dissertation research methods tutorials, which should give you some ideas towards completing the proposal and planning stages of the dissertation.

Supervision

You will be assigned a supervisor for your dissertation once the topic has been approved. This person will be the one whose expertise is best suited to the topic you choose. Your supervisor will advertise the hours that he or she is available for dissertation consultation. It is strongly recommended that you see your supervisor throughout the academic year, and regularly inform him or her of your progress. Please try to email supervisors one

week before you would like to meet for supervision. You should also submit anything you would like your supervisor to read a week before your meeting.

All students are entitled to a maximum of ten hours of their supervisor's time during the course of the dissertation. This time includes both meetings and your supervisor's reading time.

Make the best use of your supervision time. It is not helpful to see your supervisor if you have nothing to say, and it is most useful, especially in the later stages, to provide something that you have written, so that you can receive specific feedback. It is difficult for your supervisor to read and comment on longer pieces of writing on the spot, so if you want to receive comprehensive comments your work deserves, make sure you give the written work to her or him one week in advance of your appointment.

Your supervisor will be contactable outside of teaching weeks by appointment. Remember that your supervisor will not be available when the university is closed. Your supervisor may take, and you will not be able to contact her or him at this time. Ask your supervisor about leave so that you can plan accordingly.

Planning your research

When you begin your dissertation, there are some simple steps you can take that will make the whole project easier. Preparation and organisation are the keys to managing your research effectively.

Once you have decided upon your topic, you can then begin your research. It is a good idea to begin by compiling a reading list, or literature search, of all the useful sources in your particular area of study. A library is the best place to start looking, but

there are other resources you should use, such as the footnotes and bibliographies of books and invaluable electronic resources such as the MLA Bibliography, which is a complete list of all books and articles written on topics in the humanities for around the last 15 years. If you have any problems with your library research ask the librarians for guidance.

When you have compiled your reading list, begin reading and making notes. Every time you come across something that you think may be useful at a later date, make sure you keep a record of where you found it, as it will be invaluable when you are writing up. Write down the name of the author, the title of the text, its place of publication, the publisher and the date of publication, along with the page numbers of any useful quotes.

You will need all this information when you are referencing your sources at a later date, so get into the habit of making a record of it from the start, otherwise you may find yourself spending a great deal of time trying to track down the source of a crucial quotation. Consult your supervisor for advice on formatting citations and references. Do not use other guides.

There are no rules about how much you should read, or how many sources you should include, or how much theoretical material you should use. All of these will vary according to the topic you have chosen and you should consult your supervisor about the material that is appropriate to your piece of work.

Dhaka has several research libraries that you could investigate. Most are reference only and will not allow you to take books home. However, they all offer photocopying facilities and all provide ample accommodation for scholars to read and take notes. You are also able to use (reference and borrowing) other university libraries.

For the most part, however, the Jagannath University library has everything you need to write a dissertation on almost any topic.

Structuring your dissertation

It is inadvisable to begin your dissertation at the introduction and just keep writing until you reach the word count. Ideally, a dissertation consists of an introduction, four to six central chapters, a conclusion, and a list of references. When thought of in this way, it is easier to see the dissertation as a series of interconnected chapters that share a common theme, rather than one long piece of prose. As such, construct each chapter as if it were an essay in its own right. This approach will make the project much more manageable. When you have written an entire draft of the dissertation, you can then go back to individual chapters and add phrases to bring the whole piece together by signalling things that are yet to come, and referring back to discussions you have already undertaken. Phrases such as “as we have seen” and “as shall be argued below” give the dissertation a sense of cohesion and of each chapter belonging to a larger whole.

Writing your dissertation

Style: One of the most important aspects of writing is clarity. Express your ideas as clearly as you can. You do not have to use complicated sentences or long words for your writing to be intelligent or sophisticated. Again, there are no rules about this, but a long single sentence of five or six lines is usually rather more difficult to follow than the same words broken up into two or three shorter sentences. Also bear in mind, however, that pages and pages of very short sentences give the impression of journalism, and do not help to give your writing fluency.

Vary the pace of your writing, using a mixture of longer and shorter sentences where they are appropriate to what you are saying. Try to write naturally (but avoid colloquialisms), and read over aloud what you have written to make sure that it makes sense.

Think always of relevance and coherence. Is what you are saying relevant to the topic of the dissertation and is it relevant to the point you are making in the paragraph? Is your sentence coherent in itself and does it have a logical connection to the rest of the paragraph? Are the paragraphs coherent with one another?

Use quotations sensibly. Always be sure that the quotations are relevant and useful, and don't leave them as the last word, always respond with your own ideas. Make sure that there is a good balance between quotation and your own words.

A very rough rule is that your own response to the quote should be at least twice as long

again as the quote itself, i.e. if the quote is four lines long, then you should have at least eight lines to say about it.

Presentation, referencing, and the list of references

Presentation

Please double-space your dissertation. Use Times New Roman or Arial 12-point font. Save the document as a Word .doc or .docx file. (Do not submit .pdf files, please.)

You must include page numbers that correspond to a table of contents.

Referencing

With all your coursework you must give proper acknowledgement to any sources you have used through in-text citations. (Do not use footnotes.) You are required to submit work presented according to the conventions of the APA/MLA referencing system.

List of references

You must include a full list of references (also called bibliography) at the end of your dissertation. The list of references should contain all the books that you have cited in the body of your text.

How your dissertation will be marked

Your dissertation will be examined and marked by two teachers, the first of whom will be your supervisor. The second examiner or marker will be of the department or outside who is knowledgeable about the subject.

Recommended Readings:

Brown, J.D., (2005). *Understanding Research in Second Language Learning*. Cambridge: Cambridge University Press.

Cohen, L., Manion, L., Morrison, K., (2007). *Research Methods in Education*. London: Routledge.

Dörnyei, Z., (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

Freeman, D., (1998). *Doing teacher-research: from inquiry to understanding*. London: Heinle and Heinle.

Hart, C., (2005). *Doing your masters dissertation*. London: Sage.

Holliday, A., (2007). *Doing and writing qualitative research*. London: Sage.

Kvale, S., (1996). *Interviews*. London: Sage.

Lankshear, C. and Knobel, M., (2004). *A handbook for teacher research*. London: Open University Press.

Mason, J., (2002). *Qualitative Research*. London: Sage.

Mc Donough, J. and McDonough, S., (1997). *Research Methods for English Language Teachers*. London: Arnold.

Nunan, D., (1993). *Research Methods in Language Learning*. Cambridge: Cambridge University Press.

Richards, K., (2003). *Qualitative Inquiry in TESOL*. London: Palgrave MacMillan.

LET 6307: Viva-voce

Course No.	Title	Course Type								
				Total Marks						
				100						
				Credits						
LET 6307	Viva-voce	Oral		3						

Course Description:

After the successful completion of 45 Credit Points, every student has to appear at the viva board to orally present his or her knowledge of the courses studied previously in this program. If any student fails to attend the viva-voce for some unavoidable circumstances, his or her degree will not be awarded; but he or she can attend the viva-voce with the next available batches by depositing the required amount of tuition fees.