Syllabus

MA in English (Professional)

English Literature and Cultural Studies
&
Aplied Linguistics and ELT

With effect from
January 2022 (onwards)

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	20th 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 6306: 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	Assignment	Attendance	
LCS 6101	Advanced Reading and Writing	Theory	3	50	20	10	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 grammatical 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

Paragraph writing: organization, types and techniques

Letter writing: communication in general, business and professional environments

Essay writing: organization, types and techniques

Recommended Reading:

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

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	Assignment	Attendance	
LCS 6102	Professional Communication	Theory	3	50	20	10	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 should be 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 should 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 Content

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
Academic Writing
Writing a Business Proposal

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*. Place of publication not identified: 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	Semester Final Exam.	Two Mid Semesters	Presentation	Assignment	Attendance	Total
					Continuous Assessment				
LCS 6103	Gender Studies	Theory	3	50	20	10	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.

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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 Content

CRITICAL WORKS
Simone de Beauvoir :The Second Sex (Selection)
Judith Butler   : Gender Trouble (selection)
Hélène Cixous   : The Laugh of the Medusa
Michel Foucault   : The History of Sexuality Vol. 1 (selection)
John Stuart Mill   : The Subjection of Women
Gayatri Chakravorty Spivak: Three Women's Texts and a Critique of Imperialism
Dorothy L. Hodgson : The Gender, Culture, and Power Reader

LITERARY WORKS
Margaret Atwood   : The Handmaid's Tale
Ama Ata Aidoo   : The Girl Who Can
Mahashweta Devi   : Draupadi
Doris Lessing   : To Room Nineteen
Kamala Das   : Selections

MISCELLANEOUS
Tarana Burke   : "Me Too is a Movement, Not a Moment"
Audre Lorde   : "A Woman Speaks"; "Sister Outsider"; "A Litany for Survival"; "Working our Boundaries"; from the Black Unicorn (teacher's selection)
Michael S. Kimmel : The Gender of Desire: Essays on Male Sexuality. Albany, NY: State University of New York Press, 2005.
Judith Gardiner   : "Unmaking: Men and Masculinity in Feminist Theory"
Barack Obama   : "Father's Day Speech"
Growing Up Trans (Full documentary)

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	Assignment	Attendance	
LCS 6104	Twentieth-Century English Literature	Theory	3	50	20	10	10	10	100

Course Description

This course highlights the 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 that are needed for the students of English literature. 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 Content

POETRY
W. B. Yeats   :   The Second Coming, A Prayer for My Daughter, Leda and the
                         Swan, Sailing to Byzantium.
W. Hugh
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
Samuel Beckett: Waiting for Godot
G. B. Shaw   :   Saint Juan

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	Semester Final Exam.	Evaluation					
					(Marks Distribution)					
						Continuous Assessment				
					Two Mid Semesters	Presentation	Assignment	Attendance	Total	
LCS 6105	Modern American Literature	Theory	3	50	20	10	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.

Course Content
DRAMA
Eugene O'Neill   :   Long Day's Journey into Night
Arthur Miller   :   Death of a Salesman

POETRY
Robert Frost   :Mending Wall, Death of a Hired Man, The Road Not Taken, Stopping by
                          Woods on a Snowy Evening,
William Carlos Williams: The Red Wheelbarrow, A Sort of a Song, Selections from Pictures from
Brueghel.
Emily Dickinson   :   Selections

FICTION
William Faulkner   :   As I Lay Dying
Ernest Hemingway   :   A Clean, Well-lighted Place
Toni Morrison   :   The Bluest Eye

Recommended Reading:
Gray, Richard. *A History of American Literature*. NJ: Wiley, 2004.
Bradbury, Malcolm. *The Modern American Novel*. Oxford: OUP, 1995.
Gelpi, Albert. *A Coherent Splendor: The American Poetic Renaissance 1910-1950*. Cambridge: CUP, 1988.

Gray, Richard. *American Poetry of the Twentieth Century*. Cambridge: CUP, 1990.
Adler, Thomas. *American Drama, 1940-1960: A Critical History*. Connecticut: Twayne Publishers, 1994.
Berkowitz, Gerald. *American Drama in the Twentieth Century*. Boston: Addison-Wesley Longman, Limited, 1992.

LCS 6201: Literary Theory

Course No.	Title	Course Type	Credits	Semester Final Exam.	Evaluation				
					(Marks Distribution)				
					Two Mid Semesters	Continuous Assessment			Total
						Presentation	Assignment	Attendance	
LCS 6201	Literary Theory	Theory	3	50	20	10	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. identity 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 the 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 Content

Structuralism and Semiotics:

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

Russian Formalism:

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

Archetypal Criticism:

Mythological and Archetypal Approaches (L. Guerin); Application—Beowulf

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)

Feminist Literary Theory :

Other (de Beauvoir); Difference (Cixous); Ecriture feminine (Cixous); Gynocriticism (Showalter); 'Images of Women' criticism; Black feminist criticism (Smith)

Modernism:

Modern, modernity, modernization, and modernism

Postmodernism:

Postmodern, Postmodernity, Postmodernization, Postmodernism;

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

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

Ecocriticism:

Kate Rigby: 'Ecocriticism'

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	Assignment	Attendance	
LCS 6202	Latin American Literature	Theory	3	50	20	10	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 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 Content

Marquez : One Hundred Years of Solitude

Borges : 'The Aleph', 'The Blue Tigers', 'The Circular Ruins'

Pablo Neruda : 'If You Forget Me', 'A Dog Has Died', 'The Old Woman of the Ocean', 'Don'T Go Far Off, 'Your Laughter', 'The Song of Despair

Juan Rulfo : Pedro Paramo

Alejo Carpentier : The Kingdom of This World

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: Literaure 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	Semester Final Exam.	Evaluation					
					(Marks Distribution)					
					Two Mid Semesters	Continuous Assessment				Total
						Presentation	Assignment	Attendance		
LCS 6203	Postcolonial Studies	Theory	3	50	20	10	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 much ravaged by the colonial powers. The course also serves as a mouthpiece of the peoples who were made to feel culturally 'others' 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 Content
CRITICAL DISCOURSE

  Chinua Achebe   : The African Writer and the English Language

Homi K Bhabha   : Introduction to Location of Culture

Stuart Hall   : Cultural Identity and Diaspora

Edward Said   : Orientalism (Selections)

Gayatri Chakravarty Spivak   : Can the Subaltern Speak?

LITERARY WORKS

J M Coetzee   : Waiting for the Barbarians

Chinua Achebe   : Things Fall Apart

R K Narayan   : The Man-Eater of Malgudi

Derek Walcott   : A Far Cry from Africa, Ruins of a Great House,

Another Life (select sections)

Aime Cesaire   : A Tempest

Salman Rushdie   : Midnight's Children

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 Hampstead, 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	Semester Final Exam.	Evaluation (Marks Distribution)					Total
					Two Mid Semesters	Continuous Assessment				
						Presentation	Assignment	Attendance		
LCS 6204	Continental Literature	Theory	3	50	20	10	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 appreciation to the 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 Content
POETRY

Charles Baudelaire : Selected Poems

Rainer Maria Rilke : Duino Elegies

DRAMA

Anton Chekhov : The Cherry Orchard

Henrik Ibsen : A Doll's House

FICTION

Gustave Flaubert : Madame Bovary

Franz Kafka : Metamorphosis

Albert Camus : The Outsider

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	Semester Final Exam.	Evaluation				
					(Marks Distribution)				
					Continuous Assessment				
					Two Mid Semesters	Presentation	Assignment	Attendance	Total
LCS 6205	Media and Film Studies	Theory	3	50	20	10	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 the 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, film studies is being offered for the first time. 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 theorist
2. familiarize students with the concept of blogging, vlogging, broadcast journalism
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. To develop critical awareness of film as an artistic medium, refine critical thinking skills and

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 Content

Part A

Althusser, Louis   : "Ideology and Ideological State Apparatuses" (1970)

Hall, Stuart   : "Encoding/Decoding" (1973)

Williams, Raymond   : "Advertising: The Magic Game." (1980)

Chomsky, Noam   : Media Control (1991)

Goldman, Robert   : "Constructing and Addressing the Audience as Commodity." (1992)

Campbell, Richard, et al., : "Cultural Approaches to Media Research." (2016)

Recommended Reading:

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

Goldman, Robert. *Reading Ads Socially*. London: Routledge, 1992.

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

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.)
- Love and Death (1975). Dir. Woody Allen
- 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 Reading:

Laura Mulvey : "Visual Pleasure and Narrative Cinema"

Octavio Getino and Fernando Solanas : "Towards a Third Cinema"

Salman Rushdie : "Attenborough's Gandhi"

Recommended Reading:

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	Semester Final Exam.	Evaluation (Marks Distribution)					
						Continuous Assessment				Total
					Two Mid Semesters	Presentation	Assignment	Attendance		
LCS 6301	Cultural Studies: Theories and Practices	Theory	3	50	20	10	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
3. acquire consciousness about higher education, immigration, business and research in culturally diversified foreign countries

Course Content

Theories and Ideas:

- Culture: definition; politics of culture

- Cultural Studies: definition; aim; scope; methodology

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- Schools: British, American, Australian, Indian.
- Popular Culture: definitions; forms: language, literature, comics, press, radio, television, cyberculture, cellular phone, art, music, film, sports, food, fashion, shopping, advertising, leisure, etc.

CRITICAL WORKS

Theodor W. Adorno and Max Horkheimer : The Culture Industry: Enlightenment as Mass Deception

Roland Barthes : Mythologies (selection)

Jean Baudrillard : The Precession of Simulacra

Stuart Hall : The Spectacle of the 'Other'

Fredric Jameson : Postmodernism and Consumer Society Laura Mulvey : Visual Pleasure and Narrative Cinema

Dick Hebdige : The Function of Subculture

Judith Butler : Subjects of Sex/Gender/Desire

Louis Althusser : Ideology and Ideological State Apparatuses (Notes Towards an Investigation)

Bell Hooks : Eating the Other: Desire and Resistance

Donna Haraway : A Cyborg Manifesto

Dick Hebdige : Subculture: The Unnatural Break

Jean Baudrillard : The Precession of Simulacra

Richard Dyer : Stereotyping

Culture Analysis Paper

This course will require a student to submit a culture analysis research paper of 1500 words on any one of the following areas: (i) popular culture, (ii) representation, ideology, and hegemony, (iii) space and time, (iv) leisure and consumption, (v) ethnicity, globalization, and multiculturalism, (vi) body, race, sexuality, and gender, and (vii) technology and cyberculture.

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, Walcot*. 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 Thorton, 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	Semester Final Exam.	Evaluation (Marks Distribution)					
					Continuous Assessment					Total
					Two Mid Semesters	Presentation	Assignment	Attendance		
LCS 6302	Postmodern Literature	Theory	3	50	20	10	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, multiculturism, 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, and 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 Content

POSTMODERNISM

• Postmodernism: postmodernity; postmodernism; grand narrative (Lyotard); intertextuality

(Kristeva); simulacra and hyperreality Baudrillard); pastiche (Jameson); cyberculture; multiculturalism;

globalization

• The popular: popular culture; subculture; cult

LITERARY WORKS

Milan Kundera : The Unbearable Lightness of Being (1984)

Haruki Murakami : Norwegian Wood (1987)

Orhan Pamuk : My Name is Red

Heiner Muller   : Hamletmachine

Bharati Mukherjee   : Wife

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 Winquist. *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	Semester Final Exam.	Evaluation (Marks Distribution)				
					Continuous Assessment				Total
					Two Mid Semesters	Presentation	Assignment	Attendance	
LCS 6303	Contemporary Reading of Shakespeare	Theory	3	50	20	10	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 Bangladesh in the current century, and why and how it will be relevant and significant in future too
3. help students understand how Shakespeare's characters like Hamlet, Macbeth, Lady Macbeth, Romeo, and the like have become cultural types and are recognizable in all times and in all places wherever they read
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 Content

William Shakespeare

: Hamlet

: King Lear

: Othello

: The Tempest

: As You like It

: Sonnets (Selection)

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	Semester Final Exam.	Evaluation				
					(Marks Distribution)				
					Two Mid Semesters	Continuous Assessment			Total
						Presentation	Assignment	Attendance	
LCS 6304	Translation Studies	Theory	3	50	20	10	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 Content
Theoretical Approaches (Essays):

Eugene Nida : 'Principles of Correspondence'

James S. Holmes : 'The Name and Nature of Translation Studies' Gayatri Chakravorty Spivak :

'The Politics of Translation' Lawrence Venuti : 'Translation, Community, Utopia'

Books:

Susan Bassnett : Translation Studies

Jeremy Munday(ed.) : Translation Studies: Theories and Applications

Mona Baker : In Other Words

Translated Text:

Fakrul Alam and Radha Chakravarty(ed.): *Essential Tagore* (Selections)

Practical Work:

Practically translating selected texts (Literary and non-literary) from Bangla into English and from English into Bangla

Recommended Reading:

Steiner, George. After Babel: *Aspects of Language and Translation*. London : Oxford University Press, 1976.

Venuti, Lawrence. *The Translation Studies Reader*. New York: Routledge, 2004.

Robinson, D. (1997). *Becoming A Translator: An Accelerated Course (1st ed.).* Routledge. https://doi.org/10.4324/9780203441138

Landers, Clifford E. *Literary Translation: A Practical Guide*. Clevedon: Multilingual Matters, 2001.

Zaman, Niaz. *Translation: Theory and Practice.* Dhaka: Academic Press and Publishers, 2004.

LCS 6305: Research Methodology

Course No.	Title	Course Type	Credits	Semester Final Exam.	Evaluation					
					(Marks Distribution)					
						Continuous Assessment				Total
					Two Mid Semesters	Presentation	Assignment	Attendance		
LCS 6305	Research Methodology	Theory	3	50	20	10	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 Content
Research Methodology

• Research: definition; classification; research methods and methodology; statement of the problem; research questions/hypotheses; objectives and justification of a study; research design; literature review, etc.

• Planning: selecting research topic, sampling; preparing proposal; writing an abstract, etc.

• Writing on a prescribed topic and Devising one's own toic

• Assessment criteria and learning outcomet

• Selecting primary and secondary texts

• Getting help from reference work, online sources and supervisors

• Data collection: using library and Internet; summarizing, paraphrasing, and quoting; interview; questionnaire; opinionnaire; survey

- Data analysis: operational framework; theoretical framework; inferencing, etc.
- Writing: structure of a research paper/thesis; formal style; editing and proofreading
- The first draft
- Developing your argument, weighting different elements in your argument and the voice to write in
- Revising an essay draft
- Editing the beginning and ending
- Incorporating other people's words into what you write
- Documentation: citations; bibliography; MLA and APA style sheets
- Publication in a learned journal

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 6306: Research Methodology)

COURSE DETAILS

LET 6101: Sentence and Discourse Skills*

The course aims at the theoretical understanding and practical use of correct English sentences in different discourses. It helps the learners to construct correct sentences in their communication. The course contents are as follows:

Complex noun phrases: head, determiners and modifiers
Complex verb phrases: classification, modality, operators, tensed VP, non-tensed VP Adjectives and adverbs: characteristics, criteria and their syntactic functions Prepositions and prepositional phrases Subordination and coordination Time, tense and aspects
Pro-forms and ellipsis Passivization

Recommended Reading:
Close, R A. (1975). *A Reference Grammar for Students of English*. Essex: Longman Group Limited.
Palmer, F. R. (1974). *The English Verb*. London: Longman.
Palmer, F. (1983). *Grammar*. Middlesex: Penguin Books Ltd.

Parrott, M. (2000). *Grammar for English Language Teacher*. Cambridge: Cambridge University Press.

*This course was offered only once in Spring 2022. It is now replaced by LET 6101 Teaching Listening and Speaking Skills.

LET 6101: Teaching Listening and Speaking Skills

Course No.	Title	Course Type	Credits	Semester Final Exam.	Evaluation				
					(Marks Distribution)				
					Continuous Assessment				Total
					Two Mid Semesters	Presentation	Assignment	Attendance	
LET 6101	Teaching Listening and Speaking Skills	Theory	3	50	20	10	10	10	100

Course Description

This course is designed to facilitate 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. devise 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	Semester Final Exam.	Evaluation (Marks Distribution)					
					Two Mid Semesters	Continuous Assessment				Total
						Presentation	Assignment	Attendance		
LET 6102	Phonetics and Phonology	Theory	3	50	20	10	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. The course contents are as follows:

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

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 on 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

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 of Speech 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	Semester Final Exam.	Evaluation					
					(Marks Distribution)					
					Continuous Assessment					Total
					Two Mid Semesters	Presentation	Assignment	Attendance		
LET 6103	Introduction to Morphology and Syntax	Theory	3	50	20	10	10	10		100

Course Description

The objective of this course is to provide an introduction to major concepts in the study of morphology and discuss its place within linguistic theory. 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 which 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

Morpheme, Morph and Allomorph

Phonological and Morphological conditioning (Homophone, stress-morpheme) Productivity
Morphological rules and process Compounding and Hierarchies
Word class, word structure and word formation (word based morphology) Phase structure Grammar
Morpho syntax and Morphological changes
Syntactic processes: Embedding, Conjoining, Recursion, Discontinuous constituents Transformational
Generative Grammar
Construction (Cognitive) Grammar: Simple and complex construction, argumentative construction,
ABC construction, Abstract ABC construction, Fill/empty construction and shell content construction

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	Semester Final Exam.	Evaluation (Marks Distribution)					
					Continuous Assessment					Total
					Two Mid Semesters	Presentation	Assignment	Attendance		
LET 6104	Approaches and Methods in English Language Teaching	Theory	3	50	20	10	10	10		100

Course Description

The course aims at providing the learners with the 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 role, Learner role, role of materials, syllabus etc., 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 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 the students to critically read, observe, interpret and interrogate approaches and methods of ELT
3. develop a set of principles to guide their practice 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 and research into, 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 plan 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	Semester Final Exam.	Evaluation					
					(Marks Distribution)					
						Continuous Assessment				Total
					Two Mid Semesters	Presentation	Assignment	Attendance		
LET 6105	Syllabus Design and Materials Development	Theory	3	50	20	10	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 the learners.

Justification of the Course in the Program Entity

This course is necessary to develop insight and understanding on designing syllabi and developing 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 function of different types of syllabi and materials
3. develop students' understanding on current development of the theories, principles and trends of function, form and meaning of different types syllabi and materials
4. enable students to apply the insights and ideas from their reading on current development 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 on the current development of the 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
Classification and functions of materials
Current approaches to materials design Materials Evaluation
Materials Adaptation
Materials Development

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	Semester Final Exam.	Two Mid Semesters	Presentation	Assignment	Attendance	Total
						Evaluation			
						(Marks Distribution)			
						Continuous Assessment			
LET 6201	Teaching Reading and Writing Skills	Theory	3	50	20	10	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 the students are being prepared here 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 professionals.

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 fluency 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 text

3. plan instruction that promotes the development of students' word-level, vocabulary, fluency, and comprehension skills using systematic, 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 Arts

5. work on their own writing—write in a range of genres, including primary research, analysis, no-stakes, blog writing, etc.

6. articulate approaches and possible activities used to support the development of student writing

7. get practice in designing/approaching writing assignments and scaffolding activities

8. experiment with response and evaluation strategies

Course Contents

Reading:
Definition, types, and models
Approaches to and ways of teaching ESL/EFL reading
Activities and materials for teaching ESL/EFL reading

Writing:
Definition and types
Approaches to and ways of teaching ESL/EFL writing: process and product
Classroom activities and materials for writing
The process of composition
Giving feedback on writing

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	Semester Final Exam.	Evaluation (Marks Distribution)				
					Continuous Assessment				
					Two Mid Semesters	Presentation	Assignment	Attendance	Total
LET 6202	Sociolinguistics	Theory	3	50	20	10	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 the 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 the 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

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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	Semester Final Exam.	Evaluation (Marks Distribution)				
					Continuous Assessment				Total
					Two Mid Semesters	Presentation	Assignment	Attendance	
LET 6203	Semantics, Pragmatics and Discourse Analysis	Theory	3	50	20	10	10	10	100

Course Description
The aim of this course is to provide the 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 in 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 on the current development of the theories related to the functions of texts by applying them in their analysis of different text types
3. identify and analyse the differences among the different text generes
4. examine the contextual factors active in the production and reception process of text
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
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.
Eggins, 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	Semester Final Exam.	Evaluation (Marks Distribution)				
					Continuous Assessment				
					Two Mid Semesters	Presentation	Assignment	Attendance	Total
LET 6204	Language Testing and Evaluation	Theory	3	50	20	10	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 curriculum.

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
Test specification and test tasks
Item writing, moderation, scoring and reporting Test construction and evaluation
Testing the language skills and testing grammar Test administration
Classroom-based assessment and alternative assessment (portfolios, journals, and self/peer assessment, observation)

Current issues in language testing research

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 | Semester Final Exam. | Evaluation (Marks Distribution) | | | | |
| | | | | | Continuous Assessment | | | | Total |
					Two Mid Semesters	Presentation	Assignment	Attendance	
LET 6205	Second Language Acquisition: Theories and Practice	Theory	3	50	20	10	10	10	100

Course Description

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

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. the description of 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.	Two Mid Semesters	Continuous Assessment			Total
						Presentation	Assignment	Attendance	
LET 6301	Psycholinguistics	Theory	3	50	20	10	10	10	100

Course Description

This course aims at providing the learners 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 in 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 the learners aware of the theoretical aspects of the 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 on first language acquisition
4. how language acquisition is related to human thought and cognition

Course Contents

the significance of the Human Psychology on Second Language Acquisition
Learning disabilities
Language processing, memory, comprehension, acquisition, learning, competence, performance Stages in Child Language Acquisition: from cooing and babbling to infinity
Aphasia and language disorders
Theories of First Language Acquisition: Behaviorism, Innatism, the Critical Period Hypothesis, and Cognitive theory
Theories of Second Language Acquisition/Learning: Monitor Model, Acculturation Theory, Interlanguage, Universal Grammar, Cognitive Theory
Describing learner language: error analysis, variability and pragmatic aspects Cross-linguistic influences in Second Language Acquisition

Individual learner differences: motivation, age, aptitude, intelligence, personality Language learning styles and 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*. Massachuetts: 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	Semester Final Exam.	Evaluation (Marks Distribution)				
					Continuous Assessment				Total
					Two Mid Semesters	Presentation	Assignment	Attendance	
LET 6302	Language Teacher Education and Teaching Practicum	Theory	3	50	20	10	10	10	100

Course Description

This course intends to train students in varied theories of teaching a second/foreign language and orient them towards various ways of developing their expertise and enriching their experience. It also aims at introducing the learners with techniques and practices in ation in real life 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 with 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 the learners' areas of need
3. develop the practical skills necessary for analyzing and evaluating effective teaching

Course Contents

Teacher education: current models
Modes of teaching and learning in teacher education Relating theory and practice
Classroom observation Microteaching
Supervision and practical experience Assessment in teacher education 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.

LET 6303: Teaching Language through Literature

Course No.	Title	Course Type	Credits	Semester Final Exam.	Evaluation				
					(Marks Distribution)				
					Two Mid Semesters	Continuous Assessment			Total
						Presentation	Assignment	Attendance	
LET 6303	Teaching Language through Literature	Theory	3	50	20	10	10	10	100

Course Description

Literature offers a wide range of contexts for language use. Contexts in literature are generally linked with enduring fundamental human issues. These issues encompass history of human culture, society, civilization, politics, psychology and so on. A literary work transcends time, and communicates with the readers with the same vibe it spoke to people at the time of its creation. In reading literary texts, students have to cope with many different linguistic uses, forms, conventions of the written mode: with irony, exposition, argument, narration, and so on. This helps them learn how to express different ideas and emotions using the richness of the language.

Upon the successful completion of the course, the students should be able to define the term "literature," identify different features of the language used in the literary pieces, explain basic modes of and approaches to teaching language through literature, recognize some language deviations and their usage in literary pieces.

A language-based approach to using literature Planning a lesson for use with a short story Using novels in the language classroom Using poetry to develop language skills

Using play to think about language in conversation Using play to improve students' oral skills

Justification of the Course in the Program Entity

English language professionals cannot help using literary texts in a language classroom because of its several benefits including its suitability as a good example of authentic English language use. Therefore, this course is highly important in the Professional MA programme in order to teach prospective English language teachers the appropriate techniques of using literature in a language classroom.

Course Objectives

The course aims to:
1. make students aware of the benefits and challenges of using literature in language classroom
2. familiarize students with different approaches and models for teaching language through literature
3. enable students to select and appropriately use literary texts in a language classroom

Course Learning Outcomes (CLOs)

Upon successful completion of the course, students will be able to:
1. define literature and rationalize why literature should be used in a language classroom
2. select appropriate literary texts for different levels of language learners
3. design materials and prepare lesson plans for using plays, short stories, novels and poems in a language classroom

Course Contents

A language-based approach to using literature

Planning a lesson for use with a short story
Using novels in the language classroom
Using poetry to develop language skills
Using play to think about language in conversation

Recommended Reading:

Bassnett, S. & Grundy, P. (1993). *Language through Literature*. Singapore: Longman.
Collie, J. & Slater, S. (1987). *Literature in the Language Classroom*. Cambridge: Cambridge University Press.
Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge: Cambridge University Press.

LET 6304: Technology-enhanced Language Teaching

Course No.	Title	Course Type	Credits	Semester Final Exam.	Evaluation					
					(Marks Distribution)					
					Two Mid Semesters	Continuous Assessment				Total
						Presentation	Assignment	Attendance		
LET 6304	Technology-enhanced Language Teaching	Theory	3	50	20	10	10	10		100

Course Description

The course aims at introducing the learners to the knowledge and skills of using technology in second/foreign language learning/teaching. This course will enable the learners to use technology in every dimensions and aspects of language learning/teaching. The 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 aware the learners of the changes occurring in our understanding of language learning and teaching due to the invention of recent 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 theirs application and impact in learning second language through technology
3. develop students' understanding on 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

MOODLE
PADLET
MALL
MAHARA
ELM
LMS
Zoom
Google
CALL and second /foreign language learning/ acquisition, and computer-mediated communication in ESL/ EFL
E-learning materials development for ESL/EFL learning and the internet as a materials resource The internet as a classroom tool
The internet-based activities The internet as a coursebook Guidelines and Activities
The Internet, using Web 2.0 tools in ESL/EFL learning and teaching and collaborative ESL/EFL learning in Web 2.0 environments
Computer games in ESL/EFL learning and teaching Mobile ESL/EFL learning and teaching
Corpora in ESL/EFL learning and teaching E-assessment
Websites

Recommended Reading:
Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition*. Cambridge : Cambridge University Press.
Dudeney, 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	Semester Final Exam.	Continuous Assessment				Total
					Two Mid Semesters	Presentation	Assignment	Attendance	
LET 6305	Research Methodology	Theory	3	50	20	10	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. Its contents cover:

Research on English language learning and teaching: concept, classification and nature Statement of the problem, justification and purposes of the study, research questions Literature review

Research methodology Interpretation and inference

Documentation: APA style and MLA style Questionnaire and interview schedule

Sample structures of 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

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. Like any other piece of course, 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 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 on the form 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 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 collection. 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 in department. You need to submit both soft copy and a hard copy.
Finding your topic
Postgraduate study is designed in order 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 begun 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 plan 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 advise 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 the 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 on weekends, bank holidays, the summer and winter vacations, or other periods when the university is closed. Your supervisor may take annual leave, especially during the summer, and you will not be able to contact her or him at this time. Ask your supervisor about annual 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.

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 academic committee. 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.

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 essays 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 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.

Where you use quotations, shorter ones (three lines or less) can be included in the body of the text within quotation marks and longer quotations (more than three lines or 40 words) should be indented and presented without quotation marks.

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 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., Maninon, 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		Credits	Total Marks				
					100				
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.