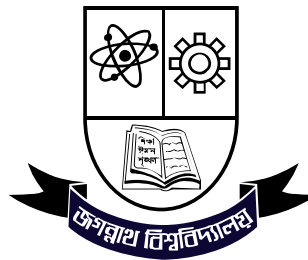


Syllabus

MA in English (Evening) Program

Literature and Cultural Studies
&
Applied Linguistics and English Language Teaching



For the Trimesters:
Summer 2017
Fall 2017
Spring 2018

Department of English
Jagannath University, Dhaka

Literature and Cultural Studies

COURSE OUTLINES

ENG CC 6101	Listening and Speaking	3 Credits
ENG CC 6102	Advanced Reading and Writing	3 Credits
ENG CC 6103	Sentence and Discourse Skills	3 Credits
LCS 6104	Introduction to Poetry and Drama	3 Credits
LCS 6105	Introduction to Fiction and Non-Fiction	3 Credits
LCS 6201	Literary Theory and Criticism	3 Credits
LCS 6202	World Classics in English Translation	3 Credits
LCS 6203	20 th Century English Literature	3 Credits
LCS 6204	Modern American Literature	3 Credits
LCS 6205	Cultural Studies: Theories and Practices	3 Credits
LCS 6301	Critical Theories and Practices	3 Credits
LCS 6302	Postmodern Literature	3 Credits
LCS 6303	Postcolonial Studies	3 Credits
LCS 6304	Critical Reading of Adaptation of Literary Texts	3 Credits
LCS 6305	Gender Studies	3 Credits
LCS 6401	Latin American Literature	3 Credits
LCS 6402	Continental Literature	3 Credits
LCS 6403	Contemporary Reading of Shakespeare	3 Credits
LCS 6404	Translation Studies	3 Credits
LCS 6405	Research Methodology	3 Credits
LCS 6406	Dissertation*	6 Credits
LCS 6407	Viva-voce	3 Credits
Total		63 Credits

Note: Dissertation is not compulsory for all students. A student after completing minimum 45 credits and obtaining CGPA 3.25 can take dissertation instead of two taught courses. Also, the student opting for dissertation must take ENG6405: Research Methodology)

ENG CC 6101 Listening and Speaking Skills

The aim of the course is to develop listening and speaking skills of the students in ESL/EFL setting. Learners will have theoretical ideas on the English sound system and mechanics and practices of pronunciations in English. They will also have ample opportunity to practice different sound patterns both in formal and informal situations by listening and speaking. The end result will be to have the listening and speaking skills the learners need to communicate effectively in English in their real life situations. The course will cover:

Listening

Basics of ESL/EFL listening skills
Listening to words and connected speech
Listening for information and summary
Listening for speaking

Speaking

Basics of ESL/EFL speaking skills
Speaking words and connected speech
Speaking for performing different functions, such as requesting, offering etc.
Speaking in formal and informal situations

Recommended Reading:

Bonet, D. (2001). *The Business of Listening: A Practical Guide to Effective Listening*. New York : Crisp Learning.

Kenworthy, J. (1987). *Teaching English Pronunciation*. England: Longman.

O'Connor, J. D. (1980). *Better English Pronunciation*. Cambridge: Cambridge University Press.

ENG CC 6102 Reading and Writing Skills

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

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: Routledge.

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

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

ENG CC 6103 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.

LCS 6104: Introduction to Poetry and Drama

This course emphasizes the close reading of poetry and drama, and intends to introduce the learners to significant developments in poetry and drama in English, for poetry, from the early 1700s to the present, and for drama, from the earliest period to the present. The course also aims at introducing the learners to different terminologies related to poetic and dramatic form and to the necessary theoretical approaches needed to accurately understand poetry and drama. After the completion of the course, the learners are expected to analyze the formal properties of poetic and dramatic texts, read them in a critical and independent manner, and grow an enhanced critical outlook through close textual analysis with the help of theoretical approaches where appropriate.

POETRY

William Shakespeare	: Sonnets 18, Sonnet 130
John Donne	: The Good Morrow, A valediction: Forbidding Mourning
Andrew Marvell	: To His Coy Mistress
William Blake	: The Lamb, The Tyger
William Wordsworth	: London, 1802
Samuel Taylor Coleridge	: Kubla Khan
Percy Bysshe Shelley	: Ode to the West Wind
John Keats	: Ode to a Nightingale
Robert Browning	: Porphyria's Lover
Alfred, Lord Tennyson	: Ulysses
T S Eliot	: The Love Song of J Alfred Prufrock
Adrienne Rich	: Aunt Jennifer's Tiger
Seamus Heaney	: Digging
Kamala Das	: The Invitation

DRAMA

Sophocles	: <i>King Oedipus</i>
William Shakespeare	: <i>The Merchant of Venice</i>
J. M. Synge	: <i>Riders to the Sea</i>

Recommended Reading

Aristotle	: <i>Poetics.</i>
Cleanth Brooks. Jr. and Penn Warren	: <i>Understanding Drama</i> : <i>Understanding Poetry</i>
Margaret Ferguson	: <i>The Norton Anthology of Poetry.</i>
Geoffrey Leech	: <i>A Linguistic Guide to English Poetry</i>
H. D. F. Kinto	: <i>Form and Meaning in Drama</i>
J. A. Cuddon	: <i>The Literary Dictionary of Literary Terms and Literary Theory</i>
M. H. Abrams	: <i>Glossary of Literary Terms</i>
Marjorie Boulton	: <i>Anatomy of Drama</i>
Richard Gill	: <i>Mastering English Literature</i>
X. J. Kennedy	: <i>Literature: An Introduction to Fiction, Poetry, and Drama</i>

LCS 6105: Introduction to Fiction and Non-fiction

The course aims at introducing the students to the study of different types of prose: the novel, the short story, the literary essay and the speech in English. After the completion of this course, the students are expected to be able to appreciate prose narratives through critical reading of the selected novels, short stories, essays and speeches. The learners are supposed to discover the techniques, methods and ways of the formation of prose narratives, and the functions, contexts and developments of the different forms of fictional and non fictional pieces. The course will also help the students develop necessary skills to write effective papers on the analysis of style, structure, theme, motives, contexts and other features of a prose piece.

NOVEL

Jonathan Swift : *Gulliver's Travels*
George Orwell : *The Animal Farm*

SHORT STORY

Herman Melville : Bartleby the Scrivener
Katherine Mansfield : Bliss
Guy De Maupassant : The Necklace
Bharati Mukherjee : The Lady from Lucknow

NON-FICTIONAL PROSE

Martin Luther King Jr. : I Have a Dream
Virginia Woolf : Women and Fiction
Francis Bacon : Of Love
Joseph Addison : Sir Roger at Home

Recommended Reading

Arnold Kettle : *An Introduction to the English Novel*
E. M. Forster : *Aspects of the Novel*
F. B. Millett : *Reading Fiction*
Marjorie Boulton : *Anatomy of Novel*
Richard Gill : *Mastering English Literature*
X. J. Kennedy : *Literature: An Introduction to Fiction, Poetry and Drama*
Geoffrey Leech : *Style in Fiction*

LCS 6201 Literary Theory and Criticism

This course concentrates on studying some texts on literary theory and literary criticism ranging from some of the earliest to the more recent focusing on the traces ~~and developmental patterns~~ of historical development of critical writing on literature in English. Students are intended to develop an understanding of the terminology associated with literary criticism, and explore different ways in which literature and culture coalesce.

Samuel Johnson	: <i>Preface to Shakespeare</i> (selection)
William Wordsworth	: <i>Preface to Lyrical Ballads</i>
Samuel Taylor Coleridge	: <i>Biographia Literaria, Chapters XIII, XIV</i>
Virginia Woolf	: <i>Shakespeare's Sister</i>
Thomas Stearns Eliot	: <i>Tradition and the Individual Talent</i>
Terry Eagleton	: <i>The Rise of English</i>

Recommended Reading:

Bennett, Andrew and Nicholas Royle. *An Introduction to Literature, Criticism and Theory*. 4th edition. London and New York: Routledge, 2009.

Leitch, Vincent B *et al* (Ed.). *The Norton Anthology of Theory and Criticism*. New York: W W Norton & Company, 2001.

Ryan, Michael. *Literary Theory: A Practical Introduction*. Second Edition. Massachusetts: Blackwell Publishing, 2007.

Selden, Raman, Peter Widdowson and Peter Brooker. *A Reader's Guide to Contemporary Literary Theory*. Fifth Edition. New Delhi: Pearson, 2007.

LCS 6202: World Classics in English Translation

The objective of this course is to introduce students to the oriental and western classical literature in English translation. The course also aims to help students understand and study ancient literature that has shaped the development of epic and drama in the later periods. By reading the English translation of the classics written originally in Greek, Latin, and Sanskrit, students are expected to develop an understanding of the ancient life and society. Students are also expected to interpret the texts by applying contemporary cultural and literary theories like gender studies, postcolonial studies, neo-historicism and other relevant theories.

Vyasa	: <i>The Mahabharata</i> (R. K. Narayan version)
Homer	: <i>The Iliad</i>
Aeschylus	: <i>Agamemnon</i>
Virgil	: <i>The Aeneid</i>
Aristophanes	: <i>The Frogs</i>

Recommended Reading:

Arnott, Peter D. *An Introduction to the Greek Theatre*. Bloomington: Indiana UP, 1967.

Easterling, P.E. and B.M.W. Knox, eds. *The Cambridge History of Classical Literature*, Volume I: Greek Literature, Part II: Greek Drama. Cambridge: Cambridge UP, 1989.

Kitto, F.D. *Form and Meaning in Drama: A Study of Six Greek Plays and of Hamlet*. London: Methuen, 1960.

Konstan, D. *Greek Comedy and Ideology*. Oxford: Oxford UP, 1995.

LCS 6203: Twentieth Century English Literature

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.

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 | : | <i>Waiting for Godot</i> |
| G. B. Shaw | : | <i>Saint Juan</i> |

NOVEL

- | | | |
|---------------|---|--------------------------|
| Joseph Conrad | : | <i>Heart of Darkness</i> |
| D H Lawrence | : | <i>Sons and Lovers</i> |

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 6204: Modern American Literature

The literature of the American authors in this time period reflects the defining statement of today's America. The course will highlight the representative writers of the age that put America in 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.

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 6205: Cultural Studies: Theories and Practices

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.

Theories and Ideas:

- Culture: definition; politics of culture
- Cultural Studies: definition; aim; scope; methodology
- 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:

- Peter Brooker. 1999. *A Concise Glossary of Cultural Theory*. London: Arnold.
- Simon During. 2005. *Cultural Studies: A Critical Introduction*. London and New York: Routledge.
- John Fiske. 1989. *Understanding Popular Culture*. Boston: Unwin Hyman.
- Stuart Hall (ed.). 1997. *Representation: Cultural Representations and Signifying Practices*. London: SAGE Publications Ltd.
- Philip Smith. 2001. *Cultural Theory: An Introduction*. Oxford: Blackwell Publishers.
- Featherstone, Simon. *Postcolonial Cultures*. Edinburgh: Edinburgh UP, 2005.
- Grossberg, Lawrence. *Cultural Studies in the Future Tense*. New Delhi: Orient Black Swan Private Limited, 2012.
- Parker, Michael and Roger Starkey, ed. *Postcolonial Literature: Achebe, Ngugi, Desai, Walcott*. London: Macmillan Press Ltd, 1995.
- Smith, Phillip. *Cultural Theory: An Introduction*. Oxford: Blackwell Publishers Ltd, 2001.
- 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.
- Storey, John. *Cultural Theory and Popular Culture: A Reader*. Essex: Pearson Education Limited, 1998.
- Gelder, Ken and Sarah Thorton, eds. *The Subculture Reader*. London: Routledge, 1997.
- Ashplant, T.G. and Gerry Smyth, ed. *Explorations in Cultural History*. London: Pluto Press, 2001.
- Hawkes, David. *Ideology*. Abingdon: Routledge, 2007.
- Hall, Donald E. *Subjectivity*. Abingdon: Routledge, 2007.
- Mills, Sara. *Discourse*. Abingdon: Routledge, 2007.
- Coupe, Laurence. *Myth*. Abingdon: Routledge, 2007.
- Dasgupta, Subrata. *The Bengal Renaissance*. Ranikhat: Permanent Black, 2010.
- Hartmann, Betsy and James Boyce. *A Quiet Violence: View from a Bangladesh Village*. Dhaka: University Press Limited. 1990.
- Sen, Krishna and Sudeshna Chakravarti, ed. *Narrating the (Trans)nation: The Dialectics of Culture and Identity*. Kolkata: Das Gupta & Co. Pvt. Ltd, 2008.

LCS 6301: Critical Theories and Practices

This course introduces the students to the field of literary theory, a central component of contemporary studies in English and world literatures. 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 follows the evolving literary theory to the present day—from text-centric Russian formalism to contemporary gynocriticism and cognitive theory.

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:

Wilfred L. Guerin (ed.) : A Handbook of Critical Approaches to Literature 5th edition, chap. 7

Raman Selden, Peter Widowson and Peter Brooker (ed.): A Readers Guide to Contemporary Literary Theory

Lois Tyson : Critical Theory Today

Peter Barry : Beginning Theory

Patricia Waugh : Literary Theory and Criticism: An Oxford Guide

Julian Wolfreys : Introducing Criticism at the 21st Century

Jurgen Habermas : 'Modernity versus Post modernity'

Introducing Series, Icon Books.

The Norton Anthology of Theory and Criticism

LCS 6302: Postmodern Literature

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

POSTMODERNISM

- Postmodernism: *postmodernity; postmodernism; grand narrative (Lyotard); intertextuality (Kristeva); simulacru and hyperreality Baudrillard); pastiche (Jameson); cyberculture; multiculturalism; globalization*
- The popular: *popular culture; subculture; cult*

LITERARY WORKS

Milan Kundera	: <i>The Unbearable Lightness of Being</i> (1984)
Haruki Murakami	: <i>Norwegian Wood</i> (1987)
Orhan Pamuk	: <i>My Name is Red</i>
Heiner Muller	: <i>Hamlemachine</i>
Bharati Mukherjee	: <i>Wife</i>

Recommended Reading:

Geyh, Paula, Fred G. Leebron and Andrew Levy (Eds.). *Postmodern American Fiction: A Norton Anthology*. Ed. New York: W. W. Norton & Company, 1998.

Hutcheon, Linda. *A Poetics of Postmodernism: History, Theory, Fiction*. 1988. London and NY: Routledge, 2004.

_____. *The Politics of Postmodernism: History, Theory, Fiction*. 1989. London and NY: Routledge, 2002.

Jameson, Fredric. *Postmodernism, or, the Cultural Logic of Late Capitalism*. Durham: DUP, 1991.

Lyotard, Jean-François. *The Postmodern Condition: A Report on Knowledge*. 1979. Trans. Geoff Bennington and Brian Massumi. Manchester: MUP, 1984.

Storey, John (ed.) *Cultural Theory and Popular Culture: A Reader*. 2nd ed. Essex: Longman, 1998.

_____. *Cultural Theory and Popular Culture: An Introduction*, (2nd edition) Essex: Longman, 1998.

Taylor, Victor E and Charles E Winqvist. *Encyclopedia of Postmodernism*. 2001. London: Routledge, 2003.

McHale, Brian. *Postmodernist Fiction*. London: Routledge, 1987.

Nicol, Bran. *The Cambridge Introduction to Postmodern Fiction*. 2009.

Taylor, Victor E and Charles E Winqvist. *Encyclopedia of Postmodernism*. 2001. London: Routledge, 2003.

Waugh, Patricia. *Metafiction: the theory and practice of self-conscious fiction*. Routledge, 1984.

LCS 6303: Postcolonial Studies

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.

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	: <i>Orientalism</i> (Selections)
Gayatri Chakravarty Spivak	: Can the Subaltern Speak?

LITERARY WORKS

J M Coetzee	: <i>Waiting for the Barbarians</i>
Chinua Achebe	: <i>Things Fall Apart</i>
R K Narayan	: <i>The Man-Eater of Malgudi</i>
Derek Walcott	: A Far Cry from Africa, Ruins of a Great House, <i>Another Life</i> (select sections)
Aime Cesaire	: <i>A Tempest</i>
Salman Rushdie	: <i>Midnight's Children</i>

Recommended Reading:

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.

Peter Childs and Patrick Williams. 1997. *An Introduction to Post-Colonial Theory*. Essex: Longman-Pearson Education.

Helen Gilbert and Joanne Tompkins. 1996. *Post-Colonial Drama: Theory, practice, politics*. London & New York: Routledge.

Patrick Williams and Laura Chrisman (eds.). 1993. *Colonial Discourse and Post-colonial Theory: a Reader*. Hemel Hempstead, England: Harvester Wheatsheaf.

Childs, Peter and Patrick Williams, *An Introduction to Post-Colonial Theory*. Essex: Longman-Pearson Education, 1997.

LCS 6304: Critical Reading of Adaptation of Literary Texts

The aim of this course is to enable the students to apply critical and cultural theories to texts and their adaptations to understand and analyze the process and technicalities as well as the ideologies, assumptions, enterprises, conditions, forms, contents and politics of a culture which generate variant versions of the narratives and texts. It also aims at enhancing the learners' aptitude to identify and analyze the process, factors and condition under which a text is adapted for the screen and stage.

METHODOLOGY

- ◆ Theory and Criticism: Structuralism, Marxism, New Historicism, Feminism, Gender Studies, Psychoanalysis, Trauma Theory, Deconstruction, Postmodernism, Ecocriticism, Cognitive Criticism, Natyashastra, Rasa's, etc.
- ◆ Production and Performance: stage, atmosphere, artistic direction, art direction, art direction, performance (Persona, movement, projection, improvisation) etc.
- ◆ Adaptation: the word/image conflict; types of adaptation; narratological approach; history; ideology; intertextuality; contemporizing, etc.

LITERARY WORKS

William Shakespeare	:	<i>Hamlet, The Taming of the Shrew</i>
_____ .Adaptation	:	<i>Hamlet</i> (1964) directed by Richard Burton
_____ . Adaptation	:	<i>The Taming of the Shrew</i> (1967) directed by Franco Zeffirelli's
Henrik Ibsen	:	<i>A Doll's House</i>
_____ .Adaptation	:	<i>A Doll's House</i> (1973), directed by Anthony Hopkins
<i>F. Scott Fitzgerald</i>	:	<i>The Great Gatsby</i>
_____ .Adaptation	:	<i>The Great Gatsby</i> (2013)- Directed by Baz Luhrmann
<i>Bibhutibhuson Bandyopadhyaya</i>	:	<i>Pather Pachali</i>
_____ .Adaptation	:	<i>Pather Pachali</i> (1955) directed by Satyajit Ray
Rabindranath Tagore	:	<i>Red Oleanders</i>
_____ .Adaptation	:	<i>Red Oleanders</i> , Directed By Matthew Richards
	:	<i>Red Oleanders</i> , Directed
Toni Morrison	:	<i>The Bluest Eye</i>
Amy Tan	:	<i>The Joy Luck Club</i>
_____ .Adaptation	:	<i>The Joy Luck Club</i> (1993), Directed By Wayne Wang
Monica Ali	:	<i>Brick Lane</i>
_____ .Adaptation	:	<i>Brick Lane</i> (2007), Directed by Sarah Gavron

Recommended Reading:

Aebischer, Pascale, Shakespeare's Violated Bodies: Stage and Screen Performance. 2001. Cambridge: CUP, 2009.

Belsey, Catherine, Shakespeare in Theory and Practice. Edinburgh: EUP, 2010.

Cartmell, Deborah and Imelda Whelehan (Eds.), Adaptations: From text to screen, screen to text. 2006. London and New York: Routledge, 2007

Eagleton, Terry. (1983) Literary Theory: An Interpretation. Minnesota: UMP, 2008

Lahiri, Nupur Gangopadhyay. (Trans.) Red Oleanders. Kolkata: Punashcha Publisher, 2008
Lal Ananda Lal. (Trans.) Red Oleanders.

- Occhiogrosso, Frank. *Shakespeare in Performance*. New Jersey: Associated University Presses, 2003.
- Sandes, Julie *Adaptation and Appropriation*. 2006, London and New York: Routledge, 2007.
- Giannetti, Louis. *Understanding Movies*. 12th edition. Boston: Allyn and Bacon/Pearson, 2011.
- Harrison, Stephanie, ed. *Adaptations: From Short Story to Big Screen*. New York: Random House, 2005.
- Ahsan, Nazmul. *Shakespeare Translations in Nineteenth-Century Bengali Theatre*. Dhaka: Bangla Academy, 1995.
- Chatterjee, Sudipto. *The Colonial Staged: Theatre in Colonial Calcutta*. London: Seagull Books, 2007.
- Analysing Real Texts Research Studies in Modern English Language*. Hillier, Hillary. New York: Palgrave Macmillan, 2004.
- Textual Intervention: Critical Creative Strategies for Literary Studies*. Pope, Rob. London: Routledge.1995.
- The Politics of Interpretation: Ideology, Professionalism, and the Study of Literature*. Hogan, Patrick Colm. New York: Oxford UP, Inc. 1990.
- Methods of Text and Discourse Analysis*. Titscher, Stefan, Michael Meyer, Ruth Wodak and Eva Vetter. London: Sage Publications, 2004.
- Discourse and Literature: The Interplay of Form and Mind*. Cook, Guy. Oxford: Oxford UP. 1994.
- Using English: from Conversation to Canon*. ed. Maybin, Janet and Neil Mercer. London: Routledge, 1996.

LCS 6305: Gender Studies

This course is divided into two segments – Gender Studies & Film Studies, each carrying 50 marks. The first part Gender Studies aims at enabling learners to embark on feminist and gender readings of the literary and non literary 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.

CRITICAL WORKS

Simone de Beauvoir	: <i>The Second Sex</i> (Selection)
Judith Butler	: <i>Gender Trouble</i> (selection)
Hélène Cixous	: <i>The Laugh of the Medusa</i>
Michel Foucault	: <i>The History of Sexuality</i> Vol. 1 (selection)
John Stuart Mill	: <i>The Subjection of Women</i>
Dorothy L. Hodgson	: <i>The Gender, Culture, and Power Reader</i>

LITERARY WORKS

Margaret Atwood	: <i>The Handmaid's Tale</i>
Ama Ata Aidoo	: <i>The Girl Who Can</i>
Maya Angelou	: <i>I Know Why the Caged Bird Sings</i>
Mahashweta Devi	: <i>Draupadi</i>
Doris Lessing	: <i>To Room Nineteen</i>
Kamala Das	: <i>Selections</i>

Recommended Reading:

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

LCS 6401: Latin American Literature

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 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.

Marquez	: <i>One Hundred Years of Solitude</i>
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	: <i>Pedro Paramo</i>
Alejo Carpentier	: <i>The Kingdom of This World</i>

Recommended Reading

- Castilio, et al. *Latin American Literature and Mass Media*. New York: Garland Publishing, 2001.
- Coleman, Alexander, ed. *Jorge Luis Borges: Selected Poems*. New York: Penguin Classics, 2000.
- Echebarria, Roberto Gonzalez. *The Oxford Book of Latin American Short Stories*. 1997. New Delhi: Oxford India, 2006.
- Galeano, Eduardo. *Open Veins of Latin America*. New York: Monthly Review Press, 1997.
- Gogol, Eugene Walker. *The Concept of Other in Latin American Liberation*. New York: Lexington Books, 2002
- Hart, Stephen M., *A Companion to Latin American Literature*. 1999. Rochester, USA: Tamesis, 2007.
- Ocasio, Rafael. *Literature of Latin America: Literature as Windows to World Culture*. London: Greenwood Publishing Group, 2004.
- Smith, Verity. *Encyclopedia of Latin American Literature*. London: Taylor & Francis, 1997.
- Echevar, Roberto Gonzalez and Enrique Pupo Walker (ed.). *The Cambrian History of Latin American Literature*. Cambridge: Cambridge University Press, 1996.

LCS 6402: Continental Literature

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 times.

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

Arnold Hauser. *The Social History of Art*. Vintage, 1957.

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 6403: Contemporary Reading of Shakespeare

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 immergence of various cultural and literary theories, Shakespeare's plays seem to have got multiple, new meanings. The course is so designed that students will read the texts and interpret them applying contemporary literary and cultural theories like Marxism, Psycho-analysis, Postcolonialism, Feminism, Gender Studies, Deconstruction, New Historicism, Ecocriticism, etc.

Texts

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 6404: Translation Studies

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.

Texts:

Theoretical Approaches (Essays):

Eugene Nida : ‘Principles of Correspondence’
 James S. Holmes : ‘The Name and Nature of Translation Studies’
 GayatriChakravorty
 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:

FakrulAlam and RadhaChakravarty(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:

George Steiner : *After Babel*
 Lawrence Venuti(ed.) : *The Translation Studies: Reader*
 Douglas R. Obinson : *Becoming a Translator: An Accelerated Course*
 Clifford E. Landers : *Literary Translation: A Prctical Guide*
 NiazZaman (ed.) : *Translation: Theory and Practice*

LCS 6405: Research Methodology

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. The course covers:

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 topic*
- *Assessment criteria and learning outcomes*
- *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.

Kothari, C R. *Research Methodology: Methods & Techniques*. 2nd Edition. New Delhi: New Age International, 2009.

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

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

Sinha, M P. *Research Methods in English*. New Delhi: Atlantic, 2004.

Fabb, 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.

Chapin, Paul G. *Research Project and Research Proposal: A Guide for Scientists Seeking Fund*. Cambridge: Cambridge UP, 2004.

Applied Linguistics and English Language Teaching

Course Code	Course Title	Credits	Marks
ENG CC 6101	Listening and Speaking Skills	3	100
ENG CC 6102	Reading and Writing Skills	3	100
ENG CC 6103	Sentence and Discourse Skills	3	100
LET 6104	Phonetics and Phonology	3	100
LET 6105	Approaches and Methods in English Language Teaching	3	100
LET 6201	Teaching Listening and Speaking Skills	3	100
LET 6202	Syllabus Design and Materials Development	3	100
LET 6203	Introduction to Morphology and Syntax	3	100
LET 6204	Language Testing and Evaluation	3	100
LET 6205	Teaching Grammar and Usage	3	100
LET 6301	Teaching Reading and Writing Skills	3	100
LET 6302	Sociolinguistics	3	100
LET 6303	Semantics, Pragmatics and Discourse Analysis	3	100
LET 6304	Second Language Acquisition: Theories and Practice	3	100
LET 6305	Teaching Language through Literature	3	100
LET 6401	Research Methodology	3	100
LET 6402	Language Teacher Education and Teaching Practicum	3	100
LET 6403	Psycholinguistics	3	100
LET 6404	English as a Global Language	3	100
LET 6405	Technology-enhanced Language Teaching	3	100
LET 6406	Dissertation	6	100
LET 6407	Viva-voce	3	100

Note: Dissertation is not compulsory for all students. A student after completing minimum 45 credits and obtaining CGPA 3.25 can take dissertation instead of two taught courses. Also, the student opting for dissertation must take ENG6405: Research Methodology)

COURSE DETAILS

ENG CC 6101 Listening and Speaking Skills

The aim of the course is to develop listening and speaking skills of the students in ESL/EFL setting. Learners will have theoretical ideas on the English sound system and mechanics and practices of pronunciations in English. They will also have ample opportunity to practice different sound patterns both in formal and informal situations by listening and speaking. The end result will be to have the listening and speaking skills the learners need to communicate effectively in English in their real life situations. The course will cover:

Listening

Basics of ESL/EFL listening skills
Listening to words and connected speech
Listening for information and summary
Listening for speaking

Speaking

Basics of ESL/EFL speaking skills
Speaking words and connected speech
Speaking for performing different functions, such as requesting, offering etc.
Speaking in formal and informal situations

Recommended Reading:

Bonet, D. (2001). *The Business of Listening: A Practical Guide to Effective Listening*. New York : Crisp Learning.

Kenworthy, J. (1987). *Teaching English Pronunciation*. England: Longman.

O'Connor, J. D. (1980). *Better English Pronunciation*. Cambridge: Cambridge University Press.

ENG CC 6102 Reading and Writing Skills

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

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: Routledge.

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

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

ENG CC 6103: 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.

LET 6104: Phonetics and Phonology

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

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 6105: Approaches and Methods in English Language Teaching

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. The course contents are as follows:

A brief history of language teaching

The nature of approaches and methods in ELT

The Grammar-translation Method

The Direct Method

The Audio-lingual Method

Communicative Language Teaching

Total Physical Response

Suggestopedia

Community Language Learning

Task-based Language Teaching

Content-based Instruction

The Post-method Era

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 6201: Teaching Listening and Speaking Skills

This course is designed to facilitate learners to be expert teachers through exposing them to the theories, principles and techniques involved in teaching listening and speaking skills.

Listening

Basic concepts and terminology used for describing listening skills

Purposes of listening

Features of listening texts

Potential barriers to listening and strategies to improve listening skills

Designing and applying classroom tasks and activities

Speaking

Basic concepts and terminology used for describing speaking skills

Features of spoken English

Language functions

Speaking in formal and informal situations

Paralinguistic features (e.g. gesture, gaze)

Classroom techniques

Recommended Reading:

Gimson, A. C. (1989). *An Introduction to the Pronunciation of English*. Kent: Edward Arnold.

Harmer, J. (2001). *The Practice of English Language Teaching* (3rd ed.). London: Pearson Education.

O'Connor, J. D. (1980). *Better English Pronunciation*. Cambridge: Cambridge University Press.

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

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

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

LET 6202: Syllabus Design and Materials Development

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.

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.

LET 6203: Introduction to Morphology and Syntax

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.

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 6204: Language Testing and Evaluation

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.

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: Teaching Grammar and Usage

This module is to help learners with different ways to analyse the structure of English. Emphasis should be on the core areas of grammar so that learners get the confidence to teach and work with these topics. It will combine traditional and contemporary approaches to English Grammar teaching by focusing on the form as well as meaning and usage of grammatical structures.

Grammar: Prescriptive vs. descriptive

Sentences and clause patterns, phrase structures.

Noun Group: determiners, modification, head

Verb Group and action processes: operations, models, catenatives, infinitives, participles
pronouns and numerals

Syntactic and semantic functions of adjectives and adverbs

Time, Tense, Aspect

Voice constraints and principles of passivization

Functional Grammar: Theme-Rhyme Structure, field, Mode, Tenor, Applications of FG in
Language Teaching

Pedagogical Grammar: Swan's Criterion

Spoken Grammar or Grammar of conversation

Current issues in Teaching Grammar

Recommended Reading:

Halliday, M. A. K. (1994). *Introduction to Functional Grammar*. London: Edward Arnold.

Jones, R. H. & Lock, G. (2011). *Functional Grammar in the ESL Classroom*. Hampshire: Palgrave Macmillan.

Katamba, F. & Stonham, J. (2006). *Morphology*. London: Macmillan.

Leech, G. & Svartvik, J. (2002). *A Communicative Grammar of English*. London: Longman.

Lock, G. (1996). *Functional English Grammar: An Introduction for Second Language Teachers*. Cambridge: Cambridge University Press.

Palmer, F. R. (1988). *The English Verb*. London: Longman.

Oldin, T. (1994). *Perspectives on Pedagogical Grammar*. Cambridge: Cambridge University Press.

Ouirk, R. *et al.* (1985). *A Comprehensive Grammar of the English Language*. London: Longman.

LET 6301 Teaching Reading and Writing Skills

The course aims at equipping learners on theoretical and practical aspects of effective reading for different purposes. As a part of the course, the learners will prepare a lesson plan, develop materials for the writing class and take at least one class on reading skills where the teachers and other learners will be present for observation.

Reading: definition, barriers, and features, basic levels and theories

Approaches to and ways of teaching ESL/EFL reading

Key principles related to second language reading

Different task types for different types of reading

Real life reading in the classroom

Task-based reading and the task-feedback circle

Reading for writing

A basic methodological model for teaching receptive skills

Extensive and Intensive reading

Reading techniques and reading lesson sequences

Reading ideas

Planning lessons and developing materials for teaching ESL/EFL reading

The second part of the course aims at equipping learners on theoretical and practical aspects of effective writing for different purposes. As a part of the course, the learners will prepare a lesson plan, develop materials for the writing class and take at least one class on writing skills where the teachers and other learners will be present for observations. The course includes:

Writing: definition, barriers, and features, basic levels and theories

Approaches to and ways of teaching ESL/EFL writing: Process and product, Genre

Different kinds of writing: Creative writing

A basic methodological model for teaching productive skills

Teaching procedures

Tasks that stimulate writing

The process of composition

Writing as a cooperative activity

Reluctant students and the roles of the teacher

Classroom writing activities

Giving feedback on writing

Building the writing habit

Writing-for-learning and writing-for-writing

Writing lesson sequences

Portfolios, journals and letters

Planning lessons and developing materials for teaching ESL/EFL 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 6302 Sociolinguistics

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.

Sociolinguistics and Sociology of Language

Language Variation: dialects, styles, register, lingua- franca, idiolect, standardization, pidgin and pidginization, creole and post-creole continuum

Notions in Bilingualism and Multilingualism: diglossia, code-switching, code mixing

Language Shift, Maintenance and Change

Language Revival and Revitalization

Politeness in Speech: theories, applications and criticism

Theories and practice of Language Planning and Policy

Language and Gender: ideologies, stereotypes and identity construction

Language, thought and culture: language categorization, linguistic relativity and linguistic determinism

Linguistic and Social Inequality

Linguistic and Cultural Imperialism

Recommended Reading:

Baker, C. (2001). *Foundations of Bilingual Education and Bilingualism*. (3rd ed.).

Clevedon, U.K : Multilingual Matters Ltd.

Crystal, D. (2003). *English as a Global Language* (2nd ed.). Cambridge: Cambridge University Press.

Homes, J. (2001). *An introduction to Sociolinguistics* (2nd ed.). England: Pearson Education.

Homes, J., & Meyerhoff. (2003). *The Handbook on Language and Gender*. Malden MA: Blackwell Publishing Ltd.

Hudson, R.A. (1996). *Sociolinguistics* (2nd ed.). Cambridge: Cambridge University Press.

Kramsch, C. (1998). *Language and Culture*. Oxford: Oxford University Press.

Lyons, J. (1981). *Language and Linguistics: An Introduction*. Cambridge: Cambridge University Press.

Phillipson, R. (1992). *Linguistic Imperialism*. Oxford : Oxford University Press.

Wardhaugh, R. (2010). *An Introduction to Sociolinguistics* (6th ed.). Malden MA: Blackwell Publishing Ltd.

LET 6303 Semantics, Pragmatics and Discourse Analysis

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.

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.

LET 6304 Second Language Acquisition: Theories and Practice

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.

The Assumptions, Nature, Construction and Evaluation of Theories

SLA: An overview

The description of learner language

External factors in SLA

Internal factors in SLA

Individual differences in SLA

Classroom SLA

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 6305 Teaching Language through Literature

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

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 6401 Research Methodology

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

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 6402 Language Teacher Education and Teaching Practicum

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 action in real life classrooms. Its content encompasses:

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 6403 Psycholinguistics

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.

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*. Massachusetts: Wadsworth.

McLaughlin, B. (1987). *Theories of Second Language Learning*. London: Edward Arnold.

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

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

LET 6404 English as a Global Language

This course explores the rise of English as a global language. At the end of the course, learners will be able to understand the key concepts of the history, current status and potential of English as the international language of communication, the future of English as a world language and the new English's.

Necessity of a global language

The historical context

The cultural foundation

The political context

The future of global English

Emergence of New Englishes

Recommended Reading:

Crystal, D. (2003). *English as a Global Language*. Cambridge : Cambridge University Press.

Jenkins, J. (2003). *World Englishes*. London : Routledge.

McArthur, T. (1998). *The English Languages*. Cambridge : Cambridge University Press.

LET 6405 Technology-enhanced Language Teaching

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.

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.

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

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

LET 6406: Dissertation

The dissertation is a 10,000 to 12,000 words piece of independent work that builds upon the practical, theoretical and research skills of the M.A. in E.L.T. (Evening). 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.

LET 6407: Viva-voce