

# REVISED BA in ENGLISH CURRICULUM

(UGC Recommendations Incorporated)

July 27, 2013

## BACHELOR OF ARTS IN ENGLISH (BA in English)

### Curriculum:

The Bachelor of Arts in English is a four-year Liberal Arts degree. It is designed to train students to be able to use the English language for academic and professional purposes. It provides excellent preparation for any professional requiring a high degree of skill and comprehension in oral and written communication, and creative capacity. Students completing this degree program will easily be able to pursue a graduate degree or a career in administration, management, journalism and teaching.

### Program Design

Students need to complete a **minimum** of **120-credit** hours to be eligible for the BA in English degree. The degree requirements could be as high as **145 credits** for students wishing to receive a major. At a minimum, students should complete **13 GEd** (General Education) courses (all courses are 3 credits) for 42 credits, **22 core** courses for 66 credits, and **5 optional or elective** courses for 15 credits. Credit requirement would increase should students choose to get a major and/ or a minor.

Moazzam Hossain School of Business has recognized that students under the BA in English program are required to take several basic or introductory courses that are related to general business. Therefore, students could be awarded a minor in general Business should they complete additional 3 courses for 9-credit from the selected courses.

### Admission Requirements

To be eligible for admission in the BA in English program as a regular student, the applicant should have passed: SSC and HSC with a minimum CGPA of 2.5 or Second Division in each; or completed 5 subjects at O-Level and 2-subjects at A-Level with GPA 2.0, or passed GED as directed by the University Grants Commission (UGC).

Each applicant must demonstrate enough academic skills for successfully completing university level course works. First, they apply for admission and submit all previous academic documents, then are required to take an admission test.

### Degree Requirements

#### 1. Complete required number of credits

Minimum credits required:	120
Bachelor of English with a Minor:	129
Bachelor of English with double Major:	135
Bachelor of English with double Major and Minor:	144

2. Attain cumulative grade point average 2.25 or above on a scale of 4.0, and
3. Have no "F" grade in any core course

## **Faculty**

1. All faculty members have advanced degrees in the field of English, English Language Teaching and Literature.
2. All faculty members have first class or very high second class (result) in their undergraduate and graduate degrees from the leading public university in Bangladesh and, or accredited universities in the United States or United Kingdom.
3. All faculty members are required to participate in teacher training programs to stay updated with the latest developments in the areas of teaching.
4. All faculty members are directly involved with Bangladesh English Language Teachers' Association (BELTA) and its teacher training programs including conducting workshops, seminars and conferences.
5. All faculty members except the fresh recruits have peer reviewed publications, presented papers in international conferences.
6. List of current faculty members:
  1. A Z M M Moksedul Milon, Lecturer, MA in Applied Linguistics and ELT (DU), BA (Hon) in English (DU)
  2. Bijoy Lal Basu, Assistant Professor, MA in Linguistics (UK), MA in Applied Linguistics and ELT (DU)
  3. Md. Manwarul Haq, Assistant Professor, PhD in English Language Education, Hyderabad, India
  4. Md. Jamal Hossain, Assistant Professor, MA in English Literature (DU), BA (Hon) in English (DU)
  5. Rubina Khan, Professor, PhD (UK), MA in English (DU), BA (Hon) in English (DU)
  6. Shahnaz Akter, Lecturer, MA in Applied Linguistics and ELT (DU), BA (Hon) in English (DU)
  7. Tasnia Islam, Lecturer, MA in English Literature (JU), BA in English (JU)

## **Facilities**

1. Well stocked library for study and research. There are approximately 750 titles (at least one copy each). Language 342, Literature 295, GEd 110.
2. Fully equipped classrooms (whiteboard, multi-media projector, computer, sound system, adequate lighting and ventilation) for lecture and seminar
2. All rooms are air-conditioned
4. Access to the internet and other IT services including printing, and
5. Common room, game room and canteen.

## **Course and Class Type**

1. Generally, a 3-credit course means a total of 42 hours of in class or student-teacher contact hours over a period of 15-week (referred to as a “semester”).
2. Most class sessions are interactive in nature. Students are encouraged to actively participate in class discussion and group works.

### **Tutorial Classes**

Students who have difficulties in coping with the course of study may be assigned to take non-credit remedial courses or tutorials.

### **Assessment**

Students are continuously assessed through written assignments, oral presentations, homework, quiz, project work, midterm and, or final examinations.

### **Grading Policy**

The Department of English uses a letter grading system for individual courses and reports a grade-point average on a scale of 0–4.0 for each semester. Also, a cumulative grade-point average for all semesters is reported in students’ grade reports and transcripts. The policy is in line with uniform grading policy of UGC.

## **BA in ENGLISH: DEGREE STRUCTURE AND COURSES**

<b>Parts or Sections</b>	<b>Courses x Credits</b>	<b>Credits</b>
GEd courses (general education)	13 x 3	39
Core courses	22 x 3	66
Optional and Elective courses	5 x 3	15
<b>Total</b>		<b>120</b>

### **GED COURSES (39 credits required)**

<b>Course Codes &amp; Titles</b>	<b>Credit</b>
ENG 101 English Reading and Composition	3
COM 107 Oral Communication Skills	3
GBU 101 Introduction to Business	3
OAD 111 Basic Computing Skills and Data Processing	3
GBU 115 Principles of Accounting	3
CSC 109 Introduction to Computer Science	3
ENG 102 Advanced English Composition	3
HIS 103 Bangladesh Studies	3
GBU 127 Introduction to Economics	3
PSY 121 Introduction to Psychology	3
SOC 101 Introduction to Sociology	3
REL 103 Survey of World Religions	3
PHI 101 Introduction to Philosophy	
SCI 113 Fundamentals of Natural Science	3
ENV 210 Introduction to Environmental Studies	3
GOV 205 Governments of the World	3
IRL 202 Peace and Conflict	3

### **CORE COURSES (66 credits required)**

<b>Course Codes &amp; Titles</b>	<b>Credit</b>
ENG 241 Language Skills Development	3
LIT 245 Introduction to Literature	3
LIT 249 Cultural Studies	3
ENG 253 Professional Communication	3
LIT 257 Non-fiction Prose	3
LIT 341 Short Stories	3
LIT 343 Elizabethan and 17 <sup>th</sup> Century Literature	3
LIT 345 Romantic Poetry	3
LIT 349 American Literature	3
LIT 353 Creative Writing	3
ENG 357 The English Language	3
LIT 361 Victorian Literature	3
LIT 365 Literature and Film	3
ENG 369 Language Acquisition and Development	3
LIT 441 Modernism	3
ENG 445 Translation: Introduction to Theory & Practice	3
ENG 449 Sociolinguistics	3
ENG 453 Stylistics	3
LIT 457 Post Modernism	3
LIT 480 Literary Criticism	3

LIT 495 Comparative Literature	3
ENG 498 Research Project	3

## OPTIONAL COURSES

**For Literature Major, 15 credits required**

Course Codes & Titles	Credit
LIT 367 South Asian Literature	3
LIT 372 Classics in Translation	3
LIT 376 Shakespeare	3
LIT 471 Postcolonial Literature	3
LIT 472 Great Tragic Plays	3
LIT 476 Contemporary World Literature	3
LIT 478 Seminar on Literary Classics	3
LIT 491 African American Literature	3
LIT 493 Latin American Literature	3

**For ELT major, 15 credits required:**

Course Codes & Titles	Credit
ELT 371 Introduction to English Language Teaching	3
ELT 375 History of English Language Teaching	3
ELT 471 Principles of Materials Development & Syllabus Design	3
ELT 475 Teaching Techniques and Practice	3
ELT 477 Computer Assisted Language Learning	3
ELT 479 Testing & Assessment	3

## COURSE DESCRIPTION

**COM 107 Oral Communication Skills:** This course introduces students to both theory and practice in oral communication. Students are given the opportunity to participate in a variety of communication situations ranging from interpersonal and small group communication to public speaking.

***Recommended Texts:***

1. Galvin, K.M., Cooper, P.J. (1998). *The Basics of Speech: learning to be a competent communicator*. McGraw-Hill.
2. Ross, R. (1983). *Speech Communication*. Prentice-Hall.
3. Harrington, D and LeBeau, C. (2010). *Speaking of Speech*. MacMillan Education Australia.
4. Carlin, D and Payne, J. (1995). *Public Speaking Today*. National Textbook Company.

**CSC 109 Introduction to Computer Science:** An introduction to the Electronic Computer Systems. It covers the history and development of computers, concepts and terminologies associated with computer, and the maintenance of hardware and software.

***Recommended Texts:***

1. Norton, P. (2010). *Peter Norton's Introduction to Computers*. McGraw Hill, USA.

**ELT 371 Introduction to English Language Teaching:** An introduction to the current methodology of teaching the different language skills, both separately and in an integrated form. The course links theories and principles that form current trends in teaching with practice in classrooms.

***New***

This course introduces learners to the current methodology of teaching different language skills, both separately and in an integrated form. It also aims at developing learners' knowledge of some of the key paradigms that seek to explain teacher's classroom practices and familiarizing them with some of the researches in teacher development. The learners will also explore their own educational experiences, observe teaching from a professional's point of view, and learn more about current language teaching/learning strategies.

***Recommended Texts:***

1. Kauchak, D. P. and Eggen, P.D. (2006). *Introduction to Teaching: Becoming a Professional*. Pearson College Division.
2. Desforges, C. (1995). *Introduction to Teaching*. John Wiley & Sons.
3. Johnson, J., Musial, D., Johnson, A. (2008). *Introduction to Teaching: Helping Students Learn*. Rowman & Littlefield Publishers.
4. Nicholls, G. (2004). *An Introduction to Teaching: A Handbook for Primary and Secondary School Teachers*. Routledge Falmer.

5. *Segall, W. E., Wilson, A. V. (2004). Introduction to Education: Teaching in a Diverse Society. Rowman & Littlefield.*

**ELT 375 History of English Language Teaching:** A course that traces the history of teaching English as a foreign language from the late 16th century but emphasizes developments since the late-nineteenth century Reform Movement. It examines various schools of thought that have dominated ELT, together with current trends and new directions.

### **New**

This course traces the history of teaching English as a foreign language from the late 16<sup>th</sup> century but emphasizes developments since the late-nineteenth century Reform Movement. It briefly surveys the schools of thought and methods that dominated ELT in the past, including the Classical Methods, the Direct Method, the Audiolingual Method, and the Designer Methods of the 1970s; critically examines the current communicative methods; and explores the new possibilities of the Post Methods Era.

### **Recommended Texts:**

1. *Howatt, A. P. R. A (2004). History of English Language Teaching. Oxford: Oxford University Press.*
2. *Richards, J. C. & Rodgers, T. S. (2001). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.*

**ELT 471 Principles of Materials Development and Syllabus Design:** This course explores the current issues and underlying assumptions for ESL syllabus and materials design. It will also guide students towards a systematic evaluation of ELT materials.

### **New**

This course provides a firm foundation for future professional practice in the field of English Language Teaching. It introduces the learners to the objectives, principles and methods of syllabus design and material development; explores a range of current approaches, concepts, and theories; and critically evaluates the findings of the researches investigating how need-based and learner-centered syllabi, courses and materials are actually developed, evaluated and used in language teaching.

### **Recommended Texts:**

1. *White, R. V. (1998). The ELT Curriculum: Design, Innovation and Management. Wiley .*
2. *McDonough, J. & Shaw, C. (2003). Materials and Methods in ELT. Wiley.*
3. *David Nunan, D. (1998). Syllabus Design. Oxford: Oxford University Press.*
4. *Dubin, F. & Olshtain, E. (1986). Course Design: Developing Programs and Materials for Language Learning. Cambridge: Cambridge University Press.*
5. *Munby, J. (1981). Communicative Syllabus Design: A Sociolinguistic Model for Designing the Content of Purpose-Specific Language Programmes. Cambridge: Cambridge University Press.*

6. *Wilkins, D. A. (1976). Notional syllabuses: Taxonomy and its relevance to foreign language curriculum development. Oxford: Oxford University Press.*

**ELT 475 Teaching Techniques and Practices:** A practical course for teachers of English. A culmination of the input provided in previous courses with the opportunity for tutorial and classroom teaching experiences. Through a hands-on approach students will acquire theoretical knowledge and practical skills. A portfolio of the personal and professional development of the student-teacher will be maintained as a class project for submission to the department.

**Recommended Texts:**

1. *Larsen-Freeman, D. (2000). Techniques and Principles in Language Teaching. Oxford: Oxford University Press.*
2. *Ur, Penny. (1999). A Course in Language Teaching: Practice and Theory. Cambridge University press.*
3. *Harmer, J. (1991). The Practice of English Language Teaching. Longman.*
4. *MacNaughton, G., Williams, G. & Williams, J. (2008). Techniques for Teaching Young Children: Choices for Theory and Practice. Pearson Education Canada.*
5. *Lydsay, Paul. Teaching English Worldwide: A New Practical Guide to Teaching English."*
6. *Richards, Jack. The Language Teaching Matrix*

**ELT 479 Testing & Assessment:** This course examines testing and evaluation theory and different methods of testing and assessment. It also explores different types or reliability and validity of tests, test formats, techniques and assessment. Student will have hands-on experience of creating ESL test items.

**New**

This course examines testing and evaluation theory and different methods of testing and assessment. It explores different types or reliability and validity of tests, test formats, techniques and assessment. Other topics include purposes and forms of assessment, barriers to fair assessment of ELLs, and designing or adapting assessment tools for varying levels of English language proficiency. Students will have opportunities to both critically examine assessment tools used in current practice and to apply their knowledge by designing their own tools. Thus they will also have hands-on experience of creating ESL test items.

**Recommended Texts:**

1. *Hughes, A. (2002). Testing for Language Teachers. Cambridge University Press.*
2. *O'Malley, J. Michael and Valdez Pierce, Lorraine (1996). Authentic Assessment for English Language Learners, Practical Approaches for Teachers Addison-Wesley Publishing Company.*
3. *Gottlieb, Margo (2006). Assessing English Language Learners. Corwin Press.*
4. *Bachman, L. F. (1990). Fundamental Considerations in Language Testing. Oxford: Oxford University Press.*
5. *Heaton, J. B. (1990). Classroom Testing. Longman.*
6. *Bachman, L. F. and Palmer, A. S. (1996). Language Testing in Practice: Designing and Developing Useful Language Tests. Oxford: Oxford University Press.*



7. Douglas, D. (2000). *Assessing Language for Specific Purposes*. Cambridge: Cambridge University Press.
8. Chapelle, C. A. and Douglas, D. (2006). *Assessing Language through Computer Technology*. Cambridge: Cambridge University Press.
9. McNamara, T. and Roever, C. (2006). *Language Testing: The Social Dimension*. Wiley.

**ENG 101 English Reading and Composition:** Students develop their reading skills by exploring a variety of genres in the English language. They develop an awareness of organization in their writing as well as a sense of purpose and audience. In addition to grammatical accuracy and lexical variety, appropriacy and style is emphasized.

### **New**

**ENG 101 English Reading and Composition:** This course aims at improving students' reading and writing skills with a view to enabling them to meet their academic as well as professional needs. For the development of reading skills students will be exposed to a variety of materials which include essays, newspaper articles, short stories, dialogues, and other materials in which learners find interest. Their reading comprehension will be assessed through MCQs, information gap filling, true/false statements, short question, summary writing, etc. And for the improvement of their writing skill students will be made to write extensively on various topics which may include paragraphs, essays, dialogues, stories, reports, instructions, letters, biographies, etc. Thus they will explore a variety of genres in the English language. While developing both the skills focus will be given on grammatical accuracy, lexical variety, context, coherence, cohesion, style, etc.

### **Recommended Texts:**

1. *Manual for English Students, Department of English, Presidency University.*
2. Mikulecky, B. S., Jeffries, L. (2005). *Reading Power: Reading For Pleasure, Comprehension Skills, Thinking Skills, Reading Faster*. Longman.
3. Langan, J. (2010). *College writing skills, with readings*. McGraw-Hill.
4. Harris, J. and Moseley, A. (2000). *Strategies for College Writing: Sentences, Paragraphs, Essays*. Allyn and Bacon.
5. Gower, Roger. *Reading Literature*.
6. Sachs, U (1974). *Now Read On*.
7. Jolly, D. (1990). *Writing Tasks: An Authentic Task Approach to Individual Writing Needs*. Cambridge: Cambridge U.P.
8. Singh, M. & Singh, O.P. (2002). *Art of Effective English Writing*. New Delhi: S. Chand & Company.
9. Fragiadakis, H. K., Rosenfield, E., & Tiemroth-Zavala, S. (2005). *Grammar: Step by Step 3*. New York: McGraw Hill.
10. Tibbits, E.L. (1982). *Exercises in Reading Comprehensions*. Harlow: Longman.
11. Blass, L. & Pike-Baky, M. (1996). *A Content-Based Writing Book*, 3<sup>rd</sup> edn. New York: McGraw Hill.

**ENG 102 Advanced Composition:** In this course students develop fluency and control of the writing process which allow them to express themselves accurately, briefly and pointedly for a particular target audience. There is an emphasis on organization, coherence and cohesion.

Students will also learn how to conduct an academic research and produce a short-research paper. (Prerequisite ENG 101)

**Recommended Texts:**

1. Reynolds, J. (2000). *Introduction to College Writing*. Prentice Hall.
2. Harris, J. and Moseley, A. (2000). *Strategies for College Writing: Sentences, Paragraphs, Essays*. Allyn and Bacon.
3. Kanar, C. C. (2001). *The Confident Writer*. Houghton Mifflin.
4. Langan, J. (2010). *College Writing Skills*. McGraw-Hill Education.
5. *The Little, Brown Handbook (12th Edition, 2011) (Aaron Little, Brown Franchise)* by H. Ramsey Fowler and Jane E. Aaron
6. *The Heath Guide to Writing the Research Paper (1995)* by Gerald Mulderig

**ENG 241 Language Skills Development:** An intensive course on the development of the four language skills with emphasis on English grammar.

**New**

**ENG 241 Language Skills Development:** This course is designed to develop students' speaking, listening, reading and writing skills in English. The objective is to enable them to communicate clearly and effectively in a range of situations, demonstrating advanced level of linguistic competence and cultural context. For speaking and listening skills students will be made to practise speaking English with peers and teacher inside the classroom in the forms of dialogue, debate, discussion, question-answer session and presentation. For improving reading and writing skills students will be exposed to a wide variety of genres of texts from advanced level. Emphasis will be given on their critical reading and writing capacities along with linguistic and contextual appropriateness.

**Recommended Texts:**

1. Gardener, P. S. (2005). *New Directions: Reading, Writing, and Critical Thinking, 2<sup>nd</sup> edn*. Cambridge: Cambridge U. P.
2. Quirk, R. and Greenbaum, S. (2006). *A University Grammar of English*. Pearson Education India.
3. Quirk, R. and Greenbaum, S. (2006). *A University Grammar of English*. Pearson Education India.
4. Langan, J. (2010). *College Writing Skills with Readings*. McGraw-Hill.
5. Reynolds, J. (2000). *Introduction to College Writing*. Prentice Hall.
6. Grussendorf, Marion (2011). *Oxford English for Presentations, Express Series*. Oxford University Press (including audio CD).
7. Gore, sylee and Smith, D. G. (2011). *Oxford English for Socializing, Express Series*. Oxford University Press (including audio CD).
8. Reynolds, J. (2000). *Introduction to College Writing*. Prentice Hall.
9. Bowman, D. (2010). *Bang! Writing with Impact*. Precise Edit.
10. Pipher, M. (2006). *Writing to Change the World*. New York: Penguin.

**ENG 253 Professional Communication:** This course combines theory and the process of professional communication. Topics will cover the role of the audience, barriers to effective communication, non-verbal communication, professional correspondence, oral presentation, job interview and meeting; notes, memorandums, reports, letter, job application, CV, tenders/quotations, office orders, notices, etc.

**New**

**ENG 253 Professional Communication:** This course combines theory and the process of professional communication. Topics will cover the role of the audience, barriers to effective communication, non-verbal communication, professional correspondence, oral presentation, job interview and meeting; notes, memorandums, reports, letter, job application, CV, tenders/quotations, office orders, notices, etc. The overall objective is to aid students communicate effectively with a wide variety of specialized and non-specialized audiences.

**Recommended Texts:**

1. Whalen, D. J. (2007). *The Professional Communications Toolkit, 2<sup>nd</sup> edn.* London: Sage.
2. Lesikar, R.V., Flatley, M.E., & Rentz, K. (2010). *Business Communication: Making Connections in a Digital World.* McGraw-Hill Education.
3. Krizan, A. C. Buddy, Merrier, P., Logan, J.P., and Williams, K. S. (2008). *Business Communication.* South-western Cengage Learning.
4. Chapman, R. (2011). *English for Emails, Express Series.* Oxford University Press (including audio CD).
5. Thompson, K. (2011). *English for Meetings, Express Series.* Oxford University Press (including audio CD).
6. Carey J. A. (2002). *Business Letters for Busy People, 4<sup>th</sup> edn.* Franklin Lakes, NJ: Career Press.

**ENG 357 Introduction to the Study of the English Language:** A study of descriptive linguistics revealing the nature, scope and the characteristics and complexities of human language. Much of the course consists of learning the phonology, morphology, syntax, semantics, and pragmatics of modern English. Attention will also be focused on the nature and diversity of the rule-bound creativity underlying the tacit systematic use of human language.

**Recommended Texts:**

1. Yule, G. (2010). *The Study of Language (4<sup>th</sup> Ed).* Cambridge: Cambridge University Press.
2. Fromkin, V., Rodman, R., and Hyams, N. (2007). *An Introduction to Language.* Boston: Wadsworth.
3. Roach, P. (1991). *English Phonetics and Phonology (2<sup>nd</sup> Ed).* Cambridge: Cambridge University Press.
4. Abercrombie, D. (1967). *Elements of General Phonetics.* Edinburgh University Press.
5. Mathews, P. H. (1991). *Morphology.* Cambridge: Cambridge University Press.
6. Bloomfield, L. (2005). *Language.* Delhi: Motilal Banarsidass Publisher.

**ENG 369 Language Acquisition and Development:** A study of how children develop language skills and how language learners of all ages acquire an additional language. It

examines the process of child and adult language learning, the developmental features of learner language and the relationship of language to cognitive and social development.

**Recommended Texts:**

1. Clark, H. H., & Clark, E. V. (1977). *Psychology and language: an introduction to psycholinguistics*. Harcourt Brace Jovanovich.
2. Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
3. Ingram, D. (1989). *First Language Acquisition: Method, Description and Explanation*. Cambridge: Cambridge University Press.
4. Foss, D. J. & Hakes, D. T. (1978). *Psycholinguistics: An Introduction to the Psychology of Language*. Prentice-Hall.
5. Slobin, D. I. (1971). *Psycholinguistics*. Scott, Foresman.
6. Scovel, T. (1998). *Psycholinguistics*. Oxford: Oxford University Press.

**ENG 445 Translation: Theory & Practice:** A course on the theory and practice of translation, with a focus on special problems in style, form, imagery while maintaining discourses equivalence and adopting to the target culture(s).

**New**

The aim of this course is to familiarize students with the kindred relationships between language and translation in terms of established theories in this field. Translation relates to questions of culture, authorship and readership, with particular emphasis on the role of translation in readers' conceptions of world literatures. Students will learn about different types of translations, problems with translations and their solutions. They will also read a few fictions and non-fiction texts translated to English from Bangla and the vice versa for understanding the practice of translation in several cultures and contexts.

**Recommended Texts:**

1. Nida, E. A., and Taber, C. R. (2003). *The Theory and Practice of Translation*. Leiden: Koninklijke Brill.
2. Robinson, D. (2003). *Becoming a Translator: An Introduction to the Theory and Practice of Translation*. Taylor & Francis Group.
3. Larson, M. L. (2008). *Translation: Theory and Practice, Tension and Interdependence*. Philadelphia: John Benjamin.
4. Weissbort, D., and Eysteinsson, A. (2006). *Translation Theory and Practice: a Historical Reader*. Oxford: Oxford University Press.
5. Steiner, George (1975). *After Babel: Aspects of Language and Translations*
6. Venuti, L. (2000). *The Translation Studies Reader*. New York: Routledge.
7. Berman, S. & Wood, M. (Eds.). (2005). *Nation, Language, and the Ethics of Translation*. Princeton: Princeton U. Press .

**ENG 449 Sociolinguistics:** A survey of language study which looks at the complex relationship between language, society and culture; varieties of language, language and culture, language and social class, language and gender, and language and power.

**Recommended Texts:**

1. Wardhaugh, R. (2010). *An Introduction to Sociolinguistics*. West Sussex: Wiley.
2. Holmes, J. A. (2008). *An Introduction to Sociolinguistics*. Pearson Longman.
3. Trudgill, P. (2000). *Sociolinguistics: An Introduction to Language and Society*. Penguin.
4. Hymes, D. H. (1977). *Foundations in Sociolinguistics: An Ethnographic Approach*. London: Routledge.
5. Bell, R. T. (1976). *Sociolinguistics: goals, approaches, and problems*. B. T. Batsford.
6. Hudson, R. A. (1980). *Sociolinguistics*. Cambridge: Cambridge University Press.
7. Sebba, M. (1997). *Contact Languages: Pidgins and Creoles*. Palgrave Macmillan

**ENG 453 Stylistics:** This course is an in-depth study of the methods and techniques used by writers to create particular effects with language, especially with reference to the choice of linguistic form that arises from the writers' attitude to the readers, to the subject matter, or to the purpose of communication.

**Recommended Texts:**

1. Bradford, R. (1997). *Stylistics*. London: Routledge.
2. Wright, L., and Hope, J. (1996). *Stylistics: A Practical Coursebook*. London: Routledge.
3. Stockwell, P. (2007). *Contemporary Stylistics*. London: Continuum.
4. Verdonk, P. (2001). *Stylistics*. Oxford: Oxford University Press.
5. Toolan, M. J. (1998). *Language in Literature: An Introduction to Stylistics*. London: Arnold.

**ENG 498 Research Project:** Students will learn about the research methods and apply the research techniques. He or she will have two options: **Track 1**, a semester long internship ending with a written report, or **Track 2**, write a long literature based reflective essay using proper research format and style of documentation.

**New**

This course has been designed to support graduate students in improving their research skill. It will deal with the basics of academic research which will guide them to approach to research with confidence. The course will provide students with a general introduction to graduate research, its methodologies, organization, resources, and challenges. Students will also be introduced to a range of research tools in order to equip them to plan and organize their research and thereby to communicate their findings with others.

**Recommended Texts:**

1. Eliot, S., & Owens, W. R. (1998). *A Handbook to Literary Research*. London: Routledge.
2. Teitelbaum, H. (2001). *How to Write a Thesis (fifth edition)*. Thomson.
3. Trochim, W. M. K., & Donnelly, J. P. (2008). *The Research Methods Knowledge Base (4th ed.)*. Mason, OH: Cengage Learning.
4. Flick, U. (2011). *Introducing Research Methodology: A Beginner's Guide to Doing a Research Project*. Thousands Oak: Sage.
5. Kothari, C. R. *Research Methodology: Methods and Techniques*. New Delhi: New Age.
6. Cooper, H. M., & Cooper, H. M. (1998). *Synthesizing research: a guide for literature reviews. (3rd ed.)*. Thousand Oaks, CA.: Sage Publications.

7. Creswell, J. W. (1998). *Qualitative inquiry and research design: choosing among five traditions*. Thousand Oaks, CA: Sage Publications.
8. Denzin, N. K., & Lincoln, Y. S. (2003). *Collecting and interpreting qualitative materials*. (2nd ed.). Thousand Oaks, CA: Sage.
9. Bootzin, R.R., & McKnight, P.E. (2006). *Strengthening research methodology: Psychological measurement and evaluation*, (1st ed.). Washington, D.C.: American Psychological Association.
10. Denzin, N. K., & Lincoln, Y. S. (2003). *The Landscape Of Qualitative Research: Theories And Issues*, 2nd edn. Thousand Oaks: Sage.

**GBU 101 Introduction to Business:** This course helps students better understand the business world. Students will become familiar with the major functional areas of business including management, marketing, finance, accounting and human resource development. (Equivalent to BUS 101).

**Recommended Texts:**

1. Jeff, M. (2007). *Introduction to Business*. Thomson.
2. Garpar, J. E. (2010). *Introduction to Business*. Cengage learning.
3. Williams, H. J. (2011). *Introduction to Business*. (2nd edition) HarperCollins.

**GBU 115 Principles of Accounting:** This course includes introduction to basic accounting principles, accounting equation, fundamentals of double entry system, journal, ledger, trial balance, errors and their rectification, and adjusting and closing entries. Preparation of financial statements for both the service and merchandising concerns is covered. Technique of understanding and analyzing financial statements is introduced. (Equivalent to ACN 115)

**Recommended Texts:**

1. Larson K. D. (2002). *Fundamental accounting Principles* (16<sup>th</sup> Ed). McGraw-Hill.
2. Warren, C. S. (2002). *Accounting* (2<sup>nd</sup> Ed). Thomson Learning.
3. Dyson J. R. (2001). *Accounting for non-accounting students* (5<sup>th</sup> Ed). Prentice Hall.

**GBU 127 Introduction to Economics:** This course introduces the basic concepts of microeconomics. Major topics include theory of demand and supply, theory of utility, equilibrium of a firm under various markets, and theory of production and cost. Issues of Bangladesh's economy will be discussed. (Equivalent to ECN 127)

**Recommended Texts:**

1. Gwartney J. D. (2002). *Economics* (10<sup>th</sup> Ed). Thomson.
2. Bronfen, S. M. (1990). *Microeconomics* (5<sup>th</sup> Ed). Houghton Mifflin.
3. Mankiw N. G. (2001). *Principles of Macroeconomics* (2<sup>nd</sup> Ed). Harcourt.
4. McConnell C. R. (2002). *Economics: Principles, Problems and Policies* (15<sup>th</sup> Ed), McGraw-Hill.
5. M. G. Quibria (1997). *The Bangladesh Economy in Transition*

**GOV 205 Governments of the World:** Analysis of the political structures of various nations of the world in light of ideological theories. Emphasis will be on the systems that exist in

Bangladesh, China, India, the UK and the USA. There will be case studies on recent international events.

**Recommended Texts:**

1. Charliton, R. (1986). *Comparative Government*. London: Longman
2. Doel, D. (1982). *Comparative Government and Politics*. New Delhi: Sterlin.
3. Mahajan, V. D. (2000) *Select Modern Governments*. New Delhi: S. Chand & Co.
4. Grant, A. R. (1991). *The American Political Process*. (4<sup>th</sup> edition). Dartmouth.
5. Janda, K., Berry, J.M., & Goldman, J. (2001). *The Challenge of Democracy*. (7<sup>th</sup> Ed). Cengage Learning.
6. Mackenzie, R. (1950). *The English Parliament*. Penguin, Harmondsworth.
7. Dragnich, A. N., & Rasmussen, J. S. (1986). *Major European Governments*. (7<sup>th</sup> Ed) Dorsey Press.

**HIS 103 Bangladesh Studies:** It surveys the history of Bangladesh region until 1947 and analyzes at a greater length the post partition events. Focus will be on issues involving the liberation war and the subsequent events.

**Recommended Texts:**

1. Schendel, W. V. (2009). *A History of Bangladesh* (1<sup>st</sup> Ed). Cambridge University Press.
2. Rahman, H. H. (1982). *Liberation war Documents*. The Bangladeshi Ministry of Information.
3. Islam, S. *History of Bangladesh* (Vol 1-3). Dhaka: Asiatic Society of Bangladesh.
4. Rahman, S. (2010). *Historical Dictionary of Bangladesh*. Maryland: Scarecrow Press Inc.
5. Ahmed, S. (2004). *Bangladesh: Past and Present*. New Delhi: APH Publishing
6. Hānanāna, M. (2001). *Political history of Bangladesh: a brief political history of the Bengali nation from ancient time up to independence in 1971*. Anannya.
7. *Banglapedia: national encyclopedia of Bangladesh Volume 6*. (2003). Asiatic Society of Bangladesh.

**HIS 207 History of Western Civilization:** It looks into past civilizations to acquaint students more fully with the civilization in which they live. This course will give a general background to all histories and effects of European-American history today on other countries and culture.

**Recommended Texts:**

1. Farah, M., Karls, A. B. & National Geographic Society (U.S.). (2001). *World History: The Human Experience*. Glencoe McGraw Hill, USA.
2. Dev, Arjun. (2009). *Contemporary World History (Eng Edn)*. Delhi: Orient Black Swan.
3. McNeill, W. H. (1986) *History of Western Civilization: A Handbook* (6<sup>th</sup> Ed). University of Chicago Press.

**HRM 407 Training and Development:** Nature and scope of training and development function; strategy and training; organizations of the training department; training needs assessment; learning and behavior; designing of training programs; evaluation of training

programs; training techniques; technical training; training and development of managers; training in organization development; theory and practice of career development; developing career structures; identifying organizational needs; institutionalizing the career development system; evaluating the system.

**Recommended Texts:**

1. Kozlowski, S. W. J. and Salas, E. (2010). *Learning, Training, and Development in Organizations*. New York: Routledge.
2. Wilson, J. P. (2005). *Human Resource Development: Training for Individuals & Organizations (2<sup>nd</sup> ED)*. London: Kogan Page Limited.
3. Grugulis, I. (2007). *Skill, Training and Human Resource Development: A Critical Text*. Palgrave Macmillan.

**IBS 363 International Business:** The course covers the nature and scope of international business and its environment; the international monetary exchange; cultural and political implication of international business; national boundaries, nationalism and the multinational firm; financial trade- oriented institutions; international liquidity; balance of payments; financial instruments; international trade laws and scope of arbitration; fundamentals of export and import management; economic integration, alliances and cooperation; inflation, devaluation, appreciation, and depreciation, and their impact on the international trade; global business strategy.

**Recommended Texts:**

1. Paul, J. (2011). *International Business (5<sup>th</sup> Ed)*. New Delhi: PHI Learning Limited.
2. Ajami, R. A. and Goddard, G. J. (2006). *International Business: Theory and Practice (2<sup>nd</sup> Ed)*. New York: M.E Sharpe Inc.
3. Johnson, D. and Turner, C. (2010). *International Business: Themes and Issues in the Modern Global Economy (2<sup>nd</sup> Ed)*. New York: Routledge.

**LAW 121 Business Law:** This course deals with the laws that influence the business and business environment. The course will cover the important aspects of the Law of Contract: Agreement; Consideration; Misrepresentation; Void and voidable contracts; Sale of goods: Discharge; Remedies; Law of Agencies; Negotiable Instruments Act, Company Law. Labor Law and Acts concerning payment of Wages, Employment and non-employment in factories, shops and establishments; Workmen's Compensation; industrial disputes, Trade Unions and CBA, operation of Labor Court will be discussed at length.

**Recommended Texts:**

1. Barnes A. J. (2000). *Law of Business (7<sup>th</sup> Ed)*. Irwin.
2. Cheeseman H. R. (2001). *Business Law (4<sup>th</sup> Ed)* Prentice Hall.
3. Kelly, D., Hayward, R., Hammer, R. and Hendy, J. (2010). *Business Law (6<sup>th</sup> Ed)*. New York: Routledge.

**LIT 245 Introduction to Literature:** It includes a genre-based study of predominantly modern literary works. Students will analyze form and content with particular emphasis on vocabulary and techniques germane to literature, investigate its attendant treatment as an academic discipline, and explore its aesthetic connections to human experience.



## **New**

This course intends to provide students with a basic foundation for studying literature. This is done by introducing them to elements of literature through the study of its various forms: poetry, drama, and fiction. Thus various forms of literary works will serve as the basis for studying the techniques in which writers consciously and creatively utilize language to produce aesthetic expressions that reflect experiences of the senses, intellect, emotions, imagination and chiefly “the spontaneous overflow of powerful feelings”. Finally, reading and writing about different forms of literature will aid students to analyze them critically.

### **Recommended Texts:**

1. *Barnet, Sylvan (et al) (2006). An Introduction to Literature: Fiction, Poetry and Drama. Peason Longman.*
2. *Rahman, M. Mostafiz. An ABC of English Literature.*
3. *Abrams, M. H. (2012). A Glossary of Literary Terms. (10<sup>th</sup> Ed). Wadsworth Cengage Learning.*
4. *Beaty, J., Hunter, P. & Bain, C. E. (1998). The Norton Introduction to Literature. (7<sup>th</sup> Ed). W.W. Norton.*
5. *Kennedy, X. J. and Dana Gioia (12 edition, 2011). Literature: A Introduction to Fiction, Poetry, Drama, and Writing.*
6. Gill, Richard (2006). Mastering Literature

**LIT 249 Cultural Studies:** It explores an array of diverse cultural and historical contexts through literature produced outside the common British and American traditions.

### **Recommended Texts:**

1. *Matthews, R. and Platt, D. (2010). Readings in the Western Humanities (Vol 1, 2). (7<sup>th</sup> Ed). McGraw Hill Education.*
2. *During, S. (2005). Cultural Studies: A Critical Introduction. New York: Routledge*
3. *Hall, G. and Birchall, C. (2006). New Cultural Studies: Adventures in Theory. Edinburgh University Press Limited.*
4. *Chris Barker, C. (2007). Cultural Studies: Theory and Practice (3<sup>rd</sup> Ed). London: SAGE Publications Limited.*
5. *During, Simon (1999). The Cultural Studies Reader*

**LIT 257 Non-Fiction Text:** Study of important non-fiction writings, speeches, diaries and other texts with an emphasis on those that have had particular historical impact on various parts of the world. Texts by Cicero, Bacon, Woolf, T. S. Eliot, Keynes, E. B. White, Orwell, Ellison, Capote may be include.

### **Recommended Texts:**

1. *Kennedy, X. J. and Dana Gioia (12 edition, 2011). Literature: A Introduction to Fiction, Poetry, Drama, and Writing*

2. Zhuangzi & Mair, V. H. (1998) *Wandering on the Way: Early Taoist Tales and Parables of Chuang Tzu*. University of Hawaii Press.
3. Haley, Alex and Malcolm X (1965). *The Autobiography of Malcom X*
4. King Jr., Martin Luther (1963). *Letter from Birmingham Jail*
5. Lindbergh, Charles (1953). *The Spirit of St. Louis*
6. Machiavelli, Niccolo (1532). *The Prince*

**LIT 341 Short Stories:** This course covers narratives including folktales and 19th and 20th century short stories. Extensive reading and analysis of stories leading to an understanding of the narrative impulse and the possibilities of this literary form. Authors may include but are not limited to Poe, Hawthorne, Melville, Kipling, Maugham, Joyce, Chekhov, Kafka, Hemingway, O’Henry, Mansfield, Borges and Bartholome.

**Recommended Texts:**

1. Zaman, N. and Azim F. *Galpa: Short Stories by Women from Bangladesh*. Dhaka: *Writer’s Ink*.
2. Joyce, J. (1914). *Dubliners*. London: Grant Richards Ltd.
3. Hemingway, E. (1987). *The Short Stories*. New York: Charles Scribner’s Sons.
4. Prescott, P. S. (1988). *The Norton Book of American Short Stories*. W. W. Norton & Company.

**LIT 343 Elizabethan and 17<sup>th</sup> Century Literature:** This course acquaints students with the various forms of literature produced by the major dramatists (e.g. Shakespeare), poets (particularly the Metaphysical poets), and prose writers (e.g. Sidney and Bacon) as well as with the socio-cultural background that led to the production of this rich tradition.

**Recommended Texts:**

1. *Norton Series, Elements of Literature (Ed. Scholes, Comley, Klaus and Silverman)*, Oxford University Press
2. Abrams, M. H. (1993). *Norton Anthology of British Literature, volume 1 and 2. (6<sup>th</sup> Ed)*. W. W Norton & Co Inc.
3. Bradley, A. C. and John Bayley (1991). *Shakespearean Tragedy: Lectures on Hamlet, Othello, King Lear, and Macbeth*
4. Marlowe (1588). *Dr. Faustus*
5. Johnson, Ben (1609). *The Silent Woman*
6. Shakespeare (1611). *Macbeth*
7. More, Henry (1648). *Philosophical Poems*

**LIT 345 Romantic Poetry:** Romanticism is treated as a varied and complex movement, focusing on the key works of English Romantic poets like Wordsworth, Coleridge, Byron, Shelley and Keats.

**Recommended Texts:**

1. Scholes, R. (2004). *Elements of Literature: Poetry, Fiction, Drama*. Oxford University Press.
2. Abrams, M. H. (1993). *Norton Anthology of British Literature, volume 1 and 2. (6<sup>th</sup> Ed)*. W. W Norton & Co Inc.

3. *Romantic Literature: A Short Anthology (compiled by department)*
4. *Bowra, Sir C. Maurice (1961). The Romantic Imagination*

**LIT 349 American Literature:** A survey of American literature from Colonial period to late 20th century. Focus will be on changes in American literature. (Can be taught as *Periods in American Literature*.)

**Recommended Texts:**

1. *Scholes, R. (2004). Elements of Literature: Poetry, Fiction, Drama. Oxford University Press.*
2. *Baym, N. (2012). Norton Anthology of American Literature. (8<sup>th</sup> Ed). W. W. Norton Limited.*
3. *Arteseros, S. (1992). American voices: best short fiction. Hyperion.*
4. *Morrison, T. (2007). The Bluest Eye. Knopf Doubleday Publishing Group.*
5. *Salinger, J. D. (2010). The Catcher in the Rye. Penguin Books, Limited.*
6. *Steinbeck, J. (2000). Of Mice and Men. Penguin Books Limited.*

**LIT 353 Creative Writing:** Practical seminar in writing fiction, poetry or drama. Emphasis will be on critical discussion of participants work. Some theories will be covered.

**Recommended Texts:**

1. *Harper, G. (2006). Teaching Creative Writing. London: Continuum*
2. *Harper, G. (2008). The Creative Writing Guidebook. London: Continuum.*
3. *Smith, J. L. (2002). Creative Writing: Primary*
4. *Hackett, T. C. (2005). Creative Writing: Using Fairy Tales to Enrich Writing Skills. Prufrock Press Inc.*

**LIT 361 Victorian Literature:** An study of the writings that were in response to the crisis and transition symbolized through the industrial revolution, the idea of progress; the conflicting claims of liberty and equality and empire and nation, theology and natural selection, the romantic inheritance, art-for-art's sake.

**Recommended Texts:**

1. *Scholes, R.(2004). Elements of Literature: Poetry, Fiction, Drama. Oxford University Press.*
2. *Abrams, M. H. (1993). Norton Anthology of British Literature, volume 1 and 2. (6<sup>th</sup> Ed). W. W Norton & Co Inc.*
3. *Dickens, C. (2012). Great Expectations. Sovereign.*
4. *Eliot, G. (2012). Silas Marner. Penguin Books Limited.*
5. *Hardy. T. (2012)The Return of the Native. Tredition Classics*
6. *Bronte, C. (2011). Jane Eyre. ABDO Group.*

**LIT 365: Literature & Film:** A study of styles, components, and techniques of literary genres, with particular attention to the medium of film as it relates to literary expressions. Weekly meeting will entail screening of films followed by discussion and analysis.

**Recommended Texts:**

1. Bordwell, D. and Thompson, K. (2012). *Film Art: An Introduction*. (10<sup>th</sup> Ed). McGraw-Hill Education.
2. Stam, R. (2005). "Introduction: The Theory, and Practice of Adaptation." *Literature and Film: A Guide to the Theory and Practice of Film Adaptation*. London: Blackwell.
3. Petrie, D. & Boggs, J. (2011). *The Art of Watching Films*. (8<sup>th</sup> Ed).
4. Desmond, J. & M. Hawkes, P. J. (2006). *Adaptation: Studying Film & Literature*. McGraw-Hill

**LIT 367 South Asian Literature:** A survey of Literature by South Asian writers either written in or translated into English. This course will touch on the rich diversity of late 20th and 21st century literatures published internationally by award-winning writers of South Asian descent from Britain, the U.S., Canada, India, Pakistan, Sri Lanka, Nepal and Bangladesh. Writers range from established celebrities (Rushdie, Naipaul, Kureishi, Arundhati Roy, Jhumpa Lahiri, Ondaatje, Selvadurai, Ghosh) to promising new stars (Kiran Desai, Hari Kunzru, Tahmima Anam, Monica Ali, Daniyal Mueenuddin). The course will consider how writers craft new idioms and forms to address multiple audiences in global English, how they explore or foreground emergent concerns of postcolonial societies and diasporic, migrant, or transnational peoples in a rapidly evolving yet unequal world.

**Recommended Texts:**

1. Alam, Fakrul and Chakraborty, Radha. (2011) *The Essential Tagore*. Harvard University Press.
2. Alam, Fakrul. (1999). *Jibananada Das: Selected Poems (Translated with Introduction, Bibliography and Glossary)*. Dhaka: University Press Ltd.
3. Anam, Tahmina (2007). *A Golden Age*. Published by John Murray.
4. Sanga, J. C. (2004). *South Asian Literature in English: An Encyclopedia*. Greenwood Press.
5. Coppola, C. (1974). *Marxist influences and South Asian literature (Volume 1)*. Asian Studies Center, Michigan State University.
6. Mohan, A. (2012). *Utopia and the Village in South Asian Literatures*. Palgrave Macmillan.
7. Dalmia, V. (1999). *Narrative strategies: essays on South Asian literature and film*. Oxford: Oxford University Press.

**LIT 372 Classics in Translation:** A study of Greek and Roman mythologies and the representative authors of the Western literary tradition such as Homer, Plato, Aristotle, Aeschylus, Sophocles, Seneca, Machiavelli, whose ideas laid the foundation of English literature.

**Recommended Texts:**

1. Clinton, J. W., Irele, F. A., James, H. (2009). *Norton's Anthology of World Literature, Vol. 1 and Vol. 2*. (2<sup>nd</sup> Ed). W.W. Norton & Company.
2. Hornby, Mary Snell. (1988). *Translation Studies: An Integrated Approach*. JB Publishing.

**LIT 376 Shakespeare:** An in depth study of representative types of Shakespeare's comedy and poetry.

**Recommended Texts:**

1. William Shakespeare: *The Complete Works*, Ed. Alfred Harbage, Pelican

2. Bradely, A.C. *Shakespearean Tragedy: Chapter on Hamlet*
3. Tillyard, E.M.W. *The Elizabethan World Picture: Introduction*
4. Kermode, Frank. *Shakespeare's Language*
5. Bloom, Harold. *Shakespeare: The Invention of the Human*
6. Kott, Jan, *Shakespeare Our Contemporary: Essay on Hamlet*
7. Drakasis, John. *Alternative Shakespeares, Vol. 1*
8. Childs, Peter (editor). *Post-Colonial Theory and English Literature*
9. Greenblatt, Stephen. *Shakespearean Negotiations*
10. Coleridge, S.T., *Lectures on Shakespeare*
11. Knight, Wilson Knight. *The Wheel of Fire*

**LIT 441 Modernism:** This course will focus on the poetry, fiction and drama of authors such as Yeats and the modernists including Eliot, Joyce and Pound. The formal and thematic innovations that characterized the literature of the period will be highlighted.

**Recommended Texts:**

1. Childs, Peter, C. (2000). *Modernism*. New York: Routledge.
2. Chris, R. and C. Garrat (2001). *Introducing Modernism*. Icon.
3. Lawrence, D.H. (2003). *Sons and Lovers*. Fine Creative Media, Inc.
4. Shaw, G.B. (2007). *Arms and the Man*. Filiquarian Publishing, LLC
5. Eliot, T.S. *Selections*

**LIT 457 Post Modernism:** This course underlining the differences between modernism and postmodernism, the course reads the works of the Beat and Confessional schools of poets, the drama of the Absurdist's and the works of the novelists such as Pynchon, Heller and Doctrow.

**Recommended Texts:**

1. Bertens, J. W. and Fokkema, D. W. (1997). *International Postmodernism: Theory and Literary Practice*. Philadelphia: John Benjamins.
2. Brewer, R. K. (2002). *Postmodernism: What You Should Know and Do About It*. (2<sup>nd</sup> Ed). New York: iUniverse
3. Cameron, James (2009). *Avatar* (movie).
4. Connor, S. (2004). *The Cambridge Companion to Postmodernism*. Cambridge: Cambridge University Press.
5. Coppola, Francis Ford. (1979). *Apocalypse Now* (movie).
6. Doctorow, E. L. (1975). *Ragtime*. Random House
7. Fredric Jameson, F. (1991). *Postmodernism, Or, the Cultural Logic of Late Capitalism*. Duke University Press.
8. Heller, Joseph (1961). *Catch-22*. Simon & Schuster.
9. Kundera, M. (2008). *The Unbearable Lightness of Being: A Novel*. HarperCollins
10. Levin, Ira. (2011). *The Stepford Wives*. HarperCollins.
11. Marquez, G.G. (1994). *Strange Pilgrims*. Penguin Books.
12. Powell, J. (2007). *Postmodernism for Beginners*, Steerforth Press.
13. Pynchon, Thomas (1966). *A Journey into the Minds of Watts*. *New York Times* (Article).
14. Vonnegut, K. (2010). *Breakfast of Champions*. RosettaBooks.
15. Williamson, Kevin. (1996). *Scream* (movie).

**LIT 471 Postcolonial Literature:** This course will deal with key concepts in postcolonial theory in relation to works of major writers like Salman Rushdie, Chinua Achebe, V. S. Naipaul, Amitav Ghosh, Nadine Gordimer, Gabriel Garcia Marques, Isabel Allende and others.

**Recommended Texts:**

1. Madsen, D. L. (1999). *Post-Colonial Literatures: Expanding the Canon*. London: Pluto Press.
2. Nayar, P. K. (2008). *Postcolonial Literature: An Introduction*. Delhi: Dorling Kindersly.
3. Boehmer, E. (2005). *Colonial and Postcolonial Literature (2<sup>nd</sup> Ed)*. Oxford: Oxford University Press.
4. Edwards, J. D. (2008). *Postcolonial literature*. Palgrave Macmillan
5. Chew, S. and Richards, D. A (2010). *Concise Companion to Postcolonial Literature*. Willey-Blackwell.
6. Innes, C. L. (2007). *The Cambridge Introduction to Postcolonial Literatures in English*. Cambridge: Cambridge University Press.
7. Fanon, Frantz. *The Wretched of the Earth*. Richard Philcox (translation, 2004)
8. Naipaul, V. S. (1977). *India: A Wounded Civilization*. Publisher: Andre Deutsch.
9. Soyinka, Akinwande Oluwole "Wole". *Death and the King's Horseman*. (drama, 1975)
10. Roy, Arundhati (1997). *God of Small Things*. IndiaInk.

**LIT 472 Great Tragic Plays:** The dimensions of tragic experience as expressed in world literature. Oedipus Rex, Hamlet, Death of a Salesman, Kings Horseman, etc.

**Recommended Texts:**

1. Bushnell, R. (2008). *Tragedy: A Short Introduction*. Oxford: Blackwell Publishing.
2. Bradley, A. C. (2000). *Shakespearean Tragedy*. New Delhi: Atlantic Publishers.
3. Leech, C. (2002). *Tragedy*. Taylor & Francis e-Library.
4. Kuhns, R. (1991). *Tragedy: Contradiction and Repression*. Chicago: University of Chicago Press.
5. Valency, M. (1991). *Tragedy*. New Amsterdam

**LIT 476 Contemporary World Literature:** Readings in contemporary literature which reflects the significant problems and concerns of contemporary society. Topics and authors for intensive study are selected from 1914 to the present.

**Recommended Texts:**

1. Sturrock, J. (1996). *Oxford Guide To: Contemporary World Literature*. Oxford: Oxford University press.
2. Reddy, P. Bayapa (2008). *Aspect of Contemporary World Literature*. New Delhi: Altantic
3. Weagel, D. F. (2009). *Women and Contemporary World Literature: Power, Fragmentation, and Metaphor*. New York: Peter Lang Publishing.
4. Dali, K., Dilevko, J. and Garbutt, G. (2011). *Contemporary World Fiction: A Guide to Literature in Translation*. California: ABC-CLIO

**LIT 478 Seminar on Literary Classics:** The students will examine the works of a great writer who is considered to be part of the great tradition of English writings. The student will engage in an intensified, focused, well-defined study of one of the following greats: Chaucer, Shakespeare and Milton.

**Recommended Texts:**

1. Turabian, K. L., Booth W. C., Colomb, G. G. (2007). *A Manual for Writers of Research Papers, Theses, and Dissertations*. (7<sup>th</sup> Ed). Chicago University Press.
2. (Texts related to the author student choose to focus on.)

**LIT 480 Literary Criticism:** This course examines the work of some major literary theorists and critics since Aristotle. The focus is on British, American and European critics and theorists. The course will familiarize students with some of the main themes and currents of literary theory, and give some scope for students to explore issues of particular interest to them.

**Recommended Texts:**

1. Eagleton, T. (1996). *Literary Theory: An Introduction*. Blackwell Publishers Ltd.
2. Leitch, V. B. (2010). *The Norton Anthology of Theory and Criticism* (2<sup>nd</sup> Ed). Norton.

**LIT 491: African-American Literature**

This course is a survey of writings by African-American authors. The student will study selected fiction, poetry, drama, autobiography and nonfictional writings by African Americans authors. We will also examine the interconnections between African American writing and music, visual arts, and folklore.

**Recommended Texts:**

Frederick Douglass, *Narrative of the Life of Fredrick Douglass, an American Slave*  
W.E.B. Du Bois, *The Souls of Black Folk*  
Zora Neale Hurston, *Their Eyes Were Watching God* (Virago: London, 1986)  
Langston Hughes, *Collection of Poems*( 50-50, Acceptance, April Rain Song, Ardella, As I Grew Older, Bad Morning, Bound No'th Blues, Bouquet, Brass Spittoons, Catch)  
Richard Wright, *Native Son*  
James Baldwin, *Fire Next Time*  
Toni Morrison, *Bluest Eyes* (Picador: London, 1988)  
Alice Walker, *Color Purple*

**LIT 493: Latin American Literature**

This course will include Latin American authors from 1900 to present. Translated works of prominent authors including Gaston Suarez, Gabriel Garcia Marquez, Mario Vargas Llosa, Jorge Luis Borges, Isabel Allende, Pablo Neruda, Gabriela Mistral, Paulo Coelho, and Jorge Amado will be discussed and analyzed.

**Recommended Texts:**

1. Isabel Allende, *The Island Beneath the Sea, The Stories of Eva Luna*
2. Pablo Neruda, *The Yellow Heart, The Essential Neruda: Selected Poems*
3. Gaston Suarez, *Vertigo*
4. Gabriel Garcia Marquez, *One Hundred Years of Solitude*
5. Jorge Luis Borges, *The Garden of Forking Paths*
6. Gabriela Mistral, *Sonnets of Death*

7. Jorge Luis Borges, *The Aleph*
8. Jorge Amado, *The Golden Harvest*

### **LIT 495: Comparative Literature**

The study of comparative literature situates literature in an international perspective; examines connections between literary history, literary criticism, critical theory and poetics; and works toward an understanding of the sociocultural functions of literature. Interpretive methods from other disciplines that interrogate cultural discourses also play a role in the comparative study of literature; among these are philosophy, history, religion, classical and area studies, gender studies, cultural studies, music and the history of art.

In the comparative study of Bengali and English literature students are required to have a reading knowledge of both the languages adequate to the advanced study of these literature. This course may require reading knowledge of the related languages as a prerequisite for admission.

#### ***Recommended Texts:***

1. Rabindranath Tagore, *Ghare-Baire (Inside and Outside the Home)*
2. Kazi Nazrul Islam, *Mrityukshuda (Hunger for Death)*
3. Syed Wali Ullah, *The Rootless*
4. Jasim Uddin, selected poems
5. Jibananda Das, selected poems
6. Arundhati Roy, *The God of Small Things*
7. Chinua Achebe, *Things Fall Apart*
8. Toni Morrison, *Home*
9. Robert Frost, selected poems
10. William Shakespeare, selected love sonnets

**MGT 111 Principles of Management:** The course will cover: The meaning and importance of management; evolution of management thought; decision making process, environmental import on management, corporate social responsibility, basic functions of management, human resource management, motivation, problem solving.

#### ***Recommended Texts:***

1. Morden, T. (2004). *Principles of Management*. Burlington: Ashgate Publishing
2. Tripathi, P. C. and Reddy, P. N. (2008). *Principles of Management*. New Delhi: Tata McGraw-Hill.
3. Griffin, R. W. (2007). *Principles of Management*. Boston: Houghton Mifflin Company.

**MGT 161 Organizational Behavior:** This course will cover: The nature and scope of Organizational Behavior (OB); evolution of OB; individual behavior- personality, learning, and perceptions; values, attitude, and beliefs; motivation; group dynamics; inter-group and intra-group communication; group decision making process; power, politics and conflict; process of resolving conflicts; theories of leadership; elements of organizational culture; organizational change and development, technique for dealing with resistance to change.

#### ***Recommended Texts:***

1. Knights, D. and Willmott, H. (2007). *Introducing Organizational Behavior & Management*. London: Thomson Learning



2. *Harris O. J. and Hartman, S. J. (2002). Organizational Behavior. New York: Best Business Books*
3. *Phillips, J. M. and Gully, S. M. (2010). Organizational Behavior: Tools for Success. Mason: South-Western Cengage Limited*
4. *Champoux, J. E. (2011). Organizational Behavior: Integrating Individuals, Groups, and Organizations (4<sup>th</sup> Ed). New York: Routledge.*

**MGT 302 Human Resource Management:** This course is designed to orient the students with the principles of human resource management and contemporary practices. Topics include nature and scope of human resource management, evolution of human resource management, environmental constraints, human resource planning and forecasting, job design and analysis, recruitment and selection, training and development, wage and salary administration, fringe benefits, labor relations management, human resource audit and research.

**Recommended Texts:**

1. *Ashly, P. (2000). Introduction to Human Resource Management. Oxford.*
2. *Price, A. (2011). Human Resource Management. Mason: South-Western Cengage Limited*
3. *Kleynhans, R. (2006). Human Resource Management. Cape Town: Pearson South Africa.*
4. *Dransfield, R. (2000). Studies in Economics and Business: Human Resource Management. Oxford: Heinemann Educational Publisher.*
5. *Mathis, R. L. and Jackson, J. H. (2009). Human Resource Management: Essential Perspectives. Mason: South-Western Cengage Limited*
6. *Werner, S. W., Schuler, R. and Jackson, S. (2009). Human Resource Management. Mason: South-Western Cengage Limited*
7. *Martin, J. (2009). Human Resource Management. London: SAGE Publication Limited.*

**MGT 429 Entrepreneurship and Business Plan Management:** This course aims at orienting the students with the process of entrepreneurship development along with tools and techniques for managing small business enterprises.

**Recommended Texts:**

8. *Kuratko, D. F. (2008). Entrepreneurship: Theory, Process, Practice. Mason: South-Western Cengage Limited*
9. *Scarborough, N. (2011). Essentials of Entrepreneurship and Small Business Management. Pearson Education, Limited*
10. *Cynthia L. Greene, C. L. (2008). Entrepreneurship: Ideas in Action. Mason: South-Western Cengage Limited*
11. *Kraten, M. (2010). Business Planning and Entrepreneurship: An Accounting Approach. New York: Business Expert Press*

**MKT 207 Introduction to Marketing:** The course introduces the role and functions of marketing; evolution of marketing as a science; elements of marketing mix; analyzing marketing environment and activities; defining products; regulation of prices and competition; principles of distribution; role and functions of promotion.

**Recommended Texts:**

1. Botha J., Strydom, J., Bothma, C. and Brink, A. (2004). *Introduction to Marketing (3<sup>rd</sup> Ed)*. Cape Town: Juta and Co. Limited.
2. Palmer, A. (2004). *Introduction to Marketing: Theory and Practice*. Oxford: Oxford University Press.
3. Drummond, G. and Ensor, J. (2005). *Introduction to Marketing Concepts*. Butterworth-Heinemann.
4. Pickton, D. and Masterson, R. (2010). *Marketing: An Introduction*. London: SAGE Publication Limited.

**MKT 409 Advertising and Sales Management:** The topics are: Definition, scope and function of advertising; classification of advertising, advertising media; nontraditional advertising; message development, layout and copy writing, non-media advertising; corporate advertising and public relations; agency-client relations; agency-client relationship; social, legal, and ethical issues of advertising.

**Recommended Texts:**

1. Tellis, G. J. (1998). *Advertising and Sales Promotion Strategy*. Addison-Wesley
2. Trehan, M. and Trehan, R. (2009) *Advertising and Sales Management*. New Delhi: VK Enterprises.
3. Thakur, D. (2005). *Advertising, Marketing And Sales Management*. Deep & Deep Publications
4. Mathur, U. C. (2005). *Advertising Management: Text and Cases (2<sup>nd</sup> Ed)*. New Delhi: New Age International Limited.

**OAD 111 Basic Computing Skills and Data Processing:** Builds proper keyboarding skills and professional document formatting skills using word processing software.

**Recommended Texts:**

1. Hanson, O. J. Z. (2002). *College Keyboarding & Document Processing*. New York: McGraw-Hill.
2. VanHuss, S. H., Forde, C. M., Woo, D. L. and Hefferin, L. (2009). *Keyboarding & Word Processing*. Belmont: Wadsworth.
3. Hanson, R. N. and Rigby, D. S. (1981). *Keyboarding for information processing*. New York: McGraw-Hill.
4. Robinson, J. W. (1994). *Applied keyboarding*. South-Western Pub. Co.

**PSY 101 Introduction to Psychology:** An overview of psychology, the scientific study of human behavior and mental processes and the variables that influence these processes. Topics covered in the course include motivation, emotions, intelligence, sensory processes, perception, learning, thinking, mental health, and psychotherapy. (equivalent to PSY 121)

**Recommended Texts:**

1. McMahon J., McMahon, F., and Romano, T. (1995). *Psychology and You*. St. Paul, MN: West Publishing Co.
2. Kalat, J. W. (2010). *Introduction to Psychology*. Belmont: Wadsworth.
3. Feldman, R.S. (2008). *Understanding Psychology (8<sup>th</sup> Ed)*. New York: McGraw-Hill.
4. Witting, A. F. (2001). *Introduction to Psychology*. New York: McGraw-Hill.

**REL 103 Survey of World Religions:** A comparative study of the living religions of the world including Islam, Buddhism, Christianity, Hinduism, Jainism and Judaism (smaller groups will also be covered).

***Recommended Texts:***

1. Molloy, M. (2012). *Experiencing the World's Religions*. (6<sup>th</sup> Ed). McGraw-Hill Education.
2. Brodd, J. (2009). *World Religions: A Voyage of Discovery*. (3<sup>rd</sup> Ed). Winona: Saint Mary's Press.
3. Matthews, W. (2007). *World Religions*. Belmont: Wadsworth.
4. Fox, J. (2008). *A World Survey of Religion and the State*. Cambridge: Cambridge University Press.
5. King James Version. *The Holy Bible*.

**SCI 113 Fundamentals of Natural Science:** Topics will cover the water system, weather pattern and selected environmental issues.

***Recommended Texts:***

1. Cunningham, W. and Cunningham, M. (2007). *Principles of Environmental Science: Inquiry and Applications*. (7<sup>th</sup> Ed). McGraw Hill Education.
2. Buck, J. D. (2010). *An Introduction to Natural Science*. Kessinger Publishing.