

REVISED MASTER OF ARTS DEGREE

English Language Teaching (ELT), English Literature

Curriculum:

The MA in English Language Teaching (ELT), or in English Literature is a valued professional graduate degree. The curriculum is based on international standards and is aligned with graduate program requirements of mainstream US and UK universities.

The aims of this degree are to develop teachers, trainers, curriculum developers, syllabus designers, materials writers, testers, evaluators, program managers and researchers. This program is suitable for any person seeking an advanced degree for professional advancement.

Students have the option to choose from two tracks (i.e. two majors): 1. English Language Teaching, 2. English Literature. Fulltime students would be able to complete this degree program within 12 or 16 months.

Admission Requirements

1. Minimum a 4-year Bachelor degree in English from an accredited university. Candidates with a *pass course* or non-English undergraduate degree may be required to take additional 9 credits.
2. Applicant must have enough academic skills to show that they can successfully complete advanced level course works.

Degree Requirements

1. Complete 36 credits
2. Attain cumulative grade point average 2.5 or above on a scale of 4.0
(Previous requirement was **CGPA 2.25** on a scale of 4.0)
3. Have no failing grade in any required courses

Faculty Members

1. All faculty members were placed among the top ten students on the merit list of their respective graduating class.
2. All faculty members have peer-reviewed publications, presented papers in international conferences and regularly participate in relevant workshops and seminars.
3. Current faculty members are:
 1. Arifa Rahman, Professor, PhD (UK), MA in English (DU)
 2. A Z M Mostafa Milon, Lecturer, MA in Applied Linguistics and ELT (DU), BA (Hon) in English (DU)
 3. Bijoy Lal Basu, Assistant Professor, MA in Linguistics (UK), MA in Applied Linguistics and ELT (DU)
 4. Mohammad 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. Shahriar Hoque, Professor, PhD (India), MA in Applied Linguistics (DU), BA (Hon) in English (DU)

8. Shibli A. Khan, Assistant Professor, MA in English Literature (Univ. of Houston, USA), MA in Humanities (USA)
9. 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.) 343 texts on English language, 295 texts on Literature and 110 texts on humanities,
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 teacher supervised hours over a period of 15-week (referred to as a “semester”). Faculty may require a student to attend extra hours of tutorial sessions depending on his or her needs.
2. Most class sessions are interactive in nature. Students are encouraged to actively participate in class discussions and group work.

Assessment

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

Grading Scale

The Department of English uses a relative letter grading system for individual courses and reports a grade-point average on a scale of 0–4.0 for each semester. It is consistent with the grading policy of UGC.

MASTER OF ARTS: PROGRAM STRUCTURE

TRACK 1: English Language Teaching (ELT)

Core: 33 credits

<i>Code & Title</i>	<i>Credits</i>	<i>Changes</i>
ELT 522 English Language Structure	3	Course code and title; replacing ELT 521 Introduction to Linguistics
ELT 523 Psychology of Learning & Second Language Acquisition	3	none
ELT 527 Issues in Sociolinguistics and World Englishes	3	Course title; replacing ELT 527 Issues in Sociolinguistics
ELT 529 Principles and Methods of Teaching	3	none
ELT 531 Syllabus Design and Materials Development	3	none
ELT 533 Teaching the Language Skills	3	none
ELT 621 Language Testing and Evaluation	3	none
ELT 623 ELT Management	3	none
ELT 625 Practicum	3	none
ELT 697 Dissertation	6	none

Optional: 3 credits

<i>Code & Title</i>	<i>Credits</i>	<i>Changes</i>
ELT 525 Phonetics and English Phonology*	3	Credit hours (from 2 to 3)
ELT 535 Teaching Young Learners	3	Credit hours (from 2 to 3)
ELT 537 Teaching Literature	3	Credit hours (from 2 to 3)
ELT 539 Teaching English for Specific Purposes	3	Credit hours (from 2 to 3)
ELT 541 Technology in Language Learning	3	Credit hours (from 2 to 3), title (replacing <i>Computer Assisted Language Learning</i>)
ELT 627 Cultural Studies	3	New course

Total: 36 credits

* Required for non-English (major) students, i.e., students who does not have the BA in English degree. They would have to take additional two courses from the optional courses for ELT or Literature.

TRACK 2: English Literature

Core: 24 credits

<i>Code & Title</i>	<i>Credits</i>	<i>Changes</i>
ENG 522 English Language Structure	3	Course code
ENG 519 20 TH Century Literature	3	New course
ENG 527 Issues in Sociolinguistics and World Englishes	3	Course code and title
ENG 528 Literary Theory	3	New course
ENG 624 Masterpieces of World Literature	3	New course
ENG 625 Shakespeare	3	New course
ENG 697 Dissertation	6	Course code

Optional: 12 credits

<i>Code & Title</i>	<i>Credits</i>	<i>Changes</i>
ENG 424 African and Caribbean Literature	3	New course
ENG 526 Studies in African American Literature	3	New course
ENG 532 Latin American Literature	3	New course
ENG 537 Teaching Literature	3	New course
ENG 530 Creative Writing*	3	New course
ENG 627 Cultural Studies	3	Course code

Total: 36 credits

* Required for non-English (major) students, i.e., students who does not have the BA in English degree. Additionally, they must take additional two fundamental literature courses (e.g. Introduction to Literature, Introduction to Poetry, Short Story, etc.).

COURSE DESCRIPTION

ELT 522 English Language Structure: The course will examine modern English Language—its grammar and syntax, including structure, morphology, phonology, semantics, pragmatics and discourse analysis. It will explore the ways that language operates at different levels in relation to their communicative value in spoken and written use. Implications will be drawn towards the kind of English that needs to be taught to second language learners in order for them to cope with the demands of the modern world.

Recommended Texts:

1. Yule, G. (2010). *The Study of Language (4th 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 (2nd Ed)*. Cambridge: Cambridge University Press.
4. Mathews, P. H. (1991). *Morphology*. Cambridge: Cambridge University Press.
5. Aitchison, J. (1992). *Introducing Language and Mind*. Penguin

ELT 523 Psychology of Learning & Second Language Acquisition: This course is divided into two parts. The first part introduces theories of learning from different schools of psychology with a specific focus on the process of language learning, both in children and in adults. The second part explores the developmental process of second language acquisition and learning and the factors that affect comprehension and production of a second language. It will explore the implications of these factors for teaching/learning English within a local context. The course covers the theories of second/ Foreign Language Learning and Acquisition.

Recommended Texts:

1. Clark, H. H. & Clark, E. V. (1977). *Psychology and language: an introduction to psycholinguistics*. Harcourt Brace Jovanovich
2. Ingram, D. (1989). *First Language Acquisition: Method, Description and Explanation*. Cambridge: Cambridge University Press
3. Doughty, C.J. and Long, M. H. (2005). *Psychology and Language: An Introduction to Psycholinguistics*. New York: Harcourt Brace Jovanovich.
4. Scovel, T. (1998). *Psycholinguistics*. Oxford: Oxford University Press.
5. Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
6. Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
7. Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
8. Seville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge University Press.
9. Skehan, P. (1989). *Individual Differences in Second-Language Learning*. London: Arnold
10. McLaughlin, B. (1987). *Theories of Second-Language Learning*. London: Edward Arnold
11. Brown, D. & Gonzo, S. T. (1995). *Readings on Second Language Acquisition*. New Jersey: Prentice Hall Regents.

ELT 525 Phonetics and English Phonology: The course aims at an understanding of the system of speech production, relating it to a systematic study of the elements of spoken English. In addition, it will bring out key differences with spoken Bangla and will introduce ways of teaching standard pronunciation to learners of English as a second/foreign language. The course will also explore the idea of standards and variations in spoken English in today's world.

Recommended Texts:

1. Roach, P. (2000). *English Phonetics and Phonology (3rd Ed)*. Cambridge: Cambridge University Press.
2. Hooke, R. and Rowell, J. (1982). *A Handbook of English Pronunciation*. London: Edward Arnold
3. Gimson, A. C. (1994). *Pronunciation of English (5th ed)*. London: Edward Arnold
4. O'Connor, J. D. (1980). *Better English Pronunciation*. Cambridge: Cambridge University Press

ELT 527 Sociolinguistics and World Englishes: This course explores sociolinguistic issues such as language planning and policy, language contact situations, language variation and change, code-mixing & code-switching, and second language learning in different regions. It also explores the spread of English in the world today and the development of several non-native varieties of English accepted as World Englishes.

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

ELT 529 Principles and Methods of Teaching: This course outlines the major schools of thought that have contributed to the field of ELT. It will examine the underlying principles of teacher development, at the same time establishing a bridge between theory and practice. The course will also explore the various approaches, methods and techniques that have been commonly employed in ELT and their theoretical background. Students will be required to make informed decisions about the kind of teaching that is appropriate in their classroom contexts. The methods focused in the course will be Grammar-Translation Method, Audiolingual Method, Natural Approach, Direct Method, The Silent Way, Suggestopaedia, Communicative Language Teaching, Appropriate Methodology, Post-Methods and Critical pedagogy.

Recommended Texts:

1. Richards, J. C. and T. S. Rodgers. (2011). *Approaches and Methods in Language Teaching: a description and analysis (2nd ed)*. Cambridge: Cambridge University Press
2. Richards, J. C. and Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press
3. Harmer, J. (2001). *The Practice of English Language Teaching*. 3rd ed. London: Longman
4. Nunan. D. (1991). *Language teaching methodology: a textbook for teachers*. Prentice Hall
5. Richards, J. C. and W. A. Renandya. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press
6. Kumaravadelu, *Beyond Methods*
7. Halliday, A. 1992. *Appropriate Methodology in Social Context*.

ELT 531 Syllabus Design and Materials Development: This course explores the principles underlying the design of a syllabus and examines the various types of English language syllabuses on offer. It also examines the relevance of syllabus design and its implementation in learning situations. Finally, it evaluates current syllabus documents and provides hand-on experience of how to modify and revise a syllabus when necessary.

The course also links the relevance of the syllabus to existing teaching materials by exploring the principles of materials development. These are related to evaluation and adaptation of existing ELT

course books and materials. Students are introduced to the idea of developing and producing materials and will be encouraged to design a client-oriented syllabus and create teaching materials for a class of their choice

Recommended Texts:

1. White, R. V. (1998). *The ELT Curriculum*. 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: A Taxonomy and its relevance to foreign language curriculum development*. Oxford: Oxford University Press
7. Harwood, N. (2010). *English Language Teaching Materials: Theory and Practice*. Cambridge University Press.

ELT 533 Teaching the Language Skills: Current language teaching focuses on the four skills of language competence-speaking, listening, reading and writing. Students will learn how to teach each skill separately and also how to integrate multiple skills. There will also be an emphasis on the teaching of grammar (not traditional grammar but grammar in a dynamic form), vocabulary and the development of study skills.

Recommended Texts:

1. Ur, P. (1991). *A Course in Language Teaching*. Cambridge University Press
2. Harmer, J. (2001). *The Practice of English Language Teaching (3rd Ed)*. Longman
3. Rivers, W. M. (1981). *Teaching Foreign-Language Skills*. University of Chicago Press.
4. Cahyono, B. Y. *The Teaching of English Language Skills and English Language Components*

ELT 535 Teaching Young Learners: The course fine-tunes the principles of language teaching and learning to suit young learners and is valuable for the preparation to teachers at the primary level.

Recommended Texts:

1. Nunan, D. (2011). *Teaching English to Young Learners*. Anaheim University Press.
2. Manzo, A. V. and Manzo, U. C. (1995). *Teaching Children to Be Literate: A Reflective Approach*. Holt, Rinehart and Winston Ltd.
3. Nikolov, M. (2007). *Teaching Modern Languages to Young Learners: Teachers, Curricula and Materials*. Council of Europe Publishing.
4. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
5. Rixon, S. (2005). *Teaching English to Young Learners: How to Teach English to Young Learners - for the Professional English Language Teacher*. UK Serials Group

ELT 537 Teaching Literature: This course aims at providing hands-on training on using literature as an effective tool for the purpose of language teaching. This course will discuss some of the prevalent ideas and criticisms both for and against the use of literature in language teaching. The students will be familiarized with different approaches of teaching, selecting and compiling literary materials, which will have direct pedagogical implications for classroom teaching. At the end of the course, the students should be able to select, evaluate, analyse, plan and design materials for practical application in the language classroom. The course is designed for aspiring teachers and students for effective English language teaching and learning.

Recommended Texts:

1. Lazar, G. (1993). *Literature and Language Teaching*. Cambridge, CUP
2. Carter, R. and John Mcrae, (Ed.) (1999). *Language, Literature and Learner*. London: Longman
3. Brumfit, C. J. and Carter, R. (1986). *Literature and Language Teaching*. Oxford: Oxford University Press
4. Collie, J. and Slater, S. (1999). *Literature in the Language Classroom*. Cambridge: Cambridge University Press.
5. Simpson, P. (1997). *Language Through Literature: An Introduction*. New York: Routledge
6. Kennedy, P. and Falvey, P. (1999). *Learning Language Through Literature in Secondary Schools: A Resource Book Teachers of English*. Hong Kong University Press

ELT 539 Teaching English for Specific Purposes: ESP is useful while designing English Language programs for selective clientele. It will explore the mechanics of devising such courses and of understanding the nature of teaching materials for these courses. Students will design an ESP course.

Recommended Texts:

1. Hutchinson, T. and Water, A. (1987). *English for Specific Purposes*. Cambridge: Cambridge University Press.
2. Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. New Jersey: Lawrence Erlbaum Associates Inc. Publishers.
3. Dudley-Evans, T. and John, M. J. S. (1998). *Developments in English for Specific Purposes: A Multi-Disciplinary Approach*. Cambridge: Cambridge University Press.
4. Kennedy, C. and Bolitho, R. (1984). *English for specific purposes*. Macmillan
5. MacKay, R. and Mountford, A. (1978). *English for Specific Purposes: A Case Study Approach*. Longman.

ELT 541: Technology in Language Learning: The main objectives of the course are to develop knowledge and understanding of the role(s) of technology in language teaching and learning in the light of relevant research, theory and issues of debate, to enable student-teachers to develop the necessary skills of the technologies feasible in the context of Bangladesh, and to enable students to critically evaluate the potential and specific application of technology with respect to different contextual factors: learner profiles and needs, technological setting and cultural setting. Students will be linked to websites offering an array of EFL teaching/learning material and will be provided hands-on experience of taking part in on-line projects with teachers and students of other countries.

Recommended Texts:

1. Stockwell, G. (2012). *Computer-Assisted Language Learning: Diversity in Research and Practice*. Cambridge: Cambridge University Press.
2. Levy, M. (1997). *Computer-Assisted Language Learning: Context and Conceptualization*. Oxford: Oxford University Press
3. Beatty, K. (2010). *Teaching and Researching: Computer-Assisted Language Learning*. Prentice Hall
4. Cameron, K. *Computer Assisted Language Learning: Program Structure and Principles*. Oxford: Intellect Limited.
5. Hainline, D. *New Developments in Computer-Assisted Language Learning*. Kent: Croom Helm Ltd.

ELT 621 Language Testing and Evaluation: This course introduces the basic concepts of testing. It explores the aims and objectives of language tests, the validity and reliability of tests, techniques of developing and administering different types of tests, developing marking criteria, and an understanding of the normative and formative value of testing and assessment. Testing of the four skills along with testing grammar will also be explored.

Recommended Texts:

1. Hughes, A. (2002). *Testing for Language Teachers*. Cambridge University Press.
2. Heaton, J. B. (1990). *Classroom Testing*. Longman
3. Bachman, L. F. and Palmer, A. S. (1996). *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford: Oxford University Press
4. Davidson, F. and Fulcher, G. (2007). *Language Testing and Assessment: An Advanced Resource Book*. Routledge
5. Douglas, D. (2000). *Assessing Language for Specific Purposes*. Cambridge: Cambridge University Press.
6. Chapelle, C. A. and Douglas, D. (2006). *Assessing Language through Computer Technology*. Cambridge: Cambridge University Press
7. McNamara, T. and Roeve, C. (2006). *Language Testing: The Social Dimension*. Wiley

ELT 623 ELT Management: The course introduces the issues of standards and quality in English language education. Participants gain a foundation in management theory and practice, and knowledge of the skills required in personal effectiveness and institutional management. The management of innovation and change in ELT and cross-cultural awareness is an essential component. It also introduces the complexities of planning, implementing and monitoring a language-learning project. All through, there are opportunities of applying this knowledge to participants' own contexts.

Recommended Texts:

White, R., Martin, M., Stimson, M. and Hodge (1991). *Management in English Language Teaching*. Cambridge: Cambridge University Press.

White, R., Hockley, A., Laughner, M. S. and Jansen, J. V. D. H. (2008). *From Teacher to Manager: Managing Language Teaching Organizations*. Cambridge: Cambridge University Press.

Stephenson, L. (2011). *Leadership & Management in English Language Teaching*. TESOL Arabia IATEFL ELT Management Newsletters. Range of articles from this source.

IATEFL ELT Management SIG website: <http://eltn.iatefl.org/>

ELT 625 Practicum: The Practicum (hands-on practice) provides the necessary bridge into the real world of the English language classroom. Through its detailed program of observation, discussion, lesson planning, teaching and reflection, it allows students to make the vital link between theory and practice. The on-going writing of a 'Teaching Portfolio' along with journal writing through a process of experienced reflection is a major component of this course.

Recommended Texts:

Crookes, G. (2003). *A Practicum in TESOL: Professional Development through Teaching Practice*. Cambridge: Cambridge University Press.

Richards, J. C. and Nunan, D. (1997). *Second Language Teacher Education (7th Ed)*. Cambridge: Cambridge University Press.

Freeman, D. and Richards, J. C. (1996). *Teacher Learning in Language Teaching*. Cambridge: Cambridge University Press.

Collins, S. (2005). *The Guide to English Language Teaching*. London: Modern English Publishing Ltd.

ELT 627: Cultural Studies

This course is designed to develop the student's understanding of and appreciation for the role of critical theory, and the theoretical issues that it poses, in relation to cultural studies and the humanities. Students will not only acquire a familiarity with the various schools of critical theory and how they have impacted various academic disciplines but also develop their own skills in critical thinking as they work their way through the questions that theoretical issues present. This course illustrates that theory has not only had an effect on all areas of academic learning but also has 'trickled down' to impact all aspects of modern life and popular culture. The key objective, other than those mentioned above, is to show students how theory is relevant to their lives, thoughts,

experiences, and interpretations of the world around them. The study of theory is a valuable undertaking in its own right, but it will also be a definite source of help in making sense of the approaches encountered in other courses.

Recommended Texts:

Barthes, Ronald, *The Pleasure of the Text*.

Raymond Williams, "The Analysis of Culture"

Louis Althusser, "Ideology and Ideological State Apparatuses"

Laura Mulvey, "Visual Pleasure and Narrative Cinema"

Michel Foucault, "Method"

Antonio Gramsci, "Hegemony, Intellectuals and the State"

Mikhail Bakhtin, "Carnival and Carnavalesque"

Jean-François Lyotard, "The Postmodern Condition"

Hall, S. "The Question of Cultural Identity".

Evans, Richard (2000). In Defense of History.

Nealon, Jeffrey and Susan Searls Giroux (2003). *The Theory Toolbox: Critical Concepts for the New Humanities*.

Storey, John (1994). *Cultural Theory and Popular Culture – A Reader*

Storey, John (2001). *Cultural Theory and Popular Culture – An Introduction*

ELT 697 Dissertation: This course introduces students to the process of academic research. The initial stage acquaints students with the mechanics of research methodology including writing a research proposal, determining the objectives of the research, formulating research questions, and choosing appropriate tools of collecting and analyzing data. This research initiation will lead on to the actual dissertation. Students will investigate a chosen topic, undertake empirical research and write up a formal dissertation in 8,000-10,000 words. They will also make a formal presentation.

Recommended Texts:

George Watson, G. (1987). *Writing Thesis: a guide to long essays and dissertation*. Longman Swetnam, D. *Writing Your Dissertation: How to Plan, Prepare and Present Your Work*. Oxford: How to Books Ltd.

McDonough, J. and McDonough, S. (1997). *Research Methods for English Language Teachers*.

MLA Handbook for Writers of Research Papers, 7th Edition. Modern Language Association of America: New York, 2009.

ENG 519 20th Century Literature

The main objective of this course is to look into postmodern trends in literature and film. Students will learn the elements and themes of post modernism as they occur in various genres of literature and film. Prominent theorists and authors to be studied will include Franz Kafka, Jean Francais Leotard, Ihab Hassan, Jean Baudrillard, Kurt Vonnegut, Joseph Heller, Gabriel Garcia Marquez, Milan Kundera, and James Cameron.

Recommended Texts:

Leotard, Jean Francais. Selections from *Modernism to Postmodernism: An Anthology*, 2nd ed

Hassan, Ihab. Selections from *Modernism to Postmodernism: An Anthology*, 2nd edition

Baudrillard, Jean. Selections from *Modernism to Postmodernism: An Anthology*, 2nd edition

Vonnegut, Kurt. *Cat's Cradle*.

Heller, Joseph. *Catch-22*.

Marquez, Gabriel Garcia. *Strange Pilgrims*.

Kundera, Milan. *Book of Laughter and Forgetting*.

Cameron, James. *Avatar: A Confidential Report on the Biological and Social History of Pandora* (James Cameron's Avatar).

ENG 522 English Language Structure: The course will examine modern English Language—its grammar and syntax, including structure, morphology, phonology, semantics, pragmatics and discourse analysis. It will explore the ways that language operates at different levels in relation to

their communicative value in spoken and written use. Implications will be drawn towards the kind of English that needs to be taught to second language learners in order for them to cope with the demands of the modern world.

Recommended Texts:

Yule, G. (2010). *The Study of Language* (4th Ed). Cambridge: Cambridge University Press.
Fromkin, V., Rodman, R. and Hyams, N. (2007). *An Introduction to Language*. Boston: Wadsworth
Roach, P. (1991). *English Phonetics and Phonology* (2nd Ed). Cambridge.
Mathews, P. H. (1991). *Morphology*. Cambridge: Cambridge University Press.
Aitchison, J. (1992). *Introducing Language and Mind*. Penguin

ENG 524: African and Caribbean Literature

This course is a comprehensive study of African and Caribbean writers writing in English, French and Spanish. The Caribbean, by virtue of its geography and history, embraces cultural elements of Africa, India, Europe and North America. The focus, however, will primarily be on Caribbean and African societies in order to address a range of issues connected to these variously hybrid cultures: slavery, black identity and sexuality, nation/narration, home and location/ dislocation. The following authors will be studied Aime Cesaire, Nadine Gordimer, Ousmane Sembene, Chinua Achibe, V.S. Naipaul, Wole Soyinka, Ngũgĩ wa Thiong'o, J.M. Coetzee, Nuruddin Farah and Ben Okri.

Recommended Texts:

Aime Cesaire, Selection from Prose
Nadine Gordimer, *July's People*
Ousmane Sembene, *God's Bits of Wood*
Chinua Achebe, *A Man of the People*
V. S. Naipaul, *A House for Mr. Biswas*
Wole Soyinka, *The Lion and the Jewel*
Ngugi wa Thiong'o, *Petals of Blood*
J.M. Coetzee, *Foe*
Nuruddin Farah, *Sweet and Sour Milk*
Ben Okri, *The Famished Road*

ENG 526: Studies in African-American Literature

This course is a survey of writings by African-American authors of the 18th, 19th, and 20th centuries. Students will study a range of genres and will try to examine the formal connections among those genres — how authors work and rework certain styles, techniques, genres, and structures. They will also examine how those genres explore a diverse body of ideas, which nonetheless coalesce around the preoccupations of identity, freedom, mobility, and security. These concerns are closely connected to how the writing and culture of African Americans reflected on and helped to shape American history. The course will also examine the interconnections between African American writing and music, visual arts, and folklore.

Recommended Texts:

Frederick Douglass, *Life and Times of Frederick Douglass*
W.E.B. Du Bois, *The Souls of Black Folk*
Langston Hughes, *Something in Common and Other Stories* (Hill & Wang, 1963)
Ralph Ellison, *Invisible Man*
Toni Morrison, *Beloved* (Picador: London, 1988)
Alice Walker, *In Love and Trouble: Stories of Black Women*
August Wilson, *The Piano Lesson*

ENG 527 Sociolinguistics and World Englishes: This course explores sociolinguistic issues such as language planning and policy, language contact situations, language variation and change, code-mixing & code-switching, and second language learning in different regions. It also explores the spread of English in the world today and the development of several non-native varieties of English accepted as World Englishes.

Recommended Texts:

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

ENG 528: Literary Theory

This course aims at acquainting students to some major literary theories. Therefore, the focus will be on formalism, structuralism, post-structuralism, Marxism, feminism, psychoanalytical criticism, new historicism, postcolonial criticism, and deconstruction. Theorists who will be studied include Ferdinand de Saussure, Cleanth Brooks, Lacan, Freud, Roudinesco, Raymond Williams, Antoni Gramsci, Terry Eagleton, Toril Moi, Chandra T. Mohanty, Jean Baudrillard, Jacques Derrida, Frantz Fanon, Edward Said, Homi Bhabha and Michel Foucault.

Recommended Texts:**Formalism and Structuralism:**

- Saussure, Ferdinand. From *Course in General Linguistics*, Rice and Waugh (ed.) *Literary Theory*, 34-40
- Brooks, Cleanth. "The Formalist Critics," Vincent B. Leitch (ed.) *The Norton Anthology of Theory and Criticism*, 1366-1371

Psychoanalytical Criticism:

- Lacan, "The Mirror Stage"
- Freud, "The Uncanny," "The Dream-Work"
- Roudinesco, Elisabeth. "Introduction" from *Why Psychoanalysis*.

Marxism:

- Raymond Williams, "From *Marxism and Literature*," Rice and Waugh (ed.) *Literary Theory*, 122-134
- Antonio Gramsci, "Hegemony," Rivkin and Ryan (ed.) *Literary Theory: An Anthology*, Second edition, 673
- Etienne Balibar and Pierre Macherey, 'Literature as an Ideological Form', Rice and Waugh (ed.) *Literary Theory*, 134-141
- Eagleton, Terry. *Why Marx Was Right*.

Feminism:

- Sandra Gilbert and Susan Gubar, From *The Madwoman in the Attic*, Rice and Waugh (ed.) *Literary Theory*, 155-162
- Moi, T 1987, *Sexual/Textual Politics: Feminist Literary Theory*, Methuen, London.
- Chandra T. Mohanty, "Under Western Eyes: Feminist Scholarship and Colonial Discourse"

Post-Structuralism and Deconstruction:

- Jean Baudrillard, "The Orders of Simulacra," Rice and Waugh (ed.) *Literary Theory*, 338-340
- Derrida, Jacques. "Différance," Rivkin and Ryan (ed.) *Literary Theory: An Anthology*, Second edition, 278-299

Postcolonial:

- Frantz Fanon: from *Wretched of the Earth*, "Pitfalls of the Nationalist Consciousness," *Norton Anthology of Theory and Criticism*, 1578-87
- Edward Said, from *Culture and Imperialism*, Rice and Waugh (ed.) *Literary Theory*, 369-379
- Homi Bhabha, "Of Mimicry and Man: The Ambivalence of Colonial Discourse," Rice and Waugh (ed.) *Literary Theory*, 380-386

New Historicism:

Greenblatt: "Introduction to the Power of Forms" in the English Renaissance, *The Norton Anthology of Theory and Criticism*, 2251-2254

Michel Foucault, "History of Sexuality," *Norton Anthology of Theory and Criticism*, 1648-1658.

ENG 530 Creative Writing

A practical seminar in writing fiction, poetry or drama. Emphasis will be on critical discussion of participants work. Student will write a short story, a play and at least one poem (total 20 lines).

Recommended Texts:

Harper, G. (2006). *Teaching Creative Writing*.

The Creative Writing Guidebook. London: Continuum.

Smith, J. L. (2002). *Creative Writing*

Hackett, T. C. (2005). *Creative Writing: Using Fairy Tales to Enrich Writing Skills*.

ENG 532: Latin American Literature

This course will include famous Latin American authors from 1900 to present. However, the works which will be chosen in the course content have either been written in or been translated into English. Authors to be studied will include Jorge Luis Borges, Pablo Neruda, Octavio Paz, Gabriel Garcia Marquez, Mario Vargas Llosa, and Isabel Allende.

Recommended Texts:

Jorge Luis Borges, *Labyrinths* ("The Wall and the Books," "The Argentine Writer and Tradition," "The Narrative Art and Magic," "The Library of Babel")

Pablo Neruda, *The Essential Neruda: Selected Poems*

Octavio Paz, *Children of the Mire* ("A Tradition Against Itself," "Children of the Mire," "The Pachuco and Other Extremes")

Gabriel Garcia Marquez, *One Hundred Years of Solitude*

Mario Vargas Llosa, *The Storyteller*

Isabel Allende, *The Island Beneath the Sea*

ENG 537 Teaching Literature: This course aims at providing hands-on training on using literature as an effective tool for the purpose of language teaching. This course will discuss some of the prevalent ideas and criticisms both for and against the use of literature in language teaching. The students will be familiarized with different approaches of teaching, selecting and compiling literary materials, which will have direct pedagogical implications for classroom teaching. At the end of the course, the students should be able to select, evaluate, analyze, plan and design materials for practical application in the language classroom. The course is designed for aspiring teachers and students for effective English language teaching and learning.

Recommended Texts:

Lazar, G. (1993). *Literature and Language Teaching*. Cambridge, CUP

Carter, R. and John Simpson, P. (1997). *Language Through Literature: An Introduction*. New York: Routledge

Kennedy, P. and Falvey, P. (1998). *Learning Language Through Literature in Primary Schools: Resource Book for Teachers of English*. Hong Kong University Press

ENG 624: Masterpieces of World Literature

This course will introduce students to some of the classics of world literature in translation, from the ancient world through the European renaissance to the present. Students will critically analyze, in essays and papers, specific authors, works, themes, and other topics as assigned.

Recommended Texts:

Homer, *The Odyssey*

Fyodor Dostoyevsky, *Notes from Underground*

Leo Tolstoy, *The Death of Ivan Ilyich and Other Stories*

Naguib Mahfouz, *Palace Walk*
Günter Grass, *The Tin Drum*
Thomas Mann, *Death in Venice*

ENG 625: Shakespeare

This intensive course will guide students through themes and character studies and will enable them to consider the social, political and philosophical issues that influenced and inspired the remarkable “Bard of Avon”. It will provide a framework of study in which students will examine in detail each of the major dramatic genres—tragedy, comedy and history—so that they may explore, discover or develop an interest in a particular aspect or aspects of the Shakespearean canon. Thus it will offer them a chance to deepen and broaden the knowledge and understanding they already possess.

Recommended Texts:

The Taming of the Shrew
Richard III
Hamlet
Othello
King Lear
Macbeth
The Tempest

ENG 627: Cultural Studies

This course is designed to develop the student’s understanding of and appreciation for the role of critical theory, and the theoretical issues that it poses, in relation to cultural studies and the humanities. Students will not only acquire a familiarity with the various schools of critical theory and how they have impacted various academic disciplines but also develop their own skills in critical thinking as they work their way through the questions that theoretical issues present. This course illustrates that theory has not only had an effect on all areas of academic learning but also has ‘trickled down’ to impact all aspects of modern life and popular culture. The key objective, other than those mentioned above, is to show students how theory is relevant to their lives, thoughts, experiences, and interpretations of the world around them. The study of theory is a valuable undertaking in its own right, but it will also be a definite source of help in making sense of the approaches encountered in other courses.

Recommended Texts:

Barthes, Ronald, *The Pleasure of the Text*.
Raymond Williams, “The Analysis of Culture”
Louis Althusser, “Ideology and Ideological State Apparatuses”
Laura Mulvey, “Visual Pleasure and Narrative Cinema”
Michel Foucault, “Method”
Antonio Gramsci, “Hegemony, Intellectuals and the State”
Mikhail Bakhtin, “Carnival and Carnavalesque”
Jean-François Lyotard, “The Postmodern Condition”
Hall, S. “The Question of Cultural Identity”.
Evans, Richard (2000). In Defense of History.
Nealon, Jeffrey and Susan Searls Giroux (2003). *The Theory Toolbox: Critical Concepts for the New Humanities*.
Storey, John (1994). *Cultural Theory and Popular Culture – A Reader*
Storey, John (2001). *Cultural Theory and Popular Culture – An Introduction*

ENG 697 Dissertation: This course introduces students to the process of academic research. The initial stage acquaints students with the mechanics of research methodology including writing a research proposal, determining the objectives of the research, formulating research questions, and choosing appropriate tools of collecting and analyzing data. This research initiation will lead on to the actual dissertation. Students will investigate a chosen topic and write a formal dissertation in 6,000-8,000 words. They will also make a formal presentation.

Recommended Texts:

George Watson, G. (1987). Writing Thesis: a guide to long essays and dissertation. Longman Swetnam, D. Writing Your Dissertation: How to Plan, Prepare and Present Your Work. Oxford: How to Books Ltd.

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

MLA Handbook for Writers of Research Papers, 7th Edition (2009). Modern Language Association of America: New York.

SUMMARY OF CHANGES

1. Course codes (indicated within the curriculum) have been changed.
2. Track 2 Major in English Literature has been added.
3. New courses (indicated in the curriculum) have been added.
4. Recommendations of UGC have been implemented.