

# **SYLLABUS FOR UNDERGRADUATE PROGRAM**



**English Discipline  
Khulna University  
Khulna-9208**

April, 2016

## DETAILED SYLLABUS FOR FIRST YEAR SECOND TERM

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| <b>Eng 1201: Introduction to Prose: Non-Fiction</b>  | <b>Credit: 04</b> | <b>Year: First</b>  | <b>Term: Second</b> |
| <p><b>Rationale:</b> As one of the key elements of English literature non-fiction is introduced in this course. Students will learn about non-fictions by major authors and will explore the mechanics of prose.</p>   |                   |   |                     |
| <p><b>Course Objectives:</b> This course is designed to help students</p> <ul style="list-style-type: none"> <li>• observe the historical evolution of English non-fictional prose across cultures,</li> <li>• get acquainted with diverse themes, subject matters of prose non-fiction,</li> <li>• acquire knowledge on the origin, growth and transformations of non-fiction,</li> <li>• understand the mechanics of non-fictional prose.</li> </ul> |                   |   |                     |
| <b>Intended Learning Outcomes (ILOs)</b>   |                   | <b>Course Content</b>   |                     |
| <p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• categorize different types of non-fiction,</li> <li>• trace the evolution of non-fictional prose,</li> <li>• chart social behaviour,</li> <li>• relate socio-political, background to the text</li> <li>• explain perspectives.</li> </ul>  |                   | <p><b>Section – A</b></p> <ol style="list-style-type: none"> <li>(1) Francis Bacon: “Of Marriage and Single life”, “Of Studies”</li> <li>(2) Samuel Johnson: <i>Lives of the Poets</i>: Milton</li> <li>(3) James Baldwin: “Stranger in the Village”</li> <li>(4) E. M. Forster : “What I Believe”</li> </ol> <p><b>Section – B</b></p> <ol style="list-style-type: none"> <li>(1) J. S. Mill: <i>Autobiography</i> (Chapter 5)</li> <li>(2) Aldous Huxley: “Tragedy and the Whole Truth”</li> <li>(3) Matthew Arnold: “Culture and Anarchy” (as in <i>Norton Anthology</i>)</li> <li>(4) Virginia Woolf: “Modern Fiction”</li> </ol> |                     |
| <p><b>References:</b></p>  |                   |   |                     |

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| <b>Eng 1203: Introduction to Drama</b>  | <b>Credit: 04</b> | <b>Year: First</b>  | <b>Term: Second</b> |
| <b>Rationale:</b> As one of the important components of literature drama is introduced in this course for the drama is life in action.  |                   |   |                     |
| <b>Course Objectives:</b> This course is designed to help students  |                   |   |                     |
| <ul style="list-style-type: none"> <li>• provide an overview of the major themes and concerns of select playwrights from the ancient Greek period to the early twenty-first century,</li> <li>• develop their understanding of the drama as a form of creative expression,</li> <li>• expand students' knowledge of the literary techniques of drama and the critical approaches that clarifies its nature and meaning,</li> <li>• foster the ability to write effective and thoughtful responses to drama as a literary genre, demonstrating understanding, critical analysis, and appreciation of the works studied.</li> </ul> |                   |   |                     |
| <b>Intended Learning Outcomes (ILOs)</b>  |                   | <b>Course Content</b>   |                     |
| <p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• recognize drama and its major themes and traditions,</li> <li>• define dramatic terms and techniques,</li> <li>• identify and discuss legend and mythology in dramatic works,</li> <li>• trace the development of drama from the ancient Greeks to the early twentieth century,</li> <li>• employ various critical approaches to understanding drama,</li> <li>• analyse structure, characters and dialogue,</li> <li>• evaluate the historical and socio-political context of a play.</li> </ul>                              |                   | <p><b>Section – A</b></p> <p>(1) Sophocles: <i>King Oedipus</i></p> <p>(2) Aristotle: <i>Poetics</i> (selections)</p> <p><b>Section – B</b></p> <p>(3) Oliver Goldsmith: <i>She Stoops to Conquer</i></p> <p>(4) JM Synge: <i>Riders to the Sea</i></p> |                     |
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| <b>Eng 1205: Reading and Writing</b>  | <b>Credit: 03</b>   | <b>Year: First</b> | <b>Term: Second</b> |
| <b>Rationale:</b> The course is designed to familiarize students with the two other major skills of language, reading and writing, for effective communication in English.  |   |                    |                     |
| <b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• observe and adopt the techniques of reading and writing,</li> <li>• know about the mechanics of reading and writing materials,</li> <li>• develop reading and writing skills</li> </ul>   |   |                    |                     |
| <b>Intended Learning Outcomes (ILOs)</b>  | <b>Course Content</b>   |                    |                     |
| <p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• enrich vocabulary, frame sentences,</li> <li>• trace the major strategies of reading and writing,</li> <li>• differentiate between reading academic texts and reading newspapers and magazines,</li> <li>• identify elements and features of academic reading and writing,</li> <li>• formulate drafting, revising ideas,</li> <li>• critiquing, and evaluating texts,</li> <li>• develop ideas in paragraphs and essays.</li> </ul> | <p><b>Section – A: Reading</b></p> <p>(1) Perspectives on reading comprehension; Elements of reading: vocabulary, syntax and meaning</p> <p>(2) Reading strategies: intensive and extensive reading; scanning and skimming; prediction and inference; reader’s expectation and interpretation; contextual understanding and understanding the whole text; critical reading and analysis; effective note-taking</p> <p>(3) Reading tasks: reading academic texts; reading newspaper, and magazines</p> <p><b>Section – B: Writing</b></p> <p>(1) Understanding academic writing: Features of academic writing; Elements of academic writing; Approaches to writing: Product and Process; Generating ideas for a writing task; Logically synthesizing and organizing diverse information; Developing focus in academic writing; Drafting and supporting ideas with evidence; Integrating data and graphics in texts; Maintaining academic style; Revising, critiquing and evaluating texts</p> <p>(2) Modes of writing: Descriptive writing, Argumentative writing, Narrative writing, Comparative and contrastive writing</p> <p>(3) Writing tasks: paragraph, essay, summary, précis, abstract, letter of application, assignments, examination paper writing and writing &amp; designing presentation slides</p> |                    |                     |
| <b>References:</b>  |   |                    |                     |

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| <b>Eng 1207: History of American Literature</b>  | <b>Credit: 03</b> | <b>Year: First</b>   | <b>Term: Second</b> |
| <b>Rationale:</b> This course provides an understanding of the sociopolitical and cultural events in different periods of American history which serves as a foundation for the study of American literature.  |                   |  |                     |
| <p><b>Course Objectives:</b> This course is designed to help students</p> <ul style="list-style-type: none"> <li>• know about important sociopolitical and cultural events that influenced American literature,</li> <li>• study the literary movements and the contributions of key authors,</li> <li>• get introduced with the changing times and philosophies.</li> </ul>   |                   |  |                     |
| <b>Intended Learning Outcomes (ILOs)</b>   |                   | <b>Course Content</b>  |                     |
| <p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• identify the factors behind the growth of American-ness in English Literature,</li> <li>• trace the role of economy in shaping the twentieth-century American literature,</li> <li>• differentiate between Realism and Naturalism in American narratives and their relation to contemporary social changes,</li> <li>• explore the issues of race, slavery and spirituality,</li> <li>• recognize different religious and intellectual movements that influenced writers of the selected periods,</li> <li>• explain the development of African-American literature as a powerful offshoot of American literature.</li> </ul> |                   | <p><b>Section – A</b></p> <ol style="list-style-type: none"> <li>(1) Colonial Period</li> <li>(2) The Revolutionary Age</li> <li>(3) The American Independence</li> <li>(4) The American Renaissance</li> </ol> <p><b>Section – B</b></p> <ol style="list-style-type: none"> <li>(1) The Realistic Period</li> <li>(2) The Naturalistic Movement</li> <li>(3) The Great Economic Depression</li> <li>(4) The Jazz Age and the Lost Generation</li> </ol> |                     |
| <b>References:</b>   |                   |  |                     |

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| <b>Eng 1210: Sessional on Drama</b>  | <b>Credit: 1.5</b> | <b>Year: First</b>  | <b>Term: Second</b> |
| <b>Rationale:</b> This course provides an opportunity for applying the theoretical knowledge of drama for a better understanding of the genre.   |                    |   |                     |
| <p><b>Course Objectives:</b> This course is designed to help students</p> <ul style="list-style-type: none"> <li>• analyse drama as performance,</li> <li>• study the themes and styles reflected in <i>She Stoops to Conquer</i> and <i>Riders to the Sea</i>,</li> <li>• manipulate the elements of drama as they apply to Goldsmith and Synge,</li> <li>• adapt, translate, create, develop plays, and perform from the selected plays.</li> </ul>  |                    |   |                     |
| <b>Intended Learning Outcomes (ILOs)</b>   |                    | <b>Course Content</b>   |                     |
| <p>After studying the course students will be able to</p> <ul style="list-style-type: none"> <li>• manage and manipulate theatrical elements and elements of production (set, sound, lights, costumes, etc.) using them perceptively and creatively,</li> <li>• identify the collaborative nature of drama and theatre and demonstrate the self-discipline needed in the process of collaboration,</li> <li>• recognize the dynamics of actor-audience relationship,</li> <li>• demonstrate directorial and acting skills to communicate meaning through dramatic action,</li> <li>• translate and adapt plays,</li> <li>• create performance text.</li> </ul> |                    | <p>(1) <i>She Stoops to Conquer</i></p> <p>(2) <i>Riders to the Sea</i></p> |                     |
| <b>References:</b>   |                    |   |                     |

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| <b>Eng 1212: Sessional on Reading and Writing</b>  | <b>Credit: 1.5</b> | <b>Year: First</b>  | <b>Term: Second</b> |
| <b>Rationale:</b> The course widens scope for improving two important skills, reading and writing, necessary for effective communication.  |                    |   |                     |
| <b>Course Objectives:</b> This course is designed to help students <ul style="list-style-type: none"> <li>• learn about reading and writing skills and their uses in everyday life,</li> <li>• know about the micro skills of reading and writing,</li> <li>• develop their critical approaches to reading and writing.</li> </ul>   |                    |   |                     |
| <b>Intended Learning Outcomes (ILOs)</b>   |                    | <b>Course Content</b>   |                     |
| After studying the course students will be able to <ul style="list-style-type: none"> <li>• demonstrate techniques of reading and writing,</li> <li>• obtain and disseminate information,</li> <li>• differentiate between academic and non-academic writing,</li> <li>• develop compositions,</li> <li>• explain documentation and exercise MLA and APA styles,</li> <li>• practice ethics of writing.</li> </ul> |                    | <b>Section – A: Reading</b><br>Devising appropriate techniques for students to facilitate their critical approaches to reading texts; obtaining information and note-taking; synthesizing diverse information and making logical connections.<br><br><b>Section – B: Writing</b><br>Writing essays on theme, character, plot, structure, etc.; article and book review; sequencing of information into a thematic pattern; documentation: MLA and APA style-sheets; ethics in writing, etc. |                     |
| <b>References:</b>   |                    |   |                     |