

SYLLABUS FOR UNDERGRADUATE PROGRAM



**English Discipline
Khulna University
Khulna-9208**

April, 2016

DETAILED SYLLABUS FOR FOURTH YEAR SECOND TERM

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| Eng 4201 : Twentieth-Century English Poetry and Drama | Credit: 04 | Year: Fourth | Term: Second |
| <p>Rationale: The course offers the students an opportunity to know the themes and styles of the twentieth century major English poets and playwrights.</p> | | | |
| <p>Course Objectives: The course is designed to help students</p> <ul style="list-style-type: none"> • learn about socio-political as well as historical backgrounds of twentieth century England, • trace the influences of different literary movements on the writers, • know and interpret twentieth century English poetry and drama. | | | |
| Intended Learning Outcomes (ILOs) | Course Content | | |
| <p>After studying the course the students will be able to</p> <ul style="list-style-type: none"> • trace the aesthetic movements , • explain the impact of the wars and development in science and psychology, • illustrate the themes and styles. | <p>Section – A</p> <p>(1) W. B. Yeats: “The Second Coming”, “Sailing to Byzantium”, “Byzantium”, “A Prayer for My Daughter”, “Easter 1916”</p> <p>(2) T.S. Eliot: “The Love Song of J. Alfred Prufrock”, “<i>The Waste Land</i>”</p> <p>(3) W.H. Auden: “Muse des Beaux Arts”, “In Memory of W. B. Yeats”</p> <p>(4) Ted Hughes: “The Seven Sorrows”, “River”, “Pike”</p> <p>Section – B</p> <p>(1) George Bernard Shaw: <i>Saint Joan</i></p> <p>(2) Samuel Beckett: <i>Waiting for Godot</i></p> <p>(3) Harold Pinter: <i>The Dumb Waiter</i></p> | | |
| <p>References:</p> | | | |

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| Eng 4203: English Language Teaching | Credit: 03 | Year: Fourth | Term: Second |
| Rationale: The course introduces to the students the principles of language teaching through an analysis of teaching practice. | | | |
| Course Objectives: This course is designed to help students <ul style="list-style-type: none"> • understand different language teaching approaches, methods and techniques, • know about the teaching-learning components. | | | |
| Intended Learning Outcomes (ILOs) | | Course Content | |
| <p>After studying the course the students will be able to</p> <ul style="list-style-type: none"> • identify and apply language teaching methods, • develop teaching materials, • differentiate between language syllabuses, • design lesson plan and select modes of teaching, • teach vocabulary, grammar and four basic skills, • test students' performance. | | <p>Section – A</p> <p>(1) Approach, Method and Technique; Methods in ELT: Grammar-Translation method, Direct method, Audio-Lingual method, Communicative Language Teaching, TBL (Touch Based Language Teaching), Post-method pedagogy, Critical pedagogy, ELT in Bangladesh</p> <p>(2) Materials: Forms, Features and Functions of materials; Principles of material production</p> <p>Section – B</p> <p>(1) Syllabus and Curriculum: Features and Functions; Needs Analysis; Approaches to Language Syllabus Designing: Grammatical, Structural, Situational, Notional-functional and Communicative</p> <p>(2) Practice Teaching: Designing lesson plans; Class Observation;</p> <p>(3) Feedback; Mode of Teaching: Teacher talk, Pair work, work etc; Classroom management</p> <p>(4) Testing: Necessities, Qualities and Types and Techniques of Tests</p> | |
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| Eng 4205: American Fiction | Credit: 03 | Year: Fourth | Term: Second |
| Rationale: This course familiarizes the students with American fiction, a prominent genre. | | | |
| Course Objectives: The course is designed to help students <ul style="list-style-type: none"> • know the sociopolitical background of American novels, • identify the themes and styles. | | | |
| Intended Learning Outcomes (ILOs) | Course Content | | |
| After studying the course the students will be able to <ul style="list-style-type: none"> • trace themes and issues, • explain how race, colour, class, sex, etc. operate in the pieces. | Section – A (1) Herman Melville : <i>Moby Dick</i> (2) Ernest Hemingway : <i>The Old Man and the Sea</i> Section – B (1) Saul Bellow : <i>Seize the Day</i> (2) Toni Morrison : <i>Beloved</i> | | |
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| Eng 4207: Translation Studies | Credit: 03 | Year: Fourth | Term: Second |
| Rationale: This course introduces the issues and theories of translation and their practicality in the task of translation. | | | |
| <p>Course Objectives: The course is designed to help students</p> <ul style="list-style-type: none"> • learn the technical features and theoretical aspects of translating, • differentiate between the primary and secondary positions of translation, • observe the historical changes in literary translations, • develop translation skills. | | | |
| Intended Learning Outcomes (ILOs) | Course Content | | |
| <p>After studying the course the students will be able to</p> <ul style="list-style-type: none"> • illustrate the uniqueness retained in both source text and target text, • analyse the underlying operations of translating: personal, spatial, cultural, political and target oriented interventions in translation, • explain how transcreation distances from the source text while remaining faithful to it. | <p>Section – A</p> <ol style="list-style-type: none"> (1) Walter Benjamin: “The Task of the Translator” (2) Roman Jakobson: “On Linguistic Aspects of Translation” (3) G C Spivak: “The Politics of Translation” (4) Lawrence Venuti: “Invisibility” <p>Section – B</p> <ol style="list-style-type: none"> (1) Rabindranath Tagore: <i>Gitanjali</i> (selections) (2) Syed Waliullah: <i>Tree without Roots</i> (tr. of <i>Lal Salu</i>) (3) Shamsur Rahman: <i>Robert Frost</i> (selections from Shamsur Rahman’s Translation) (4) Fakrul Alam(trans.): <i>Jibanananda Das</i> (selections) | | |
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| Eng 4209: Continental Literature | Credit: 03 | Year: Fourth | Term: Second |
| Rationale: This course introduces major continental literatures which have decisively impacted modern literature. | | | |
| <p>Course Objectives: This course is designed to help students</p> <ul style="list-style-type: none"> • get introduced to the wide variety of forms and techniques used in continental literature, • observe the varieties of cultural and thematic aspects treated in continental literature, • distinguish distinctive features of writers within the continent. | | | |
| Intended Learning Outcomes (ILOs) | Course Content | | |
| <p>After studying the course the students will be able to</p> <ul style="list-style-type: none"> • identify forms and techniques of the selected texts, • illustrate the sociopolitical, ethical and moral issues, • explain the limits of art and life as binary oppositions, • analyse the philosophy of the absurd and assess how existential crisis works within individuals. | <p>Section – A</p> <p>(1) Charles Baudelaire: “To the Reader”, “Beacons”, “Don Juan in Hell”, “A Carcass”, “Spleen LXXVIII”</p> <p>(2) Henrik Ibsen: <i>A Doll’s House</i></p> <p>(3) Anton Chekhov: <i>The Marriage Proposal</i></p> <p>Section – B</p> <p>(1) Bertolt Brecht: <i>Mother Courage and Her Children</i></p> <p>(2) Franz Kafka: “The Hunger Artist”</p> <p>(3) Albert Camus: <i>The Outsider</i></p> | | |
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| Eng 4210: Sessional on English Language Teaching | Credit: 01 | Year: Fourth | Term: Second |
| Rationale: This course provides practical knowledge of teaching English language. | | | |
| <p>Course Objectives: The course is designed to help students</p> <ul style="list-style-type: none"> • apply theoretical knowledge in classroom teaching, • select appropriate teaching methods , • design materials and lesson plans, • learn classroom management. | | | |
| Intended Learning Outcomes (ILOs) | | Course Content | |
| <p>After studying the course the students will be able to</p> <ul style="list-style-type: none"> • design curriculum and syllabus, • use different teaching methods in classroom, • analyse students' needs for producing specific materials, • devise lesson plans for language courses, • administer tests and group works, • conduct effective classes in different institutions. | | <p>Designing curriculum, syllabus, lesson plan and materials; practice teaching; testing.</p> | |
| References: | | | |

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| Eng 4212: Sessional on Twentieth-Century English Poetry and Drama | Credit: 01 | Year: Fourth | Term: Second |
| Rationale: This course enhances students' performance skills using twentieth century English poetry and drama. | | | |
| Course Objectives: The course is designed to help students <ul style="list-style-type: none"> • understand adaptation, • perform the texts, • excel in oral presentations. | | | |
| Intended Learning Outcomes (ILOs) | Course Content | | |
| <p>After studying the course the students will be able to</p> <ul style="list-style-type: none"> • adapt plays and poems, • analyse and present different aspects of the selected texts, • perform individually and in group. | <p>(1) T.S. Eliot: <i>The Waste Land</i></p> <p>(2) Samuel Beckett: <i>Waiting for Godot</i></p> | | |
| References: | | | |

