

# LEARN ABOUT THE SEMESTER SYSTEM

The new semester system of teaching and letter grade system of evaluation was introduced at all Departments, in the Faculty of Arts from 2006-2007.

Details of the new system are as follows:

## Programme: B.A. Honours

- 1. Duration:** 4 Years  
**Total Semesters:**  $4 \times 2 = 8$  (Two Semesters a year of 26 weeks each)
- 2. Weekwise breakdown of each semester of 26 weeks**
  - a. Classes: 15 weeks
  - b. Break: 2 weeks
  - c. Semester Final Exams: 3 weeks
  - d. Vacation: 3 weeks.
- 3. Total Courses, Marks, Credits and Grades**

Number of 4 Credit Courses: 28	Marks: $28 \times 100 = 2800$	Each Course: 4 Credit Hours
Number of 1 Credit Courses: 8	Marks: $8 \times 25 = 200$	Each Course: 1 Credit Hour
	Total Marks: $2800 + 200 = 3000$	Total Credits: $28 \times 4 + 8 \times 1 = 120$

- N.B.**
- a. 15 hour teaching is equivalent to 1. Credit hour and will be treated as 1 credit
  - b. Each 4 credit course: a full unit course. Required contact hours: 60
  - c. Each 1 credit course: 1/ 4th of one unit course. Required contact hours: 15
  - d. Minimum credits required for Four Year B.A. Honours Degree: 120

(Please note that the system of teaching as well as evaluation may be revised from time to time by the relevant authorities. The above provides a general guideline.)

#### 4. 28 Courses of 4 Credits each and 8 Courses of 1 Credit each will be taught as follows:

Year	Semester	Courses	Credits
1st Year	1st	3 full unit and lone fourth unit	13
1st Year	2nd	3 full unit and lone fourth unit	13
2nd Year	3rd	3 full unit and lone fourth unit	13
2nd Year	4th	3 full unit and lone fourth unit	13
3rd Year	5th	4 full unit and lone fourth unit	17
3rd Year	6th	4 full unit and lone fourth unit	17
4th Year	7th	4 full unit and lone fourth unit	17
4th Year	8th	4 full unit and lone fourth unit	17
<b>4 Years</b>	<b>8 Semesters</b>	<b>28 One Unit and 8 One-Fourth Unit Courses</b>	<b>120 Credits</b>

#### 5. Teaching and Evaluation of the 28 Four Credit (full unit) Courses of 100 marks each:

- Each course will be taught and evaluated by two teachers of the Department. If a single teacher teaches a course then the semester final test must also be evaluated by a suitable external examiner who may be either from DU or outside DU.
- Each course will have 4 classes per week of 60 minute duration each.
- Total classes in a semester for each course in 15 weeks:  $15 \times 4 = 60$
- Total Contact Hours in a semester for each course: 60

#### 6. Marks Distribution for each four credit (full unit) course

- Two Class/Mid-term Tests of 15 marks each:  $15+15=30$  Marks  
(One test of one hour duration to be given by each teacher at his/her convenience. If both course teachers decide to give the test together, then the duration of the test will be two hours. Marks of two tests will be added. In the case of a single teacher teaching the course two tests will be administered by the same teacher.)
- Class Attendance and Participation:  $5+5=10$  Marks  
(Each teacher will give marks out of 5. Total of the two marks will be the marks obtained. A single teacher teaching a course will give marks out of 10).
- Semester Final Examination of 3 hour duration:  $4 \times 15 = 60$  Marks  
(Two teachers will set questions and evaluate scripts. Marks obtained will be the average of the two marks.) There may be 4 broad questions or a combination of broad questions, short notes, etc.
- Total Marks: 100; Total Classes: 60; Total Contact Hours: 60; Total Credit Hours: 4
- Attendance in 90% or above classes may be given 5; 85% to less than 90% - 4; 80% to less than 85% - 3; 75% to less than 80% - 2; 60% to less than 75% - 1; below 60% - 0.**

#### 7. Teaching and Evaluation of 8 one credit (1/4<sup>th</sup> unit) courses of 25 marks each:

- Each class will be divided into small groups of 10 to 15 students.
- One teacher will meet students of one group once a week for one hour.

- c. Students will not be given any written test. They will be encouraged to discuss topics and/or make oral presentations on topics included in the syllabus.
- d. The Examination Committee will hold viva/oral examination at the end of every semester.
- e. Total classes in a semester for each course in 15 weeks: 15.
- f. Total Contact Hours in a semester for each course: 15.

#### **8. Marks Distribution for each one credit (1/4th unit) course**

- Class Attendance and Participation: 5
- Viva/Oral Exam: 20
- Total Marks: 5+20=25

#### **9. Examination Committee:**

- The Examination Committee, consisting of four teachers, will be formed by the Academic Committee of the Department.
- The committee will include a Chair and a Course Coordinator. The Chair may also be the Coordinator. If the Chairman and the Coordinator are the same person he/she will get remuneration only for one position.
- If there is an external member, the committee will include three teachers of the Department, in the committee out of whom at least one should be a course teacher.
- Chairperson of the Examination Committee:  
He/She will be responsible for getting questions from the course teachers, moderating and printing the questions, holding of examinations, and publication of results.
- Course Coordinator of the Examination Committee:

Each batch of students will have a fixed coordinator for all the eight semesters. The coordinator will prepare class routines, arrange and monitor classes, ensure smooth functioning of academic work, and help the chairperson in holding examinations and publishing examination results. In case any member of the committee falls sick, goes on leave, or is unwilling to be on the committee, the academic committee of the Department will nominate a substitute.

#### **10. Class Representatives:**

Each batch/section of students will have two class representatives (one male and one female) to maintain contact with the coordinator regarding their class progress and problems.

#### **11. Attendance:**

Students with 75% attendance in each course will be eligible to sit for examinations. Attendance below 75% going down to 60% will be considered non-collegiate and will be allowed to sit for examinations only after paying the required university fines.

#### **12. Tabulators:**

Course teachers will submit the mark-sheets which will include marks for attendance, class/in-course tests, and final examination. Two tabulators will enter in the tabulation

sheets all the marks obtained in each full unit course and 1/4th unit course, and process the examination results. Tabulation sheets will be sent to Controller's Office for preservation.

### 13. Grading Scale :

At the time of evaluation all marks will be entered in numerical form. Only at the time of submitting the final grade sheet and while finalizing the results in the tabulation sheet grades will be raised to the higher round number.

- Transcripts issued to the students will include Letter Grade, Grade Points (GP), Semester Grade Point Average (SGPA), and Cumulative Grade Point Average (CGPA). Transcripts will not include numerical grades. Numerical Grades, Letter Grades, and Grade Point (GP) will be given according to the following scale.

Numerical Grades	Letter Grades	Grade Points (1 Unit Courses)	Grade Points (1/4th Unit Courses)
80 and above	A+	4.00	1.00
75 to less than 80	A	3.75	0.94
70 to less than 75	A-	3.50	0.88
65 to less than 70	B+	3.25	0.81
60 to less than 65	B	3.00	0.75
55 to less than 60	B-	2.75	0.69
50 to less than 55	C+	2.50	0.63
45 to less than 50	C	2.25	0.56
40 to less than 45	D	2.00	0.50
Less than 40	F	0.00	0.00
Incomplete (Does not take an exam)	I	0.00	0.00
Withdrawn (Does not attend any class and take any exam)	W	0.00	0.00

### 14. Promotion from one Semester to another Semester and the Final Degree:

- A minimum SGPA (Semester Grade Point Average) of 2.00 will be required for promotion from 1st Semester to 3rd Semester (1st Year to 2nd Year), 3rd Semester to 5th Semester (2nd Year to 3rd Year), 5th Semester to 7th Semester (3rd Year to 4th Year).
- SGPA (Semester Grade Point Average) will be calculated by adding the credit/credits for each course in a semester, multiplied separately by GP obtained in the course, and dividing the total figure by total credits.
- If in the First Semester a student obtains in the three 4 credit courses, and one 1 credit course the grade points 4, 3, 3, and 0.56 respectively, then/his her SGPA (Semester Grade Point Average) is  $(4 \times 4 + 4 \times 3 + 4 \times 3 + 1 \times 0.56)$  divided by  $(4 + 4 + 4 + 1)$ , i.e. 40.56

divided by 13 = 3.12. For each Semesters SGPA will be calculated like this. For instance, if in the Second Semester a student obtains the GPs (Grade Points) 3.75, 3, 3, and 00 in the three 4 credit courses and one 1 credit course, then his/her SGPA is  $(4 \times 3.75 + 4 \times 3 + 4 \times 3 + 1 \times 00)$  divided by  $13 + 13$ , i.e.  $79.56$  divided by  $26 = 3.306$ .

The minimum GP 2.00 in each one unit course (4 credits), and CGPA 2.00 will be required for the award of the B.A. Honours Degree. GP in the 1/4th unit (one credit) courses will not affect promotion. Even if a student's GP in the one credit course/courses is 00, but the SGPA/CGPA is 2.00 or more than 2.00, he/ she will be promoted and/or awarded the Degree.

d. It is expected that the Degree will be earned within the limit of 12 semesters, i.e. four years from the date of admission to First Semester.

**15. Readmission and Drop Out:** A student failing to get the requisite SGPA for promotion (14.a) from one year to the next, may seek readmission to study with the following batch. Time-limit for readmission is up to a maximum of one month after the publication of result. In the case of readmission all grades earned earlier will be cancelled.

- During the eight semester or four year programme a student may take readmission only two times. If required the student may take readmission in the same class, but the degree must be completed within twelve semesters, i.e. six years.
- A student failing to get a minimum yearly GPA 2.00 even after readmission for two times will be dropped out of the programme.

#### **16. Improvement of Grades:**

- A student may improve grade/grades of any full unit (4 credit course/ courses) only once taking the final examination with the immediate next batch at his/her own risk if he/ she obtains a grade less than B.
- A student may be allowed to improve grade/grades even after the eighth semester (fourth year) final examination following the usual rules.
- A student getting F grade in any course/courses will be allowed to improve the grade/grades for a maximum of two times with the following batch/batches. Failure to improve the grade/grades will disqualify him/her from continuing the programme.

**Retaking of examination for any class/mid-term test and 1/4th unit (1 credit) course will not be allowed.**

- If the final examination of any course/courses is retaken, the grade/ grades of the particular course/courses obtained earlier will be automatically cancelled.
- In addition to the usual fees, a fine of Tk. 1000 will be imposed for each course to be retaken.
- The student will have to be mentally prepared to take the test of a particular course even if it is held on the same day of his/her other examination.
- The same rules will be applicable in the case of any student getting 1.
- In the case of a student getting W, he/she must pay a fine of Tk. 5000 and other fees to continue in a class. Besides, the Academic Committee of the Department must be convinced of the genuineness of his/her absence.

# SYLLABUS: B.A. HONOURS IN ENGLISH

From Session: 2006-2007

## First Year

Semester I	
Course No.	Course Title
Eng.101	Developing English Language Skills
Eng.102	Introduction to Literature (Critical Appreciation)
Eng.103 (A)	Introduction to Bangla Literature
Eng.103 (B)	Bangladesh Studies

Semester II	
Course No.	Course Title
Eng.104	Developing Writing Skills
Eng.105	Introduction to Prose and Drama
Eng.106	Introduction to Poetry

## Second Year

Semester I	
Course No.	Course Title
Eng.201	Academic Writing
Eng.202	Romantic Poetry
Eng.203	English Novel from Austen to Hardy

Semester II	
Course No.	Course Title
Eng.204	Introduction to Linguistics
Eng.205	English Drama from Marlowe to Congreve
Eng.206	Victorian Literature

## Third Year

Semester I	
Course No.	Course Title
Eng.301	Introduction to English Language Teaching
Eng.302	Poetry from Spenser to Pope
Eng.303	History of England
Eng.304	Language and Society

Semester II	
Course No.	Course Title
Eng.305	English Prose from Bacon to Burke
Eng.306	History of Western Ideas
Eng.307	Old and Middle English
Eng.308	English For Professional Purposes

## Fourth Year

Semester I	
Course No.	Course Title
Eng.401	Teaching Second Language Skills
Eng.402	20th Century Literature (Poetry and Drama)
Eng.403	Classics in Translation
Eng.404	American Literature

Semester II	
Course No.	Course Title
Eng.405	20th Century Fiction
Eng.406	Critical Theory
Eng.407	Shakespeare
Eng.408(A)	Language Through Literature
Eng.408(B)	Language and Media

## First Year: 1<sup>st</sup> Semester

### Course Eng.101: Developing English Language Skills

Credits: 4

Full Marks: 100

#### Aims:

This course aims to help students make the transition from secondary to tertiary level education through activities, such as pair work, group work, short presentation, class discussion etc.

#### Objectives:

This course will

- develop students' confidence in becoming English language users in an academic context
- help students to become more competent readers
- develop students' range, appropriacy, and complexity of language use for speaking and writing in academic contexts
- help students to be able to make decisions, reflect on language development and identify areas for development

#### Course Content:

- Reviewing language in use (grammar and vocabulary) and developing range and complexity with respect to writing and speaking demands
- Reading, listening and responding to a range of input texts of different genres
- Summarizing ideas from reading and listening input
- Using reading and listening texts to generate ideas for personal writing and speaking
- Writing short texts (paragraphs, emails, letters, paragraphs, biographies, book/movie reviews), using different writing styles, viz. descriptive, narrative, comparison and contrast, and cause and effect
- Selecting ideas and language to write short texts in response to different audiences (formal and informal)
- Perceiving English speech sounds, stress, and intonation
- Doing dictionary work

#### Intended Learning Outcomes:

Upon completion of the course, students should:

- demonstrate an ability to use their developing language knowledge to write with accuracy at sentence and paragraph levels
- demonstrate an ability to independently revise and correct their use of language in their own writing
- demonstrate and produce a range of texts types
- demonstrate the ability to use different reading strategies
- demonstrate confidence in asking and handling questions, giving short presentations, and participating in discussions
- demonstrate an ability to understand lectures, participate in discussions, and take notes

#### Core Text:

Begum Shanaz Sinha et al., *Endeavour: An Introductory Language Coursebook*, Department of English, University of Dhaka.

**Recommended Reading:**

John Soars, *Headway (Intermediate)*

Peter Moor and Sarah Cunningham, *Cutting Edge*

**Course Eng.102: Introduction to Literature (Critical Appreciation)**

Credits: 4

Full Marks: 100

**The course aims to**

- introduce students to different genres (prose, poetry and drama) and to develop students' ability to interpret and respond to them.
- teach different figurative devices (such as images, similes, metaphors, connotations, personification, allusions, hyperboles) and sound patterns (such as alliteration, consonance, assonance, internal rhyme, end rhyme).
- develop students' awareness of aspects of style and structure (such as mood, tone, setting, character and theme).

**Course Content:**

- Exploring different literary texts
- Exploring features of literary language
- Identifying literary devices
- Understanding different aspects of style and structure of literary texts (for example plot, theme, character, setting).
- Recognizing and analyzing attitude, tone, mood and irony

**Intended Learning Outcomes:**

Upon completion of the course, students should:

- have developed their ability to read and understand literary reading of different genres (i. e. prose, poetry and drama)
- have the ability to recognize different figurative devices
- be able to respond independently to unseen literary pieces
- be able to differentiate between features of literary and non-literary reading
- demonstrate confidence in discussions
- be able to look independently for background information from the internet and other sources
- begin to have an understanding of Western art and culture
- be able to write with focus and to the point

**Core Text:**

Tahmina Ahmed et al., *Making Connections: Responding to Literature*, Department of English, University of Dhaka

**Recommended Reading:**

M.H. Abrams, *Glossary of Literary Terms*

J. A. Cuddon, *A Dictionary of Literary Terms and Theory*

**Course Eng.103 (A): Introduction to Bangla Literature**  
**Credits: 4 Full Marks: 100**

**KweZv**

রবীন্দ্রনাথ ঠাকুর : বলাকা, বাঁশি  
কাজী নজরুল ইসলাম : বিদ্রোহী, মানুষ  
জীবনানন্দ দাশ : বোধ, বনলতা সেন  
শামসুর রাহমান: ইলেক্ট্রার গান  
খোন্দকার আশরাফ হোসেন: বেছলা বাংলাদেশ

**†QvUMí**

রবীন্দ্রনাথ ঠাকুর : শান্তি  
মানিক বন্দ্যোপাধ্যায় : প্রাগৈতিহাসিক  
সুবোধ ঘোষ : জতুগৃহ  
আখতারুজ্জামান ইলিয়াস: রেইনকোট

**Dcb¨vm**

বিভূতিভূষণ বন্দ্যোপাধ্যায়: পথের পাঁচালী

**নাটক**

মুনীর চৌধুরী : কবর

**Course Eng.103 (B): Bangladesh Studies**  
**Credits: 4 Full Marks: 100**

**(For foreign students and those who have not studied Bangla at S.S.C & H.S.C levels.)**

- Introduction to Bangla Language, History and Culture
- *History of Bangladesh since 1905*
- *Ethnology and Culture*
- *Literary Heritage*

**Core Texts:**

*Bangladesh National Culture and Heritage: An Introductory Reader*, A F Salahuddin Ahmed and Bazlul Mobin Chowdhury (Eds), Independent University, Bangladesh, 2004

**First Year: 2<sup>nd</sup> Semester**

**Course Eng.104: Developing Writing Skills**  
**Credits: 4 Full Marks: 100**

**Aims:**

**The course aims to develop:**

- independent writing skills in students by working to promote autonomy and confidence
- students' awareness of the structure of essays

- students' knowledge of the main types of essays
- an understanding of general language and literary topics
- an awareness of the language used in different types of essays
- range and complexity of language use in students for writing purposes

### Course Content:

- Paragraph structure
- Essay types:
  - argumentative
  - descriptive/ expository
  - comparative
  - narrative
  - classification and division
  - cause and effect
- Generating ideas for prewriting (brainstorming and outlining)
- Writing thesis/topic sentences, developing supporting ideas and arguments, drawing conclusions
- Working collaboratively with peers on writing tasks and feedback
- Reflecting on and identifying learning and developing needs through a portfolio

### Learning Outcomes:

Upon completion of this course, students should:

- have developed their range of grammatical awareness and vocabulary in order to express more complex ideas and use more complex sentences
- be able to demonstrate development in the accuracy, complexity and fluency of their writing
- be able to independently construct a developed and coherent text in different functional writing types
- be able to respond independently to writing tasks to reflect awareness of audience, purpose and formality
- be able to employ topic sentences and supporting details to craft a coherent paragraph
- be able to generate ideas, plan and develop a sequence of paragraphs into an essay showing cohesion and coherence
- be able to identify areas for development in their own writing in terms of language form and text cohesion

**Core Texts:** *Developing Writing Ability (suggested)*

### Recommended Reading:

Langan, J., *College Writing Skills with Readings*

Oshima, A. & Hogue, A, *Writing Academic English*

**Course Eng.105: Introduction to Prose and Drama**

**Credits: 4**

**Full Marks: 100**

### Prose:

Francis Bacon

: "Of Studies"

Charles Lamb	: “The Two Races of Men”
Virginia Woolf	: “Women and Fiction”
Katherine Mansfield	: “The Garden Party”
George Orwell	: “Shooting an Elephant”
Frank O’Connor	: “My Oedipus Complex”
Anita Desai	: “Games at Twilight”
Amy Tan	: “Mother Tongue”

**Drama:**

Sophocles	: <i>King Oedipus</i> (in translation)
George Bernard Shaw	: <i>Arms and the Man</i>

**Core Text:**

Niaz Zaman et al., *An English Anthology*, Department of English, University of Dhaka, 2010

**Recommended Reading:**

Aristotle, *Poetics*

X. J. Kennedy, *Literature: An Introduction to Fiction, Poetry, and Drama*

H.D.F. Kitto, *Form and Meaning in Drama*

**Course Eng.106: Introduction to Poetry**

**Credits: 4**

**Full Marks: 100**

William Shakespeare	: “Shall I Compare Thee to a Summer’s Day”; “My Mistress’s Eyes are Nothing Like the Sun”
Robert Herrick	: “Delight in Disorder”; “Upon Julia’s Clothes”
John Donne	: “The Sun Rising”; “Batter my Heart”
Thomas Gray	: “Elegy Written in a Country Churchyard”
William Blake	: “Nurses’ Song” ( <i>Innocence and Experience</i> )
John Keats	: “To Autumn”
Christina Rossetti	: “An Apple Gathering”
Alfred Lord, Tennyson	: “The Lady of Shalott”
T. S. Eliot	: “The Love Song of J. Alfred Prufrock”
Dylan Thomas	: “Fern Hill”
Ted Hughes	: “Pike”; “Jaguar”
Adrienne Rich	: “Living in Sin”; “Aunt Jennifer’s Tigers”
Archibald MacLeish	: “Ars Poetica”
Seamus Heaney	: “Digging”
Carol Ann Duffy	: “Plainsong”

**Core Text:**

*An English Anthology*, Department of English, University of Dhaka, 2010

**Recommended Reading:**

Terry Eagleton, *How to Read a Poem*

Cleanth Brooks and Robert Penn Warren, *Understanding Poetry*

## Second Year: 3<sup>rd</sup> Semester

**Course Eng.201: Academic Writing**  
**Credits: 4                      Full Marks: 100**

### The course aims to:

- develop students' ability to read and write critically
- develop students' ability to critically analyse the structure, language and style of academic texts and use that awareness in their own writing
- develop students' understanding of the nature and conventions of academic assignments and apply that understanding to their own writing

### Course Content:

- Reading to write: reading critical essays, obtaining information and note-taking
- Paraphrasing, summarising and synthesising academic texts
- Exploring the role of paraphrasing, summarising and quoting and acknowledgement of sources
- Practicing the mechanics of using referencing conventions (MLA and APA).
- Identifying academic writing expectations for tasks such as reading assignments and essays for both literature and ELT courses
  
- Identifying features of academic language (critical thinking, academic vocabulary, style, appropriacy, cohesion, coherence etc.)
- Writing literary essays

### Learning Outcomes:

Upon completion of this course, students should be:

- able to independently generate ideas, plan and write an academic essay,
- able to use techniques of paraphrasing, summarizing, synthesizing and quoting sources effectively to supporting their writing,
- able to demonstrate qualities of cohesion, coherence, varied range of vocabulary and sentence structure in their writing,
- able to demonstrate that their writing is free of plagiarism by applying referencing techniques.

**Core Text:** *Exploring Academic Writing - NH (Suggested)*

### Recommended Reading:

R. R. Jordan, *Academic Writing Course*

**Course Eng.202: Romantic Poetry**  
**Credits: 4                      Full Marks: 100**

William Blake	:	Selections from <i>Songs of Innocence and Experience</i>
William Wordsworth	:	"Tintern Abbey"; "London 1802", "Ode on Intimations of Immortality"
Samuel Taylor Coleridge	:	"The Rime of the Ancient Mariner"; "Kubla Khan"; "Dejection: An Ode"

George Gordon Byron	:	“Don Juan”-Canto I (as in <i>Norton Anthology of Literature</i> Vol. II)
Percy Bysshe Shelley	:	“Ode to a Skylark”; “Ode to the West Wind”, <i>Adonais</i>
John Keats	:	“Ode to Psyche” “Ode on Melancholy” “Ode to a Nightingale” “Ode on a Grecian Urn”

### Recommended Reading:

M. H. Abrams et al, *The Norton Anthology of English Literature* (Vol. II): The Romantic Period  
M. H. Abrams, *The Mirror and the Lamp*  
Stuart Curran, *The Cambridge Companion to British Romanticism*  
Michael Ferber, *Romanticism: A Very Short Introduction*  
Charles Mahoney, *A Companion to Romantic Poetry*  
Jean Raimond and J. R. Watson, *A Handbook to English Romanticism*  
C. M. Bowra, *Romantic Imagination*

### Course Eng.203: English Novel from Austen to Hardy Credits: 4 Full Marks: 100

Jane Austen	:	<i>Pride and Prejudice</i>
Charlotte Bronte	:	<i>Jane Eyre</i>
Charles Dickens	:	<i>Great Expectations</i>
Thomas Hardy	:	<i>Tess of the D'Urbervilles</i>

### Recommended Reading:

Arnold Kettle, *An Introduction to the English Novel, Vol. 1 and 2*  
Terry Eagleton, *The English Novel: An Introduction*  
Sandra Gilbert and Susan Gubar, *The Mad Woman in the Attic*  
Deirdre David (ed), *The Cambridge Companion to the Victorian Novel*

### Second Year: 4<sup>th</sup> Semester

### Course Eng.204: Introduction to Linguistics Credits: 4 Full Marks: 100

- Human Language, Animal Communication System, Design features of Language
- What is Linguistics? Saussure, Bloomfield and Chomsky's Contribution to Linguistic Study (Historical, Structural/Descriptive Linguistics, Transformational Generative Linguistics).
- Major Branches of Linguistics:
  - Phonetics and Phonology: Speech Organs; Consonants, Pure Vowels and Diphthongs, Stress and Intonation, IPA Symbols and Transcriptions
  - Morphology: Morphs and morphemes; Morphological Processes used in English and Bangla, Morphophonemics.
  - Syntax: Traditional and Modern Views, Analysis of Sentence Structures.

- Semantics: Semantic Relations; Thematic roles, Semantic Field; Changes of Meaning.
- Pragmatics: Context, Text, Maxims of Conversations, Speech acts

### Core texts:

Aitchison, J. *Linguistics: An Introduction*. Hodder & Stoughton.

Fromkin, V., Rodman, R., & Hyams, N. *An Introduction to Language*. Wadsworth, Cengage Learning.

Yule, G. *The Study of Language*. Cambridge University Press.

### Recommended Reading:

Hall, C. J., *An Introduction to Language and Linguistics: Breaking the Language Spell*.

McCabe, A., *An Introduction to Linguistics and Language Studies*

Roach, P., *English Phonetics and Phonology*

Crystal, D., *A Dictionary of Linguistics and Phonetics*

### Course Eng.205: English Drama from Marlowe to Congreve

Credits: 4

Full Marks: 100

Christopher Marlowe	: <i>Dr. Faustus</i>
William Shakespeare	: <i>Macbeth</i>
Ben Jonson	: <i>Volpone</i>
William Congreve	: <i>The Way of the World</i>

### Recommended Reading:

Barton, Anne. *The Names of Comedy*

Brock, D. Heyward Brock, *A Ben Jonson Companion*

Gibbons, Brian, *Jacobean City Comedy: A Study of Satiric Plays by Jonson, Marston and Middleton*

Leinwand, Theodore B., *The City Staged: Jacobean Comedy, 1603–1613*

Holland, Peter., *The Ornament of Action*

Williams, Aubray, L. *An Approach to Congreve*

### Course Eng.206: Victorian Literature

Credits: 4

Full Marks: 100

#### Poetry:

Alfred Lord, Tennyson	: “Lotos Eaters”; “Ulysses”; “Tithonus”; “Locksley Hall”
Robert Browning	: “Porphyria’s Lover”; “Fra Lippo Lippi”; “Andrea del Sarto”; “My Last Duchess”; “Rabbi Ben Ezra”
Matthew Arnold	: “The Scholar Gipsy”; “Dover Beach”; “Thyrsis”

#### Prose:

John Stuart Mill	: “Autobiography” Chapter 5 (as in Norton Anthology of Literature Vol. II)
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#### Play:

Oscar Wilde	: <i>The Importance of Being Earnest</i>
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**Recommended Reading:**

M. H. Abrams *et al*, *Norton Anthology of English Literature, Volume II*

Sherilyn MacGregor. *Victorian Literature: Criticism and Debates*. Oxford: Wiley-Blackwell.

**Third Year: 5<sup>th</sup> Semester****Course Eng.301: Introduction to English Language Teaching****Credits: 4****Full Marks: 100**

- Brief history of English language teaching
- The Grammar-Translation Method
- The Direct Method
- The Audio-Lingual Method
- The Natural Approach
- Alternative Approaches and Methods: Silent Way, Suggestopedia and Total Physical Response
- Communicative Language Teaching and Beyond
- Key Concepts in ELT: Fluency, Accuracy, Appropriacy

**Core Texts:**

Richards, J. C. and T. S. Rodgers, *Approaches and Methods in Language Teaching*.

Larsen-Freeman, D., *Techniques and Principles in Language Teaching*

Stern, H. H., *Fundamental Concepts of Language Teaching*

**Recommended Reading:**

Widdowson, H. G., *Aspects of Language Teaching*

Howatt, A. P. R & Widdowson, H. G., *A History of English Language Teaching*

**Course Eng.302: Poetry from Spenser to Pope****Credits: 4****Full Marks: 100**

Edmund Spenser	: <i>The Faerie Queene</i> Book I, Canto 1
John Donne	: "Good Morrow"; "Canonization"; "Song: Sweetest Love I do not goe . . ."; "A Valediction: Forbidding Mourning"; "The Extasie"; "The Flea"; "Batter My Heart"; "Thou Hast Made Me"
George Herbert	: "The Altar"; "Easter Wings"; "Collar"
John Milton	: <i>Paradise Lost</i> Book IX
Andrew Marvell	: "To His Coy Mistress"; "Bermudas"; "The Definition of Love"
Alexander Pope	: <i>The Rape of the Lock</i>

**Recommended Reading:**

William R. Keast (ed), *Seventeenth Century English Poetry: Modern Essays in Criticism*

Mario A. Dicesare (ed), *George Herbert and the Seventeenth Century Religious Poets*

Basil Willey, *The Seventeenth Century Background*

P. Bains, *The Complete Critical Guide to Alexander Pope*

Margaret Stocker, *Paradise Lost: An Introduction to the Variety of Criticism*

Catherine Belsey, *John Milton: Language, Gender, Power*  
Maurice Evans, *Spenser's Anatomy of Heroism: A Commentary on The Faerie Queen*

**Course Eng.303: History of England**  
**Credits: 4                      Full Marks: 100**

The Tudors and the Stuarts – Renaissance and Reformation England  
The Civil War  
The Restoration of 1660  
The Glorious Revolution of 1688  
The Rise of Political Parties  
Industrial Revolution  
The British Empire  
Victorian England  
The First World War in England

**Recommended Reading:**

George Townsend Warner *et al*, *The New Groundwork of British History*  
E. H. Carter & R. A. F. Mears, *A History of Britain*  
Derek Heater, *Citizenship in Britain. A History*  
Ramsay Muir, *A Short History of the British Commonwealth, Vol. II*  
George Macaulay Trevelyan, *A Shortened History of England*  
Eric Hobsbawm, *Industry and Empire: From 1750 to the Present Day*  
Kenneth O. Morgan (ed), *The Oxford Illustrated History of Britain*

**Course Eng.304: Language and Society**  
**Credits: 4                      Full Marks: 100**

- Language and Dialect: Regional and Social Dialects, Variation Studies, Standard Language
- Register
- Diglossia
- Code-switching and Borrowing
- Pidgins and Creoles: Definitions, Theories of Origins
- World Englishes: Planning and Policy
- Language and Culture

**Recommended Reading:**

J. Holmes, *An Introduction to Sociolinguistics*  
Peter Trudgill, *Sociolinguistics: An Introduction to Language and Society*  
Rodger T. Bell, *Sociolinguistics: Goals, Approaches and Problems*  
Ronald Wardhaugh, *An Introduction to Sociolinguistics*

### Third Year: 6<sup>th</sup> Semester

#### Course Eng.305: English Prose from Bacon to Burke

Credits: 4

Full Marks: 100

Francis Bacon	: Essays: "Of Truth"; "Of Marriage and Single Life"; "Of Great Place"; "Of Plantations"; "Of Friendship"
John Milton	: <i>Areopagitica</i> (as in Norton Anthology of English Literature, Vol. I)
Jonathan Swift	: <i>Gulliver's Travels</i>
Daniel Defoe	: <i>Robinson Crusoe</i>
Samuel Johnson	: "Life of Richard Savage"
Edmund Burke	: "Speech on the East India Bill"

#### Recommended Reading:

Leopold Damrosch, Jr., *Modern Essays on Eighteenth Century Literature*

James L. Clifford, *Eighteenth-Century English Literature: Modern Essays in Criticism*

Ian Watt, *The Rise of the Novel*

Fakrul Alam, *Daniel Defoe: Colonial Propagandist*

Robert A. Greenberg (ed.), *Gulliver's Travels: Norton Critical Edition*

Arthur Stanley Turberville, *English Men and Manners in the Eighteenth Century*

#### Course Eng.306: History of Western Ideas

Credits: 4

Full Marks: 100

#### Modern period:

Philosophy and the unfolding world of science

Bacon: idols of the mind, inductive method

Hobbes: political philosophy and morality

Descartes: methodological doubt, rationalism, mind and body

Locke: theory of knowledge, political theory

#### Enlightenment and Eighteenth Century:

Berkeley: subjective Idealism

Hume: skepticism

Kant: critical theory and on the Copernican revolution

Hegel: absolute idealism, dialectical process

#### Romanticism and Nineteenth Century Thought:

Rousseau

Wollstonecraft: feminism, women's rights

Marx: dialectical materialism

Comte: positivism, the law of the three stages, sociology and religion of humanity

Utilitarianism of Bentham and Mill: principle of utility

Nietzsche: master morality versus slave morality; the will to power

#### Twentieth Century Thought:

Existentialism: Kierkegaard, Sartre and Freud

**Recommended Reading:**

Anthony Kenny, *A New History of Western Philosophy*

Nigel Warburton, *Philosophy: The Basics*

Stanley M. Honer and Thomas C. Hunt, *Invitation to Philosophy: Issues and Options*

John Shand, *Philosophy and Philosophers: An Introduction to Western Philosophy*

Bertrand Russell, *A History of Western Philosophy*

**Course Eng.307: Old and Middle English****Credits: 4****Full Marks: 100**

Anonymous	:	“The Wanderer”
Anonymous	:	“The Seafarer”
Anonymous	:	“The Dream of the Rood”
Anonymous	:	Caedmon’s Hymn”
Anonymous	:	<i>Beowulf</i>
Geoffery Chaucer	:	“The General Prologue” from <i>The Canterbury Tales</i>

**Recommended Reading:**

Michael Alexander (trans), *The Earliest English Poems*

Constance B. Hieatt (trans), *Beowulf and Other Old English Poems*

**Course Eng.308: English for Professional Purposes****Credits: 4****Full Marks: 100**

Business Letters  
 Job Application  
 CV and Resume  
 Memo and Emails  
 Agenda and Minutes  
 Editing  
 Press Release  
 Business Reports

**Recommended Reading:**

Richard Alexander and Leo Jones, *New International Business English*

James M. Reid, Jr, and Anne Silleck, *Better Business Letters*

McComes & Satterwhite, *Modern Business Correspondence*

Taylor, *Communication for Business*

**Fourth Year: 7<sup>th</sup> Semester****Course Eng.401: Teaching Second Language Skills****Credits: 4****Full Marks: 100****Reading**

- Purposes for Reading
- Working Memory
- Processes Activated during Reading

Lower Level Processes  
Higher Level Processes  
Metaphorical Models of Reading  
Bottom up Models: Top down Models  
Interactive Models  
Schema Theory of Reading (Bartlett, 1932)

- Difference between L1 & L2 Reading
- Problems for L2 Reading
- Teaching Reading
  - Intensive & Extensive Reading
  - Pre-while & Post Reading Stages, Purposes & Activities

## Listening

- Neurological Processes
  - Hearing
  - Difference of Hearing & Listening
  - Consciousness
  - Attention
- Linguistic Processing
- Pragmatic Processing
- Psycholinguistic Processing
- Teaching Listening
  - Intensive Listening
  - Selective Listening
  - Interactive Listening
  - Problems in Teaching Listening
  - Pre-while & Post Reading Stages, Purposes & Activities

## Writing

Introduction to Writing, Types of Writing

- Approaches to writing
  - Product
  - Process
  - Genre
- Writing Tasks/ Activities
- Writing Feedback
- Integrated skills

## Speaking

Importance of speaking skills

What makes speaking difficult?

Problems of speaking in class/Solutions

Accuracy & fluency in speaking

Current Issues in teaching oral communication skills

Principles for teaching speaking skills

Feedback and error treatment in speaking

Assessing speaking

**Core Texts:**

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge University Press  
 McDonough, J. and Shaw, C. (1993). *Materials and Methods in ELT: A Teacher's Guide*. Blackwell.  
 Tickoo, M.L. (2003). *Teaching and Learning English: A Sourcebook for Teachers and Teacher-Trainers*. Orient Longman.

**Recommended Reading:**

Harmer, J., *The Practice of English Language Teaching*  
 Harmer, J., *How to Teach English: An Introduction to the Practice of English Language Teaching*  
 Harmer, J., *How to Teach Writing*  
 Grabe, W. and F L Stoller, *Teaching and Researching: Reading*  
 Grabe, W. and F L Stoller, *Teaching and Researching: Listening*  
 Nation, I.S.P., *Teaching Vocabulary: Strategies and Techniques*  
 Nunan, D. (ed), *Practical English Language Teaching*  
 Michael Rose, *Teaching and Researching Listening*  
 David Nunan, *Second Language Teaching & Learning*  
 David Nunan, *Practical English Language Teaching*

**Course Eng.402: 20th Century Literature (Poetry and Drama)****Credits: 4****Full Marks: 100****Poetry:**

W. B. Yeats : "The Lake Isle of Innisfree";  
 "Easter 1916"; "Second Coming"; "Sailing to Byzantium";  
 "The Wild Swans at Coole"; "Leda and the Swan";  
 "Among School Children"; "Byzantium";  
 "A Prayer for My Daughter"  
 T. S. Eliot : *The Waste Land*  
 W. H. Auden : "Musee de Beaux Arts"; "In Memory of W. B. Yeats";  
 "Shield of Achillies"  
 Philip Larkin : "Church Going"; "MCMXIV"; "Aubade"; "Ambulances"

**Drama:**

Samuel Beckett : *Waiting for Godot*  
 Harold Pinter : *The Birthday Party*

**Recommended Reading:**

John Unterecker (ed), *Yeats: A Collection of Critical Essays*  
 Edmund Wilson (ed), *Axel's Castle*  
 George Williamson, *A Reader's Guide to T. S. Eliot*  
 Martin Esslin, *The Theatre of the Absurd*

**Course Eng.403: Classics in Translation****Credits: 4****Full Marks: 100**

Homer : *The Iliad*  
 Aeschylus : *Agamemnon*  
 Sophocles : *Electra*  
 Euripides : *Alcestis*

Aristophanes : *Lysistrata*

**Recommended Reading:**

H.D. F. Kitto, *Form and Meaning in Drama*

Richard Jenkyns, *Classical Literature: An Epic Journey from Homer to Virgil and Beyond*

**Course Eng.404: American Literature**

**Credits: 4**

**Full Marks: 100**

Ralph Waldo Emerson : "The American Scholar"  
Nathaniel Hawthorne : "Young Goodman Brown"  
Herman Melville : "Bartleby, the Scrivener"  
Henry David Thoreau : "Economy" (from *Walden*)  
Walt Whitman : "When Lilacs Last . . ."  
Emily Dickinson : Selections  
F. Scott Fitzgerald : *The Great Gatsby*  
Robert Frost : Selections  
Arthur Miller : *Death of a Salesman*  
J. D. Salinger : *Catcher in the Rye*  
Toni Morrison : *The Bluest Eye*  
Allen Ginsberg : "A Supermarket in California"; "Jessore Road"

**Recommended Reading:**

*Norton Anthology of American Literature*

**Fourth Year: 8<sup>th</sup> Semester**

**Course Eng.405: 20th Century Fiction**

**Credits: 4**

**Full Marks: 100**

Joseph Conrad : *Heart of Darkness*  
D. H. Lawrence : *Sons and Lovers*  
Virginia Woolf : *Mrs. Dalloway*  
James Joyce : *Portrait of the Artist as a Young Man*  
William Golding : *Lord of the Flies*  
E. M. Forster : *A Passage to India*

**Recommended Reading:**

Raymond Williams, *The English Novel: From Dickens to Lawrence*

E. M. Forster, *Aspects of the Novel*

Keith Sagar, *D. H. Lawrence: Life into Art*

Anthony Burgess, *Here Comes Everybody: An Introduction to James Joyce for the Ordinary Reader*

Joan Bennett, *Virginia Woolf: Her Art as a Novelist*

Virginia Tiger, *William Golding: The Unmoved Target*

**Course Eng.406: Critical Theory**

**Credits: 4**

**Full Marks: 100**

Sir Philip Sydney : "An Apology for Poetry"

Samuel Johnson	: "Preface to Shakespeare"
William Wordsworth	: "Preface to the <i>Lyrical Ballads</i> "
Samuel Taylor Coleridge	: <i>Biographia Literaria</i> (Chapters xiii, xiv, xv, xvii)
Matthew Arnold	: "The Study of Poetry"
T. S. Eliot	: "Tradition and the Individual Talent"; "The Metaphysical Poets"
Simone de Beauvoir	: Introduction to <i>The Second Sex</i>
Terry Eagleton	: Introduction to <i>The Rise of English</i>
Edward W. Said	: Introduction in <i>Orientalism</i>

**Core Texts:**

D.J.Enright and Ernst De Chickera (eds), *English Critical Reading*  
 Edward W. Said, *Orientalism*  
 Terry Eagleton, *Literary Theory*

**Recommended Reading:**

David Daiches, *Critical Approaches to Literature*

**Course Eng.407: Shakespeare I**  
**Credits: 4                      Full Marks: 100**

*As You Like It*  
*Hamlet*  
*King Lear*  
*Merchant of Venice*  
*Henry IV (Part I and Part II)*

**Recommended Reading:**

Claire McEachern (ed), *Cambridge Companion of Shakespeare's Tragedies*  
 Germaine Greer, *Shakespeare: A Very Short Introduction*  
 Wells and Orlin, *Shakespeare: An Oxford Guide*  
 Harold Bloom, *Shakespeare: The Invention of the Human*  
 G.Wilson Knight, *The Wheel of Fire: Interpretations of Shakespearean Tragedies*

**Course Eng.408 (A): Language through Literature**  
**Credits: 4                      Full Marks: 100**

- Stylistics: a Language based approach to literature
- Origin and scope of stylistic analysis
- Approaches to using literature in the language classroom
- Literature and the language learner
- Reading literature cross-culturally: issues & criteria
- Literature and language skills: using short stories, novels, poetry and plays in teaching the language skills (reading, writing, listening, speaking, vocabulary and grammar)
- Concepts and methods of stylistic analysis: foregrounding, deviation, parallelism and repetition
- Features of stylistic analysis: word level, clause level and sentence level

**Core Text:**

Michael Toolan, *Language in Literature*

Lazar, G., *Literature and Language Teaching*

Short, M., *Exploring the Language of Poems, Plays and Prose*

**Recommended Reading:**

Collie, J. & Slater, S., *Literature in the Language Classroom*

**Course Eng.408 (B): Language and Media****Credits: 4****Full Marks: 100**

**Concepts of Communication:** the nature and contexts of communication, fundamental elements of the communication process, intrapersonal and interpersonal communication, communication through mass media, perception-the process of understanding, persuasion, language-meaning-communication

**Concepts of Journalism:** Early developments of mass media, media history in human civilization, definition and the principles of journalism, concepts about news and its elements, the rise of media theory in the age of propaganda, news media in the digital age, media ethics and libel

**Power of the Media:** producing identities, consuming the media

**Concepts of New Media:** social media and its approaches, ethical issues of digital news media

**Key concepts of Films/Movies:** key terms of films/movies, major film approaches-German expressionism; Soviet social realism; French surrealism; Italian neorealist and the French New Wave; understanding the film industry— preproduction-production-postproduction

**Writing for the media:** basic reporting skills for print and electronic media; techniques of gathering information and writing; writing different news stories

**Interviews and features:** The basic news editing skills, mainly for newspapers—copyediting, headline writing, rewriting etc.

**Discourse analysis of media:** critical analysis of language –examination of ideology-politics of representation- the role of media in the social construction of reality-the influence of mass media

**Recommended Reading:**

Joseph A. Devito, *Human Communication*

D. K. Berlo, *The Process of Communication*

Wilbur Schramm (ed.), *Mass Communication*

Bethami A. Dobkin and Roger C. Pace, *Mass Media in a Changing World*

David Dary, *How to Write News for Broadcast and Print Media*

Michael Kunczik, *Concepts of Journalism*

W L Rivers, *The Mass Media: Reporting, Writing and Editing*

Fred Fedler (eds), *Reporting for the Media*

## Rubrics of Course Eng.101 : Developing English Language Skills

Criteria	A range	B range
<b>Content</b>	Your content is relevant to the task and well developed	<ul style="list-style-type: none"> <li>• Relevant</li> <li>• Task lacks detail/depth</li> </ul>
<b>Organisation of writing</b>	Effective organisation of ideas of paragraph/s. You make effective use of topic sentences and supporting detail. You use cohesive devices and/or vocabulary and/or pronouns to connect ideas. You develop ideas and lead the reader through the text.	Structure and development are mostly effective. You may need to pay further attention to: <ul style="list-style-type: none"> <li>• use of topic sentences and supporting ideas</li> <li>• signalling of text development using cohesive devices</li> <li>• use of vocabulary and/or pronouns to help text cohesion</li> <li>• overall development of ideas in your text from introduction to conclusion</li> </ul>
<b>Accuracy of language use</b>	Any occasional grammatical or vocabulary errors are extremely minor. Whilst they should be noted, they do not get in the way of understanding.	Grammatical and/or vocabulary errors are noticeable but do not stop the reader understanding the flow of ideas. Focus on any systematic mistakes that are highlighted.
<b>Range and complexity of language use</b>	Your grammar, vocabulary and sentence structures are appropriate to the task and varied. You demonstrate a thorough understanding of idiomatic English.	Grammar and vocabulary are appropriate to the task. You may need to: <ul style="list-style-type: none"> <li>• extend vocabulary range in places</li> <li>• use more complex sentence structures to accurately express your ideas</li> <li>• increase accuracy of complex structures</li> </ul>
<b>Presentation of work</b>	Clearly well proofread, with careful attention to presentation, spelling, capitalization and punctuation.	Only occasional presentational issues are noticeable. These may be: <ul style="list-style-type: none"> <li>• clarity of handwriting</li> <li>• spelling mistakes</li> <li>• punctuation</li> </ul>

C range	D range
<p>The content is generally relevant but limited in scope. It may be repetitive over the whole text. In planning expand on detail or range of ideas.</p>	<p>Your content is limited and/or may be irrelevant. To be effective, your writing needs to show more generation of ideas/planning.</p>
<p>Some parts of your text are poorly organised and/or not fully developed. You may need to pay attention to:</p> <ul style="list-style-type: none"> <li>• use of topic sentences and supporting ideas</li> <li>• signalling of text development using cohesive devices</li> <li>• use of vocabulary and/or pronouns to help text cohesion</li> <li>• overall development of text from introduction to conclusion</li> </ul>	<p>It is difficult to see the organisation and flow of your ideas. This may be because of problems with:</p> <ul style="list-style-type: none"> <li>• correct use of topic sentences and supporting ideas</li> <li>• signalling of text development using cohesive devices</li> <li>• use of vocabulary and/or pronouns to help text cohesion</li> <li>• overall development of text from introduction to conclusion</li> <li>• the expected length</li> </ul>
<p>Although overall the text is understood, grammatical and/or vocabulary use is faulty which affects the comprehensibility of your writing.</p>	<p>Unacceptably frequent grammatical and/or vocabulary errors which hamper comprehensibility.</p>
<p>Grammar and vocabulary are generally appropriate for the task. Your expression may be limited by:</p> <ul style="list-style-type: none"> <li>• a restricted range of vocabulary</li> <li>• a dependence on simple sentence structures and/or errors in complex sentence structures</li> </ul>	<p>The range of language used and its complexity are fairly restricted. You write in simple sentences with little variety of structures used and/or your vocabulary is very limited/used repetitively.</p>
<p>Some presentational issues are noticeable. These may be:</p> <ul style="list-style-type: none"> <li>• clarity of handwriting</li> <li>• spelling mistakes</li> <li>• punctuation</li> </ul>	<p>Your writing is marred by frequent presentational issues. These may be:</p> <ul style="list-style-type: none"> <li>• clarity of handwriting</li> <li>• spelling mistakes</li> <li>• punctuation</li> </ul>

## Rubrics of Course Eng.104: Advanced Composition

Criteria	A range	B range
<b>Content</b>	The content is relevant to the task and it is well developed.	The content is relevant to the task but it lacks some detail or breadth to make this fully developed.
<b>Organisation of writing</b>	<ul style="list-style-type: none"> <li>• The essay is well structured with a Thesis Statement in the Introductory paragraph</li> <li>• Very effective organization of ideas in both paragraphs and the overall text. Each paragraph addresses a specific aspect of the topic</li> <li>• Effective use of topic sentences and supporting detail</li> <li>• Use of cohesive devices (transition words) and/or vocabulary and/or pronouns to connect ideas</li> <li>• Well-developed ideas that lead; the reader through the text</li> </ul>	Structure and development are mostly effective. Further attention must be paid to: <ul style="list-style-type: none"> <li>• The use of Thesis statement. It must be adequately supported and well developed</li> <li>• use of topic sentences and supporting ideas</li> <li>• Signalling of text development using cohesive devices (transitions)</li> <li>• use of vocabulary and/or pronouns to help text cohesion</li> <li>• overall development of ideas in text from introduction to conclusion</li> </ul>
<b>Accuracy of language use</b>	Any occasional grammatical or vocabulary errors are extremely negligible. Whilst they should be noted, they do not get in the way of understanding.	Grammatical and/or vocabulary errors are noticeable but do not stop the reader in understanding the flow of ideas. Focus must be given on any systematic mistakes that are highlighted.
<b>Range and complexity of language use</b>	<ul style="list-style-type: none"> <li>• Your grammar, vocabulary and sentence structure are appropriate to the task and varied</li> <li>• You demonstrate a thorough understanding of idiomatic English</li> </ul>	Grammar and vocabulary are appropriate to the task. Further attention must be paid to: <ul style="list-style-type: none"> <li>• the extension of vocabulary range in places</li> <li>• use of more complex sentence structures to express ideas</li> <li>• an increase inaccuracy of complex structures (eg checking for fragments)</li> </ul>
<b>Presentation of your work</b>	Clearly well proofread, with careful attention to <ul style="list-style-type: none"> <li>• presentation, spelling, punctuation</li> <li>• and referencing conventions</li> </ul>	Only occasional presentational issues noticeable. These may be: <ul style="list-style-type: none"> <li>• clarity of handwriting</li> <li>• spelling mistakes</li> <li>• punctuation</li> <li>• inaccurate/absent referencing</li> <li>• layout</li> </ul>

C range	D range
<p>The content is generally relevant but is limited in scope. It may be repetitive over the whole text. In planning, expanding on detail or range of ideas is necessary.</p>	<p>The content is limited and/or some of it may be irrelevant. To be effective, the writing needs to show proper development of ideas and planning.</p>
<p>The essay is not properly organised. Some parts of the text are poorly organised and/or developed. Attention must be paid to:</p> <ul style="list-style-type: none"> <li>• the development of the Thesis Statement</li> <li>• use of topic sentences and supporting ideas</li> <li>• signalling of text development using cohesive devices</li> <li>• use of vocabulary and/or pronouns to help text cohesion</li> <li>• overall development of text from introduction to conclusion</li> </ul>	<p>It is difficult to see the organisation and flow of ideas. This may be because of problems with:</p> <ul style="list-style-type: none"> <li>• correct and well stated Thesis Statement</li> <li>• use of topic sentences and supporting ideas</li> <li>• signalling of text development using cohesive devices</li> <li>• use of vocabulary and/or pronouns to help text cohesion</li> <li>• overall development of text from introduction to conclusion</li> </ul>
<p>Although overall the text is understood, grammatical and/or vocabulary use is faulty in places.</p>	<p>Unacceptably frequent grammatical and/or vocabulary errors. It is necessary to identify the errors and re-write the text in order to develop language use. Identify these errors and re-write.</p>
<p>Grammar and vocabulary are generally appropriate to the task but expression maybe limited by:</p> <ul style="list-style-type: none"> <li>• restricted range of vocabulary</li> <li>• dependence on simple sentence structures and/or errors in complex sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• The range of language used and its complexity are fairly restricted</li> <li>• Written in simple sentences with little variety of structures used</li> <li>• Vocabulary is limited/used repetitively</li> </ul>
<p>Some presentational issues are noticeable. These may be:</p> <ul style="list-style-type: none"> <li>• clarity of handwriting</li> <li>• spelling mistakes</li> <li>• punctuation</li> <li>• inaccurate/absent referencing</li> <li>• layout</li> </ul>	<p>Writing is marred by frequent presentational issues. These may be:</p> <ul style="list-style-type: none"> <li>• clarity of handwriting</li> <li>• spelling mistakes</li> <li>• punctuation</li> <li>• inaccurate/absent referencing</li> <li>• layout</li> </ul>

**Rubrics of Course Eng.105: Introduction to Prose and Drama  
and  
Course Eng.106: Introduction to Poetry**

Criteria	A range	B range
<b>Content &amp; Commentary</b>	<p>Essay responds clearly to the topic assigned. Relevant approach e.g. compare-contrast, critique, illustrate, analyze, clear and coherent thesis with a convincing and focused argument throughout.</p> <p>Interesting commentary with creative, original ideas and insights, analytical and reflective answer.</p>	<p>Essay indicates an understanding of the topic. Most of the answer is presented in a relevant approach. There is a clear thesis though the argument and ideas are broad and basic.</p> <p>Commentary presents a reasonable opinion. Ideas are moderately developed but limited in scope and originality. Dependence on memorized commentary is evident.</p>
<b>Evidence</b>	<p>The answer contains evidence from the text which illustrates, explains and reinforces the argument. The answer lucidly weaves in quotations into the body of the essay and clearly explains the connections between them. Quotations are accurate and not overused. Sources are acknowledged.</p>	<p>The answer contains evidence from the text which supports the argument. The evidence is relevant and accurate but does not clearly connect the argument. Quotations are used moderately and appropriately acknowledged.</p>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Essay is well structured with a Thesis statement in the introductory paragraph</li> <li>• Very effective organisation of ideas in both paragraphs and the overall text. Each paragraph addresses a specific aspect of the topic</li> <li>• Effective use of topic sentences and supporting detail</li> <li>• Use of cohesive devices (transition words) and/or vocabulary and/or pronouns to connect ideas</li> <li>• Ideas are developed and lead the reader through the text</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Thesis statement is adequately supported and well developed</li> <li>• Further attention must be paid to the use of topic sentences and supporting ideas</li> <li>• Signalling of text development by using cohesive devices (transitions)</li> <li>• Use of vocabulary and/or pronouns to help text cohesion</li> <li>• Overall development of ideas from introduction to conclusion</li> </ul>

C range	D range
<p>Essay approaches the question in a vague manner. The thesis is not clear and the argument is replaced by paraphrasing.</p> <p>Basic commentary which lacks original ideas or insights. Limited analysis.</p>	<p>Essay has a weak thesis or argument. Simple summary presented. No supporting argument. No commentary.</p> <p>Little evidence of reading and understanding of the text.</p>
<p>The answer is superficially supported with relevant evidence from the text. Numerous irrelevant quotes may be present. The answer mostly fails to make clear connections. Quotations often stand isolated from body texts. Overuse of quotations may be present. No acknowledgment of sources.</p>	<p>Little or no evidence to support the thesis. Quotations are often isolated without explanation. Essay mostly depends on memorized collections of irrelevant or incorrect quotes. No acknowledgment of sources.</p>
<p>Essay is not properly organized. Some parts of the text are poorly organized and/or developed. Attention must be paid to:</p> <ul style="list-style-type: none"> <li>• development of thesis statement</li> <li>• use of topic sentences and supporting ideas</li> <li>• signalling of text development using cohesive devices</li> <li>• use of vocabulary and/or pronouns to help text cohesion</li> <li>• overall development of text from introduction to conclusion</li> </ul>	<p>It is difficult to see the organization and flow of ideas. This may be because of problems with:</p> <ul style="list-style-type: none"> <li>• correct and explicit thesis statement</li> <li>• use of topic sentences and supporting ideas</li> <li>• signalling of text development using cohesive devices</li> <li>• use of vocabulary and/or pronouns to help text cohesion</li> <li>• overall development of text from introduction to conclusion</li> </ul>

Criteria	A range	B range
<b>Accuracy of language use</b>	Any occasional grammatical or vocabulary errors are extremely minor. Whilst they are noted, they do not get in the way of understanding.	Grammatical and/or vocabulary errors are noticeable but do not stop the reader understanding the flow of ideas.
<b>Range and complexity of language use</b>	<ul style="list-style-type: none"> <li>• Grammar, vocabulary and sentence structure are appropriate to the task and varied</li> <li>• Demonstrates a thorough understanding of idiomatic English</li> </ul>	<p>Grammar and vocabulary are appropriate to the task. The student needs to:</p> <ul style="list-style-type: none"> <li>• extend vocabulary range in places</li> <li>• use more complex sentence structures to express ideas</li> <li>• increase accuracy of complex structures (eg checking for fragments)</li> </ul>
<b>Presentation</b>	<p>Clearly well proofread, with careful attention to</p> <ul style="list-style-type: none"> <li>• presentation, spelling, punctuation and referencing conventions</li> </ul>	<p>Only occasional presentational issues noticeable. These may be:</p> <ul style="list-style-type: none"> <li>• clarity of handwriting</li> <li>• spelling mistakes</li> <li>• punctuation</li> <li>• inaccurate/absent referencing;</li> <li>• layout</li> </ul>

C range	D range
<p>Although overall the text is understood, grammatical and/or vocabulary use is faulty in places.</p>	<p>Unacceptably frequent grammatical and/or vocabulary errors.</p>
<p>Grammar and vocabulary are generally appropriate to the task. Expression may be limited by:</p> <ul style="list-style-type: none"> <li>• a restricted range of vocabulary</li> <li>• a dependence on simple sentence structures and/or errors in complex sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>• The range of language used and its complexity are fairly restricted</li> <li>• Simple sentences with little variety of structures used</li> <li>• Vocabulary is limited/used repetitively</li> </ul>
<p>Some presentational issues are noticeable. These may be:</p> <ul style="list-style-type: none"> <li>• clarity of handwriting</li> <li>• spelling mistakes</li> <li>• punctuation</li> <li>• inaccurate/absent referencing</li> <li>• layout</li> </ul>	<p>Writing is marred by frequent presentational issues. These may be:</p> <ul style="list-style-type: none"> <li>• clarity of handwriting</li> <li>• spelling mistakes</li> <li>• punctuation</li> <li>• inaccurate/absent referencing</li> <li>• layout</li> </ul>

## Rubrics of Course Eng.201 : Writing for Academic Purposes

Criteria	A range	B range
<b>Content</b>	<ul style="list-style-type: none"> <li>The content is relevant to the task and well developed.</li> </ul>	The content is generally relevant to the task but may be overgeneralised/ vague or not fully developed.
<b>Organisation of writing</b>	<ul style="list-style-type: none"> <li>The essay is well structured with a clear thesis statement in the introductory paragraph. Each paragraph addresses a specific aspect of the topic through effective use of topic sentences and supporting details.</li> <li>There is adequate use of cohesive devices (transition words) and/or pronouns to connect ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Structure and development of ideas are mostly effective but the thesis sentence may not be well formulated and may not clearly relate to the topic sentences. Supporting details may be inadequate or missing.</li> <li>Paragraphing is used but may not always indicate a logical development of ideas.</li> <li>Transitions and other cohesive devices are not always smoothly handled.</li> </ul>
<b>Accuracy of language use</b>	Any occasional grammatical or vocabulary errors are negligible and do not get in the way of understanding,	Grammatical and/or vocabulary errors are noticeable but do not impede the flow of ideas. Meaning can generally be understood
<b>Range and complexity of language use</b>	Wide range of vocabulary is used with precision and flexibility. Idiomatic expressions are handled with ease and accuracy. Sentence structures are varied, well controlled and sophisticated.	<p>Vocabulary is generally appropriate to the task but the range might be limited and may not always permit total control in the expression of meaning.</p> <p>A variety of sentence structures may be used but complex sentences may be awkward or inaccurate. There may be an overuse of simple sentences, making the writing choppy or stilted in places.</p>
<b>Presentation</b>	Clearly laid out, and proofread with careful attention to spelling, punctuation and referencing conventions.	Only occasional presentational issues are noticeable such as unclear handwriting, spelling mistakes, faulty punctuation and inaccurate or absence of referencing.

C range	D range
<p>The content is generally relevant but is limited in scope, vague or repetitive.</p>	<p>The content is limited and/or partially irrelevant. There may be evidence of memorized and overgeneralized content which does not always focus on the topic.</p>
<p>Some parts of the text are not well organized and/or developed. A thesis statement can be identified but it may be poorly formulated and might not always relate to the topic sentences and supporting ideas.</p> <ul style="list-style-type: none"> <li>• Paragraphing may not be sufficiently used and it may be difficult to distinguish the body paragraphs from the introduction and conclusion.</li> <li>• Transitions from one idea to another may be abrupt and not always logical. Linking words and other cohesive devices may be incorrectly used or missing.</li> </ul>	<p>The text is poorly organized throughout. The thesis sentence may be missing or so poorly constructed that it is difficult to connect to the rest of the essay.</p> <ul style="list-style-type: none"> <li>• Paragraphing may be completely missing or illogical, making it difficult to link the flow</li> <li>• of ideas or separate the main points from the supporting details. Linking words and other cohesive devices are missing or almost always incorrectly used.</li> </ul>
<p>Although the whole text can be understood, grammatical errors may be quite noticeable and cause some difficulty for the reader.</p>	<p>Frequent grammatical errors make it difficult for the reader to understand the text. Some sentences may be totally garbled and unintelligible.</p>
<p>Grammar and vocabulary are generally appropriate to the task but expression may be limited by restricted range of vocabulary, dependence on simple sentences and/or errors in complex sentences.</p>	<p>Vocabulary is limited or used repetitively and there may be frequent errors in word choices. Sometimes the meaning is lost due to use of words without proper understanding of connotation or context.</p>
<p>Some presentational issues are noticeable. These may be unclear handwriting, spelling mistakes, faulty punctuation, inaccurate or absence of referencing and inappropriate layout.</p>	<p>Writing is marred by frequent presentational issues such as unclear handwriting, spelling mistakes, faulty punctuation, inaccurate or absence of referencing and inappropriate layout.</p>