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**

<table>
<thead>
<tr>
<th>Number of 4 Credit Courses: 28</th>
<th>Marks: (28 \times 100 = 2800)</th>
<th>Each Course: 4 Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of 1 Credit Courses: 8</td>
<td>Marks: (8 \times 25 = 200)</td>
<td>Each Course: 1 Credit Hour</td>
</tr>
<tr>
<td></td>
<td>Total Marks: (2800 + 200 = 3000)</td>
<td>Total Credits: (28 \times 4 + 8 \times 1 = 120)</td>
</tr>
</tbody>
</table>

**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.)
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1. **Programme:** B.A. Honours

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   - Number of 4 Credit Courses: 28
   - Marks: 28 x 100 = 2800
   - Number of 1 Credit Courses: 8
   - Marks: 8 x 25 = 200
   - Total Marks: 2800 + 200 = 3000
   - Each Course: 4 Credit Hours
   - Each Course: 1 Credit Hour
   - Total Credits: 28 x 4 + 8 x 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

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

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

5. **Teaching and Evaluation of the 28 Four Credit (full unit) Courses of 100 marks each:**
   - a. 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.
   - b. Each course will have 4 classes per week of 60 minute duration each.
   - c. Total classes in a semester for each course in 15 weeks: 15 x 4 = 60
   - d. 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: 4x15=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 (1/4th unit) courses of 25 marks each:**
   - a. Each class will be divided into small groups of 10 to 15 students.
   - b. 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.

<table>
<thead>
<tr>
<th>Numerical Grades</th>
<th>Letter Grades</th>
<th>Grade Points (1 Unit Courses)</th>
<th>Grade Points (1/4th Unit Courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 and above</td>
<td>A+</td>
<td>4.00</td>
<td>1.00</td>
</tr>
<tr>
<td>75 to less than 80</td>
<td>A</td>
<td>3.75</td>
<td>0.94</td>
</tr>
<tr>
<td>70 to less than 75</td>
<td>A-</td>
<td>3.50</td>
<td>0.88</td>
</tr>
<tr>
<td>65 to less than 70</td>
<td>B+</td>
<td>3.25</td>
<td>0.81</td>
</tr>
<tr>
<td>60 to less than 65</td>
<td>B</td>
<td>3.00</td>
<td>0.75</td>
</tr>
<tr>
<td>55 to less than 60</td>
<td>B-</td>
<td>2.75</td>
<td>0.69</td>
</tr>
<tr>
<td>50 to less than 55</td>
<td>C+</td>
<td>2.50</td>
<td>0.63</td>
</tr>
<tr>
<td>45 to less than 50</td>
<td>C</td>
<td>2.25</td>
<td>0.56</td>
</tr>
<tr>
<td>40 to less than 45</td>
<td>D</td>
<td>2.00</td>
<td>0.50</td>
</tr>
<tr>
<td>Less than 40</td>
<td>F</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Incomplete</td>
<td>I</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Withdrawn</td>
<td>W</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

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

a. 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).

b. 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.

c. 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 \((4 \times 3.75 + 4 \times 3 + 4 \times 3 + 1 \times 00) \div 13 + 13\), 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**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Semester I</strong></td>
</tr>
<tr>
<td>Eng.101</td>
<td>Developing English Language Skills</td>
</tr>
<tr>
<td>Eng.102</td>
<td>Introduction to Literature (Critical Appreciation)</td>
</tr>
<tr>
<td>Eng.103 (A)</td>
<td><strong>Introduction to Bangla Literature</strong></td>
</tr>
<tr>
<td>Eng.103 (B)</td>
<td>Bangladesh Studies</td>
</tr>
</tbody>
</table>

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<tr>
<th>Course No.</th>
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</tr>
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<tbody>
<tr>
<td></td>
<td><strong>Semester II</strong></td>
</tr>
<tr>
<td>Eng.104</td>
<td>Developing Writing Skills</td>
</tr>
<tr>
<td>Eng.105</td>
<td>Introduction to Prose and Drama</td>
</tr>
<tr>
<td>Eng.106</td>
<td>Introduction to Poetry</td>
</tr>
</tbody>
</table>

|             | **First Year**                                |
| Eng.201    | Academic Writing                              |
| Eng.202    | Romantic Poetry                               |
| Eng.203    | English Novel from Austen to Hardy            |

|             | **Second Year**                               |
| Eng.204    | Introduction to Linguistics                   |
| Eng.205    | English Drama from Marlowe to Congreve        |
| Eng.206    | Victorian Literature                          |
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 0.0 in the three 4 credit courses and one 1 credit course, then his/her SGPA is 

\[
\frac{4 \times 3.75 + 4 \times 3 + 4 \times 3 + 1 \times 0.0}{13 + 1} = \frac{79.56}{26} = 3.069
\]

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**SYLLABUS: B.A. HONOURS IN ENGLISH**

**From Session: 2006-2007**

### First Year

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Eng.101</td>
<td>Developing English Language Skills</td>
</tr>
<tr>
<td></td>
<td>Eng.102</td>
<td>Introduction to Literature (Critical Appreciation)</td>
</tr>
<tr>
<td></td>
<td>Eng.103 (A)</td>
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<tr>
<td></td>
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</tbody>
</table>

### Second Year

#### First Year

<table>
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<tr>
<th>Course No.</th>
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<tbody>
<tr>
<td>Eng.201</td>
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<td>Eng.202</td>
<td>Romantic Poetry</td>
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</tr>
</tbody>
</table>

#### Second Year

<table>
<thead>
<tr>
<th>Course No.</th>
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</tr>
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<tbody>
<tr>
<td>Eng.204</td>
<td>Introduction to Linguistics</td>
</tr>
<tr>
<td>Eng.205</td>
<td>English Drama from Marlowe to Congreve</td>
</tr>
<tr>
<td>Eng.206</td>
<td>Victorian Literature</td>
</tr>
</tbody>
</table>
### Third Year

#### Semester I

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng.301</td>
<td>Introduction to English Language Teaching</td>
</tr>
<tr>
<td>Eng.302</td>
<td>Poetry from Spenser to Pope</td>
</tr>
<tr>
<td>Eng.303</td>
<td>History of England</td>
</tr>
<tr>
<td>Eng.304</td>
<td>Language and Society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
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<tbody>
<tr>
<td>Eng.305</td>
<td>English Prose from Bacon to Burke</td>
</tr>
<tr>
<td>Eng.306</td>
<td>History of Western Ideas</td>
</tr>
<tr>
<td>Eng.307</td>
<td>Old and Middle English</td>
</tr>
<tr>
<td>Eng.308</td>
<td>English For Professional Purposes</td>
</tr>
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</table>

#### Semester II

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Eng.401</td>
<td>Teaching Second Language Skills</td>
</tr>
<tr>
<td>Eng.402</td>
<td>20th Century Literature (Poetry and Drama)</td>
</tr>
<tr>
<td>Eng.403</td>
<td>Classics in Translation</td>
</tr>
<tr>
<td>Eng.404</td>
<td>American Literature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>Eng.405</td>
<td>20th Century Fiction</td>
</tr>
<tr>
<td>Eng.406</td>
<td>Critical Theory</td>
</tr>
<tr>
<td>Eng.407</td>
<td>Shakespeare</td>
</tr>
<tr>
<td>Eng.408(A)</td>
<td>Language Through Literature</td>
</tr>
<tr>
<td>Eng.408(B)</td>
<td>Language and Media</td>
</tr>
</tbody>
</table>

### Fourth Year

#### Semester I

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng.401</td>
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<tr>
<td>Eng.402</td>
<td>20th Century Literature (Poetry and Drama)</td>
</tr>
<tr>
<td>Eng.403</td>
<td>Classics in Translation</td>
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<td>Eng.404</td>
<td>American Literature</td>
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<td>Language Through Literature</td>
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<tr>
<td>Eng.408(B)</td>
<td>Language and Media</td>
</tr>
</tbody>
</table>
First Year: 1st 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:
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: রোধ, বনলতা সেন
শামসুর রাহমান: ইন্টের্স্টার্গান
খোদকার আশরাফ হোসেন: বেছুলা বাংলাদেশ

†QvUMí
রবীন্দ্রনাথ ঠাকুর: শান্তি
মানিক বন্দ্যোপাধ্যায়: প্রাকৃতিকাসিক
সুবোধ ঘোষ: জতুগুহ
আখতর জামান 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: 2nd 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"
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”
  - King Oedipus (in translation)
  - Arms and the Man

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” (Innocence and Experience)
- John Keats : “To Autumn”
- Christina Rossetti : “An Apple Gathering”
- Alfred Lord, Tennyson : “The Lady of Shalott”
- Dylan Thomas : “Fern Hill”
- Ted Hughes : “Pike”, “Jaguar”
- 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: 3rd 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 Songs of Innocence and Experience
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 explanations, short notes, reference to context, 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.

Recommended Reading:

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 : *Pride and Prejudice*
Charlotte Bronte : *Jane Eyre*
Charles Dickens : *Great Expectations*
Thomas Hardy : *Tess of the D’Urbervilles*

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*

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

Core texts:
Yule, G. The Study of Language. Cambridge University Press.

Recommended Reading:
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 : Dr. Faustus
William Shakespeare : Macbeth
Ben Jonson : Volpone
William Congreve : The Way of the World

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:

Play:
Oscar Wilde : The Importance of Being Earnest
Recommended Reading:
M. H. Abrams et al, Norton Anthology of English Literature, Volume II

Third Year: 5th 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 : The Faerie Queene Book I, Canto 1
George Herbert : “The Altar”; “Easter Wings”; “Collar”
John Milton : Paradise Lost Book IX
Andrew Marvell : “To His Coy Mistress”; “Bermudas”; “The Definition of Love”
Alexander Pope : The Rape of the Lock

Recommended Reading:
William R. Keast (ed), Seventeenth Century English Poetry: Modern Essays in Criticism
Mario A. Dicésare (ed), George Herbert and the Seventeenth Century Religious Poets
Basil Willey, The Seventeenth Century Background
Margaret Stocker, Paradise Lost: An Introduction to the Variety of Criticism
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
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 Tragdill, Sociolinguistics: An Introduction to Language and Society
Rodger T. Bell, Sociolinguistics: Goals, Approaches and Problems
Ronald Wardhaugh, An Introduction to Sociolinguistics
Third Year: 6th Semester

Course Eng.305: English Prose from Bacon to Burke
Credits: 4                  Full Marks: 100

Jonathan Swift : Gulliver’s Travels
Daniel Defoe : Robinson Crusoe
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
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    : Beowulf
Geoffery Chaucer : “The General Prologue” from *The Canterbury Tales*

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: 7th 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:

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 Innsfree”;
   “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
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.402: 20th Century Literature (Poetry and Drama)**

Credits: 4                  Full Marks: 100

- Poetry:
  - W. B. Yeats :
    - “The Lake Isle of Innsfree”
    - “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*

**Fourth Year: 8th Semester**

**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:
- H.D. F. Kitto, *Form and Meaning in Drama*
- Richard Jenkyns, *Classical Literature: An Epic Journey from Homer to Virgil and Beyond*

**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 Burgress, *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 Lyrical Ballads”
Samuel Taylor Coleridge : Biographia Literaria (Chapters xiii, xiv, xv, xvii)
Matthew Arnold : “The Study of Poetry”
Simone de Beauvoir : Introduction to The Second Sex
Terry Eagleton : Introduction to The Rise of English
Edward W. Said : Introduction in Orientalism

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A range</th>
<th>B range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Your content is relevant to the task and well developed</td>
<td>• Relevant</td>
</tr>
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<td></td>
<td></td>
<td>• Task lacks detail/depth</td>
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<tr>
<td>Organisation of writing</td>
<td>Effective organisation of ideas of paragraph/s. You make effective use</td>
<td>Structure and development are mostly effective. You may need to pay</td>
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<td>of topic sentences and supporting detail. You use cohesive devices</td>
<td>further attention to:</td>
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<td>and/or vocabulary and/or pronouns to connect ideas. You develop ideas</td>
<td>• use of topic sentences and supporting ideas</td>
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<td>and lead the reader through the text.</td>
<td>• signalling of text development using cohesive devices</td>
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<td></td>
<td>• use of vocabulary and/or pronouns to help text cohesion</td>
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<td>• overall development of ideas in your text from introduction to</td>
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<td></td>
<td></td>
<td>conclusion</td>
</tr>
<tr>
<td>Accuracy of language use</td>
<td>Any occasional grammatical or vocabulary errors are extremely minor.</td>
<td>Grammatical and/or vocabulary errors are noticeable but do not stop</td>
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<td></td>
<td>Whilst they should be noted, they do not get in the way of understanding.</td>
<td>the reader understanding the flow of ideas. Focus on any systematic</td>
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<td></td>
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<td>mistakes that are highlighted.</td>
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<tr>
<td>Range and complexity of language use</td>
<td>Your grammar, vocabulary and sentence structures are appropriate to</td>
<td>Grammar and vocabulary are appropriate to the task. You may need to:</td>
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<td></td>
<td>the task and varied. You demonstrate a thorough understanding of</td>
<td>• extend vocabulary range in places</td>
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<td></td>
<td>idiomatic English.</td>
<td>• use more complex sentence structures to accurately express your ideas</td>
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<td>• increase accuracy of complex structures</td>
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<tr>
<td>Presentation of work</td>
<td>Clearly well proofread, with careful attention to presentation, spelling,</td>
<td>Only occasional presentational issues are noticeable. These may be:</td>
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<td>capitalization and punctuation.</td>
<td>• clarity of handwriting</td>
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<td>• spelling mistakes</td>
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<td>• punctuation</td>
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<td>C range</td>
<td>D range</td>
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<tr>
<td><strong>Range and complexity of language use</strong></td>
<td><strong>Your content is limited and/or may be irrelevant. To be effective, your writing needs to show more generation of ideas/planning.</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Grammar and vocabulary are generally appropriate for the task. Your expression may be limited by:  
  - a restricted range of vocabulary  
  - a dependence on simple sentence structures and/or errors in complex sentence structures | Grammar and vocabulary are generally appropriate for the task. 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. |
| Some parts of your text are poorly organised and/or not fully developed. You may need to pay attention to:  
  - use of topic sentences and supporting ideas  
  - signalling of text development using cohesive devices  
  - use of vocabulary and/or pronouns to help text cohesion  
  - overall development of text from introduction to conclusion | It is difficult to see the organisation and flow of your ideas. This may be because of problems with:  
  - correct use of topic sentences and supporting ideas  
  - signalling of text development using cohesive devices  
  - use of vocabulary and/or pronouns to help text cohesion  
  - overall development of text from introduction to conclusion  
  - the expected length |
| Although overall the text is understood, grammatical and/or vocabulary use is faulty which affects the comprehensibility of your writing. | Unacceptably frequent grammatical and/or vocabulary errors which hamper comprehensibility. |
| Grammar and vocabulary are generally appropriate for the task. Your expression may be limited by:  
  - a restricted range of vocabulary  
  - a dependence on simple sentence structures and/or errors in complex sentence structures | 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. |
| Some presentational issues are noticeable. These may be:  
  - clarity of handwriting  
  - spelling mistakes  
  - punctuation | Your writing is marred by frequent presentational issues. These may be:  
  - clarity of handwriting  
  - spelling mistakes  
  - punctuation |
## Rubrics of Course Eng.104: Advanced Composition

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A range</th>
<th>B range</th>
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</thead>
<tbody>
<tr>
<td>Content</td>
<td>The content is relevant to the task and it is well developed.</td>
<td>The content is relevant to the task but it lacks some detail or breadth to make this fully developed.</td>
</tr>
</tbody>
</table>
| **Organisation of writing**     | • The essay is well structured with a Thesis Statement in the Introductory paragraph  
• Very effective organization of ideas in both paragraphs and the overall text. Each paragraph addresses a specific aspect of the topic  
• Effective use of topic sentences and supporting detail  
• Use of cohesive devices (transition words) and/or vocabulary and/or pronouns to connect ideas  
• Well-developed ideas that lead; the reader through the text | Structure and development are mostly effective. Further attention must be paid to:  
• The use of Thesis statement. It must be adequately supported and well developed  
• use of topic sentences and supporting ideas  
• Signalling of text development using cohesive devices (transitions)  
• use of vocabulary and/or pronouns to help text cohesion  
• overall development of ideas in text from introduction to conclusion |
| Accuracy of language use        | 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. |
| Range and complexity of language use | • Your grammar, vocabulary and sentence structure are appropriate to the task and varied  
• You demonstrate a thorough understanding of idiomatic English | Grammar and vocabulary are appropriate to the task. Further attention must be paid to:  
• the extension of vocabulary range in places  
• use of more complex sentence structures to express ideas  
• an increase inaccuracy of complex structures (eg checking for fragments) |
| Presentation of your work       | Clearly well proofread, with careful attention to  
• presentation, spelling, punctuation  
• and referencing conventions | Only occasional presentational issues noticeable. These may be:  
• clarity of handwriting  
• spelling mistakes  
• punctuation  
• inaccurate/absent referencing  
• layout |
<table>
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<th></th>
<th>C range</th>
<th>D range</th>
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<tbody>
<tr>
<td></td>
<td>The content is generally relevant but is limited in scope. It may be</td>
<td>The content is limited and/or some of it may be irrelevant. To be</td>
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<td>repetitive over the whole text. In planning, expanding on detail or</td>
<td>effective, the writing needs to show proper development of ideas and</td>
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<td>range of ideas is necessary.</td>
<td>planning.</td>
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<td>The essay is not properly organised. Some parts of the text are poorly</td>
<td>It is difficult to see the organisation and flow of ideas. This may be</td>
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<td>organised and/or developed. Attention must be paid to:</td>
<td>because of problems with:</td>
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<td>• the development of the Thesis Statement</td>
<td>• correct and well stated Thesis Statement</td>
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<td>• use of topic sentences and supporting ideas</td>
<td>• use of topic sentences and supporting ideas</td>
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<td>• signalling of text development using cohesive devices</td>
<td>• signalling of text development using cohesive devices</td>
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<td>• use of vocabulary and/or pronouns to help text cohesion</td>
<td>• use of vocabulary and/or pronouns to help text cohesion</td>
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<td>• overall development of text from introduction to conclusion</td>
<td>• overall development of text from introduction to conclusion</td>
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<td>Although overall the text is understood, grammatical and/or vocabulary</td>
<td>Unacceptably frequent grammatical and/or vocabulary errors. It is</td>
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<td>use is faulty in places.</td>
<td>necessary to identify the errors and re-write the text in order to</td>
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<td>develop language use. Identify these errors and re-write.</td>
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<td>Grammar and vocabulary are generally appropriate to the task but</td>
<td>• The range of language used and its complexity are fairly restricted</td>
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<tr>
<td></td>
<td>expression maybe limited by:</td>
<td>• Written in simple sentences with little variety of structures used</td>
</tr>
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<td></td>
<td>• restricted range of vocabulary</td>
<td>• Vocabulary is limited/used repetitively</td>
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<td></td>
<td>• dependence on simple sentence structures and/or errors in complex</td>
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<td></td>
<td>sentence structures</td>
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<td></td>
<td>Some presentational issues are noticeable. These may be:</td>
<td>Writing is marred by frequent presentational issues. These may be:</td>
</tr>
<tr>
<td></td>
<td>• clarity of handwriting</td>
<td>• clarity of handwriting</td>
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<td>• spelling mistakes</td>
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<td>• punctuation</td>
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<td></td>
<td>• inaccurate/absent referencing</td>
<td>• inaccurate/absent referencing</td>
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<td>• layout</td>
<td>• layout</td>
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# Rubrics of Course Eng.105: Introduction to Prose and Drama and Course Eng.106: Introduction to Poetry

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A range</th>
<th>B range</th>
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<tbody>
<tr>
<td><strong>Content &amp; Commentary</strong></td>
<td>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. Interesting commentary with creative, original ideas and insights, analytical and reflective answer.</td>
<td>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. Commentary presents a reasonable opinion. Ideas are moderately developed but limited in scope and originality. Dependence on memorized commentary is evident.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| **Organization**          | • Essay is well structured with a Thesis statement in the introductory paragraph  
• Very effective organisation of ideas in both paragraphs and the overall text. Each paragraph addresses a specific aspect of the topic  
• Effective use of topic sentences and supporting detail  
• Use of cohesive devices (transition words) and/or vocabulary and/or pronouns to connect ideas  
• Ideas are developed and lead the reader through the text | • Use of Thesis statement is adequately supported and well developed  
• Further attention must be paid to the use of topic sentences and supporting ideas  
• Signalling of text development by using cohesive devices (transitions)  
• Use of vocabulary and/or pronouns to help text cohesion  
• Overall development of ideas from introduction to conclusion |
<table>
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<tr>
<th>C range</th>
<th>D range</th>
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<tbody>
<tr>
<td>Essay approaches the question in a vague manner. The thesis is not clear and the argument is replaced by paraphrasing. Basic commentary which lacks original ideas or insights. Limited analysis.</td>
<td>Essay has a weak thesis or argument. Simple summary presented. No supporting argument. No commentary. Little evidence of reading and understanding of the text.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| Essay is not properly organized. Some parts of the text are poorly organized and/or developed. Attention must be paid to:  
  • development of thesis statement  
  • use of topic sentences and supporting ideas  
  • signalling of text development using cohesive devices  
  • use of vocabulary and/or pronouns to help text cohesion  
  • overall development of text from introduction to conclusion | It is difficult to see the organization and flow of ideas. This may be because of problems with:  
  • correct and explicit thesis statement  
  • use of topic sentences and supporting ideas  
  • signalling of text development using cohesive devices  
  • use of vocabulary and/or pronouns to help text cohesion  
  • overall development of text from introduction to conclusion |
<table>
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<tr>
<th>Criteria</th>
<th>A range</th>
<th>B range</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accuracy of language use</strong></td>
<td>Any occasional grammatical or vocabulary errors are extremely minor. Whilst they are noted, they do not get in the way of understanding.</td>
<td>Grammatical and/or vocabulary errors are noticeable but do not stop the reader understanding the flow of ideas.</td>
</tr>
</tbody>
</table>
| **Range and complexity of language use** | • Grammar, vocabulary and sentence structure are appropriate to the task and varied  
• Demonstrates a thorough understanding of idiomatic English | Grammar and vocabulary are appropriate to the task. The student needs to:  
• extend vocabulary range in places  
• use more complex sentence structures to express ideas  
• increase accuracy of complex structures (eg checking for fragments) |
| **Presentation**               | Clearly well proofread, with careful attention to  
• presentation, spelling, punctuation and referencing conventions | Only occasional presentational issues noticeable. These may be:  
• clarity of handwriting  
• spelling mistakes  
• punctuation  
• inaccurate/absent referencing;  
• layout |
<table>
<thead>
<tr>
<th>C range</th>
<th>D range</th>
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</thead>
<tbody>
<tr>
<td><strong>Accuracy of language use</strong></td>
<td><strong>Unacceptably frequent grammatical and/or vocabulary errors.</strong></td>
</tr>
<tr>
<td>Although overall the text is understood, grammatical and/or vocabulary use is faulty in places.</td>
<td></td>
</tr>
<tr>
<td><strong>Grammar and vocabulary</strong></td>
<td><strong>The range of language used and its complexity are fairly restricted</strong></td>
</tr>
<tr>
<td>are generally appropriate to the task. Expression maybe limited by:</td>
<td>• Simple sentences with little variety of structures used</td>
</tr>
<tr>
<td>• a restricted range of vocabulary</td>
<td>• Vocabulary is limited/used repetitively</td>
</tr>
<tr>
<td>• a dependence on simple sentence structures and/or errors in complex sentence structures</td>
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</tr>
<tr>
<td><strong>Some presentational issues are noticeable. These may be:</strong></td>
<td><strong>Writing is marred by frequent presentational issues. These may be:</strong></td>
</tr>
<tr>
<td>• clarity of handwriting</td>
<td>• clarity of handwriting</td>
</tr>
<tr>
<td>• spelling mistakes</td>
<td>• spelling mistakes</td>
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<tr>
<td>• punctuation</td>
<td>• punctuation</td>
</tr>
<tr>
<td>• inaccurate/absent referencing</td>
<td>• inaccurate/absent referencing</td>
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<tr>
<td>• layout</td>
<td>• layout</td>
</tr>
</tbody>
</table>

**Criteria**

- **A range**
  - Grammar and vocabulary are generally appropriate to the task.
  - The student needs to:
    - extend vocabulary range in places
    - use more complex sentence structures to express ideas
    - increase accuracy of complex structures (e.g., checking for fragments)
  - Grammar, vocabulary, and sentence structure are varied
  - Demonstrates a thorough understanding of idiomatic English

- **B range**
  - Range and complexity of language use
  - Grammar and vocabulary are generally appropriate to the task. Expression maybe limited by:
    - a restricted range of vocabulary
    - a dependence on simple sentence structures and/or errors in complex sentence structures
  - The student needs to:
    - extend vocabulary range in places
    - use more complex sentence structures to express ideas
    - increase accuracy of complex structures (e.g., checking for fragments)
  - Grammar, vocabulary, and sentence structure are varied
  - Demonstrates a thorough understanding of idiomatic English

- **C range**
  - Range and complexity of language use
  - Grammar and vocabulary are generally appropriate to the task. Expression maybe limited by:
    - a restricted range of vocabulary
    - a dependence on simple sentence structures and/or errors in complex sentence structures
  - Some presentational issues are noticeable. These may be:
    - clarity of handwriting
    - spelling mistakes
    - punctuation
    - inaccurate/absent referencing
    - layout

- **D range**
  - Range and complexity of language use
  - Unacceptably frequent grammatical and/or vocabulary errors.
  - Writing is marred by frequent presentational issues. These may be:
    - clarity of handwriting
    - spelling mistakes
    - punctuation
    - inaccurate/absent referencing
    - layout
## Rubrics of Course Eng.201: Writing for Academic Purposes

<table>
<thead>
<tr>
<th>Criteria</th>
<th>A range</th>
<th>B range</th>
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</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>• The content is relevant to the task and well developed.</td>
<td>The content is generally relevant to the task but may be overgeneralised/vague or not fully developed.</td>
</tr>
<tr>
<td><strong>Organisation of writing</strong></td>
<td>• The essay is well structured with a clear thesis statement in the introductory thesis paragraph. Each paragraph addresses a specific aspect of the topic through effective use of topic sentences and supporting details.</td>
<td>• 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. • Paragraphing is used but may not always indicate a logical development of ideas. • Transitions and other cohesive devices are not always smoothly handled.</td>
</tr>
<tr>
<td><strong>Accuracy of language use</strong></td>
<td>Any occasional grammatical or vocabulary errors are negligible and do not get in the way of understanding,</td>
<td>Grammatical and/or vocabulary errors are noticeable but do not impede the flow of ideas. Meaning can generally be understood</td>
</tr>
<tr>
<td><strong>Range and complexity of language use</strong></td>
<td>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.</td>
<td>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. 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.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>Clearly laid out, and proofread with careful attention to spelling, punctuation and referencing conventions.</td>
<td>Only occasional presentational issues are noticeable such as unclear handwriting, spelling mistakes, faulty punctuation and inaccurate or absence of referencing.</td>
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<tr>
<td>C range</td>
<td>D range</td>
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<tr>
<td>The content is generally relevant but is limited in scope, vague or repetitive.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>• Paragraphing may not be sufficiently used and it may be difficult to distinguish the body paragraphs from the introduction and conclusion.</td>
<td>• Paragraphing may be completely missing or illogical, making it difficult to link the flow</td>
<td></td>
</tr>
<tr>
<td>• 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.</td>
<td>• of ideas or separate the main points from the supporting details. Linking words and other cohesive devices are missing or almost always incorrectly used.</td>
<td></td>
</tr>
<tr>
<td>Although the whole text can be understood, grammatical errors may be quite noticeable and cause some difficulty for the reader.</td>
<td>Frequent grammatical errors make it difficult for the reader to understand the text. Some sentences may be totally garbled and unintelligible.</td>
<td></td>
</tr>
<tr>
<td>Grammar and vocabulary are generally appropriate to the task but expression maybe limited by restricted range of vocabulary, dependence on simple sentences and/or errors in complex sentences.</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Some presentational issues are noticeable. These may be unclear handwriting, spelling mistakes, faulty punctuation, inaccurate or absence of referencing and inappropriate layout.</td>
<td>Writing is marred by frequent presentational issues such as unclear handwriting, spelling mistakes, faulty punctuation, inaccurate or absence of referencing and inappropriate layout.</td>
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</tbody>
</table>