

Department of English and Interdisciplinary Studies
Bachelor of Arts Degree Programme - 2020

English

LEVEL	Course Code	Course Name	Credit Value	Type:
Level 1	ENGL 11314	Writing Skills	04	C
	ENGL 11322	Critical Thinking	02	C
	ENGL 11332	Introduction to Narrative Fiction	02	O
	ENGL 12342	Introduction to English Grammar	02	C
	ENGL 12352	Poetry and the Human Condition	02	C
Level 2	ENGL 21312	Projects, Proposals and Presentations	02	C
	ENGL 21322	Great Novels	02	C
	ENGL 21332	Contemporary Literature in Translation	02	O
	ENGL 22342	Research Skills in Literary and Language Skills	02	C
	ENGL 22352	Great Dramatists	02	C
	ENGL 22362	Creative/Critical Projects	02	O
Level 3	ENGL 31312	Postcolonial Literature and Cultures of Globalization	02	C
	ENGL 31322	Gender and Diversity in Literature	02	C
	ENGL 31332	Theoretical Concepts and Frameworks	02	O
	ENGL 32342	Sri Lankan Poetry and Prose	02	C
	ENGL 32352	Introduction to Language Pedagogy	02	C

Semester	Semester 1		
Course Code:	ENGL 11314		
Course Name:	Writing Skills		
Credit Value:	04		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	60	20	120
Intended Learning Outcomes: By the end of the course the students will be able to, identify grammar problems and avoid making errors demonstrate their ability to write in a register-appropriate academic prose and write well-formed academic papers			
Course Content: Mechanics of writing (Spelling, pronunciation, citation format, references) Grammar problems (agreement, articles, prepositions, adverbs, verbs) Communication strategy (audience, message, channel) Academic genres (essay type answers, reviews, letters)			
Teaching /Learning Methods: Lectures, workshops, multi-media presentations, discussions			
Assessment Strategy: Continuous assessment – in-class tests, assignments, group work and end of course exam			
Continuous Assessment 40%		Final Assessment 60%	
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other
Recommended Reading: Fernando, M.S. (1993). <i>A Proficiency Grammar of English</i> . Colombo: Wesley Press. Gibaldi, J. (2003). <i>MLA Handbook for Writers of Research Papers</i> . 6th ed. New York: Modern Language Association of America. Greenbaum, S. & Quirk, R. (1990). <i>A Student's Grammar of the English Language</i> . India: Pearson Education. Publication Manual of the American Psychological Association (APA) . (2001). 5th ed. Washington, D.C.: American Psychological Association. Truss, L. (2003). <i>Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation</i> . Gotham Books. Turabian, Kate L. (1996). <i>A Manual for Writers of Term Papers, Theses, and Dissertations</i> . 6th ed. Chicago: University of Chicago Press.			

Semester	Semester 1		
Course Code:	ENGL 11322		
Course Name:	Critical Thinking		
Credit Value:	02		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
By the completion of the course, the students will be able to, critically analyze literary texts as well as texts from popular culture, and other media content to carry out close readings. apply the basics of critical thinking to life experiences			
Course Content:			
The analysis and interpretation of sample literary texts, cultural artifacts, popular cultural artifacts, media content and scholarly texts.			
Teaching /Learning Methods: Lectures, multi-media presentations, discussions, workshops			
Assessment Strategy: Continuous assessment through in-class tests, assignments, group work, end-of-course exams			
Continuous Assessment 40%		Final Assessment 60%	
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%) (specify)
Recommended Reading:			
Kennedy, X. J. and Giola, Dana (1999). <i>Literature – An Introduction to Fiction, Poetry and Drama</i> , (7 th edition). New York: Longman.			
Leitch, V. B. (2001). <i>The Norton Anthology of Theory and Criticism</i> . New York: W. W. Norton Company.			
Mayfield, Mary (2001). <i>Thinking for Yourself – Developing Critical Thinking Skills through Reading and Writing</i> . United States: Heinle and Heinle – Thomson Learning.			
Shiach, Don (1984). <i>The Critical Eye – Appreciating Prose and Poetry</i> . Surrey: Thomas Nelson and Company Ltd.			
Robert, H. Thouless, (1953). <i>Straight and Crooked Thinking</i> . London: Pan Books.			

Semester	Semester 1		
Course Code:	ENGL 11332		
Course Name:	Introduction to Narrative Fiction		
Credit Value:	02		
Type:	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
<p>The objective of this course is to provide the students with an understanding of narrative fiction from different traditions and perspectives.</p> <p>By the end of the course students will be able to demonstrate familiarity with the work of many writers and traditions.</p> <p>be able to analyze narrative fiction from different perspectives.</p>			
Course Content:			
<p>Select Three texts from the following:</p> <p><i>The Short Happy Life of Francis Mcomber/ Hills Like White Elephants</i> by Ernest Hemingway</p> <p><i>A Passage to India</i> by E.M. Forster</p> <p><i>A Clockwork Orange</i> by Anthony Burgess</p> <p><i>To Kill a Mockingbird</i> by Harper Lee</p> <p><i>Beloved</i> by Toni Morrison</p> <p><i>The Great Gatsby</i> by Scott Fitzgerald</p> <p><i>The Chronicles of Narnia: The Lion, the Witch and the Wardrobe</i> by C.S. Lewis</p> <p>Any novel by Austen</p> <p><i>North and South</i> by Elizabeth Gaskell</p> <p>Either <i>To The Lighthouse</i> or <i>Mrs. Dalloway</i> by Virginia Woolf</p> <p><i>Wuthering Heights</i> by Emily Brontë</p>			
Teaching /Learning Methods:			
Lectures, CAL, multi-media presentations, discussions, workshops			
Assessment Strategy:			
Continuous assessment: individual and group work, mid-semester assessment, and final			

end- semester assessment			
Continuous Assessment 40.....%		Final Assessment 60%	
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other
Recommended Reading:			
Allen, W. (1962). <i>The English Novel</i> , Middlesex: Penguin Books Ltd.			
Chase, R. (1957). <i>The American Novel and its Tradition</i> . New York: Doubleday.			
Cunliffe, M. (1959). <i>The Literature of the United States</i> . Baltimore: Penguin.			
Gerlin, W. (1971). <i>Emily Bronte: The Evolution of Genius</i> . London: Clarendon Press.			
Mahood, M. (1977). <i>The Colonial Encounter</i> . London: Rex Collins Ltd..			
Nestor, P. (1985). <i>Female Friendships and Communities; Charlotte Brontë, George Eliot, Elizabeth Gaskell</i> . Oxford: Clarendon Press.			

Semester	Semester 2		
Course Code:	ENGL 12342		
Course Name:	Introduction to English Grammar		
Credit Value:	2		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
On completion of this course, the students will be able to, Demonstrate familiarity with the structure of the English language, its phonology, morphology and syntax. Self-correct their English by discussion of grammar rules and demonstrate proficiency in English.			
Course Content:			
Introduction to phonetics (IPA)			
Phonology of English			
English accents			
English morphology			
Sri Lankan English morphology			

English syntax Common errors			
Teaching /Learning Methods: Lectures, workshops, multi-media presentations, discussions			
Assessment Strategy: Continuous assessment: in-class tests, assignments/group work and end-of-course exam			
Continuous Assessment 40%		Final Assessment 60%	
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other
Recommended Reading: Fernando, S, Gunsekera, M. & A. Parakrama (eds.) (2010). <i>English in Sri Lanka: Ceylon English, Lankan English, Sri Lankan English</i> . Colombo: Sri Lanka English Language Teachers' Association. Fromkin, V., Rodman, R., Hyams, N. (2006). <i>An Introduction to Language</i> . Boston: Heinle. Gunsekera, Manique (2000). Morphosyntactic Errors of Fluent speakers of English in Sri Lanka. <i>Vagvidya</i> 7. University of Kelaniya. 2-13. Hahn, Pamela Rice (2005). <i>The Only Writing Book You'll Ever Need: A Complete Resource for Perfecting Any Type of Writing</i> . Massachusetts: Adams Media. Larsen-Freeman, D. (2004). <i>Teaching Language: From Grammar to Grammmaring</i> . Boston: Thomson Heinle Publishing Co.			

Semester	Semester 2		
Course Code:	ENGL 12352		
Course Name:	Poetry and the Human Condition		
Credit Value:	02		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60

Intended Learning Outcomes:

By the end of the course, the students will be able to,
demonstrate familiarity with the work of many poets and traditions.
Analyze poems from different perspectives and theoretical approaches.

Course Content:

The following poems, which have been paired according to themes:
Canonization by John Donne, *Sonnet 130 My mistress eyes..* by Shakespeare & *Tonight I can write...* by Pablo Neruda
Design by Robert Frost & *Daffodils/The Solitary Reaper* by William Wordsworth
My life closed twice before its close by Emily Dickinson & *Lady Lazarus* by Sylvia Plath
London by William Blake & *Questions of a studious working man* by Bertolt Brecht
The Whitsun Wedding/ Churchgoing by Philip Larkin & *The Forgotten City* by William Carlos Williams
A Woman's Shortcomings by Elizabeth Barrett Browning & *Bride Song* by Christina Rossetti
Telephone Conversation by Wole Soyinka, *Mamma Welfareroll* by Maya Angelou & *Don't Talk to Me about Matisse* by Lakdasa Wikkramasinha

Teaching /Learning Methods: Lectures, workshops, multi-media presentations, discussions

Assessment Strategy: Continuous assessment: in class-tests, assignments, group work and end-of-course exam.

Continuous Assessment	Final Assessment
40%	60%

Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other
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Recommended Reading:

Crutwell, P. (1953). *Essays in Criticism*, Vol. 3. Oxford: Basil Blackwell.
Meyer, M. (2009). *Poetry: An Introduction*. Bedford: St.Martins.
Moi, T. (1985). *Sexual/Textual Politics*. London: Methuen.
Perrine, L. & Arp, T.R.(2008). *Sound and Sense: An Introduction to Poetry*. New York: Houghton Mifflin Harcourt Publishers.
Cleanth, Brooks, Robert, P. Warren (1976). 4th ed. *Understanding Poetry*. London: Wadsworth Publishing Company.

LEVEL 2

Semester	Semester 01		
Course Code:	ENGL 21312		
Course Name:	Projects, Proposals and Presentations		
Credit Value:	02		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
<p>By the end of the course, the students will be able to,</p> <p>To write effective proposals, project reports and make presentations with confidence</p> <p>To analyze job advertisements and job descriptions, write positively, use the genres of new media</p> <p>To be familiar with writing and speaking skills and tasks in the 21st century office context.</p>			
Course Content:			
<p>Application procedure (Cover letters, CV)</p> <p>Letters, memos, e-mails</p> <p>Project proposals</p> <p>Reports</p> <p>Evaluations & Handling criticism</p> <p>Presentations (speaking skills, PowerPoint design, Q & A)</p>			
Teaching /Learning Methods:			
Lectures, workshops, multi-media presentations, discussions			
Assessment Strategy: Continuous assessment through in-class tests, assignments, group work, mini-research project, end-of-course exam			
Continuous Assessment	Final Assessment		
.....100.....%none.....%		

Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%) (specify)
Recommended Reading:			
Hacker, D. (2000). <i>Rules for Writers: A Brief handbook</i> . New York: St. Martin's Press.			
Munter, M. (2006). <i>Guide to Managerial Communication: Effective Business Writing and Speaking</i> . New Jersey: Pearson.			
Swales, J. & Feak, C. (2000). <i>English in Today's Research World: A Writing Guide</i> . Ann Arbor: Michigan University Press.			
Swan, M. (2005). <i>Practical English Usage</i> . Oxford: Oxford University Press.			
Wong, I., Connor, M.D., & U. Murfett (2006). <i>Business Communication: Asian Perspectives, Global Focus</i> . Singapore: Pearson Prentice Hall.			

Semester	Semester 01		
Course Code:	ENGL 21322		
Course Name:	Great Novels		
Credit Value:	02		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
By the end of the course, the students will be able to,			
Analyze key novels in terms of their themes, form, and context			
Demonstrate familiarity with different thematic concerns sociopolitical relevance			
To discuss characterization, plot and techniques of selected novels			
To demonstrate/discuss the contemporary relevance of different novels			
Course Content:			
Select three novels from among the following:			
Either <i>Tess of the D'Urbervilles</i> by Thomas Hardy or <i>The Adventures of Huckleberry Finn</i> by Mark Twain			
<i>David Copperfield</i> by Charles Dickens			

<p><i>Jane Eyre</i> by Charlotte Brontë A novel by Jane Austen Either <i>The English Patient</i> by Michael Ondaatje or <i>White Teeth</i> by Zadie Smith Either <i>Seasons of Migration to the North</i> by Tayeb Salih or <i>Woman at Point Zero</i> by Nawal al Saadawi Either <i>Midnight's Children</i> by Salman Rushdie or <i>Inheritance of Loss</i> by Kiran Desai Either <i>Atonement</i> by Ian McEwan or <i>The Prime of Miss Jean Brodie</i> by Muriel Sparks.</p>			
<p>Teaching /Learning Methods: Lectures, workshops, multi-media presentations, discussions</p>			
<p>Assessment Strategy: Continuous assessment: in-class tests, assignments, group work and end-of-course exam.</p>			
<p>Continuous Assessment 40.....%</p>		<p>Final Assessment 60.....%</p>	
<p>Details: quizzes %, mid-term %, other % (specify)</p>	<p>Theory (%) </p>	<p>Practical (%) </p>	<p>Other </p>
<p>Recommended Reading: Allen, W. (1962). <i>The English Novel</i>. Middlesex: Penguin Books Ltd. Gerlin, W. (1971). <i>Emily Brontë: The Evolution of Genius</i>. Gloucestershire: Clarendon Press. Leavis, F.R. & Leavis, Q. D. (1970). <i>Dickens the Novelist</i>. London: Chatto & Windus. Moi, T. (1985). <i>Sexual/Textual Politics</i>. London: Methuen. Watt, I. (1975). <i>The Rise of the Novel; Studies in Defoe, Richardson and Fielding</i>. Berkeley: University of California Press.</p>			

Semester	Semester 01		
Course Code:	ENGL 21332		
Course Name:	Contemporary Literature in Translation		
Credit Value:	02		
Type:	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60

<p>Intended Learning Outcomes:</p> <p>By the end of the course, the students will be able to, By the end of this course, students will be able to, Discuss issues of the contemporary world as reflected in creative literature. Demonstrate familiarity with the present socio-political and cultural perspectives of different communities around the globe.</p>			
<p>Course Content:</p> <p>A selection of 04 texts: At least 02 from South Asia from the selection given below: <i>Sedona</i> by Eva Ranaweera <i>Kosalai¹</i> by Ranjakumar & <i>A Cow's Tale</i> by Giritharan <i>Viragaya</i> by Martin Wickramasinghe Either <i>Samskara</i> by Ananthamurthy or <i>Imaginary Map</i> by Mahasweta Devi <i>One Hundred Years of Solitude</i> by Gabriel Garcia Marquez <i>The Tin Drum</i> by Gunter Grass Either <i>Doctor Zhivago</i> by Boris Pasternak or a selection of poems from <i>My Sister Life</i> <i>Snow Country</i> by Kawabata Yasunari <i>Shanghai Girls</i> by Lisa See <i>Midaq Alley</i> by Naguib Mohfouz <i>The Joke</i> by Milan Kundera</p>			
<p>Teaching /Learning Methods:</p> <p>Lectures, discussions, and seminar series with guest lecture/s</p>			
<p>Assessment Strategy:</p> <p>Continuous assessment through in-class tests, assignments, group work, end- of- course exams</p>			
<p>Continuous Assessment 40%</p>		<p>Final Assessment60.....%</p>	
<p>Details: quizzes %, mid-term %, other % (specify)</p>	<p>Theory (%)</p>	<p>Practical (%)</p>	<p>Other</p>

Recommended Reading:

Gooneratne, Yasmine (1968). *English Literature in Ceylon 1815-1878*. Dehiwela, Ceylon: Tisara Prakasakayo.

Pendergast, Sara & Pendergast, Tom (Eds.), (2002). *Reference Guide to World Literature*, Third Edition, Vol: 3. USA: St. James Press.

Rushdie, Salman & West, Elizabeth (Eds.), (1997). *Mirrorwork: 50 Years of Indian Writing 1947-1997*. London: Macmillan Press.

Sivathamby, Kathigesu (2008). *50 Years of Sri Lankan Tamil Literature* <http://tamilelibrary.org/teli/srilitt.html>

Semester	Semester 02		
Course Code:	ENGL 22342		
Course Name:	Research Skills in Literary and Language Studies		
Credit Value:	02		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
By the end of the course, the students will demonstrate their capacity to, Employ their research skills in conceptualizing and designing a mini-research proposal and carry out collective mini-research projects Write a research paper and disseminate findings.			
Course Content:			
The formulation of a research statement / hypothesis / questions Drafting a research proposal Literature search / surveys Research methods Data collection and analysis Writing up research and dissemination			
Teaching /Learning Methods: Lectures, multi-media presentations, discussions, tutorials, workshops, fieldwork, literature surveys, supervision of research			
Assessment Strategy: Continuous assessment through in-class tests, assignments, group			

work, mini-research project, end-of-course exam			
Continuous Assessment100.....%		Final Assessmentnone.....%	
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%) (specify)

Semester	02		
Course Code:	22352		
Course Name:	Great Dramatists		
Credit Value:	02		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
<p>By the end of this course, the students will be able to,</p> <p>To demonstrate familiarity with the work of many dramatists and dramatic traditions.</p> <p>To analyze dramatic techniques and demonstrate knowledge of a cross section of plays</p>			
Course Content:			
<p>Select four from the following plays:</p> <p><i>Othello/The Tempest/Hamlet</i> by Shakespeare & <i>Dr.Faustus</i> by Christopher Marlowe</p> <p><i>Widows</i> by Ariel Dorfman & <i>Mad Men and Specialists</i> by Wole Soyinka</p> <p><i>Cloud 9</i> by Caryl Churchill & <i>Look Back in Anger</i> by John Osborn/ A play by Harold Pinter</p> <p><i>Accidental Death of an Anarchist</i> by Dario Fo & <i>Mr. Puntila and his Man Matti</i> by Bertolt Brecht</p> <p><i>The Crucible</i> by Arthur Miller & <i>Cat on a Hot Tin Roof/ A Street Car Named Desire</i> by Tennessee Williams</p> <p><i>No Exit</i> by Jean-Paul Sartre and <i>Caligula</i> by Albert Camus</p>			
Teaching /Learning Methods: Lectures, workshops, multi-media presentations, dramatizations, discussions			
Assessment Strategy: Continuous assessment: in-class tests, assignments, group work and end-of-course exam.			
Continuous Assessment40.....%		Final Assessment60.....%	
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other %)(specify)

Recommended Reading:

Brockett, O.G. & Findlay, R. (1990). *Century of Innovation: A History of European and American Theatre and Drama since the Late Nineteenth Century*. Boston: Allyn & Bacon.

Fisher-Lichte, E. (2004). *History of European Drama and Theatre*. New York: Routledge.

Pfister, M., (1991). *The Theory and Analysis of Drama (European Studies in English Literature)*. London: Cambridge University Press.

Shapiro, J. (2005). *A Year in the Life of William Shakespeare:1599*. New York:

Semester	Semester 2		
Course Code:	ENGL 22362		
Course Name:	Creative / Critical Projects		
Credit Value:	02		
Type:	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60

Intended Learning Outcomes:

By the completion of the course, the students will be able to, demonstrate their creative and critical capacities to the campus community through creative or critical projects (by writing a creative work, by directing / producing a short drama, by publishing a book / by contributing to a journal, making a short film, organizing an exhibition, designing a website etc.). demonstrate their skills and capacity to generate funds and organize / manage short-term projects individually or collectively.

Course Content:

Guest lectures by creative writers, actors, critics, editors, directors, et al on creative and critical projects
Formulation of individual or joint project proposals on creative or critical projects for approval by the Department
Supervision of projects by members of the Department
Presentations/productions of the creative or critical projects to the public / campus community

Teaching /Learning Methods:			
Lectures, multi-media presentations, discussions, workshops			
Assessment Strategy:			
Continuous assessment: individual and group work, mid-semester assessment, the end-of-semester creative or critical project			
Continuous Assessment ...100.....%		Final Assessment NONE	
Details: quizzes %, mid-term %, other % (specify)%%%	Theory (%)	Practical (%)	Other (%) (specify)
Recommended Reading:			
Harvard Business School Press (2004). Presentations that Persuade and Motivate. Boston: Harvard Business School Press.			
Munter, M. (2006). Guide to Managerial Communication: Effective Business Writing and Speaking. New Jersey: Pearson.			
http://www.creativewriting-prompts.com/			
http://www.stanford.edu/group/cwstudents/grants/			

Level 03

Semester	Semester 01		
Course Code:	ENGL 31312		
Course Name:	Postcolonial Literature and Cultures of Globalization		
Credit Value:	02		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
By the end of the course, the students will be able to,			
Demonstrate an understanding of the literary work produced by migrant writers, and postcolonial writers.			
Identify dominant themes/concerns of postcolonial and migrant writers as well as the			

portrayal of tensions created as a result of the movement of people and cultures.
Analyze a variety of texts and artifacts
Examine the theoretical as well as practical implications of globalization and culture.

Course Content:

Choose two texts including cinematic versions of novels:

Wide Sargasso Sea by Jean Rhys

Anil's Ghost by Michael Ondaatje

The Namesake by Jhumpa Lahiri & the cinematic version directed by Mira Nair (2006)

Brick Lane by Monica Ali & the cinematic version directed by Sarah Gavron (2007)

The Reluctant Fundamentalist by Mohsin Hamid (2007)

Small Island by Andrea Levy

The Buddha of Suburbia by Hanif Kureishi or *My Beautiful Laundrette* directed by Stephen Frears

Cracking India by Bapsi Sidhwa and the cinematic version *Earth* directed by Mira Nair

Choose **two** films from the following:

Mississippi Masala directed by Mira Nair (1991)

Lion directed by Gareth Davis (2016)

Parasite by directed by Bong Joon- Ho (2019)

Slumdog Millionaire directed by Danny Boyle (2008)

La Misma Luna (Under the Same Moon) by Patricia Riggen (2007)

Choose **two** from the selection of music/lyrics/poetry/music videos given below:

Ari Ari by Bombay Rockers (Punjabi/Danish fusion band) music video and lyrics

Where is the Love by Black Eyed Peas (United States) music video and lyrics

Yalpaname - Bathiya and Santhush feat. Hari Haran (India & Sri Lanka) music video and lyrics

Tabloid Junkie, Heal The World, and Privacy Lyric poems by Michael Jackson

Mothers of the Disappeared U2. (The Joshua Tree CD, Islands Records, Ltd., 1987.)

My Hometown Bruce Springsteen. (Born in the USA CD, Columbia, 1984.)

Teaching /Learning Methods:

Lectures, workshops, CAL, multi-media presentations, film screenings and discussions

Assessment Strategy:

Continuous assessment: in-class tests, assignments/group work and end-of-course exam.

Continuous Assessment 40.....%		Final Assessment ...60.....%		
Details: quizzes %, mid-term %, other % (specify) %%%	Theory (%)	Practical (%)	Other (%) (specify)	
Recommended Reading:				
<p>Arjun, A. (1996) "Disjuncture and Difference in the Global Cultural Economy" in <i>Modernity at Large: Cultural Dimensions of Globalization</i>, Minneapolis: University of Minnesota Press</p> <p>Berger, P. and Huntington, S. (2002) <i>Many Globalizations: Cultural Diversity in the Contemporary World</i>, New York: Oxford University Press.</p> <p>Ashcroft, B., Griffiths, G. & Tiffin, H. (1989). <i>The Empire Writes Back</i>. New York: Routledge.</p> <p>Goonetilleke, D.C.R.A. (2001). <i>Perspectives on Post-Colonial Literature</i>. London: Skoob Books Ltd.</p> <p>Halpe, Ashley (1982). Sri Lankan Literature in English and its Context. <i>New Literature Review</i>, 12. 13.</p> <p>Loomba, A. (1998). <i>Colonialism/Post Colonialism</i>. New York: Routledge.</p> <p>Mahood, M. (1977). <i>The Colonial Encounter</i>. London: Rex Collins Ltd.</p> <p>Rushdie, S. (1992). <i>Imaginary Homelands: Essays and Criticism 1981-1991</i>. London: Granta.</p> <p>Said, E. (1979). <i>Orientalism</i>. New York: Vintage Books.</p> <p>Said, E. (1993). <i>Culture and Imperialism</i>. London: Chatto & Windus.</p>				

Semester	Semester 01		
Course Code:	ENGL 31322		
Course Name:	Gender and Diversity in Literature		
Credit Value:	2		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
<p>By the end of this course, the students will be able to,</p> <p>Analyze the significance of identity crosscuts and intersections in literature</p> <p>Demonstrate an understanding of how gender and diversity politics affect our lives</p>			
Course Content:			
<p>A choice of 4 texts from the following:</p> <p><i>The Awakening</i> by Kate Chopin</p>			

<p><i>Invisible Man</i> by Ralph Ellison <i>God of Small Things</i> by Arundhati Roy <i>A Doll's House</i> by Henrik Ibsen <i>The Yellow Wallpaper</i> by Charlotte Perkins Gillman <i>Heart of Darkness</i> by Joseph Conrad <i>Animal Farm</i> by George Orwell <i>The Well of Loneliness</i> by Radclyffe Hall <i>Under the Eye of the Clock</i> by Christopher Nolan</p>			
<p>Teaching /Learning Methods: Lectures, multi-media presentations, movies, discussions, dramatizations, workshops</p>			
<p>Assessment Strategy: Continuous assessment – in-class tests, assignments, group work and end of course exam</p>			
<p>Continuous Assessment 40%</p>		<p>Final Assessment 60%</p>	
<p>Details: quizzes %, mid-term %, other % (specify) %% %</p>	<p>Theory (%) </p>	<p>Practical (%) </p>	<p>Other (%) (specify) </p>
<p>Recommended Reading:</p> <p>Butler, J. (1999). <i>Gender Trouble - Feminism and the Subversion of Identity</i>. New York: Routledge.</p> <p>Eagleton, Terry (1996). <i>Literary Theory</i>. Minnesota: University of Minnesota Press.</p> <p>Edgar, Andrew and Sedgewick, Peter (1999). <i>Cultural Theory – The Key Concepts</i>. London / New York: Routledge, Taylor and Francis.</p> <p>Goodley, Dan (2010). <i>Disability Studies - An Interdisciplinary Introduction</i>. Thousand Oaks / London / New Delhi: Sage.</p> <p>Moi, Toril (1985). <i>Sexual/Textual Politics</i>. London: Methuen.</p> <p>Moya, Paula M. L. and Hames-Garcia, Michael R. (Eds.) (2000). <i>Reclaiming Identity: Realist Theory and the Predicament of Postmodernism</i>. Berkeley: University of California Press.</p> <p>Rich, A. (1998). "Towards a Politics of Location" in J. Rivkin and M. Ryan, <i>Literary Theory: An Anthology</i>. Massachusetts / Oxford: Blackwell Publishers.</p> <p>Said, Edward (1993) <i>Culture and Imperialism</i>. London: Chatto & Windus.</p> <p>Seidman, Steven Fischer, Nancy and Meeks, Chet (eds.) (2007) <i>Introducing New Sexuality Studies</i>. London / New York: Routledge.</p>			

Semester	Semester 01
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Course Code:	ENGL 31332		
Course Name:	Theoretical Concepts and Frameworks		
Credit Value:	02		
Type:	Optional		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
<p>On completion of the course, the students will be able to,</p> <p>demonstrate their familiarity with a number of theoretical standpoints related to reading literary and other works.</p> <p>Apply various theoretical concepts and frameworks to their readings of literary and other works, and display a capacity to relate these concepts and frameworks to life experiences.</p>			
Course Content:			
<p>The application of concepts and frameworks related to literary and other samples of writing: these may include gender, feminism, queer theory, Marxism, postcolonialism, psychoanalysis, globalization, migration, structuralism, postmodernism, multiculturalism, disability, ecology, etc.</p>			
Teaching /Learning Methods:			
Lectures, multi-media presentations, discussions, workshops			
Assessment Strategy: Continuous assessment through in-class tests, assignments, group work, end of course exams			
Continuous Assessment 40%		Final Assessment 60%	
Details: quizzes %, mid-term %, other % (specify) %%%	Theory (%)	Practical (%)	Other (%) (specify)
Recommended Reading:			
<p>Belsey, Catherine (2002). Critical Practice. London / New York: Routledge.</p> <p>Culler, Jonathan (2000). Literary Theory: A Very Short Introduction, USA: Oxford University Press.</p> <p>Eagleton, Terry (1996). Literary Theory. Minnesota: University of Minnesota Press.</p> <p>Edgar, Andrew and Sedgewick, Peter (1999). Cultural Theory – The Key Concepts. London / New York: Routledge.</p>			

Hall, Gary and Birchall (Eds.) (2009). *New Cultural Studies – Adventures in Theory*. Hyderabad: Orient Black Swan.

Leitch, V. B. (2001). *The Norton Anthology of Theory and Criticism*. New York: W. W. Norton / Company.

Scott, John and Marshall, Gordon (Eds.) (2009). *Oxford Dictionary of Sociology*, New York: Oxford University Press.

Semester	Semester 2		
Course Code:	ENGL 32342		
Course Name:	Sri Lankan Poetry and Prose		
Credit Value:	02		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
<p>By the end of the course, the students will be able to,</p> <p>Discuss the different issues and concerns of Sri Lankan English poetry and prose.</p> <p>Demonstrate an understanding of the politics and context in which Sri Lankan English poetry and prose are written and published.</p> <p>Appraise and write reviews of Sri Lankan literature.</p>			
Course Content: (Main topics, Sub topics)			
<p>Select three texts from the following:</p> <p>Funny Boy by Shyam Selvadurai</p> <p>Giraya by Punyakanthe Wijenaik</p> <p>Jam Fruit Tree by Carl Muller</p> <p>Three Women by Chitra Fernando</p> <p>Monsoons and Potholes by Manuka Wijesinghe</p> <p>Twelve poems from the following:</p> <p>Sumathy/Vivimarie Vanderpoorten/ Ramya Jirasinghe/ Jean Arasanayagam/ Yasmin Gooneratne/ Lakdasa Wikkrasinghe/Patrick Fernando</p>			

Teaching /Learning Methods:			
Lectures, multi-media presentations, discussions, readings, workshops			
Assessment Strategy: Continuous assessment through in-class tests, assignments, group work, end -of- course exams			
Continuous Assessment 40.....%		Final Assessment60.....%	
Details: quizzes %, mid-term %, other % (specify) %%%	Theory (%)	Practical (%)	Other (%) (specify)
Recommended Reading:			
<p>Bhabha, H.K. (1991). 'Introduction: Narrating the Nation', <i>Nation and Narration</i>. London and New York: Routledge.</p> <p>de Mel, Neloufer (ed.), (1995). <i>Essays on Sri Lankan Poetry in English</i>. Colombo: The English Association of Sri Lanka.</p> <p>Goonetillake, D C R A (2005). <i>Sri Lankan English Literature and the Sri Lankan People 1917 – 2003</i>. Colombo: Vijitha Yapa Publications.</p> <p>Goonethilake, D.C.R.A. (ed.) (1998). <i>Sri Lankan Literature in English</i>, Colombo: Department of Cultural Affairs.</p> <p>Jayasuriya, Wilfred (1994). <i>Sri Lankan's Modern English Literature</i>. New Delhi: Navrang.</p> <p>Jayatilaka, Tissa (2000). 'The English-Language Novel of Sri Lanka and the Critical Response to it: An Overview', in <i>Navasilu 17</i>. Colombo: English Association of Sri Lanka.</p> <p>Kanaganayakam, C. (2008). <i>Arbiters of a National Imaginary: Essays on Sri Lanka - Festschrift for Professor Ashley Halpe</i>. Colombo: International Centre for Ethnic Studies.</p> <p>Said, E. (1978). <i>Orientalism</i>. London: Routledge and Kegan Paul.</p> <p>Silva, N. & Wijesinha, R. (eds.) (2001). <i>Across Cultures: Issues of Identity in Contemporary British and Sri Lankan Writing</i>. Colombo: The British Council.</p> <p>Wickramasinghe, Maithree, (2009). "'The Personal is the Political and the Political is the Personal'" Contemporary Sri Lankan Women Poets and English Scholarship', in <i>Journal of the Faculty of Humanities</i>, University of Kelaniya, Vol. 10 (pgs 45 - 74).</p>			

Semester	Semester 02		
Course Code:	ENGL 32352		
Course Name:	Introduction to Language Pedagogy		
Credit Value:	2		
Type:	Compulsory		
Hourly Breakdown	Theory	Practical	Independent Learning
	30	10	60
Intended Learning Outcomes:			
<p>By the end of this course, the students will be able to,</p> <p>Understand and evaluate key theories and models of language teaching and learning</p> <p>Gain an in-depth awareness effective language teaching practices and their impact on learning and classroom instruction</p> <p>Demonstrate an awareness of individual differences in language learning</p> <p>Gain practice in developing effective curriculum materials</p> <p>Show a critical awareness of the challenges and possibilities of teaching English in Sri Lanka</p>			
Course Content:			
<p>Theories and models of language learning</p> <p>Skills-based approaches to language teaching and learning</p> <p>Individual differences in language teaching and learning</p> <p>Critical language pedagogy</p> <p>Curriculum materials and IT in language teaching and learning</p> <p>Language Assessment</p> <p>Challenges and possibilities of ELT in Sri Lanka</p> <p>Microteaching</p>			
Teaching /Learning Methods:			
Formal and interactive lectures, guest lectures, workshops, observation and practice			

Assessment Strategy:			
Continuous assessment: Presentations, teaching-portfolio, teaching practice.			
Final assessment: No formal written examination; instead, a reflective multimodal individual project to be submitted at the end of the course			
Continuous Assessment 60%		Final Assessment: 40%	
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%)(specify)
Oral presentation 20% (4 th week)		.	
Teaching portfolio 20% (8 th week)			
Teaching Practice 20% (10 th week)			
Multimodal individual reflection 40% (final week)			
Recommended Reading:			
Cook, Vivian (1991) <i>Second Language Learning and Language Teaching</i> , London: Edwin Arnold.			
Dörnyei, Zoltan (2006) Individual differences in Second Language Acquisition. <i>AILA Review 19</i> : 42-68			
Fernando, Siromi (1994) Taking stock of university ELT and planning for the nineties: the Colombo (arts) case. In M Gunesekera, M, Jayawardene, L, Gunawardana, S. Fernando, S Ilangakoon, S. Sivasuriya (eds.) <i>Compendium of ELT University ELT papers 1987-1991</i> . Colombo: English language teaching units of Sri Lanka Universities. (Pp 1-25)			
Fernando, Sunimal (2010) . ‘English as a Life Skill’ Presidential Initiative: Taking English to the Masses. In <i>Road Map for Training Teachers to Teach Students to Speak in English</i> . Colombo: Presidential Secretariat’s Special Task Force for English and IT. pp 61-79			
Ganepola, J. and Fernando, S. (1994) Creative dialogues: a stepping stone to communication. . In M Gunesekera, M, Jayawardene, L, Gunawardana, S. Fernando, S Ilangakoon, S. Sivasuriya (eds.) <i>Compendium of ELT University ELT papers 1987-1991</i> . Colombo: English language teaching units of Sri Lanka Universities. pp 125-133			
Gass, Susan and Selinker, Larry (2008) <i>Second Language Acquisition: An Introductory Course</i> , 3 rd Edition, Mahwah, NJ: Lawrence Erlbaum.			
Grabe, William and Stoller, Fredricka L. (2002) <i>Teaching and Researching Reading</i> . Harlow, Essex: Pearson			
Harmer, Jeremy (2007) <i>How to Teach Writing</i> . New Delhi: Pearson Education			
Hyland, Ken (2003) <i>Second Language Writing</i> . Cambridge: Cambridge University Press			
Jones, Leo (2007) <i>The Student-Centred Classroom</i> . Cambridge: Cambridge University Press			
Lightbown, Patsy and Spada, Nina (2006) <i>How Languages are Learnt</i> , 3 rd edition. Oxford: Oxford			

University Press.

Kumaravadivelu, B. (2003) *Beyond Methods: Macrostrategies for Language Learning*. New Haven: Yale University Press

Macaro, Ernesto (2006) Strategies for language learning and language use: revising the theoretical framework. *The Modern Language Journal* 90;3, pp 320-337

McCarten, Jeanne (2007) *Teaching Vocabulary: Lessons from the Corpus, lessons for the classroom*. Cambridge: Cambridge University Press

McCarthy, Michael. (2006) *Explorations in Corpus Linguistics*. Cambridge: Cambridge University Press.

McKay, Penny & Guse, Jenni (2007) *Five-Minute Activities for Young Learners*. Cambridge: Cambridge University Press

Mitchell, Rosamund and Myles, Florence (2004) *Second Language Learning Theories*, 2nd edition, London: Arnold.

Parakrama, A. (2012). The Malchemy of English in Sri Lanka: Reinforcing Inequality through Imposing Extra-Linguistic Value. In V. Ratapahana & P. Bunce (Eds.) *Language as Hydra: Its Impacts on Non-English cultures* (pp.107-132). Bristol: Multilingual Matters.

Richards, Jack, C. (2008) *Teaching listening and speaking: from theory to practice*. Cambridge: Cambridge University Press

Saito, Yoshiko, Horwitz, Elaine K. Garza, Thomas J. (1999) Foreign Language Reading anxiety. *The Modern Language Journal* 83:2, pp 202-218

Sauvignon, Sandra (1991) Communicative Language Teaching: State of the Art. *TESOL Quarterly* 25: 2, pp 261 - 277

Underhill, Nic. (1987) *Testing Spoken Language*. Cambridge: Cambridge University Press

Ushioda, Ema, & Dörnyei, Zoltan. (2012). Motivation. In S. Gass & A. Mackey (Eds.), *The Routledge handbook of second language acquisition* (pp. 396-409). New York: Routledge.

Thiruvarangan, M (2010) Standard SLE: an 'Other' English or 'Othering' English?, pp 11-22

Xiao, Lixin (2006) Bridging the gap between teaching styles and learning styles: a cross cultural perspective. *TESL EJ* 10: 3, pp 1-15

Selected articles from the following journals and publications: *Applied Linguistics*, *TESOL Quarterly*, *English Today*, *Language Learning*, *Language Teaching Research*, *SLELTA Proceedings*, *The SLELTA Quarterly*