English Studies

(Revised Curriculum)

Department of English

Bachelor of Arts Honours Degree Programme

2021 Onwards

PROGRAMME SPECIFICATION

Key Features of the Programme	
Programme title:	Bachelor of Arts Honours Degree in English Studies
Final award: BA or BA (Hons), BSc. Hons)	BA Honours Degree in English Studies
(SLQF) Level	06
Exit Award/Fall-back Award	None
Programme Code	ENGL
Cohort(s) programme/s to which this programme specification is applicable:	2021 onwards
Awarding institution/body:	University of Kelaniya
Teaching institution:	University of Kelaniya
Faculty:	Humanities
Language of study and assessment	English
Departmental web page address:	Home (kln.ac.lk)
Method of study (Fulltime/Part-time/Split/Other)	Full-time
Mode of teaching/delivery (direct classroom teaching/online/distance etc.)	Direct Classroom, hybrid, online
Total no. of notional hours	6000
Credit value of the programme	The BA Honours in English Studies has a total value of 120 SLQF credits

Maximum and minimum period of registration	Minimum 4 years Maximum 6 years
Placement and/or study Abroad	NONE
Criteria for admission to the programme (including SLQF level)	Minimum entry requirement is completion of SLQF Level 3 01. In the first year, "D" or better grades should be obtained for the course units of a minimum of 30 credits. A minimum of 2.30 GPA should be obtained for the relevant course units counted for the 30 credits. 02. "C" or better grades and a minimum of 3.00 GPA should be obtained for 10 credits of the compulsory course units of the subject chosen for the special degree. (Criteria of the Faculty of Humanities, University of Kelaniya. Source: Course Unit Book 2018/19
Length/duration of the programme	Four years/eight semesters
Progression: Employment and further study opportunities	None

Relevant Subject Benchmark Statement (SBS), if specified	STUDENTS ATTAINMENT AND BENCHMARK LEVEL (STANDARD)
	   (a) Threshold Level
	     The following criteria illustrate the minimum requirements for a student to qualify as a Graduate in English:
	• Possess an understanding of and competence in the use of the structure of the English language.
	• Ability to communicate coherently via oral and written expression as a competent user of the English language.
	• Exposure to a variety of authors and works, representative of different genres and periods and possess an understanding of their contribution to English literature.
	• Ability to apprise the interests and concerns of literary and non-literary texts through active learning.
	• Display the ability to appreciate literary works with an aesthetic sense and analyse merits and demerits of such works through comparison.
	• Engage in criticism with an understanding of literary and linguistic theory and cultivate capacity to view the content of works studied in relation to these.

	• Capacity and willingness to disseminate knowledge of language and literature through a variety of means in an enthusiastic, responsible manner. (b) Good Level The following criteria illustrate the level of excellence expected from a typical Graduate in English: • Display a high level of competence in understanding and use of the structure of the English language. • Ability to communicate fluently through oral and written expression and carry sophisticated rhetorical skills as a versatile user of the English language. • Carry a thorough grasp of a variety of authors and works, representative of different genres and periods, and the ability to successfully analyse their contribution to English literature and wider society. • Display the ability to evaluate literary works with powers of subtle discrimination and aesthetic sense and analyse merits and demerits of such works through comparison across varied times and locations. • Ability to conceptualize along the broader concerns of literary and non-literary texts through active learning. • Ability to reflect on sociocultural aspects and implications of literary works and to engage in textual analysis that shall enhance receptivity to social movements as located in time. • Capacity to engage in criticism with a thorough understanding of literary and linguistic theory and willingness to problematize issues and concerns along the content of works studied, with positive responses to alternative views/traditions. • Carry capacity to hypothesize with reference to the content of literary/non-literary texts and allied reading. • Possess maturity and competence to engage in quantitative and qualitative analysis independently in language/literature based research. • Competence and willingness to effectively disseminate language and literature based knowledge through a variety of means, with a vision for social development. Source: SBS statement, QAAC, UGC, December 2010
Progamme coordinator	N/A
Board of Examiners:	None

Professional body of accreditation (if applicable):	N/A

Brief Introduction of the Awarding Institution & Department (approx. 500 words)

The University of Kelaniya has its origin in the historic Vidyalankara Pirivena, founded in 1875 as a centre of learning for Buddhist monks. It was one of the two national centres of traditional higher learning, heralding the first phase of the national movement and national resurgence.

With the establishment of modern Universities in Sri Lanka in the 1940s and 1950s, the Vidyalankara Pirivena became the Vidyalankara University in 1959, later the Vidyalankara Campus of the University of Ceylon in 1972 and, ultimately, the University of Kelaniya in 1978.

Today, the University of Kelaniya is one of the major national Universities. The University of Kelaniya has pioneered a number of new developments in Higher Education. It was one of the first Universities to begin teaching science in Sinhala, and also the first to restructure the traditional Arts Faculty into three separate Faculties of Humanities, Social Sciences and Commerce and Management. It also has several unique Departments not generally found in the Sri Lankan University system and some Kelaniya innovations have been adopted subsequently by other Universities. These include the Departments of Industrial Management and Microbiology in the Faculty of Science; Departments of Linguistics, Fine Arts, Modern Languages and Hindi in the Faculty of Humanities; and Mass Communication and Library and Information Sciences in the Faculty of Social Sciences.

At the same time, the University of Kelaniya has a modern and multi-cultural structure and perspective, with the Faculties of Science, Medicine, Social Sciences and Commerce & Management and a strong base in modern languages, including the teaching of Chinese, English, French, German, Hindi, Japanese, Russian, Tamil, and Modern Linguistics.

Introduction of the Programme

The Department of English is one of the oldest departments in the Faculty of Humanities, University of Kelaniya. Founded by the renowned English Professor, poet, and writer Reggie Siriwardena, the department has had several illustrious Chairs, Heads, and alumni, who have contributed to the field of English Studies both nationally and internationally. It offers two degree programmes: Bachelor of Arts Degree with English as a subject and The Bachelor of Arts Honours Degree in English. The latter has been running since the department's inception in 1959, and was renamed Bachelor of Arts Honours Degree in English Studies.

The Bachelor of Arts Honours degree programme in English Studies has evolved from a fairly traditional department of English focusing on literary studies to one that reflects the interdisciplinarity and the multidisciplinarity nature of English studies: the courses offered in the programme draw from literature, Cultural Studies, Women's Studies, linguistics and Language Studies, pedagogy, Translation Studies, and Film Studies. This diversity of expertise is reflected in the curriculum of the honours degree programme as well as the research and publications of both staff and students of the department.

The department imposes rigorous academic standards on its students, and has established a strong system of support to help students reach the expected standards: these include writing support, academic counselling, support in situations of ragging or gender-based violence experienced at the university

level, career guidance, and support offered after graduation.

The courses offered by the department cover a range of subject-specific knowledge and skills, professional skills including soft skills and socio-emotional skills, and students are mentored to become self-driven life-long learners who are able to adjust to the demands of rigorous and competitive academic markets. The department has a 100% employability rate, and graduates of the department go on to become academics, diplomats, journalists and writers, corporate sector managers, entrepreneurs, teachers, and practitioners in cinema, theatre, and other related arts. Students are encouraged to engage with professional settings during their career as students through a comprehensive internship programme and several skills-driven courses as well as projects and extra-curricular activities where students engage with professionals in the field offering them valuable networking opportunities.

In addition to gaining subject-knowledge and proficiency in English language, department students are also expected to be critical, analytical, and independent thinkers. The department's teaching-learning environment is largely interactive and student-centred, where students are expected to participate actively in class discussions without which they cannot succeed in the degree. The department also maintains a strict policy of zero-tolerance on plagiarism.

The Department of English is a highly inclusive space with a zero-tolerance policy on ragging, xenophobia, hate-speech and/or any other form of discriminatory behavior. We welcome students of all walks of life, and our graduates are generally highly ethical, self-motivated, and responsible individuals, who combine individual self-development with social responsibility in creative and effective ways.

Graduate Profile:

Expected learning outcomes (graduate profile) in relation to:	
- Subject/theoretical knowledge	The graduate will possess a comprehensive understanding of the disciplines of English Studies and Interdisciplinary English Studies as well as a solid grasp of key theoretical principles and concepts from English and Interdisciplinary Studies and other disciplines that could be applied not only within the academic context but also to real life.
- Practical knowledge and application	The graduate will be able to apply the theoretical knowledge gained in the areas of critical thinking, analytical thinking, strategic planning, problem solving, professional writing, academic writing, and other related areas of application.
- Communication	Graduates will be able to receive and interpret, share information and communicate with a variety of individuals and groups, using a range of media and formats.
- Teamwork and leadership	Graduates will be able to work with a variety of communities, individuals and groups. Their

	sensitivity to individual as well as group needs, enhanced through critical and analytical thinking will allow them to be collaborative team players and empathetic and visionary leaders.
- Creativity and problem solving	Graduates will be able to respond critically and creatively to theoretical and practical issues pertaining to the world at large and Sri Lankan society in particular.
- Managerial and entrepreneurship	Graduates will be able to use their communication skills, teamwork and leadership skills together with their critical, analytical, strategic planning and problem solving skills to lead and manage their own entrepreneurial ventures.
- Information usage and management	Graduates will be able to use varied formats of information effectively through their training in different formats of print and digital media platforms, which will allow them to create and manage content securely and safely.
- Networking and social skills	Graduates are expected to be able to cooperate with diverse groups of people with ease, thus socialising with individuals from different denominations (sex/gender, ethnic, religious, disability, etc.,). They will also be able to network and build social relationships through their critical and creative life skills improved through the degree programme.
- Adaptability and flexibility	Graduates will be able to adapt to different work and employment tracks as well as socio-cultural environments by drawing on their related disciplines by working on rigorous and demanding study schedules. They will be able to adjust to workplace demands with ease because they will develop flexible personalities when it comes to completing tasks.
- Attitudes, values and professionalism	Graduates will be able to perform professionally and competently within different environments. Their attitudes and values developed through exposure to a combination of humanist and scientific traditions, interdisciplinary methodologies and pedagogies, technological formats and media platforms, professional and ethical concerns will allow them to become all rounded professionals.

- Vision for life	Graduates will be capable of holding holistic views of life that combine individual self-development with social responsibility and ethical behavior.
- Updating self/life-long learning	Graduates will regard knowledge to be an ongoing, incomplete body of information that will need to be updated in real-life situations. Graduates will engage in learning in formal and informal contexts throughout their lives.

Overall Aims of the Programme:

The overall aims of the programme are to produce a graduate possessing the subject-knowledge, skills, and attitudes outlined in the graduate profile. These will include producing a graduate who
> --has a thorough subject knowledge in the field of English Studies, its interdisciplinary approach, the theoretical frameworks and ethical and political frameworks that are relevant to the field.
> --possesses the soft skills and socio-emotional skills necessary to survive in rigorous academic and professional settings.
> -- is able to initiate and carry out any professional or social project through self-motivation.
> --is an ethical and responsible citizen who will understand and respond respectfully to cultural diversity, socio-economic inequality, and differences in opinion.
> --is a life-long learner who has a solid foundation in the knowledge, skills, and attitudes necessary to adapt to new academic, professional, or cultural situations and to be flexible and holistic in their thinking--both about the field and in maintaining a healthy life-work balance.

Programme Learning Outcomes (PLOs)

By the end of the completion of this programme, the graduate will be able to,

PLO 1: Develop critical insights into how poetics and different literary genres impact and influence each other, locally, internationally and across cultures, thus creating global trends and knowledge exchange.

PLO 2: Evaluate and demonstrate a critical understanding of the various cultural trends that influence translations and translated texts, which leads to creating flexible and tolerant global citizens.

PLO 3: Demonstrate a nuanced understanding of global cultural forces that shape/ reshape our understanding of the world.

PLO 4: Apply theoretical knowledge gained through literary interdisciplinary studies to work-related professional tasks in diverse workplaces.

PLO 5: Develop critical insights into evaluating texts/ thematic concerns on gender and sexuality, leading to culturally literate and tolerant individuals who will contribute to global and local discourses effectively.

PLO 6: Evaluate concepts related to speculative, dystopian and fantasy fiction/ texts using appropriate theoretical frameworks that enable tolerance of opposing viewpoints and the ability to understand the multiplicity of the world/concepts, highlighting the different facets of reality/ existence.

PLO 7: Construct and disseminate new knowledge through independent research and be equipped with the required skills to defend and justify the application of specific research tools and approaches.

PLO 8: Demonstrate Critical Theoretical knowledge regarding textual and extratextual cultural artefacts by writing about them and by formulating well-supported arguments and writing in clear and coherent academic prose.

PLO 9: Formulate effective pedagogical strategies and design pedagogical visions and materials that will enable graduates to become effective teachers in the fields of English Literature/ English Language/ Gender Studies/Cultural Studies who demonstrate high ethical standards and mature socio-emotional skills.

PLO 10: Demonstrate an in-depth subject-knowledge as well as a strong ethical/political awareness regarding gender and sexuality and develop policy and/or write project proposals, reports, promotional materials etc., within a professional setting with developmental, professional, and/or political foci as well as functioning responsibly and sensitively within diverse and inclusive environments.

PLO 11: Design promotional campaigns and write effectively across a broad range of professional settings.

PLO 12: Collaborate productively with peers, superiors, and/or clients within professional settings by demonstrating skills related to interviewing/networking/communication/email etiquette/leadership etc. that are vital to employment in professional and entrepreneurial fields.

PLO 13: Examine development-related problems faced by Sri Lankan society and propose solutions to such problems by employing the critical thinking skills and interdisciplinary theoretical knowledge obtained throughout the programme.

PLO 14: Approach and utilise the theatre and the arts as innovative and effective channels/mediums that interrogate and transcend social, political and cultural contexts to equip/provide students with the creative tools/platforms to construct alternative histories, counter-discourses and inclusive narratives.

PLO 15: Apply critical thinking, analytical and problem solving skills to derive nuanced understandings of the multiplicities and complexities of Sri Lankan identities and experiences, thereby contributing to the development of citizens who play a critical role in fostering a culture of empathy, respect and tolerance.

PLO 16: Demonstrate a wide range of practical skills, knowledge and attributes (complementing the training obtained throughout the degree programme) that are crucial to enhancing their employability..

PLO 17: Demonstrate creative and critical capacities and skills to generate funds, organise and manage short-term projects individually or collectively.

Course Structure					
Course	**Course Title**	**Status (Cor/optional etc.)**	**SLQF Credit**	**Notional Hours**	
				Direct contact hours (teaching/ Tutoring)	Self -learning conducting Assessment, preparation for assessment etc
2nd Year					
ENGL 21714	Poetic Traditions from Medieval to Modern	Core	04	4x15-60	140
ENGL 21724	Social Documentation and the Novel	Core	04	4x15-60	140
ENGL 21734	Literary Praxis	Core	04	4x15-60	140
ENGL 21742	Advanced Academic Writing Skills	Core	02	2x15-30	70
ENGL 21751	Community Service Engagement	Optional	01	01x15-15	35
ENGL 22764	Critical Praxis	Core	04	4x15-60	140
ENGL 22774	Sri Lankan Narratives	Core	04	4x15-60	140
ENGL 22784	Language and Society	Core	04	4x15-60	140
ENGL 22794	Global Literatures in Translation	Core	04	4x15-60	140
ENGL 22802	Theatre and the Social Experience	Optional	02	02x15-30	70
3rd Year					
ENGL 31714	Literary Pedagogy	Core	04	4x15-60	140

ENGL 31724	Globalisation and Transnational Discourses	Core	04	4x15-60	140
ENGL 31732	Projects and Proposals	Core	02	2x15-30	70
ENGL 31744	Ideology, Theatre and Performance	Core	04	4x15-60	140
ENGL 32754	Diversity Politics	Core	04	4x15-60	140
ENGL 32764	Writing in Professional Contexts	Core	04	4x15-60	140
ENGL 32774	Research Methodology	Core	04	4x15-60	140
ENGL 32784	Language Pedagogy	Core	04	4x15-60	140
ENGL 32792	Creative / Critical Projects	Optional	02	2x15-30	70
PSIT 32522	ICT Skills for Education and Professional- Part I	Optional	02	2x15-30	70
4thYear					
ENGL 41714	World Englishes	Core	04	4x15-60	140
ENGL 41724	Internship	Core	04	4x15-60	140
ENGL 41734	Gender Identities and Sexualities	Core	04	4x15-60	140
ENGL 41744	Science Fiction, Dystopia and Fantasy	Core	04	4x15-60	140
PSIT 41512	ICT Skills for Education and Professional- Part II	Optional	02	2x15-30	70
ENGL 42754	Interdisciplinary Discourses on Sustainable Development	Core	04	4x15-60	140
ENGL 42762	Preparation of Defence	Core	02	2x15-30	70
ENGL 43778	Dissertation	Core	08	8	392
Total no. of Credits			90		
Total no. of teaching hours			1238		
Total No. of notional Hours			3262		

Contribution of course units/modules to the compliance requirement

For each of the course unit/module in the study programme, indicate the learning outcomes that the students are expected to achieve in the following table.

Name of the Study Programme: Bachelor of Arts Honours Degree in English Studies

SLQF Level of the Study Programme: Level 6

Course Structure of the Degree Programme and Compliance with SLQF Level Descriptors for a 8 – Semester Study Programme

Semester[1]	Course Unit[2]	Subject / Theoretical Knowledge	Practical Knowledge and Application	Communication	Teamwork and Leadership	Creativity and Problem Solving	Managerial and Entrepreneurship	Information Usage and Management	Networking and Social Skills	Adaptability and Flexibility	Attitudes, Values and Professionalism	Vision for Life	Updating Self / Lifelong Learning
		1	2	3	4	5	6	7	8	9	10	11	12
1	ENGL 21714	ILO1, ILO2	ILO4	ILO2, ILO3		ILO5		ILO5					ILO5
	ENGL 21724	ILO1 ILO2	ILO3	ILO2 ILO3		ILO2							ILO3
	ENGL 21734	ILO1 ILO2	ILO3	ILO1 ILO2		ILO3 ILO4		ILO1 ILO2				ILO3 ILO4	ILO4

	ENGL 21742	ILO 1 ILO 2 ILO 3	ILO 1 ILO 2 ILO 3	ILO 1, ILO 2, ILO 3			ILO 1, ILO 2, ILO 3		ILO 1, ILO 2, ILO 3				
	ENGL 21751												
	ENGL 22764	ILO 1, ILO 2, ILO 3, ILO 4, ILO 5											
2	ENGL 22774	ILO1 ILO2 ILO3	ILO 2 ILO 3 ILO 4 IL5	ILO 4 ILO 5	ILO 4	ILO4 ILO5						ILO4	ILO4 ILO5
	ENGL 22784	ILO1 ILO2 ILO3	ILO 2 ILO 3	ILO1 ILO2 ILO3		ILO1 ILO2 ILO3	ILO 1 ILO 2 ILO 3		ILO 1 ILO 2 ILO 3	ILO1 ILO2 ILO3	ILO1 ILO2 ILO3		
	ENGL 22794	ILO1	ILO 2	ILO3, ILO4		ILO5	ILO 5		ILO 5	ILO 5			
	ENGL 22802	ILO1 ILO2	ILO 2 ILO 3	ILO 3									
	Sem 3												

ENGL 31714	ILO1 ILO2	ILO 2 ILO 3 ILO 4 ILO 5 ILO 6	ILO 2		ILO3 ILO4 ILO5 ILO6					ILO 6 ILO 7	ILO7	ILO7
ENGL 31724	ILO1	ILO 2	IL O3, IL O5		ILO4		ILO 6		ILO 6	ILO 6		
ENGL 31732	ILO1 ILO2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO1 ILO2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO1 ILO2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO1 ILO2 ILO 3 ILO 4	ILO1 ILO2 ILO 3 ILO 4
ENGL 31744	ILO1 ILO2 ILO3 1LO 4	ILO 1 ILO 2 ILO 3 ILO 4	IL O2 IL O3 IL O4	ILO 2 ILO 3 ILO 4	ILO 2 ILO 3 ILO 4				ILO 4 ILO 5	ILO 4 ILO 5	ILO 4 ILO 5 ILO 5	ILO5
Sem 4												
ENGL 32754	ILO1	ILO 2	IL O2		ILO2 ILO3				ILO 2	ILO 2 ILO 3	ILO2 ILO3	IL2 ILO3
ENGL 32764	ILO 1 ILO 2 ILO 3	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4

	ENGL 32774	ILO1 ILO2 ILO3 IlO4	ILO1 ILO2 ILO3 IlO4	ILO1 ILO2 ILO3 IlO4		ILO1 ILO2 ILO3 IlO4		ILO1 ILO2 ILO3 IlO4		ILO1 ILO2 ILO3 IlO4	ILO1 ILO2 ILO3 IlO4	ILO1 ILO2 ILO3 IlO4	ILO1 ILO2 ILO3 IlO4
	ENGL 32784	ILO1 ILO2 ILO3 ILO4 ILO5	ILO6 ILO7 ILO8	ILO4 ILO5 ILO6 ILO7 ILO8	ILO6 ILO7 ILO8	ILO6 ILO7 ILO8	ILO6 ILO7 ILO8	ILO6 ILO7 ILO8	ILO6 ILO7 ILO8	ILO6 ILO7 ILO8	ILO6 ILO7 ILO8	ILO6 ILO7 ILO8	ILO6 ILO7 ILO8
	ENGL 32792	ILO1	ILO1 ILO2	ILO1	ILO1	ILO1	ILO2	ILO2	ILO2	ILO2	ILO2	ILO2	ILO2
	PSIT												
	Sem 5												
	ENGL 41714	ILO1 ILO2 ILO5 ILO6 ILO7	ILO3 ILO4 ILO6 ILO7 ILO8 ILO9										
	ENGL 41724	ILO1	ILO2	ILO3, ILO4, ILO5		ILO5, ILO6		ILO6		ILO5, ILO6			

	ENGL 41734	ILO1, ILO2	ILO 2	ILO3, ILO4	ILO 4	ILO3		ILO 5		ILO 5	ILO 5		
	ENGL 41744	ILO1, ILO2	ILO 3	ILO4		ILO5		ILO 5		ILO 5	ILO 5		
	PSIT												
	Sem 6												
	ENGL 42754	ILO 1 ILO 2	ILO 3 ILO 4									ILO 3 ILO 4	ILO 3 ILO 4
	ENGL 42762		ILO 1 ILO 2	ILO1		ILO1				ILO 1 ILO 2	ILO 1 ILO 2	ILO2	ILO2
	ENGL 43778	ILO1, l2	ILO 3	ILO4, ILO5, ILO6, ILO7		ILO4, ILO5		ILO 5, ILO 6		ILO 6, ILO 7	ILO 6, ILO 7		ILO8

COURSE SPECIFICATION

Faculty: Humanities   *Department: English*   *Subject: English Studies*

Semester	Semester 1		
Course Code:	ENGL 21714		
Course Name:	Poetic Traditions from Medieval to Modern		
Credit Value:	04		
Core/Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

By the end of this course, students will be able to,

ILO 1: Identify the characteristics of key poetic traditions

ILO 2: Demonstrate familiarity with the historical development of poetry written in English

ILO 3: Demonstrate familiarity with key poets and poetry of the selected periods through their work

ILO 4: Distinguish the key differences and similarities of the key poetic traditions

ILO 5: Develop critical skills to interpret various other genres of poetry through the skills learnt

Course Content: (Main topics, Sub topics)
- Brief historical evolution of poetic traditions in England, America, Africa and Asia
- Key poetic figures and movements
- Selections from Beowulf, Geoffrey Chaucer, William Shakespeare's Sonnets, Metaphysical Poetry, Augustan Poetry, Romantic Poetry, Victorian Poetry, and 20th Century Poetic movements

Teaching /Learning Methods:
This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also

facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous Assessment and Final exam.

At least 35% of the continuous assessments should be from written and revised assignment/s. The topics/ texts on which continuous assessments are based cannot be replicated at the final exam.

Continuous Assessment 50%	Final Assessment 50%		
Details: quizzes %, mid-term %, other % (specify) …….…… % ……..…..% …….……..%	Theory (%) …50… ……..	Practical (%) ……50… ……..	Other (%)(specify) ……………

Recommended Reading:

Ford, B., 1983. *The New Pelican Guide to English Literature (Vol. 1 – 8).* Middlesex: Penguin Books.

Kennedy, X. J., 1994. *An Introduction to Poetry.* 8th ed. New York: HarperCollins.

LION (Literature Online) [Online] Available at: http://lion.chadwyck.com/

Magill, F.N., 1983. *Critical Survey of Poetry: English Language.* New York: Salem Press Inc.

McGraw-Hill., 1984. *The English Tradition: Poetry*, New York: Glencoe/McGraw-Hill.

Project Bartleby - A comprehensive source for quotations, electronic texts, literary history, and much more. [Online] Available at: http://www.bartleby.com/

Representative Poetry Online. An extensive poetry archive, including British and American authors, texts of poems, and some criticism on individual poems. [Online] ⌜sep⌟Available at: http://eir.library.utoronto.ca/rpo/display/

COURSE SPECIFICATION

Level	2
Course Code:	ENGL 21724
Course Name:	Social Documentation and the Novel
Credit Value:	04
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

This course familiarizes students with the analysis of selected works of fiction.

By the end of this course, students will be able to,

ILO 1: Discuss the novel as a genre paying attention to its form and historical context

ILO 2: Discuss key themes as they relate to socio-political concerns and experiences

ILO 3: Critique the selected novels in-depth for thematic and formal content

Course Content: (Main topics, Sub topics)

Select **four** novels from among the following:

Eugénie Grandet by Honoré de Balzac/ *Bread and Wine* by Ignazio Silone

The Adventures of Huckleberry Finn by Mark Twain/ *Tess of D'Urbervilles* by Thomas Hardy

Jane Eyre by Charlotte Brontë

Emma by Jane Austen

A Tale of Two Cities/Great Expectations by Charles Dickens

The Plague by Albert Camus

Anil's Ghost by Michael Ondaatje/ *White Teeth* by Zadie Smith

Seasons of Migration to the North by Tayeb Salih/ *Woman at Point Zero* by Nawal al Saadawi

Midnight's Children by Salman Rushdie

Mother by Maxim Gorky

Anna Karenina by Leo Tolstoy

Their Eyes Were Watching God by Zora Neale Hurston

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous Assessments and Final Assessment

At least 35% of the continuous assessments should be from written and revised assignment/s. The topics/ texts on which continuous assessments are based cannot be replicated at the final exam.

Continuous Assessment	Final Assessment		
40%	60%		
Details: quizzes %, mid-term %, other % (specify) …….…… % ……..…..% …….……..%	Theory (%) ……60… …	Practical (%) ……40….	Other (%)(specify) ………… …

Recommended Reading:

Allen, W., 1962. *The English Novel.* Middlesex: Penguin Books Ltd.

Eagleton, T., 2005. *Myths of Power: A Marxist Study of the Brontës*. New York: Palgrave Macmillan

Gerlin, W., 1971. *Emily Brontë: The Evolution of Genius*. Gloucestershire: Clarendon Press.

Leavis, F.R. & Leavis, Q. D., 1970. *Dickens the Novelist*. London: Chatto & Windus.

Moi, T., 1985. *Sexual/Textual Politics,* London: Methuen.

Rushdie, S., 1992. *Imaginary Homelands: Essays and Criticism 1981-1991*. London: Vintage.

Watt, I., 1975. *The Rise of the Novel; Studies in Defoe. Richardson and Fielding,* Berkeley: University of California Press.

Level	2
Course Code:	ENGL 21734
Course Name:	Literary Praxis
Credit Value:	04
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

This course introduces the principles of literary theory and practice to students.

By the end of the course, students will be able to,
ILO 1: Define and discuss the literary theories covered in the course
ILO 2: Apply the theories to various types of texts
ILO 3: Demonstrate understanding of how the theories discussed in the class relate to general social phenomena and to a variety of texts
ILO 4: Critique the relationship between knowledge, reality, and existence i.e. discuss the constructed nature of texts, and reality more generally

Course Content: (Main topics, Sub topics)

The following theories will be covered in this course:

Reader-response and Reception Theories

Structuralism

Post-structuralism

Postmodernism

Deconstruction

The above theories will be applied to selected texts.

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

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 (%) ……60………	Practical (%) ……40….	Other (%)(specify) ………………

Recommended Reading:

Belsey, C., 2002. *Critical Practice*, London / New York: Routledge.
Culler, J., 2000. *Literary Theory: A Very Short Introduction*, USA: Oxford University Press.
Eagleton, T., 1996. *Literary Theory*. Minnesota: University of Minnesota Press.
Leitch, V. B., 2001. *The Norton Anthology of Theory and Criticism*. USA: W.W. Norton & Company.
Rivkin, J. and Ryan, M., 1998. Literary *Theory: An Anthology*. Massachusetts / Oxford: Blackwell Publishers.
Wolfreys, J., 1999. *Literary Theories – A Reader and Guide*. New York: New York University Press.

Level	2
Course Code:	ENGL 21742
Course Name:	Advanced Academic Writing skills
Credit Value:	02
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	60	70	70

Course Aim/Intended Learning Outcomes:

At the end of this course, students will be able to,

ILO 1: Demonstrate advanced skills in writing academically
ILO 2: Use conventions of academic writing principles confidently
ILO 3: Analyse varieties of writing for their writing styles

Course Content: (Main topics, Sub topics)

Summarize, analyse, question, and evaluate written and visual texts

Argue and support a position/Write thesis statements for research articles

Recognize audience and disciplinary expectations

Identify and use the stages of the writing process

Identify characteristics of effective prose

Apply proper citation practices

Discuss applying your writing knowledge to other writing occasions

Taking notes / maintaining writing journals
- Identifying reliable resources
- Mechanics of writing
- Planning, drafting and writing chapters/ essays
- Revising and peer-reviewing

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices

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)
……….… % ……..…..% …….……..%	…60…	……40….	……………

Recommended Reading:

Bailey, S., 2011. *Academic Writing: A Handbook for International Students.* 3rd ed. Abingdon, Oxford: Routledge.

Davis, L. and McKay, S., 1996. *Structures and Strategies: An Introduction to Academic Writing.* Hyderabad: Universities Press.

Graff, G. and Birkenstein, C., 2018. *They Say / I Say: The Moves That Matter in Academic Writing.* 4th ed. New York: W. W. Norton & Company.

Liz, H.L. and Heasley, B., 2006. *Study Writing: A Course in Writing Skills for Academic Purposes.* 2nd ed. Cambridge: Cambridge University Press.

Oshima, A. and Hoque, A., 2006. *Writing Academic English.* 4th ed.s London: Pearson Longman.

Silvia, P.J., 2007. *How to Write a Lot: A Practical Guide to Productive Academic Writing.* American Psychological Association.

Swales, J. and Feak, C., 2009. *Academic Writing for Graduate Students: Essential Tasks and Skills.* 2nd ed. Ann Arbor: University of Michigan Press.

Field of Study: Professional Subject Stream	
1	**Code of the Course Unit**	ENGL 21751
2	**Title of the Course Unit**	Community Service Engagement
3	**Number of Credits**	2
4	**Type**	Optional
5	**Pre-requisites**	None

6	**Main objective of the course**
	The main objective of the course unit is to provide an opportunity for the students to identify the society and the responsibility and to serve the society.

7	**Intended Learning Outcomes (ILOs)**
	At the completion of this course unit the student will be able to
	1: Nurturing community-oriented thinking pattern and emphasize cooperate social responsibility in day-to-day social life as a member of the society.
	2: Conceptualize the characteristics and meaning of 'Community' while understanding community dynamics in their life course.
	3: Improve students' engagement with one of selected community or part of community among different communities in their local, regional, or at the national levels and develop the concept of volunteerism.
	4: Enhance attitudes towards social harmony by engaging with different social clusters, communities, ethnic groups, religious groups, marginalized communities, etc.
	5: Develop community-oriented thinking patterns among various student groups within the faculties and the university, conceptualize, articulate and propose possible remedial actions to improve the targeted community livelihood or living standards.
	6: Provide a substantial social platform to understand the cooperate social responsibility and volunteerism as a member of the society.

9	**Contents**			**Mode of Delivery/ Way of Delivery (T/L Materials)**	**No of Hrs.**	**ILO No.**
	Week	**Main Themes**	**Sub Themes**			
	1st	An introduction to the nature of course unit, its ILOs and basic concepts		Direct classroom teaching/ online teaching/ blended	1	1, 2,
	2nd	Historical background of community service engagements			1	1,2
	3rd	Community service engagements and volunteerism - part I			1	3,4
	4th	Community service engagements and volunteerism –			1	3,4

		part II			
	5th	Community service engagements and volunteerism - part III		1	3,4
	6th	Community service engagements and volunteerism - part IV		1	3,4
	7th	Community service engagements and volunteerism - part V		1	3,4
	8th	Oral presentation on community service engaged in voluntarily		1	5
	9th	A series of guidance will be provided through LMS, mentoring, and supervision on preparation project work targeted community service engagement proposed by a group of students in each department who are following the degree program.		1	1,2
	10th	Community service engagement activity which is a practical approach should be implement targeting a particular community, society, association, institution, or socially excluded group in the mainstream society and the group of students needs to produce audio visual evidences at the end of the activity performed. This is in addition to the project proposal and they can upload such evidences into the university website, their Face Book walls, etc. However, such public domains should be used after consultation of the mentor in the respective departments.		1	1,2
	11th	All respective student groups who are engaging in community services are expected to have a healthy dialogue between group members and fellow students and teachers as well as other interested members or groups in different platforms, especially in online platforms.		1	3,4,5
	12th	Community Service Engagement		1	3,6
	13th	Community Service Engagement		1	3,6
	14th	Community Service Engagement		1	3,6
	15th	Community Service Engagement		1	3,6
10.	**Number of Notional Hours: 50**				

	1. Lecture Hours: 15 **2.** Self-study and Homework Preparation Hours: 35 **4.** Hours for recommended reading:
11.	**Evaluation and Assessment:**
	In Course Evaluation (Mid Semester Evaluation) 100% from Total Marks Allocated *Expected soft skills to be evaluated through the Group proposal 40%* *Community Service Engagement /Online dialogues/interactions with Audio-visual evidence 60%* *confidential report on activity completed by external monitored organization or institution*

Level	2		
Course Code:	ENGL 22764		
Course Name:	Critical Praxis		
Credit Value:	04		
Core/Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	80	60	80

Course Aim/Intended Learning Outcomes:

This course introduces principles of critical theory and practice to students.

At the end of this course, students will be able to,
ILO 1: Demonstrate an in-depth understanding of the critical theories covered in this course
ILO 2: Demonstrate an understanding of how critical theory relates to life experiences
ILO 3: Apply the theories covered in this course to various texts including fiction and non-fiction artifacts of popular culture, works of art and media

Course Content: (Main topics, Sub topics)
 The following theories will be covered in this course

Marxism

New Historicism

Feminism

Postcolonial Theory

Queer Theory

Psychoanalysis

The above theories will be applied to selected texts

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

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 (%) …60…	Practical (%) ……40….	Other (%)(specify) ……………

Recommended Reading:

Ashcroft, B., Griffiths, G., Tiffin, H., 1989. *The Empire Writes Back*. London: Routledge.

Bhabha, H., 1990. *Nation and Narration.* London: Routledge.

Belsey, C., 2002. *Critical Practice*. London / New York: Routledge.

Butler, J., 1999. *Gender Trouble - Feminism and the Subversion of Identity*. New York: Routledge.

Culler, J., 2000. *Literary Theory: A Very Short Introduction*. USA: Oxford University Press.

Eagleton, T., 1996. *Literary Theory*, Minnesota: University of Minnesota Press.

Fanon, F., 1967. *Black Skin / White Masks*. New York: Grove Press.

Moi, T., 1985. *Sexual/Textual Politics*. London: Methuen.

Rivkin, J. and Ryan, M., 1998. *Literary Theory: An Anthology*, Massachusetts / Oxford: Blackwell Publishers.

Said, E., 1993. *Culture and Imperialism*. London: Chatto and Windus.

Spivak, G. C., 1988. *In Other worlds: Essays in Cultural Politics*. London: Routledge.

Wickramasinghe, M., 2002. *'Feminist Critical Practice' in Gender, Ideology and Empowerment.* Colombo: Centre for Women's Research.

Wolfreys, J., 1999. *Literary Theories – A Reader and Guide*. New York: New York University Press.

Level	2
Course Code:	ENGL 22774
Course Name:	Sri Lankan Narratives
Credit Value:	04
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

On completion of the course, students will be able to,

ILO 1: Identify dominant themes/issues in Sri Lankan narratives

ILO 2: Discuss the contemporary significance of the themes identified in the selected texts

ILO 3: Critique the histories that are narrated through the texts and the political and cultural contexts in which these texts are produced

ILO 4: Critically evaluate readings of Sri Lankanness/ Sri Lankan identities across a wide range of genres including short/films, visual and performance art, digital texts, documentaries, poetry, prose, auto/biographical work, fantasy and children's literature

ILO 5: Analyse the relationship between the local and the global in relation to issues surrounding the politics of representation, and the publication and production of literary works.

Course Content: (Main topics, Sub topics)

Module 1: Novels
Chinaman by Shehan Karunatilaka
Funny Boy by Shyam Selvadurai
Giraya by Punyakante Wijenaike
The Jam Fruit Tree by Carl Muller
Monsoons and Potholes by Manuka Wijesinghe
Colpetty People by Ashok Ferrey
Mythil's Secret by Prashani Rambukwella
Wave by Sonali Deraniyagala
Song of the Sun God by Shankari Chandran

Module 2: Poets
Richard de Zoysa/ Lakdasa Wickramasinghe/ Patrick Fernando/ Yasmine Gooneratne/ Jean Arasanayagam/ Sumathy Sivamohan/ Vivimarie Vanderpoorten / Ramya Jirasinghe/ contemporary Sri Lankan poets

Module 3: Visual texts
Middle of Silence by Ruwanthie de Chickera
Frangipani/ Paangshu and *Forbidden Area* by Visakesa Chandrasekaram
The One Who Loves You So by Arun Welandawe-Prematilleke
Machan by Uberto Pasolini

La Bbe Thoile by Thisara Imbulana

Death on a Full Moon Day and *Silence in the Courts* by Prasanna Vithanage

No More Tears Sister by Helene Klodawsky

The Incomplete Thombu by T. Shanaathanan
Humans of Northern Sri Lanka by Thulasi Muttulingam
I am: Portraits of Sri Lanka's Elders in Sound and Image by Kannan Arunasalam
Golden Barrel Man by Bandu Manamperi
Selected works from contemporary modern art and performance art

Teaching /Learning Methods:
This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous Assessments and Final Assessment
At least 35% of the continuous assessments should be from written and revised assignment/s. The topics/ texts on which continuous assessments are based cannot be replicated at the final exam.

Continuous Assessment 50%	Final Assessment 50%		
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%)(specify)
……….…… % ……..…..% …….……..%	…50…	……50….	……………

Recommended Reading:

de Mel, N. ed., 1995. *Essays on Sri Lankan Poetry in English*. Colombo: The English Association of Sri Lanka.

de Mel, N., 2007. *Militarizing Sri Lanka: Popular culture, memory and narrative in armed conflict. New York:* Sage Publications.

Goonetillake, D.C.R.A., 2005. *Sri Lankan English Literature and the Sri Lankan People 1917 – 2003*. Colombo: VijithaYapa Publications.

Goonethilake, D.C.R.A. ed., 1998. *Sri Lankan Literature in English*. Colombo: Department of Cultural Affairs.

Jayasuriya, M., 2012. *Terror and Reconciliation: Sri Lanka Anglophone Literature, 1983-2009.* Lanham: Lexiton Books.

Jayasuriya, W., 1994. *Sri Lankan's Modern English Literature*. New Delhi: Navrang.

Jayatilaka, T., 2000. *The English-Language Novel of Sri Lanka and the Critical Response to it: An Overview. Navasilu, 17*, Colombo: English Association of Sri Lanka.

Jeganathan, P. & Ismail, Q. eds., 1995. *Unmaking the nation: The politics of identity & history in modern Sri Lanka.* Colombo: SSA.

Kanaganayakam, C., 2008. *Arbiters of a National Imaginary: Essays on Sri Lanka - Festschrift for Professor Ashley Halpe*. Colombo*:* International Centre for Ethnic Studies.

Ranasinghe, R., 2016. *Contemporary diasporic South Asian women's fiction: Gender, narration and globalisation.* London: Palgrave Macmillan Publishers.

Salgado, M., 2007. *Writing Sri Lanka: Literature, resistance, politics of place.* New York: Routledge.

Silva, N. & Wijesinha, R. eds., 2001. *Across Cultures: Issues of Identity in Contemporary British and Sri Lankan Writing*. Colombo: The British Council.

Thirangama, S., 2011. *In my mother's House: Civil war in Sri Lanka.* Philadelphia: University of Pensylvania Press.

Wickramasinghe, M.,2009. "The Personal is the Political and the Political is the Personal" Contemporary Sri Lankan Women Poets and English Scholarship'. *Journal of the Faculty of Humanities* University of Kelaniya, 10, pp.45-74.

Wickramasinghe, N., 2014. *Sri Lanka in the modern age: A history.* New York, NY: Oxford University Press.

COURSE SPECIFICATION

Level	2		
Course Code:	ENGL 22784		
Course Name:	Language and Society		
Credit Value:	04		
Core/Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

This course aims to develop a comprehensive and critical awareness of some of the key concepts in applied and sociolinguistics with reference to variation in English.

At the end of this course, students will be able to,

ILO 1: Define and demonstrate an understanding of some key concepts in applied and sociolinguistics

ILO 2: Demonstrate an understanding of the sociocultural and political significance of language variation

ILO 3: Apply applied and sociolinguistic theory to gain a better understanding of their own linguistic context

ILO 4: Critique applied and sociolinguistic theories

ILO 5: Demonstrate an understanding of different approaches to the study of language phenomena

ILO 6: Interpret and analyse linguistic data

ILO 7: Conduct a mini applied/sociolinguistic project

ILO 8: Propose and discuss solutions to language issues of the local context

Course Content: (Main topics, Sub topics)

- Social and ethnic variation in English
- Diglossia
- Pidgins and creoles
- Language attitudes and ideologies
- Language and identity
- Language policy and planning
- Bilingualism and Multilingualism

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

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

Continuous Assessment 50%		Final Assessment 50%	
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%)(specify)
Academic essay 20 % Mini project 20% Oral presentation 10 % Final written examination 50% comprising One essay-type answer 20% Three short responses to summarise, clarify, propose solutions to, three hypothetical situations (10% +10% +10%) 30%	…60…	……40…..	……………

Recommended Reading:

Akhmajian, A., Demers, R.A., Farmer, A.K. and Harnish, R.M., 2001. *Linguistics: An Introduction to language and Communication*. Cambridge, MA: Massachusetts Institute of Technology Press (*Chapters on Morphology and Syntax)*.

Crystal, D., 1987. *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.

Fernando, S., Gunesekera, M. and Parakrama, A., eds. 2010. *English in Sri Lanka: Ceylon English, Lankan English, Sri Lankan English.* Colombo: Sri Lanka English Language Teachers' Association.

Fromkin, V., Redman, R. and Hyams, N., 2003. *An Introduction to Language.* 7th Ed. Boston, Massachusetts: Thomson Wandsworth

Gunesekera, M., 2010. *The Postcolonial Identity of Sri Lankan English*. Colombo: Vijitha Yapa Publications.

McCrum, R., Cran, W. & MacNeil, R., 1986. *The Story of English.* New York: Elisabeth Sifton Books, Viking.

Poole, S.C., 1999. *An Introduction to Linguistics.* Basingstoke: Palgrave.

COURSE SPECIFICATION

Level	2
Course Code:	ENGL 22794
Course Name:	Global Literatures in Translation
Credit Value:	04
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

By the end of this course, students will be able to,

ILO 1: Demonstrate a thorough understanding of how translations disseminate/ influence global literatures

ILO 2: Distinguish issues of the contemporary world as reflected in creative literature

ILO 3: Evaluate the past, and the present socio-political and cultural perspectives of different communities from around the globe

ILO 4: Write critically about translated literatures, from a local as well as a global point of view

ILO 5: Develop a critical understanding of the various cultural trends that influence translations and translated texts

Course Content: (Main topics, Sub topics)

A selection of **at least two** texts from each module:

Module 1 (Sri Lankan)
Podu Purushaya (*Metta*) by Sunethra Rajakarunanayake
Viragaya by Martin Wickramasinghe
Mirage (*Kanal* in Tamil) by K. Daniel
Amuthu Ilandariya (the translation of *Funny Boy* by Shyam Selvadurai)
Lassana Vasilissa by D.V. Rodrigo (original in Russian)

Module 2 (Asian Literature)
Samskara by Ananthamurthy
Imaginary Maps by Mahasweta Devi
Snow Country by Kawabata Yasunari
A selection of short stories by Lu Xun
Tamas by Bhisham Sahni

Module 3 (Global Literature)
One Hundred Years of Solitude by Gabriel Garcia Marquez
The Joke by Milan Kundera

Sitt Marie Rose - Etel Adnan

The Gadfly by E.L. Voynich (novel/ opera/ play)

Wild Thorns by Sahar Khalifeh

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering inclusive teaching practices.

Assessment Strategy: Continuous Assessments and Final Assessment

At least 35% of the continuous assessments should be from written and revised assignment/s. The topics/ texts on continuous assessments are based cannot be replicated at the final exam.

Continuous Assessment 50%	Final Assessment 50%		
Details: quizzes %, mid-term %, other % (specify) …………… % ……..…..% …….……..%	Theory (%) …50…	Practical (%) ……50…	Other (%)(spec …………

Recommended Reading:

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

Pendergast, S. & Pendergast, T. Eds., 2002. *Reference Guide to World Literature*. Third Ed., Vol: 3, USA: St. James Press.

Rushdie, S. & West, E. Eds., 1997. *Mirrorwork: 50 Years of Indian Writing 1947-1997*. London: Macmillan Press.

Sivathmby, K., 2008) *50 Years of Sri Lankan Tamil Literature. [Online] Available at:* http://tamilelibrary.org/teli/srilitt.html

COURSE SPECIFICATION

Level	2
Course Code:	ENGL 22802
Course Name:	Theatre and the Social Experience
Credit Value:	02
Core/Optional	Optional

Hourly Breakdown	Theory	Practical	Independent Learning
	35	30	35

Course Aim/Intended Learning Outcomes:

This course explores the representation of different social experiences on stage in relation to the different literary traditions in drama.

By the end of this course, students will be able to,
ILO 1: Identify key elements of the theatre as a genre that can be distinguished from other literary forms including novels, poetry, and cinema
ILO 2: Demonstrate an understanding of a wide range of dramatic traditions and the seminal work of selected playwrights
ILO 3: Analyse the critical role of drama and theatre in relation to the socio-political contexts in which plays are produced

Course Content: (Main topics, Sub topics)

Select **three** texts from the following:
Coriolanus or *Measure for Measure* or *King Lear* by William Shakespeare
Volpone by Ben Jonson or *Jew of Malta* by Christopher Marlow
The Cherry Orchard by Chekov or *Major Barbara* by George Bernard Shaw
Widows by Ariel Dorfman or *Playboy of the Western World* by J.M. Singe
The Lower Depths by Maxim Gorky or *Look Back in Anger* by John Osborne
The Zoo Story by Edward Albee or *The Dumb Waiter* by Harold Pinter or *The Chairs by* Eugène Ionesco
He Comes From Jaffna by E. F. C. Ludowyk or *Rasanayagam's Last Riot* by Ernest McIntyre or any other play by a contemporary Sri Lankan playwright.

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous Assessments and Final Assessment

At least 35% of the continuous assessments should be from written and revised assignment/s. The topics/ texts on which continuous assessments are based cannot be replicated at the final exam.

Continuous Assessment 50%	Final Assessment 50%

Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%)(specify)
…….….… % ……..…..% …….……..%	…50…. .	……50….	……………

Recommended Reading:

Bloom, H., 2003. *Anton Chekov*. New York: Infobase Publishing.

Bloom, H., 2000. *George Bernard Shaw*, New York: Infobase Publishing.

Bowers, J. & Keeran, P., 2010. *Literary Research and the British Renaissance and Early Modern Period: Strategies and Sources*. Maryland: Scarecrow Press.

Corrigan, R.W., 1973. *The Theatre in Search of a Fix*. New York: Delacorta Press.

Dowden, E., 2003. *Shakespeare: A Critical Study of His Mind and Art*. New Delhi: Atlantic Publishers.

Esslin, M., 1965. *Samuel Beckett: A Collection of Critical Essays*. New Jersey: Prentice-Hall.

Greers, G., 2002. *Shakespeare: A Very Short Introduction*. Oxford: Oxford University Press.

Ionesco, E., 1964. *Notes and Counter Notes: Writings on the Theatre*. New York: Grove Press.

Slonim, M., 1962. *From Chekov to the Revolution: Russian Literature 1900-1917*. New York: Oxford University Press.

Steggle, M., 2011. *Volpone: A Critical Guide.* London: Continuum International Publishing Group.

Level	3
Course Code:	ENGL 31714
Course Name:	Literary Pedagogy
Credit Value:	04
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	70	70	60

Course Aim/Intended Learning Outcomes:

This course introduces the theoretical concepts and methodological concerns of teaching and learning literary texts.

By the end of the course, students will be able to,
ILO 1: Demonstrate knowledge of the theoretical, philosophical, and political background of literary pedagogy
ILO 2: Discuss the history of teaching literature in Sri Lanka
ILO 3: Design productive teaching-learning environments
ILO 4: Design a literature course including drawing up a syllabus, creating lesson plans, and assessment strategies
ILO 5: Design digital teaching-learning modules
ILO 6: Apply knowledge of literary pedagogy in the language classroom
ILO 7: Facilitate inclusive teaching-learning environments

Course Content: (Main topics, Sub topics)

- Background to literary pedagogy: Theoretical and philosophical issues
- Critical Pedagogy: Paulo Freire and the Dialogical Method
- Literary pedagogy in Sri Lanka Literary Pedagogy beyond the English Literature classroom
- The architecture of the classroom: creating productive teaching-learning environments
- Teaching diversity and inclusivity through innovative approaches to literary pedagogy
- Literary pedagogy in practice: designing syllabi, lessons and lesson plans, assessments
- Literature in the language classroom
- Digital pedagogy

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous assessment – in-class tests, assignments and group work.

Continuous Assessment 100%	Final Assessment --		
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%)(specify)
Portfolio 40% In-class test 30% Essay 30%	…50…	……50….	……………

Recommended Reading:

Anderson, A., 2006. Teaching (with) Disability: Pedagogies of Lived Experience. *Review of Education, Pedagogy, and Cultural Studies*, 28(3-4), pp.367-379, DOI: 10.1080/10714410600873258

Brown, W., 2011. Neoliberalized Knowledge. *History of the Present*, 1(1), pp.113-129. University of Illinois Press: Jstor.

Brumfit, C. J. and Carter, R.A. eds., 1986. *Literature and Language Teaching*. Oxford: Oxford University Press.

Carter, R. & John M., eds., 1996. *Language, Literature and the Learner.* London and New York: Longman.

Chambers, E. & Gregory, G., 2006. *Teaching and Learning English Literature.* London: Sage Publications.

Duff, A. & Alan, M., 1990. *Literature,* Oxford: Oxford University Press.

Fish, S., 1980. *Is there a text in this class? The authority of interpretive communities.* Harvard: Harvard University Press.

Freire, P., 1970. *Pedagogy of the Oppressed*. New York, Herder and Herder.

hooks, B., 1994. *Teaching to Transgress: Education as The Practice to Freedom*. New York: Routledge.

Lazar, G., 1993. *Literature and Language Teaching: A guide for teachers and trainers.* Cambidge: Cambridge University Press.

McRae, J., 1991. *Literature with a small "l"*. London: Macmillan.

Myrsiades, K. and Myrsiades, L., 1994). Margins in the Classroom: Teaching Literature. Minneapolis: University of Minnesota Press.

Simpson, P., 2004. *Stylistics: A Resource Book for Students*. London: Routledge.

Schwarz, D., 2008. *In Defense of Reading: Teaching Literature in the Twenty-first Century*. West Sussex, UK: Wiley-Blackwell.

Level	3
Course Code:	ENGL 31724
Course Name:	Globalization and Transnational Discourses
Credit Value:	04
Core/Optional	Core
Hourly Breakdown	Theory	Practical	Independent Learning

	70	60	70

Course Aim/Intended Learning Outcomes:

This course gives students an understanding of the literary work produced by migrant writers and postcolonial writers.

By the end of this course, students will be able to,
ILO 1: Identify dominant themes/concerns of postcolonial and migrant writers
ILO 2: Demonstrate a nuanced understanding of global cultural forces that shape/ reshape our understanding of the world and the Other
ILO 3: Compare major socio cultural movements and their impact on transnational discourses and globalization
ILO 4: Evaluate the portrayal of tensions created as a result of the movement of people and cultures across cultures/ geographies/ locations
ILO 5: Write critically on the chosen texts based on these themes.
ILO 6: Develop critical analytical skills to interpret other texts that discuss these literary trends

Course Content: (Main topics, Sub topics)

Choose **at least two texts each** (texts including cinematic versions of novels, in module 1) from the two modules:

Module 1 (Visualising the text)
Wide Sargasso Sea by Jean Rhys & the cinematic version directed by John Duigan (1993)
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 Buddha of Suburbia by Hanif Kureshi or *My Beautiful Launderette* directed by Stephen Frears
Cracking India by Bapsi Sidhwa and the cinematic version *Earth* directed by Mira Nair
Road to Elephant Pass by Nihal de Silva and the cinematic version *Alimankada* directed by Chandran Ratnam

Module 2 (Local, global and the glocal)
The Shadow Lines by Amitav Ghosh
Small Island by Andrea Levy
The White Tiger by Aravind Adiga
The Kite Runner by Khaled Hosseini
Reluctant Fundamentalist by Mohsin Hamid
The Vegetarian by Han Kang

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous Assessments and Final Assessment

At least 35% of the continuous assessments should be from written and revised assignment/s. The topics/ texts on which continuous assessments are based cannot be replicated at the final exam.

Continuous Assessment 50%	Final Assessment 50%		
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%)(specify)
…………… % ……..…..% ……..……..%	…50….	……50….	……………

Recommended Reading:

Ashcroft, B., Griffiths, G. & Tiffin, H., 1989. *The Empire Writes Back.* New York: Routledge.

Bhabha, H.K., 1991. Introduction: Narrating the Nation. *Nation and Narration*, London and New York: Routledge.

Goonetilleke, D.C.R.A., 2001. *Perspectives on Post-Colonial Literature.* London: Skoob Books Ltd.

Halpe, A., 1982. Sri Lankan Literature in English and its Context. New *Literature Review, 12.* 13.

Loomba, A., 1998. *Colonialism/Post Colonialism.* New York: Routledge.

Mahood, M., 1977. *The Colonial Encounter*. London: Rex Collins Ltd.

Rushdie, S., 1992. *Imaginary Homelands: Essays and Criticism 1981-1991*. London: Granta.

Said, E., 1979. *Orientalism.* New York: Vintage Books.

Said, E., 1993. *Culture and Imperialism*. London: Chatto & Windus.

Tomlinson. J, 1999. *Globalization and Culture*. Polity Press, Cambridge

Level	3		
Course Code:	ENGL 31732		
Course Name:	Projects and Proposals		
Credit Value:	02		
Core/Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	20	40	40

Course Aim/Intended Learning Outcomes:

By the end of this course, students will be able to,

ILO 1: Conceptualise and develop project proposals

ILO 2: Demonstrate project planning and implementation skills required for the contemporary job market

ILO 3: Write positively and use genres of new media

ILO 4: Demonstrate familiarity with writing and presentation tasks in a 21st century professional context

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Course Content: (Main topics, Sub topics)

Letters, emails and memos

Interviews

- Understanding interview procedures
- Facing different types of interviews
- Preparing CVs to match various types of jobs

Writing reports

- Project proposals
- Preparing academic and corporate presentations

Writing articles

- Writing news articles
- Writing feature articles for newsletters, magazines etc, printed or online

Short films and documentaries

Corporate communications

- Writing press releases
- Handling social media for organisations
- Crisis communication

Digital media

- Digital citizenship
- Emerging trends in digital media (chatbots, interactive content, voice and video integrated content etc)
- Responsible use of digital media platforms

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous assessment – in-class tests, assignments, group work.

Continuous Assessment 100%	Final Assessment --		
Details: quizzes %, mid-term %, other % (specify) …….……… % ……...…..% …….……..%	Theory (%) …20…	Practical (%) ……80……	Other (%)(specify) ……………

Recommended Reading:

Hacker, D., 2000 *Rules for Writers: A brief handbook.* New York:St. Martin's Press.

Harvard Business School Press, 2004. *Presentations that Persuade and Motivate.* Boston: Harvard Business School Press.

Maskell, V. and Perry, G, 1999 *Write to Publish: Writing feature articles for magazines, newspapers, and corporate and community publications*. New South Wales: Allen & Unwin LTD

Munter, M., 2006. *Guide to Managerial Communication: Effective Business Writing and Speaking.* New Jersey: Pearson.

Swales, J. and Feak, C., 2012. *English in Today's Research World: A Writing Guide.* Ann Arbor: Michigan University Press.

Swan, M., 2005. *Practical English Usage.* Oxford: Oxford University Press.

Trottier, D., 2019. *The Screenwriter's Bible- . A Complete Guide to Writing, Formatting, and Selling Your Script. 7th ed. California: Silman-James Press.*

Wong, I., Connor, M.D., and Murfett, U., 2006. *Business Communication: Asian Perspectives, Global Focus.* Singapore: Pearson Prentice Hall.

Level	3
Course Code:	ENGL 31744
Course Name:	Ideology, Theatre and Performance
Credit Value:	04
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

By the end of this course, students will be able to,

ILO 1: Demonstrate a nuanced understanding of the theoretical and practical dimensions of drama, theatre and performance

ILO 2: Critically analyse a wide range of dramatic traditions and a cross section of plays

ILO 3: Analyse the role of theatre in relation to the socio-political contexts in which plays are produced

ILO 4: Construct and apply interdisciplinary theoretical frameworks to interpret experiences beyond the realm of the theatre

ILO 5: Analyse the ideological underpinnings and implications of the theatre as a medium/platform that explores and expands the art of story-telling

Course Content: (Main topics, Sub topics)

Module 1:

Either *Everyman* or *a Morality Play*
Either *The Tempest* or *Julius Caesar* or *Othello by* Shakespeare
Dr. Faustus by Christopher Marlowe
Madmen and Specialists by Wole Soyinka
Cloud 9 by Caryl Churchill
Waiting for Godot by Samuel Beckett or *Lesson* by Eugene Ionesco
Accidental Death of an Anarchist by Dario Fo or *The Birthday Party* by *Harold Pinter*
The Crucible by Arthur Miller
No Exit by Jean-Paul Sartre or *Caligula* by Albert Camus
Selected plays by Bertolt Brecht

Module 2:

Aphra Behn and the Restoration Theatre
The Artist is Present and other works by Marina Abramovic and *The Cut Piece* and other works by Yoko Ono
From the classics to the stage: Adaptations of selected classics
Selected plays from ancient Greek theatre
The Vagina Monologues by Eve Ensler
Federico Garcia Lorca's *Rural Trilogy*
Hedda Gabler by Henrik Ibsen
A Streetcar Named Desire by Tennessee Williams and the film adaptation by Elia Kazan

Teaching /Learning Methods:
This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices

Assessment Strategy: Continuous Assessments and Final Assessment
At least 35% of the continuous assessments should be from written and revised assignment/s. The topics/ texts on which continuous assessments are based cannot be replicated at the final exam.

Continuous Assessment 40%	Final Assessment 60%		
Details: quizzes %, mid-term %, other % (specify) …….…… % ……..…..% …….……..%	Theory (%) …60…	Practical (%) ……40………	Other (%)(specify) ……………

Recommended Reading:

Brockett, O.G. and 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.
Fisher-Lichte, E., Arjomand, M. and Mosse, R., 2014. T*he Routledge Introduction to Theatre and Performance Studies*. New York: Routledge.
Gale, M. B. and Gardner, V. eds., 2000. *Women, Theatre and Performance: New histories and historiographies*. Manchester: Manchester University Press.
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: Harper.
Wilson, C. and Dunn, A., 2011. Digital media in the Egyptian revolution: Descriptive Analysis from the Trahrir Data Sets. *International Journal of Communication, 5,* pp.1248-1272.

Level	3
Course Code:	ENGL 32754
Course Name:	**Diversity Politics**
Credit Value:	04
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

This course explores the commonalities, differences, intersections, conflicts and hybridities of identities (such as gender, race, class, sexuality, caste, disability, language, etc.) as portrayed in literature.

By the end of the course, students will be able to,
ILO 1: Identify the way literary and other cultural texts portray the intersections of identities
ILO 2: Analyse the significance of identity attribution and appropriation in relation to the students' experiences
ILO 3: Demonstrate an understanding of how diversity politics affect our lives

Course Content: (Main topics, Sub topics)
A choice of texts from the following:

Module 1:

A passage to India by E M Forster or *Heart of Darkness/ Almayer's Folly* by Joseph Conrad

Scarlet and Black by Stendhal

Invisible Man by Ralph Elison

Module 2:

Films on the Holocaust

Schindler's List by Steven Spielberg

Jojo Rabbit by Taika Waititi

Sophie's Choice by Alan J. Pakula

Woman in Gold by Simon Curtis

The Boy in the Striped Pajamas by Mark Herman

The Pianist by Roman Polanski

Films on disabilities

The Theory of Everything by James Marsh

I am Sam by Jessie Nelson

Still Alice by Richard Glatzer and Wash Westmoreland

A Beautiful Mind by Ron Howard

Me Before You by Thea Sharrock

Blue is the Warmest Colour (2013) directed by Abdellatif Kechiche / *Flying with One Wing* (2003) directed by Asoka Handagama

<mark>*Under the Eye of the Clock* by Christopher Nolan or *Every Day is Mother's Day* by Hilary Mantel</mark>

Module 3:

A Doll's House by Henrik Ibsen

Reading Lolita in Teheran by Azar Nafisi

God of Small Things by Arundathi Roy or *Fifteen* by Ameena Hussein

The Yellow Wallpaper by Charlotte Perkins Gillman and *One Flew Over the Cuckoo's Nest* by Ken Kasey

Beloved by Toni Morrison

Compulsory Theoretical Reading

"New Ethnicities" by Stuart Hall

"Preface (1999)" from *Gender Trouble: Feminism and the Subversion of identity* by Judith Butler

"Can the Subaltern Speak?" by Gayathri Spivak

Excerpts from *The Mad Woman in the Attic* by Sandra Gilbert and Susan Gubar

Women with Disabilities as Agents of Peace, Change and Rights: Experiences from Sri Lanka edited by Karen Soldatic and Dinesha Samararatne

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous Assessments and Final Assessment

At least 35% of the continuous assessments should be from written and revised assignment/s. The topics/ texts on which continuous assessments are based cannot be replicated at the final exam.

Continuous Assessment	Final Assessment		
40%	60%		
Details: quizzes %, mid-term %, other % (specify)	Theory (%)	Practical (%)	Other (%)(specify)
……….…… % ……..…..% ……..……..%	……60……	……40….	………………

Recommended Reading:

Butler, J., 1999. *Gender Trouble - Feminism and the Subversion of Identity*. New York: Routledge.

Chakravorty Spivak, G., 2006. *In Other Worlds: Essays in Cultural Politics*. New York.

Eagleton, T., 1996. *Literary Theory*. Minnesota: University of Minnesota Press.

Edgar, A. and Sedgewick, P., 1999. *Cultural Theory – The Key Concepts.* London / New York: Routledge, Taylor and Francis.

Goodley, D., 2010. *Disability Studies - An Interdisciplinary Introduction.* Thousand Oaks / London / New Delhi: Sage.

Morely, D. and Chen, K., 2001. *Stuart Hall: Critical Dialogues in Cultural Studies*. London Routledge.

Moya, P.M.L. and Hames-Garcia, M.R. Eds., 2000. *Reclaiming Identity: Realist Theory and the Predicament of Postmodernism*. Berkeley: University of California Press.

Rich, A., 1998. Towards a Politics of Location. in R. Julie and R. Michael, *Literary Theory: An Anthology*. Massachusetts / Oxford: Blackwell Publishers.

Rivkin, J. and Ryan, M., 2004. *Literary Theory: An Anthology*. Malden: Blackwell.

Said, E., 1993. *Culture and Imperialism*. London: Chatto & Windus.

Level	3
Course Code:	ENGL 32764
Course Name:	Writing in Professional Contexts
Credit Value:	04
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	40	80	80

Course Aim/Intended Learning Outcomes

By the end of this course, students will be able to,

ILO 1: Identify the fundamentals of professional and commercial writing genres

ILO 2: Demonstrate the ability to use professional writing skills in real-life applications

ILO 3: Design a campaign that involves print and digital media

ILO 4: Form connections with diverse industries and network with potential employers through guest lectures

Course Content: (Main topics, Sub topics)
- Copywriting (for print media, press releases, leaflets, brochures and other commercial purposes)
- Copyediting
- Script/screenwriting (writing a treatment/narrative, screenplays for film, TV and radio)
- Content for websites (writing content for websites, internet publicity and marketing)
- Journalistic writing (newspapers, magazines, script writing for TV/radio news)
- Designing a publicity campaign for a selected project (either actual or projected)

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous assessment: in-class tests/writing, assignments, group work, individual/group presentations and end-of-semester project.

Continuous Assessment	Final Assessment
	--
100%	

| Details: quizzes %, mid-term %, other % (specify)

…….…… % ……..…..% …….……..% | Theory (%)

………….. | Practical (%)

……100…. | Other (%)(specify)

………
…… |
|---|---|---|---|

Recommended Reading:

Bly, R.W., 2006. *The Copy Writers Handbook.* New York: Holt.

Iezzi, T., 2010. *The Idea Writers: Copywriting in a New Media and Marketing Era.* New York: Palgrave.

Knight. R.M., 2010. *Journalistic Writing: Building the Skills, Honing the Craft.* Portland: Marion Street Press.

Trottier, D., 2010. *The Screenwriter's Bible: A Complete Guide to Writing, Formatting, and Selling Your Script*. Los Angeles: Silman James.

Walter, R., 2010. *Essentials of Screenwriting: The Art, Craft and Business of Film and Television Writing*. New York: Plume.

Yahoo., 2010. *The Yahoo Style Guide: The Ultimate Source Book for Writing, Editing and Creating Content for the Digital World.* New York: St. Martin's Press.

Level	3		
Course Code:	ENGL 32774		
Course Name:	Research Methodology		
Credit Value:	04		
Core/Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

This course gives students a solid foundation in research methodology that will assist them in reading for / conducting research and writing their dissertations.

By the end of the course, students will be able to,

ILO 1: Apply interdisciplinary perspectives and methodologies when reading and conducting research.
ILO 2: Demonstrate awareness of and adhere to various aspects of research methodology in their dissertations
ILO 3: Demonstrate an enhanced aptitude for academic research

Course Content: (Main topics, Sub topics)
- Introduction to interdisciplinary research methodologies
- Doing a literature review
- Ontology and epistemology
- Qualitative and quantitative research methods
- Theorising and deconstructing
- Politics and ethics of researching
- Designing a research study
- Data analysis and structuring a dissertation

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous assessment through in-class tests, assignments, group work and projects.

Continuous Assessment	Final Assessment
100%	--

Details: quizzes %, mid-term %, other % (specify) …………… % ……..…..% ……..……..%	Theory (%) …………..	Practical (%) ……100….	Other (%)(spec ify) ……… ……

Recommended Reading:
Culler, J., 1997. *Literary Theory: A Very Short Introduction*. New York: Oxford University Press.

Edgar, A. and Sedgewick, P., 1999. *Cultural Theory – The Key Concepts.* London / New York: Routledge Taylor ad Francis.

Glaser, B. G., and Strauss, A.L., 1967. *The Discovery of Grounded Theory: Strategies for*

Qualitative Research. New York: Aldine de Gruyter.

Hart, C., 1998. *Doing a Literature Review Releasing the Social Science Imagination.* London / Thousand Oaks / New Delhi: Sage Publications.

Jupp, V. ed., 2006. *The Sage Dictionary of Social Research Methods.* London / Thousand Oaks / New Delhi: Sage Publications

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

Mason, J., 2002. *Qualitative Researching.* Thousand Oaks: Sage Publications.

Reinharz, S., 1992. *Feminist Methods in Social Research.* New York / Oxford: Oxford University Press.

Scott, J. and Marshall, G. eds., 2009. *Oxford Dictionary of Sociology.* New York: Oxford University Press.

Wickramasinghe, M., 2010. *Feminist Research Methodology - Making Meaning of Meaning-Making*. London / New York: Routledge Taylor & Francis.

Level	3		
Course Code:	ENGL 32784		
Course Name:	Language Pedagogy		
Credit Value:	04		
Core/Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

The aim of this course is to provide students with an understanding of the main theoretical perspectives and trends in second language teaching and learning through a praxis-oriented approach that is grounded in the complex local and global contexts of language teaching.

By the end of the course, students will be able to,

ILO 1: Critically engage with theories and methods of language teaching
ILO 2: Identify and articulate affordances and challenges in teaching English in the local context
ILO 3: Develop an understanding of post-method pedagogy
ILO 4: Demonstrate an awareness of individual differences in language learning
ILO 5: Develop an understanding of a skills-based approach to language teaching
ILO 6: Adapt and design language learner-appropriate teaching materials
ILO 7: Conduct an activity-based language teaching programme
ILO 8: Identify and assess the features of an effective language test

Course Content: (Main topics, Sub topics)
1. Theoretical approaches and methods of language teaching and learning
2. Language teaching in Sri Lanka: Affordances and challenges
3. Post method pedagogy
4. Individual differences in language learning
5. Teaching the four skills: reading, writing, listening and speaking
6. Teaching Grammar and vocabulary skills
7. Selection, adaptation and design of teaching materials
8. Activity based teaching and learning
9. Assessing language learning

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

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

Continuous Assessment	Final Assessment		
50%	50%		
Details: **Continuous assessment: 50%** Oral Presentation 10% Critical essays 20% Planning and conducting English camp* 20% Post activity reflections 10% **Final assessment: 50% (two-hour paper)** Essay type answer 20% 2 short problem-solving responses to situations 15% + 15% *A one-day activity-based English teaching programme in an underprivileged school	Theory (%) ……40… …	Practical (%) ……60……	Other (%)(specify) ……… ……

Recommended Reading:

Canagarajah, A. S., 1999. *Resisting Linguistic Imperialism in English Teaching.* Oxford: Oxford University Press.

Gass, S. and Selinker, L., 2008. *Second Language Acquisition: An Introductory Course*. 3rd Ed., Mahwah, NJ: Lawrence Erlbaum.

Grabe, W. and Stoller, F.L., 2002. *Teaching and Researching Reading*. Harlow, Essex: Pearson

Harmer, J., 2007. *How to teach writing*. New Delhi: Pearson Education

Hinkel, E. ed., 2011. *A Handbook of Research on Second Language Teaching and Learning Vol. 2.* Abingdon, Oxford & New York: Routledge

Hyland, K., 2003. *Second Language Writing*. Cambridge: Cambridge University Press

Jones, L., 2007. *The Student-Centred Classroom*. Cambridge: Cambridge University Press

Kumaravadivelu, B., 2001. Toward a postmethod pedagogy. *TESOL Quarterly 35*(4), 537-560

Lightbown, P. and Spada, N., 2006. *How Languages are Learnt*. 3rd ed.. Oxford: Oxford University Press.

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

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

McGrath, I., 2016. *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press

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

Level	3
Course Code:	ENGL 32792
Course Name:	Creative / Critical Projects
Credit Value:	02
Core/Optional	Optional

Hourly Breakdown	Theory	Practical	Independent Learning
	20	60	20

Course Aim/Intended Learning Outcomes:

This course gives students an opportunity to express / enhance their creative and critical capacities by completing a short-term project under the guidance of the Department.

By the end of the course, students will be able to,

ILO 1: Demonstrate their creative and critical capacities to the university 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.)

ILO 2: Demonstrate their skills and capacity to generate funds and organize / manage short-term projects individually or collectively

Course Contents/ requirements: (Main topics, Sub topics)

- 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 / university community

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous assessment: individual and group work, mid-semester assessment, presentation at the end of semester of a creative or critical project.

Continuous Assessment	Final Assessment
100%	--

| Details: quizzes %, mid-term %, other % (specify) …….….… % ……..…..% …….……..% | Theory (%) ………….. | Practical (%) ……100…… | Other (%)(spe cify) ……… …… |

Recommended Reading:

Bly, R.W., 2006. The Copy Writer's Handbook. New York: Holt.

Creative Writing: Topics, Tips & Guidelines [Online] Available at: http://www.creativewriting-prompts.com/

Iezzi, T., 2010. *The Idea Writers: Copywriting in a New Media and Marketing Era*. New York: Palgrave.

Knight, R.M., 2010. *Journalistic Writing: Building the Skills, Honing the Craft.* Portland: Marion Street Press.

Walter, R., 2010. *Essentials of Screenwriting: The Art, Craft and Business of Film and Television Writing*. New York: Plume.

Yahoo. , 2010. *The Yahoo Style Guide: The Ultimate Source Book for Writing, Editing and Creating Content for the Digital World.* New York: St. Martin's Press.

http://www.stanford.edu/group/cwstudents/grants/

COURSE SPECIFICATION

Field of Study: Professional Subject Stream				
1	**Code of the Course Unit**	PSIT 32512		
2	**Title of the Course Unit**	ICT Skills for Education and Professional- Part I		
3	**Number of Credits**	2		
4	**Type**	Optional		
5	**Coordinator of the Course Unit**	Most Senior Lecturer of the Relevant Course Unit		
6	**Pre-requisites**	None		
7	**Main objective of the course**			

      I.   To provide advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.

      II.   To provide each student with an opportunity to become competent technology literate person in an effective and social manner.

      III.   To strengthen the national information industry for effective decision making, problem solving, and for serving relevant information to client.

      IV.   To provide human capital for the employment market of the country.

      VI.   To assist and promote new venture creation of the country.

8	**Intended Learning Outcomes (ILOs)**

At the completion of this course unit the student will be able to

1.   Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment

2.   Use MS Office package for improving workplace performance

3.   Create databases by using relevant software packages

4.   Design required graphics for teaching and learning/workplace/day to day life

5.   Use digital technology for research and innovation

6.   Use digital teaching and learning tools to support e-learning

7.   Create a simple educational game

8.   Design an interactive web

9.   Use smart technology for Digital living

10.   Value ethically use of information technology

9	Contents			Mode of Delivery/ Way of Delivery (T/L Materials)	No of Hrs.	ILO No.
	Week	**Main Themes**	**Sub Themes**			
1st	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Definition of information literacy including components and models, Basic	**Direct classroom teaching/ online**	2	1

				teaching/ blended		
			information literacy skills including critical thinking, reading skills, and independent learning,			
	2ⁿᵈ	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Formulating search strategies, Evaluating sources, Plagiarism, Copyright, Censorship, Methods of citation -in an online environment		2	1
	3ʳᵈ	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Word		2	2
	4ᵗʰ	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint		2	2
	5ᵗʰ	Create databases by using relevant software packages	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access		2	2,3
	6ᵗʰ	Graphics for teaching and learning			2	4
	7ᵗʰ	Digital technology for research and innovation	Practical on Prezi		2	5
	8ᵗʰ	Digital technology for research and innovation	Practical on Zotero or Mendeley – Online Reference		2	5

		Management Tools			
9th	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test				
10th	Use digital teaching and learning tools to support e-learning	Practical on Blended learning tools – Mentimeter /Gosoapbox		2	6
11th	Create a simple educational game			2	7
12th	Design an interactive web			2	8
13th	Use smart technology for Digital living	Impact of digital technology on quality of life, work and play and examine what it means to be an individual in the 21st century.		2	9
14th	Use smart technology for Digital living	Smart use of smart phone, Facebook, Flicker, LinkedIn profile		2	9
15th	Value ethically use of information technology	Ethical standards and practices of information		2	10

10.	**Number of Notional Hours: 100**
	1. Lecture Hours: 30 **3.** Self-study and Homework Preparation Hours: 20 **2.** Tutorial Hours: 30 **4.** Hours for recommended reading: 20
11.	**Evaluation and Assessment:**
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated

	*Expected soft skills to be evaluated through the continuous assessments***:**
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated **Question Paper:**
12	**Recommended Readings:** 1. Merkow, M. S., Breithaupt, J. (2015), **Information Security: Principles and Practices,** Wiley, New Jersey 2. Livingstone, S., Sefton-Green, J. (2016), **The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures)**, New York University Press, New York 3. Munir, K. (2016), Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics), 1st Edi. IGI global, Hershey, PA

Level	4		
Course Code:	ENGL 41714		
Course Name:	World Englishes		
Credit Value:	04		
Core/Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

The aim of this course is to introduce students to the multiplicity of Englishes as theorized in World Englishes.

By the end of the course, students will be able to,

ILO 1: Describe and assess existing models WEs
ILO 2: Identify micro- and macro-level features of World Englishes
ILO 3: Analyse features of WEs in creative writing
ILO 4: Determine the significance of WEs in pedagogy
ILO 5: Assess the pros and cons of codifying WEs
ILO 6: Demonstrate an awareness of Online Englishes
ILO 7: Assess the dominant approaches to the study of world Englishes
ILO 8: Apply key concepts in WEs to discuss Sri Lankan Englishes
ILO 9: Evaluate key concepts in WEs with evidence from Sri Lankan Englishes

Course Content: (Main topics, Sub topics)
- Models of World Englishes
- Linguistic features and genres of World Englishes
- World Englishes in literary creativity
- Teaching World Englishes
- Codification of World Englishes
- Online Englishes
- Approaches to the study of World Englishes

Teaching /Learning Methods:
This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also

facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

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

Continuous Assessment	Final Assessment		
40%	60%		

| Details: quizzes %, mid-term %, other % (specify) **Continuous Assessments** Essay of 1500-2000 words 20% Oral Presentation 20% **Final Assessments** Written examination of two hours 60% | Theory (%) ……60… … | Practical (%) ……40… | Other (%)(specify) ……… …… |

Recommended Reading:

Baratta, A., 2019. *World Englishes in English Language Teaching*. Cham: Springer/Palgrave Macmillan

Fernando, S., Gunesekera, M. & Parakrama, A. eds., 2010. *English in Sri Lanka: Ceylon English, Lankan English, Sri Lankan English.* Colombo: Sri Lanka English Language Teachers' Association.

Gunesekera, M., 2010. *The Postcolonial Identity of Sri Lankan English.* 2nd Ed. Colombo: VijithaYapa Publications.

Jenkins, J. , 2003. *World Englishes: A Resource Book for Students*. London & New York: Routledge

Kachru, B. B. ed., 1992. *The other tongue: English across cultures. 2nd ed.* Urbana and Chicago: University of Illinois Press

Kirkpatrick, A., ed., 2010. *The Routledge Handbook of World Englishes*. Abingdon/New York: Routledge

Rubdy, R and Saraceni, M. eds., 2006. *English in the world: global rules, global roles*. London: Continuum

Tupas, R, ed., 2015. *Unequal Englishes: The Politics of Englishes Today.* London: Palgrave Macmillan

Parakrama, A., 1995. *De-hegemonizng Language Standards – Learning from (Post)Colonial Englishes about 'English'.* London: Macmillan

Level	4		
Course Code:	ENGL 41724		
Course Name:	Internship		
Credit Value:	04		
Core/Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	--	330	70

Course Aim/Intended Learning Outcomes:

This course aims to initiate students into professional work environments and to develop students' understanding of organizational structures and working practices.

 By the end of the internship, the students will be able to,

ILO 1: Define the soft skills gained through internship placements and how suitable these skills are for various work environments.

ILO 2: Demonstrate hands-on experience of working in the medium of English

ILO 3: Apply theoretical knowledge into professional and technical skills and work-related knowledge in diverse workplaces

ILO 4: Create meaningful working links between theoretical learning and practice

ILO 5: Develop new links through networking with professionals from work environments

ILO 6: Construct critical reflections on personal professional development

Course Content/ requirements (Main topics, Sub-topics)

This course includes a 200-hour internship in a professional/research organization, monitored by one member of the academic staff (10 hours of consultation and report writing) and the external supervisor (10 hours of consultation and report writing). It will also include 150 hours of seminars, workshops and career fairs. Students will be allocated

30 hours for report writing.

Students will participate in lectures and seminars designed to ready them for their internships:

- Introduction to the internship programme
- Workshops on writing and organising internship reports
- Professional writing and presentational skills development seminar
- Professionalism and personal development workshops

Students will also participate in a series of career guidance workshops oriented towards educating them on the requirements of workplaces and to enhance and expand their career interests, with a variety of professionals from diverse fields (corporate/ education/ Non-governmental organisations/ advertising/ publishing/ social media management etc .)

Teaching /Learning Methods:

The students will be involved in day to day activities in the workplace and will be assigned an internal supervisor from among the academic staff with two reports being submitted to the academic supervisor: one at midpoint, and the other at the end of the internship. The second report will also be submitted to the organization.

During the internship, the academic supervisor will pay at least two visits to the workplace.

The academic staff will facilitate professional links with companies and liaise with the supervisors. In the event of conflicts in the workplace, the lecturer will intervene at the request of the students.

Assessment Strategy:

- A preliminary report submitted by the student to the department (15%)
- Report submitted by the external supervisor (30%)
- Report submitted by the internal supervisor (30%)
- Final report (30%)
- Oral presentation on the Experience gained during the internship (15%)

Continuous Assessment 100%	Final Assessment --		
Details: quizzes %, mid-term %, other % (specify)	Theory (%) …………..	Practical (%)	Other (%)(specify)

………… % ……..…..% …….……..%		……100…	……… ……

Recommended Reading:

Adler, R.B. and Elmhorst, J.M., 2008. *Communicating at Work: Principles and Practices for Business and the Professions.* New York: McGraw Hill.

Athanasou, J. A. and Perera, H. N. eds., 2019. *International Handbook of Career Guidance*. 2nd ed., Switzerland: Springer.

Bailey, E.P., 2008. *Writing and Speaking at Work: A Practical Guide for Business Communication.* New Jersey: Pearson Prentice Hall.

Baird, B. N., 2016. *The Internship, Practicum and Field Placement Handbook: A Guide for the Helping Professions*. 7th ed., Oxon: Routledge.

Chaney, L.H. & Martin, J.S., 2007. *Intercultural Business Communication.* Singapore: Pearson Education South Asia.

Encyclopaedia of Careers and Vocational Guidance., 2008. 14th ed. New York: Infobase Publishing.

Ferguson Career Skills Library: Professional Ethics and Etiquette., 2004. 2nd ed., New York: Ferguson.

Ross, R.R. and Savada, A.M. eds., 1988. *Sri Lanka: A Country Study*. Washington: GPO for the Library of Congress.

The Ceylon Chamber of CommerceAvailable at: http://info@chamber.lk

Wong, I., Connor, M.D. and Murfett, U., 2006. *Business Communication: Asian Perspectives, Global Focus.* Singapore: Pearson Prentice Hall.

Wood, K. and Mora, J.C. eds., 2014. *Practical Knowledge in Teacher Education: Approaches to teacher internship programmes*. Oxon: Routledge

Level	4
Course Code:	ENGL 41734
Course Name:	Gender Identities and Sexualities
Credit Value:	04
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

This course will cover current theories and concepts in the broad fields of gender, identity and sexuality

By the end of the course, students will be able to,

ILO 1: Describe and discuss the seminal concepts of sexual differences

ILO 2: Demonstrate a critical understanding of social and cultural construction of gender / sexual orientation / identities and their impact on social and cultural practices/ beliefs

ILO 3: Critique a variety of texts and artifacts from the perspectives of gender, identity and sexuality theories

ILO 4: Argue coherently on gender/ sexuality related concerns/ debates.

ILO 5: Develop critical insights into evaluating other texts/ thematic concerns on gender and sexuality

Course Content: (Main topics, Sub topics)

   Chose **at least two texts** from the following modules:

Module 1

Madame Bovary by Gustave Flaubert

The Scarlet Letter Nathanial Hawthorne

Lolita by Valdimir Nobokov

Fanny Hill by John Cleland

Anna Karenina by Leo Tolstoy

Module 2

The Awakening by Kate Chopin

The Well of Loneliness by Radclyffe Hall

The Color Purple by Alice Walker

Angels in America by Tony Kushner

Bodies in Motion by Mary Anne Mohanraj

Module 3

Birds (1963) directed by Alfred Hitchcock

North Country (2005) directed by Niki Caro

Brokeback Mountain (2005) directed by Ang Lee

Wonder Woman (2017) directed by Patty Jenkins

Compulsory Theoretical Reading:

"Women on the Market" by Luce Irigaray from *This Sex*

 "Preface (1999)" from *Gender Trouble: Feminism and the Subversion of Identity* by Judith Butler

"Sexual Transformations" by Gayle Rubin

Excerpts from *The History of Sexuality* by Michel Foucault

Excerpts from *Cambridge Companion to Erotic Literature*

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous Assessments and Final Assessment

At least 35% of the continuous assessments should be from written and revised assignment/s. The topics/ texts on which continuous assessments are based cannot be replicated at the final exam.

Continuous Assessment 40%	Final Assessment 60%		
Details: quizzes %, mid-term %, other % (specify) …….….…… % ……..…..% …….……..%	Theory (%) ……60……	Practical (%) ……40….	Other (%)(specify) ………………

Recommended Reading:

Butler, J., 1999. *Gender Trouble: Feminism and the Subversion of Identity.* New York : Routledge.

Chakravorty Spivak, G., 2006. *In Other Worlds: Essays in Cultural Politics.* New York: Routledge.

Dean, T., Ruszczycky, S. and Squires, D. eds., 2014. *Porn Archives*, Duke University

Foucault, M., 1998. *The History of Sexuality, Volume I: An Introduction.* New York: Vintage

Morely, D. and Chen, K., 2001. *Stuart Hall: Critical Dialogues in Cultural Studies*. London: Routledge.

Rivkin, J. and Ryan, M., 2004. *Literary Theory: An Anthology*. Malden: Blackwell.

Seidman, S., Fischer, N. and Meeks, C. eds., 2007. *Introducing New Sexuality Studies.* New York/London: Routledge.

Level	4
Course Code:	ENGL 41744
Course Name:	Science Fiction, Dystopia and Fantasy
Credit Value:	04
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

By the end of this course, students will be able to,

ILO 1: Demonstrate a fundamental understanding of the genre of science fiction, the dystopian texts and fantasy fiction

ILO 2: Distinguish between the implications of both the literary and the cinematic representations of dystopias and fantasy in today's world

ILO 3: Evaluate concepts related to speculative, dystopian and fantasy fiction/ texts using appropriate theoretical frameworks

ILO 4: Write critically on science fiction/ dystopian and fantasy fiction

ILO 5: Develop critical insights into interpreting new texts of the same genre

Course Content: (Main topics, Sub topics)

Chose **at least two texts** from each of the following modules

 Module 1

Frankenstein – Mary Shelley

Nineteen Eighty-Four by George Orwell

The Handmaid's Tale by Margret Atwood

Never Let Me Go Kazuo Ishiguro

Earthsea by Ursula K Le Guin

The Hobbit by J.R. Tolkien

Module 2

2001: A Space Odyssey by Stanly Kubric (1968)

The Matrix by Larry and Andy Wachowski (1999)

Children of Men by Alfonso Cuaron (2006)

 District 9 by Neil Blomkamp (2009)

The Hunger Games by Gary Ross (2012)

Cloud Atlas by Wachowskis and Tom Tykwer (2012)

Her by Spike Jonez (2013)

 Avatar by James Cameron (2009)

Module 3

Alice in Wonderland by Lewis Carroll

Coraline by Neil Gaiman

Haroun and the Sea of Stories by Salman Rushdie

Harry Potter and the Philosopher's Stone by J.K. Rowling

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous Assessments and Final Assessment

At least 35% of the continuous assessments should be from written and revised assignment/s. The topics/ texts on which continuous assessments are based cannot be replicated at the final exam

Continuous Assessment	Final Assessment		
50%	50%		
Details: quizzes %, mid-term %, other % (specify) ……….…… % …….…….% …….…….…..%	Theory (%) ……60……	Practical (%) …40…	Other (%)(sp ecify) ……………

Recommended Reading:

Barr, M.S., 1987. *Alien to Femininity: Speculative Fiction and Feminist Theory*. New York: Greenwood Press.

Freedman, C., 2000. *Critical Theory and Science Fiction.* Middletown: Wesleyan University Press.

Gunn, J. & Candelaria, M. eds., 2005. *Speculations on Speculation: Theories of Science Fiction.* New York: Scarecrow Press.

Harraway, D., 1985. A Manifesto for Cyborgs: Science, Technology and Socialist Feminism in the 1980's. *Socialist Review*, 15(2).

James, E. and Mendlesohn, F., 2003. *The Cambridge Companion to Science Fiction.* Cambridge: Cambridge University Press.

Rickman, G, 2004. *The Science Fiction Film Reader.* New York: Proscenium Publishers.

Seed, D., 2011. *Science Fiction: A Very Short Introduction.* New York: Oxford University Press.

Sobchack, V., 1999) *Screening Space: The American Science Fiction Film.* New Brunswick: Rutgers University Press.

Tolkien, J. R. R., 1990. *The Silmarillion*. New York: Ballantine Books.

Roberts, A., and John, D., 2000. *Science Fiction, New Critical Idiom series*. New York: Routledge.

	Field of Study: Professional Subject Stream	
1	**Code of the Course Unit**	PSIT 41512
2	**Title of the Course Unit**	ICT Skills for Education and Professional- Part II
3	**Number of Credits**	2
4	**Type**	Optional
5	**Coordinator of the Course Unit**	Most Senior Lecturer of the Relevant Course Unit
6	**Pre-requisites**	None

7	**Main objective of the course**
	IV. To provide an advanced knowledge, skills, attitudes, mind-set and paradigm to students to be effectively performed in their particular field with ICT.
	V. To provide each student with an opportunity to become competent technology literate person in an effective and social manner.
	VI. To strengthen national information industry for effective decision making, problem solving, and for serving relevant information to client.
	IV. To provide human capital for the employment market of the country.
	VI. To assist and promote new venture creation of the country.
	VII. To provide opportunities for students to reflect on their own ICT practice
	VIII. Enhance students' skills to develop their learners' digital skills and literacy
	IX. To provide a technological toolkit for learners and improve the level of key competences and ICT skills
	X. To access a variety of on-line resources to promote good practice in education
	XI. Share best practices, ideas and materials in online/ICT enabled teaching and learning

8	**Intended Learning Outcomes (ILOs)**
	At the completion of this course unit the student will be able to
	11. Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment
	12. Use MS Office package (advance) for improving workplace performance
	13. Create databases by using relevant software packages
	14. Design required graphics for teaching and learning/workplace/day to day life
	15. Use digital technology for research and innovation
	16. Use digital teaching and learning tools to support e-learning
	17. Create a simple educational game
	18. Design an interactive web
	19. Use smart technology for Digital living
	20. Value ethically use of information technology
	21. Use best practices, ideas and materials in online/ICT enabled teaching and learning

9	**Contents**		**Mode of**	**No of**	**ILO**
	Wee	**Main Themes**	**Sub Themes**	**Delivery/**	**Hrs.**	**No.**

k			Way of Delivery (T/L Materials)		
1st	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Advanced information literacy skills including critical thinking, reading skills, and independent learning,	Direct classroom teaching/ online teaching/ blended	2	1
2nd	Identify the value and nature of information and how it is organized and use it effectively especially in an electronic environment	Academic integrity and avoiding Plagiarism		2	1
3rd	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Excel		2	2
4th	Use of Microsoft Office package for educational purposes and for the workplace	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – PowerPoint (Advanced)		2	2
5th	Create databases by using relevant software packages	Types of ICT tools used at workplace, Introduction to Microsoft Office and practical – Access (Advanced)		2	2,3
6th	Graphics for teaching and learning			2	4
7th	Digital technology for research and innovation	Use of ICT tools for research and development including database searching		2	5

			(advance)			
	8th	Digital technology for research and innovation	Use of ICT tools for research and development		2	5
	9th	Mid Semester Evaluation Written Examination/ Assignment / Individual or Group Presentation / Practical Test				
	10th	Use digital teaching and learning tools to support e-learning	Practical on Blended learning tools (advance)		2	6
	11th	Create a simple educational game			2	7
	12th	Design an interactive web			2	8
	13th	Use smart technology for Digital living	Awareness, skills, and effectiveness in 'digital living', use of Zoom, Social Media, Khoot and other online tools		2	9
	14th	Value ethically use of information technology	Information related to security principles and concepts, security policies, and ISO standards on security measures, implementation of security measures, importance of employee awareness in protecting information, highlighting making aware of		2	10

		individual's responsibility towards IS.			
	15th	Use best practices, ideas and materials in online/ICT enabled teaching and learning	Best practices, ideas and materials in online/ICT enabled teaching and learning – national and international		2	11

10.	**Number of Notional Hours: 100**
	1. Lecture Hours: 30 **3.** Self-study and Homework Preparation Hours: 20
	2. Tutorial Hours: 30 **4.** Hours for recommended reading: 20

11.	**Evaluation and Assessment:**
	In Course Evaluation (Mid Semester Evaluation) 40% from Total Marks Allocated *Expected soft skills to be evaluated through the continuous assessments***:**
	End of Course Evaluation (End Semester Evaluation) 60% from Total Marks Allocated **Question Paper:**

12	**Recommended Readings:**
	4. Merkow, M. S., Breithaupt, J. (2015), **Information Security: Principles and Practices,** Wiley, New Jersey 5. Livingstone, S., Sefton-Green, J. (2016), **The Class: Living and Learning in the Digital Age (Connected Youth and Digital Futures)**, New York University Press, New York 6. Munir, K. (2016), Security Management in Mobile Cloud Computing (Advances in Information Security, Privacy, and Ethics), 1st Edi. IGI global, Hershey, PA

Level	4
Course Code:	ENGL 42754
Course Name:	Interdisciplinary Discourses on Sustainable Development
Credit Value:	04
Core/Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	70	60	70

Course Aim/Intended Learning Outcomes:

This is an interdisciplinary course that approaches sustainable development from a policy angle, using various types of texts/multiple media.

By the end of this course, students will be able to,
ILO 1: Demonstrate knowledge of policies regarding sustainable development
ILO 2: Demonstrate familiarity with strategies and implementation of sustainability
ILO 3: Formulate and/or propose alternative strategies of implementing SDGs
ILO 4: Analyse the concept of sustainability through a range of literary and non-literary texts

Course Content: (Main topics, Sub topics)

This course covers a range of texts on Sustainable Development. It will introduce key concepts related to sustainability and development. It will give students a sound understanding of Sustainable Development Goals set up by the UN, and integrated solutions proposed by it.

The course will then explore fiction and non-fiction, cinematic texts, documentaries, web projects etc. that give a broad understanding of how SDGs are experienced at the concrete level, as well as explore situated knowledges about development presented in a range of texts.

Websites:

UNDP website: https://sdgintegration.undp.org/ (SDGs and their integration)

Voluntary National Review on the Status of Implementing the Sustainable Development Goals

https://sustainabledevelopment.un.org/content/documents/19677FINAL_SriLankaVNR_Report_30Jun2018.pdf

SDG policy document:

Mediated Matter: https://mediatedmattergroup.com/ (rethinking ecological design)

Architecture and Human Rights: https://www.architectureandhumanrights.org/a-visual-essay-by-stefano

Non-fiction:

Selections from *Transformations: Feminist Pathways to Global Change* including essays by Farida Akhter, Chandra Talpade Mohanty, and Yvonne Corcoran-Nantes

Walking with the Comrades and/or selections from *Field Notes on Democracy* by Arundhati Roy

Fiction:

In the Time of Butterflies by Julia Alvarez

End of Spring by Sahar Khalifeh

Cinema/Documentaries:

A selection from the following:

Civil Alliance (2012) by directed by Ariella Azoulay https://www.youtube.com/watch?v=lqi4X_ptwWw or *Five Broken Cameras* (2012) by directed by Emad Burnat and Guy Davidi.

https://www.youtube.com/watch?v=TZU9hYIgXZw

Food Inc. (2008) directed by Robert Kenner (documentary about food production and consumption)

Beyond Measure (2015) directed by Amy Erin Borovoy, Ashley Cronin, Keyana Stevens or *Waiting for Superman* (2010) Davis directed by Davis Guggenheim (ideas for sustainable education)

Maquilapolis (2006) directed by Vicky Funari and Sergio De La Torre (a documentary film about factory workers in the US-Mexico border)

Born into Brothels (2004) directed by Zana Briski and Ross Kauffman (A documentary about the children of sex workers in red light districts in India)

Dirt! (2009) directed by Bill Benenson, Gene Rosow and Eleonore Dailly

Life, and Nothing More… (1992) directed by Abbas Kiarostami

Or any other films/documentaries decided upon by the class collectively.

Teaching /Learning Methods:

This course will be taught using both online and face-to-face lectures, workshops, presentations, and discussions (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.

Assessment Strategy: Continuous Assessments

At least 35% of the continuous assessments should be from written and revised assignment/s. The topics/ texts on which continuous assessments are based cannot be replicated at the final exam.

Continuous Assessment	Final Assessment		
50%	50%		
Details: quizzes %, mid-term %, other % (specify) written papers and presentations 40%	Theory (%) ……40……	Practical (%) …60…	Other (%)(specify) ………………

Recommended Reading:

Amartya, S., 2000. *Development as Freedom*. New York: Alfred Knopf

Davis, M., 2006. *Planet of Slums*. London: Verso.

Mies, M. and Thomsen, B., 1997. *The Subsistence Perspective*. London: Zed Books.

Miller, J. ed.., 2011. *The Eater Reader*. New York: Longman

Rogers, P. P., Kazi F. J., and Boyd, J. A., 2008. *An Introduction to Sustainable Development*. London: Earthscan.

Sassen, S., 2014. Expulsions: *Brutality and Complexity in the Global Economy*. Cambridge MA and London: Belknap Press, Harvard.

Shepherd, K., 2015. *Higher Education for Sustainable Development*. New York: Palgrave.

Level	4		
Course Code:	ENGL 42762		
Course Name:	Preparation of Defence		
Credit Value:	02		
Core/Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	20	60	20

Course Aim/Intended Learning Outcomes:
This course will provide students with the skills necessary to present and defend their dissertation at a viva.   At the end of the course, students will be able to,   ILO 1: Defend their dissertation successfully at a viva   ILO 2: Demonstrate their capacity to anticipate critiques and justify their knowledge claims with confidence

Course Content: (Main topics, Sub topics)
● What is a Viva?   ● Talking about your Dissertation   ● Justification of claims   ● Anticipating questions   ● A Mock Viva

Teaching /Learning Methods:
This course will be taught using both online and face-to-face lectures, workshops, presentations discussions and a mock viva (blended teaching and learning environment). It will also facilitate multiple learning styles and needs by adhering to inclusive teaching practices.   After the Dissertation has been submitted the Department will summon the student to successfully defend his/her dissertation at a forum consisting of the two examiners, staff and students of the Department.

Assessment Strategy: Continuous assessment through presentations, group work and a mock viva.

Continuous Assessment	Final Assessment		
100%	--		
Details: quizzes %, mid-term %, other % (specify) ……….…… % ……..…..% …….……..%	Theory (%) …………..	Practical (%) …..100…… ..	Other (%)(spe cify) ……… ……
Recommended Reading: Murray, R., 1998. *The Viva* (video and notes). Glasgow: University of Strathclyde Murray, R., 2003. *How to Survive your Viva.* Maidenhead: Open University Press McGraw-Hill			

Level	4		
Course Code:	ENGL 43778		
Course Name:	Dissertation		
Credit Value:	08		
Core/Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	100	100	200

Course Aim/Intended Learning Outcomes:
The dissertation will synthesize the skills and expertise acquired by the student at the university.   By the end of the course, the student will be able to,   ILO 1: Demonstrate their grasp of academic writing, using the rules of English syntax appropriately, while using either MLA, APA or Harvard Style in listing references   ILO 2: Demonstrate the ability to carry out a literature survey, collect data   ILO 3: Evaluate data, critical material and literature chosen   ILO 4: Design an original research proposal   ILO 5: Develop a thesis, paying attention to methodological concerns   ILO 6: Write an original research and follow the format of a dissertation.   ILO 7: Design and present the research through a viva presentation   ILO 8: Construct and disseminate new knowledge through independent research
Course Content: (Main topics, Sub topics)   ● A 10,000-word dissertation on a topic selected by the student in consultation with the Head of Department and the other members of the academic staff.   ● A supervisor from the Department will be assigned to guide each student.
Teaching /Learning Methods: Discussion, workshops and individual supervision.
Assessment Strategy: Evaluation of dissertation by two examiners.

Continuous Assessment --	Final Assessment 100%		
Details: quizzes %, mid-term %, other % (specify) ……….…… % ……..…..% …….……..%	Theory (%) …………..	Practical (%) …100…..	Other (%)(specify) ……… ……

Recommended Reading:

Bazerman, C., 1987. *The Informed Writer: Using Sources in the Disciplines*. Houghton Mifflin, Boston

Fitzpatrick, I., Secrist, J. and Wright, D.J., 1998. *Secrets for a Successful Dissertation*. London: Sage.

Glatthorn, A. A., 1998. *Writing the Winning Dissertation: A Step-by-Step Guide.* Thousand Oaks, CA: Corwin.

Hampson, L., 1994. *How's Your Dissertation Going? Students Share the Rough Reality of Dissertation and Project Work.* Lancaster: Unit for Innovation in Higher Education

Levin, G., 1987. *The Macmillan College Handbook*. New York: Macmillan.

Mann, T., 2005. *The Oxford Guide to Library Research*. 3rd ed. New York: Oxford University Press.

Maura D.S., 2007. *Mastering Online Research: A Comprehensive Guide to Effective and Efficient Search Strategies.* Cincinnati OH: Writer's Digest Books.

Silverman, D., 2004. *Qualitative Research: Theory, Method and Practice*. 2nd ed. London: Sage Publications.

Silverman, D., 2005. *Doing Qualitative Research: A Practical Handbook*. 2nd ed. London: Sage Publications.

Weiner, H.S., 1984. *Creating Compositions*. New York: McGraw-Hill.

Contribution of course units/modules to the compliance requirement

For each of the course unit/module in the study programme, indicate the learning outcomes that the students are expected to achieve in the following table.

Name of the Study Programme:

SLQF Level of the Study Programme:

Course Structure of the Degree Programme and Compliance with SLQF Level Descriptors for a 8 – Semester Study Programme

		Categories of Learning Outcomes											
Semester[1]	Course Unit[2]	Programme Learning Outcomes[3]											
		.Subject / Theoretical Knowledge	.Practical Knowledge and Application	.Communication	.Teamwork and Leadership	.Creativity and Problem Solving	.Managerial and Entrepreneurship	.Information Usage and Management	.Networking and Social Skills	.Adaptability and Flexibility	.Attitudes, Values and Professionalism	.Vision for Life	.Updating Self / Lifelong Learning
		1	2	3	4	5	6	7	8	9	10	11	12
1	ENGL 21714	ILO1, ILO2	ILO 4	ILO 2, ILO 3		ILO5		ILO 5					ILO5
	ENGL 21724	ILO1 ILO2	ILO3	ILO 2 ILO 3		ILO2							ILO3
	ENGL 21734	ILO1 ILO2	ILO3	ILO 1 ILO 2		ILO3 ILO4		ILO1 ILO2				ILO3 ILO4	ILO4
	ENGL 21742	ILO 1 ILO 2 ILO 3	ILO1 ILO 2	ILO 1, ILO 2, ILO				ILO 1, ILO 2, ILO		ILO 1, ILO 2, ILO			

		ILO3	3				3		3				
	ENGL 21751												
	ENGL 22764	ILO 1, ILO 2, ILO 3, ILO 4, ILO 5											
2	ENGL 22774	ILO1 ILO2 ILO3	ILO2 ILO3 ILO4 IL5	ILO4 ILO5	ILO4	ILO4 ILO5						ILO4	ILO4 ILO5
	ENGL 22784	ILO1 ILO2 ILO3	ILO2 ILO3	ILO1 ILO2 ILO3		ILO1 ILO2 ILO3	ILO1 ILO2 ILO3				ILO1 ILO2 ILO3	ILO1 ILO2 ILO3	ILO1 ILO2 ILO3
	ENGL 22794	ILO1	ILO2	ILO3, ILO4		ILO5		ILO5		ILO5	ILO5		
	ENGL 22802	ILO1 ILO2	ILO2 ILO3	ILO3									
	Sem 3												
	ENGL 31714	ILO1 ILO2	ILO2 ILO3 ILO4 ILO5 ILO6	ILO2		ILO3 ILO4 ILO5 ILO6					ILO6 ILO7	ILO7	ILO7
	ENGL 31724	ILO1	ILO2	ILO3, ILO5		ILO4		ILO6		ILO6	ILO6		
	ENGL	ILO1	ILO1	ILO	ILO1	ILO1	ILO1	ILO1	ILO1	ILO1	ILO1	ILO1	ILO1

31732	ILO2 ILO 3 ILO 4	ILO2 ILO 3 ILO 4	1 ILO 2 ILO 3 ILO 4	ILO2 ILO 3 ILO 4	ILO2 ILO 3 ILO 4	ILO2 ILO 3 ILO 4	ILO2 ILO 3 ILO 4	ILO2 ILO 3 ILO 4	ILO2 ILO 3 ILO 4	ILO2 ILO 3 ILO 4	ILO2 ILO 3 ILO 4	ILO2 ILO 3 ILO 4
ENGL 31744	ILO1 ILO2 ILO3 1LO4	ILO1 ILO2 ILO3 ILO4	ILO 2 ILO 3 ILO 4	ILO2 ILO3 ILO4	ILO2 ILO3 ILO4				ILO4 ILO 5	ILO4 ILO5 ILO5	ILO4 ILO5 ILO5	ILO5
Sem 4												
ENGL 32754	ILO1	ILO2	ILO 2		ILO2 ILO3				ILO2 ILO3	ILO2 ILO3	ILO2 ILO3	IL2 ILO3
ENGL 32764	ILO 1 ILO 2 ILO 3	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4	ILO 1 ILO 2 ILO 3 ILO 4
ENGL 32774	ILO1 ILO2 ILO3	ILO1 ILO2 ILO3	ILO 1 ILO 2 ILO		ILO1 ILO2 ILO3		ILO1 ILO2 ILO3		ILO1 ILO2 ILO3	ILO1 ILO2 ILO3	ILO1 ILO2 ILO3	ILO1 ILO2 ILO3

		IlO4	IlO4	3 IlO4		IlO4		IlO4		IlO4	IlO4	IlO4	IlO4
	ENG L 32784	ILO 1 ILO 2 ILO 3 ILO 4 ILO 5	ILO 6 ILO 7 ILO 8	ILO 4 ILO 5 ILO 6 ILO 7 ILO 8	ILO 6 ILO 7 ILO 8	ILO 6 ILO 7 ILO 8	ILO 6 ILO 7 ILO 8	ILO 6 ILO 7 ILO 8	ILO 6 ILO 7 ILO 8	ILO 6 ILO 7 ILO 8	ILO 6 ILO 7 ILO 8	ILO 6 ILO 7 ILO 8	ILO 6 ILO 7 ILO 8
	ENG L 32792	ILO1	ILO1 ILO2	ILO 1	ILO1	ILO1	ILO2	ILO2	ILO2	ILO2	ILO2	ILO2	ILO2
	PSIT												
	Sem 5												
	ENGL 41714	ILO 1 ILO 2 ILO 5 ILO 6 ILO 7	ILO3 ILO 4 ILO 6 ILO 7 ILO 8 ILO 9										
	ENGL 41724	ILO1	ILO2	ILO 3, ILO 4, ILO 5		ILO5, ILO6		ILO6		ILO5, ILO6			
	ENGL 41734	ILO1, ILO2	ILO2	ILO 3, ILO 4	ILO4	ILO3		ILO5		ILO5	ILO5		
	ENGL	ILO1,	ILO3	ILO		ILO5		ILO5		ILO5	ILO5		

	41744	ILO2		4									
	PSIT												
	Sem 6												
	ENGL 42754	ILO 1 ILO 2	ILO 3 ILO 4								ILO 3 ILO 4	ILO 3 ILO 4	
	ENGL 42762		ILO1 ILO2	ILO 1		ILO1				ILO1 ILO2	ILO1 ILO2	ILO2	ILO2
	ENGL 43778	ILO1, l2	ILO3	ILO 4, ILO 5, ILO 6, ILO 7		ILO4, ILO5		ILO5 , ILO6		ILO6 , ILO7	ILO6 , ILO7		ILO8