THE NEW CURRICULUM FOR THE HIGHER DIPLOMA IN ENGLISH EXTENSION PROGRAM
DEPARTMENT OF ENGLISH LANGUAGE TEACHING
FACULTY OF BUINESS STUDIES
THE UNIVERSITY OF VAVUNIYA, SRI LANKA

The Department of English Language Teaching's new curriculum for conducting a Higher Diploma in English, a two-year Extension Program in English, is submitted for recommendation and approval. The curriculum development committee prepared the curriculum for 60 credits according to the SLQF standards for Level Four. At its 193rd Meeting held on October 6 2021, the Faculty Board accepted and recommended it to the Senate. Addition by adjusting the new curriculum for the higher diploma in English was also recommended on 08th December 2021 at its 195th Meeting. Consequently, at its 1st Meeting held on December 14 2021, the Curriculum Evaluation Committee of the University of Vavuniya accepted the content and recommended it to the Senate. The Quality Assurance Centre, University of Vavuniya approved and recommended it to the Senate on 17th December, 2021. Consequently, the Senate at its 4th Meeting on 20th December 2021 approved and recommended it to the Council.

The Approval of the Council is sought.

Dean/Faculty of Business Studies
21-12-2021

University of Vavuniya

The New Curriculum for

Higher Diploma in English

Extension Programme in English

Offered by

DEPARTMENT OF ENGLISH LANGUAGE TEACHING
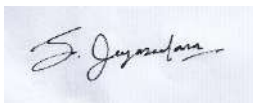
FACULTY OF BUSINESS STUDIES

SRI LANKA

2021

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Dr G. Jeyaseelan, Senior Lecturer in English Gr. I	**Chairman**
Ms. J. Subajana, Senior Lecturer in English Language Gr. I	**Member**
Ms. Sarmatha Priyatharsan, Lecturer in English	**Member**
Mr. Douglas Soosaipillai, Instructor in English	**Member**
Ms. Anithra Sivalingam, Instructor in English	**Member**
Mr. Jude Nirogith Antonipillai, Instructor in English	**Member**
Mr. Shanmuganathan Thanojan, Instructor in English	**Member**
Ms. Vishnuka Vimalanathan, Instructor in English	**Member**
Ms. Thulasi Udhayashankar, Instructor in English	**Member**
Prof. A. Pushpanathan, Professor in Management	**Member**
Dr. A. Rukshan, Senior Lecturer in IT	**Member**

The approval of the Senate and Council is sought.

Head/DELT
17-09-2021

Contents

1. Preamble

1.1 University of Vavuniya

The University of Vavuniya was established on August 1 2021. Formerly, the Vavuniya Campus of the University of Jaffna was established on April 1 1997, by an order made under Section 22 of the Universities Act No. 16 of 1978 with two faculties: the Faculty of Applied Science and Faculty of Business Studies. The university's permanent site is about ten kilometers from Vavuniya in the Vavuniya-Mannar road at Sopalapuliyankulam, Pampaimadu. One hundred and sixty acres of land was acquired and reserved to construct academic, administrative, and residential buildings. It has three faculties – the Faculty of Business Studies (FBS), the Faculty of Applied Science (FAS) and the Faculty of Technological Studies. The FAS consists of two departments: the Department of Physical Science and the Department of Bio-science. The Faculty of Technological Studies consists of one Department: Information and Communication Technology.

1.2 Faculty of Business Studies

The FBS consists of seven departments: the Department of Business Economics, Department of Management and entrepreneurship, Department of English Language Teaching, Department of Human Resource Management, Department of Marketing, Department of Project Management, and the Department of Accountancy and Finance.

The Vision of the Faculty of Business Studies is:

"To be the most nationally renowned faculty in Business Education"

The Mission of the Faculty of Business Studies is:

"We nurture the students to become dynamic leaders to outperform in challenging business environment through the highest quality of teaching, learning, research and industry and community engagement."

1.3 Department of English Language Teaching

The DELT, formerly called ELTU or English Unit, had been functioning since its inception in 1992. On December 18 2017, it became the Department of English Language Teaching. Its services for the last twenty-eight years have been well acknowledged and recorded. It provides English Language Teaching services at the undergraduate level and in English Language research. According to the Standing Committee on Teaching English as a Second Language (TESL) of the University Grants Commission (UGC), though it is part of the Faculty of Business Studies (FBS), it has the mandate to serve the students of the whole university.

The extension programs in English, the Certificate in English and Diploma in English, were conducted from 1997 to 2016. It conducts special ELT programs for specific groups on request. Since the government has published the new SLQF for educational qualification standards, accreditation, and assurance, there is a need for revising the curriculum to meet the current requirements based on the SLQF standards. This curriculum revision aims to revise the extension programme (Higher Diploma in English) according to the SLQF guidelines. The revision has accommodated student-centered learning and outcome-based education.

Vision

To provide an integrated English education through the development of lingual, literary, intellectual, and research skills of students to meet the contemporary global requirements

Mission Statement:

To ensure the graduation of proactive individuals in English competence and performance

Objectives
- To broaden and expand the students' proficiency and knowledge in General English, English Linguistics, English Literature, and Teaching English as a Second Language (TESL).
- To develop the students' English Language reading, writing, speaking, and listening skills following the Subject Bench Marks of University Test of English Language (UTEL).
- To train students in using English for Academic Purposes (EAP) and English for Specific Purposes (ESP).
- To develop the application skills of the students' in diverse contexts to fulfil the English communication requirements. E.g. Teaching, Journalism, Public, Private and humanitarian working environment.

At the FBS, it conducts courses (teaching, testing, and evaluation) such as General English (two semesters), Proficiency in English (six semesters), and English for Business Communication (two semesters) to the students of the Bachelor of Business Management (BBM). It conducts the extension programs such as Diploma in English (two semesters) and Certificate in English (Two semesters) for the last twelve years for the public. It conducts special ELT programs for specific groups on request.

At the FAS and FTS, it conducts the courses (teaching, testing, and evaluation) such as the English Language I and II (two semesters) and Communication Skills (one semester) to the students of Bachelor of Science in Applied Mathematics and Computing, Bachelor of Science in Information Technology, Bachelor of Science Honours in Environmental Science, and Bachelor of Information Communication Technology.

Two Computer-Assisted Language Teaching Labs (CALL) have been serving the needs of the students of all the faculties. Lab One was established under the HETC Project and Lab Two was established under the AHEAD Project Grant given to the Faculty of Applied Science. FAS supports DELT service by establishing CALL Lab TWO for the FAS students and, on request, it will support to this Higher Diploma in English.

2. Justification for this new Higher Diploma in English in the Vanni Region

The DELT submits this proposal after receiving a series of formal and informal communications with the Public representatives of the Vanni region in support of this proposal and the support of the public and the educational, socio-political, and socio-economic representatives of the Vanni region.

In proposing an extension program in English of this nature and capacity, the DELT, University of Vavuniya, having successfully served for the last twenty-five years conducting similar extension programs in English such as Diploma, Certificate and Senior Certificate in English during the wartimes and post-wartimes. Therefore, it has the potential experience and expertise for mobilizing all the physical and intellectual resources regionally, nationally, and intra-institutionally (University of Vavuniya) available to conduct this Higher Diploma in English program. Furthermore, it has the necessary leadership to plan, mobilize, and implement all the administrative, financial and academic resources by using the management skills of the well-qualified academic, executive and non-academic staff members already available in the DELT, Faculty of Business Studies, University and other Faculties in current operation.

Further, the DELT, formerly known as English Unit of Northern Province Affiliated College and the ELTU of Vavuniya Campus of the University of Jaffna, has the track record of having run a Two-year Diploma in English (Full time, Internal and UGC Admission) and Bachelor of Arts Degree program successfully in the past. In the upgraded Campus, the students who completed the Diploma program were admitted to follow the Part I and Part II curriculum of the Bachelor of Arts Degree with English Literature and Language, Management and Linguistics as subjects during 1997, 1998 and 1999.

The proposed fee levying program will further strengthen, regulate, standardize, and qualify its services in its Courses (teaching, testing and evaluation). The curriculum is aligned with the Sri Lanka Quality Framework and the available recognized international standard frameworks for its recognition.

It will provide course units that are more practice-oriented and skill-oriented so that the unemployment crisis of our youth in the Northern, North Central and Eastern Provinces will be avoided. Training the students in soft skills development will be a foremost priority. The University of Vavuniya, a newly established university in August 2021, is located in the war-torn Vanni region. This region severely suffers a dearth of adequately qualified and trained English teachers or professionals using English in their occupations in the public, private and humanitarian sectors.

The inclusion of a new program of this nature within the university will motivate and change the service trajectories of the university so that it will substantially contribute to the region as well as the nation because it will preserve and enhance the constructive traditional and national values entrenched in the humanities and social sciences about our region and the nation.

The DELT and the university will complement and facilitate the academic and administrative network of the university system to run the program efficiently in discipline and career opportunities. It will move away from narrow specializations and home in critical writing skills through the subjects. It links development holistically, having applied components, disciplines and skills.

The DELT integrates traditional teaching with computer-assisted teaching using software, management and IT skills, and soft skills. It has initiated its region-based inter-disciplinary application research in this trend of integration, which is a new and necessary development and fulfils modern-day employment and academic sector demands. The DELT gives leadership to other higher education institutions in the North in English studies, Training and Research.

The DELT and the University have been preliminarily equipped with in-house resource persons, laboratory capacities, online teaching and library resources, etc. The qualifications of the available in-house resource persons in the DELT are available Section 4.9.

Vanni is a peripheral region with sufficient natural and human resources. It is historically as well as politically significant. During this post-war period, the intellectuals and the public have enough experience and realization of the importance of English education, Training and research in developing the peripheral regions in terms of sustainable, locally durable human and economic growth. This government has a higher education policy to increase the student intake of university admission from 25000 to 50000. That means giving educational opportunities at the tertiary level. It is in recognition of this need; this proposal will help fulfill the national need and work for nation-building exploiting the rich diversity of Vanni.

Higher Diploma in English will facilitate fulfilling these new demands in the job market and the needs of the country at large as there is a massive shortage of teachers and trained personnel with the English language and Literary Skills along with Communication Skills, Soft Skills, Personality and Leadership Skills, and Combined Language, Management and IT Skills. The DELT would create English expertise in the above-mentioned skills and knowledge and diverse professionals, including English teachers equipped with inter-and multi-disciplinary knowledge and skills in demand for employment creation and recruitment in Sri Lanka.

The Sri Lankan government is always worried that the graduates of the Sri Lankan Universities lack employable skills. Therefore, the agitation of the unemployed graduates is on the rise. An especially notable one is the agitation of the unemployed graduates of the North and East Provinces starting from 2009 post-war.

Vanni is a significant region of Sri Lanka with its rich traditions and history. Now it faces historical neglect. The town of Vavuniya serves a vast region known as Vanni, which is comparatively backward and consists of major towns such as Vavuniya, Mullaitivu and Mannar. A program of this nature with specialists in comparative English, Tamil and Sinhala languages in this traditional area promises to develop the region and the people in multi-disciplinary, multi-skilled, multicultural, and multi-ethnic social structures and processes through its strategically and attractively placed location. Being located as it is Vavuniya, it will be an attractive location for students in all the major towns and settlements around Vavuniya.

3. Overview of the Program

The Department of English Language Teaching has extended its academic activities to the public through extension programmes. It conducted extension programs such as Certificate in English and Diploma in English for the last 17 years for the public. It conducts special ELT programs for specific groups on request.

The need for the new curriculum development of the extension programmes in English is felt indispensable since implementing the SLQF standards fulfilling national and international standards. A curriculum development committee was formed, and it analysed stakeholders' requirements and job opportunities. Hence, the new curricula of the extension programmes were carefully developed to meet the recommendation of the curriculum revision and development committee. As a result, the syllabi and the entry requirements were developed on par with the present semester system with fifteen credits per semester. Accordingly, a Higher

Diploma in English (Two years-Four semesters) will be conducted with the optional exit points at the first semester of the first year and at the end of the first year.

The country requires more professionals in the field of English for regional and national development. This English program will increase the employability among the graduates and A/L Education Qualification holders. The higher diploma holders will have high opportunities to find jobs or promote the employed with sufficient competing skills. A detailed description of the curriculum, examination structure, and criteria for the Higher Diploma are given below.

4. The Structure of the Extension Programme in English

4.1. Eligibility Requirements for Admission
The applicants should fulfil the following eligibility requirements:

1. A) The applicant should have passed the A/L examination with three subjects at the Advanced level examination in the current Syllabus and four subjects in the Old Syllabus in the past or any other recognized equivalent local or foreign senior secondary level qualifications acceptable to the Faculty Board/Senate.
<div align="center">AND</div>

   B) The applicant should have passed the O/L examination with a minimum of three credits (C) and three satisfactory (S) passes including Mathematics, English and Mother Tongue at the O/L examination or any other recognized equivalent local or foreign Secondary Level qualifications acceptable to the Faculty Board/Senate to be eligible to follow the A/L or Senior Secondary Level education.
<div align="center">AND</div>

   C) Possess at least a CREDIT PASS in English at the GCE (O/L) or any Secondary Level Examination OR a CREDIT PASS in General English at the GCE (A/L) or any Senior Secondary Level Examination.

   OR
2. In addition to fulfilling (1 A) and (1 B), the applicant should possess at least an ORDINARY PASS in English at the GCE (O/L) or any Secondary Level Examination OR in General English at the GCE (A/L) or any Senior Secondary Level Examination
<div align="center">AND</div>

   a) Possess a PASS in any certificate or diploma program of minimum SIX-MONTH duration in the RELEVANT SUBJECTS awarded by any government-licensed or recognized institutions nationally or internationally.
   (*The relevant subjects are English Language, English Literature, English Linguistics, Teaching English Second Language, English as a Second Language, Courses relevant to English for Academic Purposes and English for Professional Purposes, etc.*)
<div align="center">OR</div>

   b) Possess a PASS in any Certificate, Diploma or Degree program of minimum ONE-YEAR duration in any subject followed in ENGLISH MEDIUM awarded by any government-licensed or recognized institutions nationally or internationally
<div align="center">OR</div>

   c) Possess a PASS in IELTS (minimum Band Score 5.5) or TOEFL (minimum Score Range 46-59) or in any other recognized national and international examinations deemed sufficient for admission.

   OR
3. Should possess any other educational or professional qualifications, or skills, or experience approved by the Senate as relevant
   AND

4. In addition to fulfilling (1), or (2), or (3), the applicant should possess a PASS in the WRITTEN AND/OR ORAL ENTRANCE EXAMINATIONS conducted by the DELT/University of Vavuniya to BECOME FINALLY ELIGIBLE for the English extension programme.

Based on students' performance and preference, a selected number of students will follow the Higher Diploma in English. The recognition or licence for an eligible program or examination award certificate submitted for the admission eligibility will be decided by the Faculty Board/Senate.

4.2 Student intake
A maximum of 80 students shall be admitted annually to follow the programme.

4.3 Structure of the programme
This programme is a semester-based one that adopts a GPA system for the grading where one semester is 15 weeks and an academic year contains two semesters. The Higher Diploma in English consists of four semesters (two years). Each course unit carries a credit value that defines lecture hours for that course. The student should satisfy the credits requirement of 15 credits at the end of the first semester, of 30 credits at the end of the first year (two semesters), a minimum of 60 credits at the end of the second year (four semesters) to complete the Higher Diploma in English.

4.4 The Name of the Extension Programme
The name of the extension programme in English at the SLQF Level 4 would be as follows:
'Higher Diploma in English'
HDip (English)

As the first intermediate exit point option, the students can exit at the end of the first semester or the end of the first year. If the student has fulfilled the requirements for obtaining a pass at the end of the first semester at the SLQF Level 2, a certificate as
'Advanced Certificate in English,'
AdvCert (English)

will be awarded. As the second intermediate exit point option, if the student has fulfilled the requirements for obtaining a pass at the end of the first year at the SLQF Level 3, a certificate as
'Diploma in English'
Dip (English)
will be awarded.

4.5. Objectives of the Programme

1. Students should excel in the structures and functions of the English language skills, linguistic structures, translation skills and literature.

2. Students should understand the grammatical components used in discourse contributing to effective communication and generate sentences creatively and naturally in real context.

3. Students should read with a significant range of literary/non-literary genres in English and its varieties spoken across the world, apply traditional and modern theories of literary criticism and demonstrate powers of critical/analytical thinking alongside an appreciation of the crafting of written utterances and the interrelationships between texts.

4. Students should perform or create online communication using English discourse clearly and succinctly, analyse and synthesise types of texts, and be trained in writing for real purposes.

5. Students should research critically by asking pertinent questions about a text, recognizing assumptions and implications, evaluating ideas, viewing a literary or non-literary text analytically, and seeing relationships between form and content.

6. Students should explore, at many levels and from various perspectives, how language works and examine the structure, use, acquisition, and development of the English language varieties of the world.

7. Students should understand the properties and functions of the language, the process of language acquisition, and current practice and developments in English language teaching and testing or stylistics at multi-discourse levels.

4.6 Student Profile

at the Advanced Certificate Level (Exit Point Option 01)

The students would be able to
1. use the language skills of English naturally, fluently, and appropriately in diverse contexts of use.
2. demonstrate the knowledge of the foundational language, linguistic and literary forms and contents, theories, contents and texts from all the varieties of the English Language.
3. describe characteristics of literature in English from diverse literary-historical periods and cultures.

at the Diploma Level (Exit Point Option 02)

The students would be able to
4. appreciate literature as a source of practical wisdom, aesthetic pleasure, and knowledge of the diversity of human experience.
5. demonstrate knowledge of the language and the place of language study in society having a fundamental understanding and application of language via online and offline communication using Internet English.
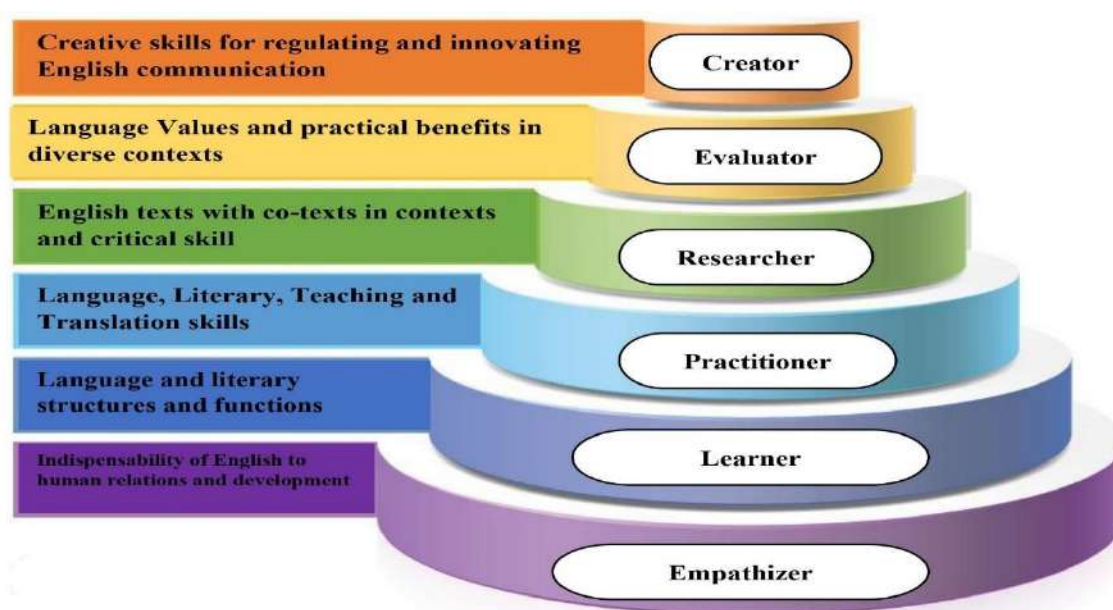6. Research the English Language issues, their varieties and status in a global context

at the Higher Diploma Level

The students would be able to
7. Solve the issues and problems in the knowledge and practice related to various English studies creatively

8. Evaluate theories and practices in language, language teaching and research methodologies critically.
9. translate Mother tongue to English vice versa while engaging in research in English studies.
10. Innovate various methods and texts to respond to, evaluate, analyze, and understand literary and non-literary texts.

The Visual Representation of the Higher Diploma Student Profile

Creative skills for regulating and innovating English communication	Creator
Language Values and practical benefits in diverse contexts	Evaluator
English texts with co-texts in contexts and critical skill	Researcher
Language, Literary, Teaching and Translation skills	Practitioner
Language and literary structures and functions	Learner
Indispensability of English to human relations and development	Empathizer

Student attributes

1. Ability to learn and practice English language skills at various levels.
2. Ability to demonstrate the knowledge of foundational linguistic and literary forms, theories, contents and texts from all the varieties of the English Language.
3. Ability to identify the diverse forms, origins, history, genres, themes, symbols, motifs, social functions, and concerns of English Poetry, English Fiction, and English Drama.
4. Ability to explain and experience literature as a source of practical wisdom, and aesthetic pleasure exploring diverse themes, nations, regions and literary techniques in English Literature.
5. Ability to know the nature, properties and functions and the place of language study in individuals and society in contemporary world, especially the application of language in online and offline communication using Internet English.
6. Ability to research the principles, issues, and trends in English Studies or English Language Teaching.
7. Ability to solve the issues and problems in the knowledge and practice related to Various English studies creatively

8. Ability to evaluate linguistic rules, representations, structures and functions at the phonetic, phonological, morphological and syntactic levels.
9. Ability to understand the fundamental concepts of the academic discipline of translation studies and practice them.
10. Ability to innovate various methods and texts to respond to, evaluate, analyze, and understand literary and non-literary texts.

Student Profile and Attributes of the Exit Point Optional Levels
The student profile of the awardee of Advanced Certificate in English, having achieved the program objectives and attributes, will attain the role of *empathizer, learner and modest practitioner*; reach the SLQF Level Two according to the visual representation of the student profile.

The student profile of the awardee of Diploma in English, having achieved the program objectives and attributes, will attain the role of *empathizer, learner, practitioner and modest Researcher*; reach the SLQF Level Three according to the visual representation of the student profile.

4.7 Curriculum Overview
The extension programme in English shall operate on a modularized credit value and semester-based course system. The programme is both competence and performance-based. It has both professional and academic components, aiming to produce students with the necessary skills in English Literature and Linguistics, Language teaching, reporting, journalism, translating and interpreting, broadcasting, advertising, announcing, creative writing book publication. Also, these extension programmes aim to satisfy accreditation and SLQF standards.

‹ **Higher Diploma in English:**

The course will be conducted for two years and shall cover 450 hours * 2 of teaching as 15 hours per week. (30*2 weeks * 15 hrs = 900 hrs). The program can be conducted weekend or week days (off-working hours) and if necessary, online or virtually. However, an emphasis will be given to face to face sessions while the learners physically present.
‹ If there is a contextual necessity, the session and assessment activities can be done virtually online mode using LMS and Multi-media applications based on the regulatory document, "Implementing the Online Mode of Summative Assessment under the Extraordinary Situation" as approved by the Faculty Board and 2nd Senate meeting and 2nd Council Meetings in 2021.

4.8 Exit Point Options by the End of the First Semester and of the First Year

‹ There is no any separate program for ''Advanced Certificate in English' or 'Diploma in English.' However, since it is a two-year extension program with fee levying requirement and the participants will comprise of the A/L passed out, diverse employees from government, private and humanitarian organizations, the unemployed or employment seekers and they may experience various familial, occupational, financial, temporal and spatial and personal implications and management issues, they need flexibility and options during the program. Therefore, the students who wish to

exit at the end of the first semester or the first year due to financial unaffordability or low performance or medical situation or any other obstacles to continue the second semester of the first year or the second year or wish to follow the program after a break period with the valid reason or any other reason acceptable to the Faculty Board and Senate are eligible for the award of an 'Advanced Certificate in English,' at the end of the first semester of the first year or 'Diploma in English' at the end of the first year as exit point options.

‹ If a student, while following the second year program, wants to exit with the Diploma in English Certificate, he or she needs to do the capstone project of the first year second semester though the optional subject, extensive reading, has been taken and credits obtained.

‹ They can re-apply to continue the program Higher Diploma in English within the next four years. When the Higher Diploma is awarded after completing the second year, the former award of the certificates of 'Advanced Certificate in English' or 'Diploma in English' shall be officially withdrawn and ineffective. The first semester shall cover 225 hours, and the first year shall cover 450 hours of teaching as 15 hours per week. The student should satisfy the credits requirement of a minimum of 15 credits at the end of the first semester and 30 credits at the end of the first year. They should obtain a minimum of 2.0 GPA in the first semester or the first two semesters of the first year. (30 weeks * 15 hrs = 450 hrs)

‹ Academic year
An academic year consists of two semesters, Semester 1 and Semester 2. The duration of a Semester is 16 weeks, with a one-week vacation for a semester.

4.9. The existing resource persons available at the DELT

In addition to the internal staff, external resource persons will be recruited on visiting or contract basis. Here is the list of the existing resource persons available at the DELT of the University of Vavuniya.

Resource Persons	Designation	Qualifications
Dr. G. Jeyaseelan	Senior Lecturer in English Gr. I	MA, MPhil, PhD in English MA in Linguistics PGD in Ed (TESL) BA (English, Linguistics and Philosophy) SEDA UK International Accreditation as Teacher in Higher Education
Ms. J. Subajana	Senior Lecturer in English Language Gr. I	MPhil in Linguistics (ELT) MA in Linguistics (English Language) BA (English, Linguistics and Management) SEDA UK International Accreditation as Teacher in Higher Education
Ms. Sarmatha Priyatharsan	Lecturer in English	MA in TESL (following) BA Honors in English

Mr. Douglas Soosaipillai	Instructor in English	MA in TESL (following) MA in Linguistics (English Language) BA in English
Ms. Anithra Sivalingam	Instructor in English	MA in Linguistics (English Language) BA (ELT and Economics)
Mr. Nirogith Antonipillai	Instructor in English	MA in Linguistics (English Language – Following) PGD in TESL BPh English Medium)
Ms. Sachini Kaluarachchi	Instructor in English	MA in Linguistics (Following) BA (Honors) in English
Rev.Sr. Sebojiny S	Instructor in English	BA (Honors) in English
Ms. Dinusha Sandanayake	Instructor in English	BA (Honors) in English

4.10 Credit Valued Course Unit System

The curriculum encompasses 1. Core course Units, 2. Elective Course Units, 3. Capstone/Practical Projects, 4. Industrial Training and are assigned credits described in the SLQF.

Course Unit

A course unit is a subject module that has a credit value. A credit is a time-based quantitative measure assigned to course units based on several contact hours. Students' performance in the course units are divided into a sequence of sub-ranges designated by symbols called Grades, and each Grade is assigned a Grade Point Value (GPV).

Definition of a credit
- For core and elective course units consisting of theory only, fifteen hours of lectures and tutorials are equivalent to one credit.
- For the internship, Capstone Project and Practical Project, the assigned credit value is 2:2:3. The equivalent fieldwork notional hours are 200+200+300
- For practical sessions, 30 hours for one credit is applicable in this program.

Subjects Areas

Core course Unit: Course units in this subject area are designed to provide the core of the extension programmes.
Elective Course Unit: Course units in this area are designed to complement the curriculum content.
Course Codes: Each course unit is assigned with a code that reflects the subject area of the course, level (year) of course, semester number of that level, course number in that semester, and credit value of the course.
An example of a code assigned to a course unit is depicted in the Figure given below:

Credit Requirements
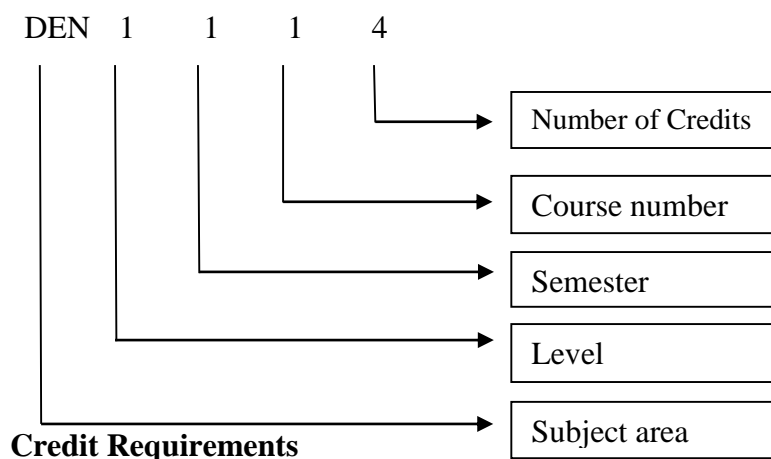
The student should earn a minimum of 30 credits in the first year of study or 60 credits in the second academic year study period, and the credit is distributed for each semester accordingly. The students will be evaluated in all the registered course units.

5. Evaluation Procedures and Examinations
5.1 Evaluation

A course unit shall be evaluated using two examinations:

(a) An In-Course Assessment (ICA) consisting of suitable combinations of assignments, course works, reports, oral presentations, oral examinations, quizzes, continuous assessment, in-course assessment examinations.

(b) An End Semester Examination (ESE) will be conducted at the end of the semester.

Evaluation of the core and elective course Unit: The final mark of examination is evaluated by adding the ICA and ESE with the appropriate ratio assigned to both examinations. However, there are two types of evaluation depending on the individual course units. Hence the final mark M for the theory course is defined as follows:

$$M = T * 60\% + A * 40\%$$

T is the mark obtained in the end-semester examination, and A is the average or aggregated marks of the in-course assessments.

Evaluation of Industrial/internship Training

The students will perform the field work or internship for 02 credits (200 notional hours) under this training.

i. The final mark evaluation of industrial/internship training is assessed based on the following.

a. Supervisor's evaluation   20%

b. Students' Daily diary writing   20%

c. Portfolio writing   30%

d. Oral presentation or viva voce   30%

ii. The members of the evaluation panel are appointed by the Head of the Department or the program coordinator and shall contain,

a. Two staff/lecturers/instructors from the Department or any other relevant department or unit from other universities or UGC recognized higher education institutions.

iii. The supervisor assigned by the Head of the Department or the extension program coordinator may evaluate the field visits and daily diary and the panel may evaluate the portfolio and the viva.

Evaluation of Capstone Project or Practical Project

The students will perform the research-oriented field work for 02 credits (200 notional hours) for capstone project and for 03 credits (300 notional hours) for practical project under these training systems.

i. The final mark evaluation of the research project will be assessed based on the following.

a. Capstone project report or practical project report   70%

b. Oral presentation and Viva-voce   30%

ii. The members of the evaluation panel are appointed by the Head of the Department or the coordinator of the extension program and shall contain,

a. Two staff/lecturers/instructors from the Department or any other relevant department or unit from other universities or UGC recognized higher education institutions.

(The supervisor(s) may present as an observer.)

iv. The research supervisor and a staff member appointed by the Head of the Department or the extension program coordinator separately evaluate the final report.

5.2 Examination process:

The evaluation includes the end-semester examination and continuous evaluation.

In-Course Assessments

All in-course assessments of any course unit shall be carried out during that course unit's lecture delivery period. The lecturer-in-charge of that course unit shall determine the dates and times for the in-course examination. A candidate is not eligible to sit the end semester examination if s/he has not submitted/attended minimum two assignments.

(a) End Semester Examinations

The end semester examination for the core and elective course units will be a three-hour duration, and two-hour duration for three credits, and two credit courses, respectively.

An end semester examination shall be conducted for each course unit at the end of the semester in which the teaching of the course is completed. The Faculty / Examination Branch of University shall conduct the examinations. The date and time of the examinations shall be decided at the beginning of each semester. The faculty level examination board shall finalize the results of a course unit. The Dean of the Faculty shall display the finalized result (grade) of a course unit. The Dean shall send Grades List to the Examination Branch along with detailed mark sheets.

When the Examination Branch receives the results of the examinations on all the course units of a particular semester of an academic year, the Examination Branch will summon a meeting of the Examination Board chaired by the Vice-Chancellor. The Board will release the students' overall performance at that Level of that academic year, giving the GPA scored by the students in that semester.

The Examination Board chaired by the Vice-Chancellor will also release the Diploma or Higher Diploma awards with the overall GPA.

5.3 Grading System

The performance of students in respect of a course unit is graded according to the following grading system. A Grade Point Value (GPV), as indicated in the following table, is assigned to each grade:

Percentage Marks	Grade	GPV
85 or above	A^+	4.00
75-84	A	4.00
70-74	A^-	3.70
65-69	B^+	3.30
60-64	B	3.00
55-59	B^-	2.70
50-54	C^+	2.30
45-49	C	2.00

40-44	C$^-$	1.70
35-39	D$^+$	1.30
30-34	D	1.00
0-29	E	0.00

<center>Table 1: Grades for percentage marks and Grade Point Values (GPV) for a grade</center>

Passing a Course Unit

A candidate shall be deemed to have passed in a 1. core course unit 2.Elective Course Unit, 3.Capstone/Practical Projects 4.Industrial Training, if he/she obtains a grade of C- or above in that course unit.

Passing a Semester Examination

A candidate shall be deemed to have passed any of the semester examinations if he/she earned a minimum GPA of not less than 2.00 for the semester, and has no more results less than Grade C- for any course unit in the semester.

5.4 Grade Point Average (GPA)

During the study period, a student accumulates grade points from various courses offered. A Grade Point Average (GPA) may be calculated at any stage from the accumulated grade points: for a semester or more or for a subject or more as may be necessary. The GPA is calculated using the formula;

$$GPA \quad \text{———}$$

Where c_n and g_n are the credit value and the grade point value respectively of the nth course unit, any calculated GPA shall be rounded to the second decimal place.

The Overall GPA (**OGPA**) for the degree programs would be the credit-weighted mean giving **equal weight** for all levels, computed to two decimals.

Attendance

- ‹ 70% of attendance is compulsory for both lectures and practical course units.
- ‹ Those who are not allowed to sit for the examinations due to low attendance may repeat the course with the Head of the Department / Dean's approval.

Absence from Examination

1. When a candidate is absent for an examination, he or she shall notify the cause of the absence to the Deputy Registrar/ Examination and Student Admission immediately. It should be confirmed with supporting documents within two weeks by registered post.

2. A candidate is not eligible to sit the end semester examination if s/he has not submitted/attended minimum two assignments. The students who are not eligible are considered as a repeat candidate in the forthcoming examination.

3. If a candidate is absent for an end-semester examination of a course unit after completing the continuous evaluation, the following symbol is indicated appropriately.

• Absent due to medical reason which has been approved will be given a symbol of "MC" (Medical Certificate). The Medical Certificate needs to be submitted within the two weeks of the examination held.

• Absent without valid reasons will be given a symbol "AB."

‹ The excuse (EXC) is granted only if the absence is due to a grave cause as death of a family member, or any other acceptable causes or the prior notice of a student's ill health, which is accepted by the Faculty Board and approved by the Senate. If it is the prior notice of a student's ill health, EXC will be changed as MC once the medical certificate is submitted. If the excuse is granted to a student, he/she can sit the examination on the next immediate occasion with privileges i.e., without any restriction. In that context, the student will receive a symbol of "EXC" (Excuse) for that course where as MC is for medical purpose only.

5.5 Repeat / Re-Sit Examinations

‹ A course unit with grade 'E' or 'D' or 'D+' is considered failed and must be repeated.
‹ Those who failed to appear for an end of semester examination are requested to appear for such examination when held next.
‹ Those who failed to appear for an end of semester examination of a course unit or a component of a course unit on the medical ground are requested to submit a medical certificate from a registered hospital and endorsed by the university medical officer within two weeks to the DR/Examination. The candidate will be allowed as a proper candidate for the course unit or the course unit's component when the examination is held next time. The marks obtained for any component of a course will be carried to the next calculation of the course unit evaluation.
‹ For students repeating the End Semester Examination of a course unit, the marks obtained for In-Course Assessment at their first attempt is used to determine the Final Grade for that Course Unit.
‹ No student will be allowed to repeat the In-Course Assessments of any course unit.

- If a student is unable to sit for an In-Course Assessment examination for valid reasons, he/she shall inform the lecturer-in-charge at the earliest possible and make necessary arrangements to conduct the particular In-Course Assessment. No such opportunity shall be given after completing the End Semester Examination of that particular course unit.

- A repeating candidate shall sit the End Semester Examination of a course unit at the first available opportunity. If he/she fails to sit the examination without giving valid reasons acceptable by the Faculty Board and the Senate, he/she shall be considered forfeiting a chance to sit that examination and be given the **grade E** for the End Semester Examination of that course unit.

- A student who obtains a grade 'C', or 'C-', or 'C+' or 'B-' for a course unit may re-sit the End Semester Examination to improve his/her grade.

    a) If a student obtains a lower grade while repeating, he/she is entitled to keep the maximum grade.

    b) The highest grade that could be awarded for a repeated course unit is 'B.'

    c) A student will be allowed to repeat a course unit maximum three times.

    d) The maximum period allowed for completing the Higher Diploma in English programme shall be four academic years. Students are allowed to repeat the examinations only within this period. It would exclude periods of absence caused by medical or other valid reasons acceptable to the Faculty Board and the Senate.

6. Award of Certificates

Students who satisfy the following requirements are eligible to receive the Diploma/Higher Diploma.

6.1 Higher Diploma in English

Student should:

- have obtained a minimum OGPA of 2.00.
- have obtained grade 'C-' or above for all the course units of 60 credits offered in the first and the second years.
  and
- have completed the relevant requirements within a period of four academic years from the date of registration.

However, *Advanced Certificate in English* is awarded as an exit point option at the end of the first semester of the first year of the program, and students should:

- have obtained a minimum GPA of 2.00.
- have obtained grade 'C-' or above for all the course units of 15 credits offered.
  and

‹ have completed the relevant requirements within a period of three academic years from the date of registration.

Diploma in English is awarded as an exit point option at the end of the first year of the program, and students should:

‹ have obtained a minimum GPA of 2.00.
‹ have obtained grade 'C-' or above for all the course units of 30 credits offered. and
‹ have completed the relevant requirements within a period of three academic years from the date of registration.

6.2 Cutoff levels of OGPA for Awarding Merit / Distinction Passes

A student who completes the requirement for the award of the Advanced Certificate in English/ Diploma in English / Higher Diploma in English and obtains the required cutoff OGPA is eligible for the award of Merit / Distinction Passes as follows:

GPA	Class / Pass
3.70	Distinction Pass
3.30	Merit Pass
2.00	Pass

However, the award of merit/distinction for the candidates who leave at the exit points and reapply for continuing the program after having had an interval period will be decided by the Faculty board and senate evaluating and justifying their reasons of the exit.

6.3 Examination Bylaws

The additional University Examination Rules and Regulations practiced in the university system and especially available in the Prospectus/Handbook of the Faculty are applicable whenever or wherever necessary.

Those who exit at the optional points with the medical reasons may be readmitted for continuing the program according to the Faculty Board/Senate's assessment and approval.

6.4 Effective Date of the Awards

The effective date of the awards shall be the last date of the examination.

6.5 Official Transcript

All the course units' credit values and the grades obtained in each course unit, including the auxiliary course units, shall appear in the transcript. The transcript shall also give the GPA (OGPA) and the Grade Point Value (GPV) of each Grade.

6.6 Financial Management

The program will be financially managed with the fee levying system, and the students will bear all the program's costs. Therefore, it will not incur any cost on the part of the University. However, on the other hand, it will generate income for the university.

6.7. Exemption

The first two-year exemption may be given if the Higher Diploma Holder applies to follow a BA Degree program having major subjects such as English or English Language or English Linguistics or English as a Second Language at the University of Vavuniya or by any other UGC recognized institutions in Sri Lanka or abroad, provided they recognize the course.

An exemption may be given for the first year of the HDE program if the candidate has followed a course in the subjects mentioned above or a subject that meets the SLQF Level 3 standard and is approved by the university authority.

7. Detailed Syllabus
7.1 Title of the course units and credit values

Level 1

Semester 1*

Code	Title	Credits	Hours
DEN 1113	English Poetry	3	45
DEN 1123	English Fiction	3	45
DEN 1133	Communicative Grammar I	3	45
DEN 1143	Listening & Speaking Skills - I	3	45
DEN 1152	Introduction to Language and Literature	2	30
DEN 1161	IT essentials for English Use	1	30*
Total hours		15	225 (210+30**)

* At the end of Level One Semester One, on completion of attending the course units and passing the examinations, if any student wants to exit with the valid reason justifiable and acceptable to the Faculty Board/Senate, an advanced certificate in English will be conferred.
** 30 hours for practical.

Semester 2***

Code	Title	Credits	Hours
DEN 1213	English Drama	3	45
DEN 1222	Informative Writing	2	30
DEN 1232	Phonetics & Phonology	2	30
DEN 1242	Listening & Speaking Skills – II	2	30
DEN 1252	Morphology	2	30
DEN 1262	Communicative Grammar II	2	30
Optional Subjects			
DEN 1272	*Extensive Reading	2	30
DEN 1282	** Capstone Project	2	200
Total Credits		15	*225 (**195+200)

*those who opt for following Higher Diploma in English shall choose this course unit
** Those who opt for the exit point for one year shall choose this course unit. Two hundred notional hours indicate field work for two credits.

*** At the end of Level One Semester Two, on completion of attending the course units and passing the examinations, if any student wants to exit with the valid reason justifiable and acceptable to the Faculty Board/Senate, a Diploma in English will be conferred.

Level 2

Semester 1

Code	Title	Credits	Hours
HDE 2113	Sri Lankan Literature in English	3	45
HDE 2123	Advanced Communicative Grammar I	3	45
HDE 2132	Advanced Listening & Speaking Skills	2	30
HDE 2142	Syntax	2	30
HDE 2153	Advanced writing	3	45
HDE 2162	Managerial Skills	2	30
Total hours		15	225

Semester 2

Code	Title	Credits	Hours
HDE 2212	World Literature in English	2	30
HDE 2222	English Translation	2	30
HDE 2232	Internet English and Varieties of English	2	30
HDE 2242	Advanced Communicative Grammar II	2	30
HDE 2253	Practical Project	3	300
HDE 2262	Internship	2	200
	Semester 2 Elective Courses		
HDE 2272	English Language Teaching*	2	30
HDE 2282	Stylistics**	2	30
Total hours		15	150 +500

*Those who opt for English Language Teaching careers shall choose this course unit

**Those who opt for non-ELT careers shall choose this course unit

N.B. 300+200 = 500 notional hours indicate the field work for 3+2 credits.

Level 1; Semester 1	
Course Code	DEN 1113
Course Title	English Poetry
Credit Value	3 credits (45 hours)
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	-	105

Objectives

To explore the diverse forms, themes, genres, social and literary functions and concerns of English Poetry.

Intended Learning Outcomes

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

‹ relate the elements of English poetry
‹ explain the common themes and literary techniques
‹ identify the distinct features in-depth and various aspects of the literary forms, devices and themes
‹ analyze the poems concerning cultural and critical contexts
‹ criticize and compare reviews and critical readings
‹ create poems on diverse themes of interest

Course Contents

Introduction to English Poetry; Introduction to Literary Eras;

Poems: Ballad – demon lover – medieval; William Shakespeare – 'Under the greenwood tree' / Upon Westminster Bridge'; John Donne – 'The flea', 'Sunn rising' & 'A Valediction forbidding mourning'; Anne Finch – 'Jupiter & the farmer' / 'The tree'; Aphra Behn – 'The Dream' / 'The Libertine' OR Katherine Philips – 'Against Love' / 'Friendship's mystery – To my Dearest Lucasia'; John Milton – 'When I consider how my light is spent' / 'On the late Massacre in Piedmont'; Alexander Pope – 'Ode to solitude' / 'Sound & Sense' ; William Wordsworth – 'Solitary reaper' / 'It is a beauteous evening'; John Keats – 'To autumn' / 'Bright star would I steadfast as thou art' ; William Blake – 'London' / 'The chimney sweeper'; Alfred Lord Tennyson – 'Mariana' / 'Tears, Idle tears'; Thomas Gray – 'Ode on the spring' / 'Ode on the death of a favourite cat, drowned in a tub of goldfishes'; T.S.Eliot – 'Preludes'; W.B.Yeats – 'Sailing to Byzantium' / 'The Lake Isle of Innisfree'; Seamus Heaney – 'Digging' / 'Mid term break'; Ted Hughes – 'Hawk Roosting' / 'The thought fox'; Philip Larkin – 'Ambulance' / 'An Arundel Tomb'; Sylvia Plath – 'Mirror' / 'Morning song'; Robert Frost – 'Mending walls' / 'Stopping by the woods on a snowy evening'; D.H.Lawrence – 'Piano' / 'Autumn rain'; Robert Browning – 'My last Duchess'; The wife of Usher's well – Anonymous;
Essay on poetic theory – "A defense of poetry" by Percy Bysshe Shelly; Essay on poetic

theory – from "The four ages of poetry" by Thomas Love Peacock; Essay on poetic theory – "The study of poetry" by Matthew Arnold; Francis Beacon' Essay

Teaching and Learning Methods	Classroom lectures. Self-learning, Computer-assisted learning, Tutorial discussions, Individual and group discussion and presentation

Assessment Strategy:

Continuous Assessment	40%	Final Examination	60%	
Details:		Theory (%)	Practical (%)	Other (%)
Written	20%	60%	-	-
Oral	20%	-	-	-

The Blue Print of the Question Paper
For the final examination, a Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

Prescribed texts as given above

The Poetry Dictionary by John Drury; Call Number: PN1021 .D78 2006 Non-circulating; ISBN: 9781582973296: 2005-12-15

The Princeton Encyclopedia of Poetry and Poetics by Roland Greene (Editor-In-Chief); Call Number: PN1021 .N39 2012; ISBN: 9781400841424; 2012-08-26

INTRODUCTION TO ENGLISH POETRY Paperback – April 1, 2004, by James Fenton (Author) Publisher : Farrar, Straus and Giroux; First Edition (April 1, 2004); 152 pages; ISBN-10 : 0374528896; ISBN-13 : 978-0374528898

Level 1; Semester 1			
Course Code	DEN 1123		
Course Title	English Fiction		
Credit Value	3 credits (45 hours)		
Core/ Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105

Objectives

To explore the diverse forms, origins, history, genres, themes, symbols, motifs, social functions, and concerns of English Fiction

Intended Learning Outcomes

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

- define the elements of English Fiction
- describe the characters in-depth and explain how various aspects of the characters relate to other literary elements of fiction
- interpret English Fiction concerning historical, cultural and critical contexts
- analyze and compare reviews and critical readings
- appraise the common themes and literary techniques in English Fiction
- create stories on diverse themes of interest

Course Contents

Introduction to Fiction

A short history of English Fiction

Novels

Robinson Crusoe by Daniel Defoe / Gulliver's Travels by Jonathan Swift

Wuthering Heights by Emily Brontë/ Beloved by Toni Morrison

Great Expectations by Charles Dickens /Invisible Man by Ralph Ellison

A Passage to India by E. M. Forster /Frankenstein by Mary Shelley

Short stories

Cat in the Rain by Ernest Hemingway /Araby by James Joyce

Love Letters by Kate Walker / The Tell-Tale Heart *by* Edgar Allan Poe

Essays

The Art of Fiction by Henry James / The Empire of Novels by R.H.Hutton

The Progress of Fiction as an Art by Anonymous / Criticism concerning Novels by George Henry Lewes

Teaching and Learning Methods	Classroom lectures. Self-learning, Computer-assisted learning, Tutorial discussions, Individual and group discussion and presentation

Assessment Strategy:

Continuous Assessment		40%	**Final Examination**		60%
Details:			**Theory (%)**	**Practical (%)**	**Other (%)**
Written	20%		60%	-	-
Oral	20%		-	-	-

The Blue Print of the Question Paper
Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

Prescribed texts as given above

Style in Fiction: A Linguistic Introduction to English Fictional Prose; 2nd Edition; by Michael H. Short and Geoffrey N. Leech: Routledge; 2nd edition (March 29, 2007); 424 pages ISBN-10 : 0582784093 ISBN-13 : 978-0582784093

Introduction to Fiction, An 11th Edition; by X. Kennedy and Dana Gioia: Pearson; 11th edition (September 21, 2009); 768 pages; ISBN-10 : 0205687881 ISBN-13 : 978-0205687886

An Introduction to Literature, Criticism and Theory; By Andrew Bennett, Nicholas Royle 5th Edition; ISBN 9781138119031 March 14, 2016: Routledge: 441 Pages

Level 1; Semester 1	
Course Code	DEN 1133
Course Title	Communicative Grammar 1
Credit Value	3 credits (45 hours)
Core/ Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105

Course Objectives:

To improve the leaners' grammatical accuracy while speaking and writing and their listening and reading subtleties involving time and place.

Intended Learning Outcomes:

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

‹ define the basic grammatical units.
‹ identify language functions using relevant structures and vocabulary.
‹ apply communicative competence using a variety of strategies.
‹ experiment with appropriate language expressions to communicate effectively in both oral and written contexts in real-life situations.
‹ evaluate various language functions effectively.
‹ construct contextually relevant communicative expressions structurally appropriate.

Course Contents:

Elements of grammar; verbs and the verb phrase; Nouns, pronouns and the primary noun phrase; adjective and adverb; preposition and a prepositional phrase; the simple sentence; adjuncts, disjuncts and conjuncts; coordination and apposition

Teaching and Learning Methods	class room lectures, self-learning, computer assisted language learning, individual and group discussion and presentation.
Assessment Strategy:	

Continuous Assessment	30%	Final Examination	70%	
Details:		Theory (%)	Practical (%)	Other (%)
Written	15%	70%	-	-
Oral	15%	-	-	-

The Blue Print of the Question Paper

Written Examination of three-hour duration; expected to answer all questions.

Recommend Readings:

Randolph Quirk and Sidney Greenbaum - A university grammar of English: Longman; January 1, 1973; 484 pages; ISBN-10 : 0582552079 ISBN-13 : 978-0582552074

E. John, Oxford guide to English Grammar, Oxford University. 9th impression 2008.

L. Graham, Functional English grammar: An introduction for second language teachers, Cambridge University, 1996.

Level 1; Semester 1	
Course Code	DEN **1143**
Course Title	Listening & Speaking Skills - I
Credit Value	3 credits (45 hours)
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	-	105

Objectives

To develop the ability and motivate the learners to communicate orally with confidence in their day-to-day routine and understand the gist of everyday speech at average conversation speed by understanding the speaker's accent, grammar and vocabulary (including broadcast). In addition, they will be given regular, systematic practice in listening & speaking.

Intended Learning Outcomes

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

‹ recall the common daily expressions of speaking and listening.

‹ illustrate basic understanding of communication in simple contexts (e.g. conversations and instructions) & different types of planned monologues.

‹ identify and develop main ideas from supporting details & able to make inferences, summarize, discuss and debate

‹ categorize both formal and informal uses: especially in authentic spoken language, which is unscripted & spoken at normal speed

‹ appraise and prioritize strategies to a specified level of accuracy in grammar, sentence structure, word choice, and pronunciation elements

‹ formulate and modify fluency and confidence in speaking and listening for a range of personal, educational, and/or employment purposes.

Course Contents

listening for specific information (gap-filling); listening & transferring information - tracing the route on a map, completing tables/ charts/forms; Listening for the gist/ main ideas of the passage; retaining relevant points – note taking & present;

listening to different types of planned monologue (weather reports, news, speeches); listening to identify discourse marks/cohesive devices, different intonation patterns, and stress, which give clues to meaning and social setting. (telephone conversations); listening for sequence (follow instructions); listening to differentiate accents & tones

speaking: self-introduction and interview; describing personalities; talking about job and studies; role-play or conversation; oral presentation; presenting and justifying an opinion;

describing a process or picture or table; debate; impromptu speech (office issues, housing issues, news, cultural events, education); public speech; conducting a meeting

Teaching and Learning Methods	computer-assisted learning, individual and group discussion and presentation

Assessment Strategy:

Continuous Assessment	40%	Final Examination	60%	
Details:		**Listening (%)**	**Speaking (%)**	**Other (%)**
Written	20%	30%	-	-
Oral	20%	-	30%	-

The Blue Print of the Question Paper
Written Examination of two-hour duration; and oral examination for twenty minutes per examinee; expected to answer all questions.

Recommended Readings

Philpot.S & Curnuck.L, (2015), Academic Skills Listening, Speaking, and Study Skills, Oxford University Press, UK.

Harrison. L, Hutchison.S and Cushen. C, (2006), IELTS 2 English for international education, Marshall Cavendish Education, UK

Anderson.Kenneth, Maclean.Joan, Lynch. Tony, "Study speaking", second Edition.UnitedKingdom: Cambridge University Press,2004.print.

Craven, Miles.Cambridge English Skills Real Listening and Speaking 1 with Answers and Audio CD

Gammidge.Mick," Speaking Extra- A resource book for multi-level skills activities."

Level 1; Semester 1			
Course Code	DEN **1152**		
Course Title	Introduction to Language and Literature		
Credit Value	2 credits (30 hours)		
Core/ Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70

Objectives

To explain to students the characteristics of language and various literary genres to develop analytical skills and critical thinking; to cultivate an appreciation of language as an artistic and practical medium and to understand the importance of forms, elements and style that shape literary and non-literary works and, to enable students to understand that literature and language represents human values and relations within a historical and social context

Intended Learning Outcomes

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

‹ demonstrate competence in language concepts, definitions, and its characteristics
‹ explain dialect, slang, code-mixing and switching, and multi-lingual features
‹ write coherently and effectively about various genres of literature
‹ recognize the culture and context of the work of literature
‹ develop sensitivity to nature and fellow human beings
‹ create literary and non-literary texts on diverse themes of interest

Course Contents

The introduction to language and linguistics: definitions, properties, structural and functional characteristics, the origin and history. The introduction to literature – literature and context – genres – literature and human values – creative use of language – inculcation of aesthetic sense. Poetry – what is poetry – different types of poetry – poetic diction – figurative language – themes – stanza – rhyme. Drama- Scope and definition – different types – one-act plays - structure – dialogue – characters – action. Prose-What is prose – different types – personal – impersonal – technical. Fiction- What is fiction – different types – plot, characters, setting, point of view, short story, and characteristics.

Teaching and Learning Methods	Computer-assisted learning, Individual and group discussion and presentation

Assessment Strategy:

Continuous Assessment	30%	Final Examination		70%

Details:		Theory (%)	Practical (%)	Other (%)
Written	15%	70%	-	-
Oral	15%	-	-	-

The Blue Print of the Question Paper
Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

Abrams, M.H. Glossary of Literary Terms. India, Macmillan Publishers, 2000.
Albert, E. History of English Literature, India, Oxford University Press, 2009. Athenian Society. Drama, Its History, England, NabuPress, 2012. Auger, Peter.
The Anthem Glossary of Literary Terms and Theory, India, Anthem Press, , 2011. Brooks, Cleanth and Warren, Robert Penn. Understanding Fiction, Printice Hall. Bennett, Andrew and Nicholas Royle.
Introduction to Literature Criticism and Theory. Great Britain: Pearson Education Limited, 2004
Forster, E M. Aspects of the Novel, (1954) London: Rosetta Books, 2002.

Level 1;Semester 1	
Course Code	DEN 1161
Course Title	IT Essentials for English Use

Credit Value	01 (30 hours)		
Core/ Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	-	30	70

Objectives

The objectives of this course are to impart basic computer application skills for English use academic and professional activities.

Intended Learning Outcomes

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

‹ Explain basics of computers, applications and IT essentials
‹ Use the computer and internet for basic purposes of English communication and dissemination of knowledge activities
‹ Access the world of information using computers and IT

Course Contents

‹ Introduction to Computers
‹ Multimedia application for education
‹ Word processing
‹ Spreadsheet applications
‹ Making presentations using PowerPoint
‹ Internet and email applications
‹ Social medial for communications
‹ Blogging as a tool for the acquisition and dissemination of knowledge
‹ Video conferencing platforms
‹ Open-source tools for online exam assessment

‹ Cyber security

Teaching and Learning Methods	Lectures, online based Interactive Tutorial Classes, Group Discussions, Presentations, and LMS.

Assessment Strategy:

Continuous Assessment 40%	**Final Examination 60%**		

Details:		**Theory (%)**	**Practical (%)**	**Other (%)**
Laboratory based assignment	10%		Laboratory based examination (2 hours)	-

In-class test	10%			
Presentation	20%			

Recommended Readings

Parsons, J, J., Oja, D., Beskeen, D, W., (2013), Computer Concepts and Microsoft Office 2013, Cengage Learning.

Meeuwisse, R., (2017), Cybersecurity for Beginners, 2nd edition, Cyber Simplicity Ltd.

Level 1; Semester 2	
Course Code	DEN 1213
Course Title	English Drama
Credit Value	3 credits (45 hours)
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	-	105

Objectives

To explore the diverse forms, themes, origins, history, genres, social functions and concerns of English Drama

Intended Learning Outcomes

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

‹   relate the history and elements of English Drama
‹   explain the common themes and literary techniques in English Drama
‹   identify the characters in-depth and explain how various aspects of the characters relate to other literary elements of drama
‹   analyze English Drama concerning cultural and critical contexts
‹   criticize and compare reviews and critical readings
‹   create dramatic texts on diverse themes of interest

Course Contents

*Introduction to English Drama; A short history of English Drama; Dramas: Romeo and Juliet by William Shakespeare /*The *Merchant of Venice by William Shakespeare; Arms and the Man* by George Bernard Shaw / The *Playboy of the Western World by* John Millington Synge; Death of a Salesman by Arthur Miller / August: Osage County by Tracy Letts; The Glass Menagerie by Tennessee Williams / Birthday Party by *Harold Pinter*

Essays: Greek Theory of Tragedy: Aristotle's Poetics / Renaissance theatre and the theory of tragedy by Timothy J.Reiss; The Science of the Drama (New Review July 1981) / The Future of English Drama (New Review August 1983)

Teaching and Learning Methods	Classroom lectures. Self-learning, Computer-assisted learning, Tutorial discussions, Individual and group discussion and presentation

Assessment Strategy:

Continuous Assessment		**40**%	**Final Examination**	**6**0%	
Details:			**Theory (%)**	**Practical (%)**	**Other (%)**
Written	20%		60%	-	-
Oral	20%		-	-	-

The Blue Print of the Question Paper			
Written Examination of three-hour duration; expected to answer all questions.			
Recommended Readings			
Prescribed texts as given above			
English Drama: A Critical Introduction, <u>Gamini Salgado</u>, St. Martin's Press, 1980.			
The Cambridge Introduction to English Theatre, 1660-1900; Peter Thomson, University of Exeter; September 2006; ISBN: 9780521839259			

Level 1; Semester 2			
Course Code	DEN 1222		
Course Title	Informative Writing		
Credit Value	02 credits (30 hours)		
Core/ Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70
Objectives			
To provide the knowledge and Training of the basic and intermediary writing skills and to have the ability to apply the methods and strategies in the different genres of writing.			
Intended Learning Outcomes At the end of the course, the students will be able to ‹ show the skills required to become a professional writer at the competence and performance levels. ‹ criticize writing styles, forms, and contents of the written texts from diverse media. ‹ apply the language structure competence in the writing ‹ examine the key concepts of the writing skills in the academic disciplines ‹ practice the diverse approaches to informative writing ‹ create written texts of diverse genres			
Course Contents Introduction to different genres of writing; mechanics of writing; sentence and paragraph writing; cohesion and coherence; transition words; essay, letter and minutes; report and questionnaire; formal and informal writing; writing news, stories, and scientific articles			
Teaching and Learning Methods	classroom lectures, self-learning, computer-assisted language learning, individual and group discussion and presentation.		
Assessment Strategy:			
Continuous Assessment	30%	**Final Examination**	70%

Details:		Theory (%)	Practical (%)	Other (%)
Written	30%	70%	-	-
Oral	-	-	-	-

The Blue Print of the Question Paper
Written Examination of two-hour duration; expected to answer all questions.

Recommended Readings

Morley, J., Doyle, P., and Pople, I. 2007 University Writing Course Express Publishing, ISBN 978 1 84679 366 0

Peters, P. 1985 Strategies for Student Writers: A Guide to Writing Essays, Tutorial Papers, Exams and Reports J. Wiley and Sons, ISBN 0 471 33406 5

Swan, M. 2005 (3rd ed.) Practical English Usage Oxford University Press, ISBN 0 19 442099X

Ackerman, J. M. (1993). The promise of writing-to-learn. Written Communication, 10, 334-370.

Level 1; Semester 2			
Course Code	DEN 1232		
Course Title	Phonetics and Phonology		
Credit Value	2 credits (30 hours)		
Core/ Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70

Objectives

To learn and apply features of phonetics and phonology in a real context.

Intended Learning Outcomes

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

‹   define phonetic and phonological rules, phonological representations and internal structure of words.
‹   describe basic rules and structure.
‹   demonstrate the relationship between phonetics and phonology.
‹   experiment with the structures in a real context.
‹   value the usage of phonetics and phonology
‹   investigate aspects of English pronunciation causing problems to second-language learners

Course Contents

phonology and phonemic rules, phonological representations, the internal structure of words, morph phonological alternations and choosing between analysis, deletion and insertion and the ordering of rules, expressing generalization, features, contrast and neutralization,

contrast and minimal pair, generative phonology, lexicon, location of morphology, phonological component vs the lexicon

relationship between phonetics and phonology, accent, dialect and language, air stream mechanism, phonation, The prosodic organization of speech: pitch and loudness, The metrical organization of speech: stress, syllable weight, prominence and rhythm.

Teaching and Learning Methods	classroom lectures, self-learning, tutorial discussions		
Assessment Strategy:			
Continuous Assessment 30%	**Final Examination** 70%		
Details:		**Theory (%)**	**Practical (%)**	**Other (%)**

Details:		Theory (%)	Practical (%)	Other (%)
Written	15%	70%	-	-
Oral	15%	-	-	-

The Blue Print of the Question Paper
Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

Philip Carr, (1993), Phonology, the Macmillan Press Ltd, Houndmills, Basingstoke, Hampshire RG21 2XS and London.
John Laver, (1994), Principles of Phonetics, Cambridge Textbooks in Linguistics, Cambridge University Press.

Level 1; Semester 2	
Course Code	DEN 1242
Course Title	Listening & Speaking Skills - II
Credit Value	2 credits (30 hours)
Core/ Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	30	-	70

Objectives

To develop the ability to discuss general topics, express opinions including facts & ideas and maintain a conversation in everyday situations using appropriate vocabulary with a steady flow of speech. They will be given regular, systematic practice in listening & speaking.

Intended Learning Outcomes

Intended Learning Outcomes

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

‹ recall a conversation in everyday situations using appropriate vocabulary
‹ demonstrate small group discussions by using appropriate discussion strategies such as keeping the discussion going, turn-taking, asking for clarification or confirmation, paraphrasing, keeping the discussion on a topic, and trying to reach a consensus
‹ construct and develop main ideas and supporting details from academic presentations.
‹ take part in a well-developed, detailed presentation with a steady flow of speech.
‹ determine communication strategies to decrease miscommunication (such as repetition, expanding, gesturing, and paraphrasing)
‹ combine, create and modify information using a variety of strategies, resources and technologies.

Course Contents

Listening

Listening for specific information (gap filling), Listening & transferring information - tracing the route on a map, completing tables/ charts/forms, Listening for the gist/ main ideas of the passage, Retaining relevant points – note taking & present, Listening to different types of planned monologue (weather reports, news, speeches), Listening to identify discourse marks/cohesive devices, different intonation patterns and use of stress which give clues to meaning and social setting. (telephone conversations), Listening for sequence (follow instructions), Listening to differentiate accents & tones

Speaking

Individual speech, Describing personalities & pictures, Role play, Mini presentation

Teaching and Learning Methods	Computer-assisted learning, Individual and group discussion and presentation

Assessment Strategy:

Continuous Assessment	40%	**Final Examination**	60%	
Details:		**Listening (%)**	**Speaking (%)**	**Other (%)**
Written	20%	30%	-	-
Oral	20%	-	30%	-

The Blue Print of the Question Paper
Written Examination of two-hour duration and oral examination for twenty minutes per examinee; expected to answer all questions.

Recommended Readings

Craven, Miles.Cambridge English Skills Real Listening and Speaking 4 with Answers and Audio CD

Mann.Malcolm, Taylore.Steve,"Improve your Skills: Listening & Speaking for Advanced (CAE)

May.Peter,"Cambridge English Compact Advanced

Level 1; Semester 2	
Course Code	DEN 1252
Course Title	Morphology
Credit Value	2 credits (30 hours)
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70

Objectives

To learn and analyze morphological structures, especially morphemes in terms of categories and functions in the phrasal and sentential levels, the word structure, processes of affixation and derivation, relevant morpho-phonemic processes and word-formation rules.

Intended Learning Outcomes

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

‹ describe word-formation processes, categories, functions and principal structures of English Morphology.
‹ classify English word structure in terms of categories and functions.
‹ apply the appropriate terminology in morphological description
‹ analyse words and morphological units categorically and functionally.
‹ generate morphological units in the productive skills.

‹ appraise their knowledge of Morphology in their daily life in speaking and writing skills.

Course Contents

history and definitions of basic terms and concepts of morphology, arbitrariness, types of morphemes and allomorphs, bound and free morphemes: root and affix, morphological rules, morphological analysis, drawing morphology trees, the word, the phonological markers of the word unit and variant word forms, morphological universals, lexical morphology, Inflectional and derivational morphology, parts of speech, tense, aspect, mood, person, number, gender/noun, class systems, case systems, compounding, morpho-syntax, productivity and reduplication, morpho-phonology.

Teaching and Learning Methods	computer-assisted learning, individual and group discussion and presentation

Assessment Strategy:

Continuous Assessment		30%	**Final Examination**	70%	
Details:			**Theory (%)**	**Practical (%)**	**Other (%)**
Written	15%		70%	-	-
Oral	15%		-	-	-

The Blue Print of the Question Paper
Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

Crystal.D, The Cambridge Encyclopedia of Language, 1987.

Gleason H.A, An introduction to Descriptive linguistics, 1969

Hockett.C.F, A Course in Modern Linguistics, The Macmillan Company, 1968

Lyons.J, Language & Linguistics, Cambridge University Press, 1986

O'Grady.W., Dodrovotsy.M., Katamba.F, Contemporary Linguistics; An Introduction, 1996.

Level 1; Semester 2	
Course Code	DEN 1262
Course Title	Communicative Grammar II
Credit Value	2 credits (30 hours)
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70

Objectives

To develop the learner's competence into the English Language structure to assimilate the correct patterns of the language and make a meaningful connection between the introductions of the grammar and how it works in writing.

Intended Learning Outcomes

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

‹ relate to sequencing, modelling and observing communicative grammar activities in the English Language classroom.
‹ show awareness of correct usage of English grammar in writing and speaking.
‹ develop speaking ability in English both in terms of fluency and comprehensibility
‹ assume and discover the meaning of targeted grammatical structures in written and spoken form.
‹ choose the targeted grammatical structures meaningfully and appropriately in oral and written production.
‹ invent corrections when using targeted grammatical structures themselves.

Course Contents

At the Sentences and clause patterns 2; Direct and Indirect speech; Preposition+ gerund, Verb+ gerund, Infinitive; Notion and Function: Modality; Model verbs and forming sentences

The Syntactic overview: the sentence connection; The simple, compound and complex sentences; The complex noun phrase; Focus, theme and emphasis; Word formation; Punctuation

Teaching and Learning Methods	Classroom lectures, self-learning, Computer-assisted language learning, individual and group discussion and presentation.

Assessment Strategy:

Continuous Assessment	30%	**Final Examination**	70%

Details:		Theory (%)	Practical (%)	Other (%)
Written	15%	70%	-	-
Oral	15%	-	-	-
The Blue Print of the Question Paper Written Examination of three-hour duration; expected to answer all questions.				
Recommended Readings E. John, Oxford guide to English Grammar, Oxford University. 9th impression 2008. L. Graham, Functional English grammar: An introduction for second language teachers, Cambridge University, 1996. C. Ronald. , Mc. Michael, Cambridge grammar of English, Cambridge University. 2006. Huddleston. Rodney & Pullum, Geoffrey, K. The Cambridge Grammar of the English Language, 2002 Randolph Quirk and Sidney Greenbaum - A university grammar of English: Longman; January 1, 1973; 484 pages; ISBN-10 : 0582552079 ISBN-13 : 978-0582552074				

Level 1; Semester 2				
Course Code	DEN 1272			
Course Title	Extensive Reading			
Credit Value	2 credits (30 hours)			
Core/ Optional	Optional			
Hourly Breakdown	**Theory**		**Practical**	**Independent Learning**
	30		-	70

Objectives

To develop students reading ability, adopt the reading strategies to increase their reading, and it leads to encounter more vocabulary. Highly motivating and practice them to become autonomous learners.

Intended Learning Outcomes

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

‹ label learners' reading competence
‹ relate different types of extensive reading materials
‹ apply self- monitoring and self-directing learning through reading
‹ examine the ability to understand different vocabularies.
‹ select appropriate materials to practice reading.
‹ compile dictionaries to build up the vocabulary and practice for the application.

Course Contents

Extensive reading introduced, a cognitive view of reading, the secret garden, the power of extensive reading: insights from the research, extensive reading and the second language curriculum, materials for extensive reading: issues in development, language learner literature, developing awareness in reading, materials: the lure and ladder, the practice of extensive reading, taking the approach less travelled and extensive reading and the teacher increasing reading rate.

Teaching and Learning Methods	classroom lectures, self-learning, tutorial discussions

Assessment Strategy:

Continuous Assessment	30%	**Final Examination**	70%	
Details:		**Theory (%)**	**Practical (%)**	**Other (%)**
Written	30%	70%	-	-
Oral	-	-	-	-

The Blue Print of the Question Paper
Written Examination of two-hour duration; expected to answer all questions.

Recommended Readings

Julian Banford& Richard R.Day,(2004), Extensive Reading for Teaching language, Cambridge University Press.

Julian Banford& Richard R.Day,(1998), Extensive Reading in the second language classroom, Cambridge University Press.

Level 1; Semester 2	
Course Code	DEN 1282
Course Title	Capstone Project
Credit Value	(200 notional hours) 02 credits
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	-	-	200

Objectives

To write a capstone project report based on any selected literary, non-literary and linguistic field or primary investigation or data collection.

Intended Learning Outcomes

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

‹ Identify a problem, change, innovative thesis statement, research question, or hypothesis development in the field or primary data analysis.
‹ Relate the issue with the literature review
‹ Analyze the above data in the specific area.
‹ Illustrate and discuss the results
‹ Evaluate the findings and recommendations
‹ Develop all the processes into a capstone project report

Course Contents

Thesis statement; objectives; literature review; data collection; analysis; discussion; findings; recommendation; report writing.

At the end of the course, the students will write a mini project report having not less than 6000 words or 20 pages.

Teaching and Learning Methods	Supervisor's instruction and discussion on research methodology discussion, presentation of seminar papers related to the research topics			
Assessment Strategy:				
Continuous Assessment	-	**Final Examination**	100%	
Details:		**Report (%)**	**Viva Voce (%)**	**Other (%)**
Written	-	70%	-	-
Oral	-	-	30%	-
The Blue Print of the Report Organizing the report according to the research methodology linking the ILOs.				
Recommended Readings Kotharai.C.R, Research Methodology (Methods and Techniques), Second Revised Edition.				

Level 2; Semester 1	
Course Code	**HDE 2113**
Course Title	Sri Lankan Literature in English
Credit Value	3 credits (45 hours)
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	-	105

Objectives

To explore the diverse forms, themes, genres, social and literary functions and concerns of Sri Lankan Literature in English

Intended Learning Outcomes

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

‹ relate the elements of Sri Lankan Literature in English: poems, fiction and dramas
‹ explain the common themes and literary techniques
‹ identify the distinct features in-depth and explain how various aspects of the literary forms and themes relate to the world literature
‹ analyze the literary texts concerning cultural and critical contexts
‹ criticize and compare reviews and critical readings
‹ create literary texts on diverse Sri Lankan themes of interest

Course Contents

Introduction to Sri Lankan literature; Poetry: At what dark point' by Anne Ranasinghe; 'This language this woman' by Yasmine Gooneratne; 'The fisherman mourned by his wife' by Patric Fernando; 'The Poet' by Lakdasa Wicramasingh; 'The moon at Seenukgala' / 'The price of mustard in Nepal' by Ramya Jirisinghe; 'To Kugamoorthy' by Sumathy Sivamohan; 'The age of speed' / 'My teacher' by Destry Muller; 'The mad buffalo' /' That velvet bird' by Solaikili – translated by S.Pathmanathan; 'Born to labour' by C.V.Velupillai; 'A man will come tomorrow' by Puradchik Kamal; 'Identity' by Aazhiyal (exile) / 'Goodbye Mother' by Jayapalan; 'Cousin' by Cheran / 'A poet's fearless death' by puthuvai ratnathurai; Novels: 'The yaal players: memories of old Jaffna' by Vimala Ganeshanathan; 'The foam upon the stream' by Ediriweera Sarachandra; 'The moon in the water' Ameena Hussein; 'The village in the jungle' by Leonard Woolf; 'Love marriage' by V.Ganeshanathan; 'Reef'by Romesh Gunasekara; Short stories: 'The garden party' by Jean Arasanayagam; 'Action & reaction' by Chitra Fernando; 'Chevvandhi' by Thiruovil Kaviyugan ; 'Professional mourner' by Alagu Subramanium / 'The front row' from the collection 'At the water's edge' by Pradeep Jeganathan; 'Manickam is a breadwinner' from 'Dreamboats' edited by M.S.Annaraj & Fr Paul Caspersz ; Plays: 'Rama & Sita' by Gamini Gunawardena; 'He comes from Jaffna' by E.F.C.Ludowyk; 'The temptation of paradise' by Siriwardena/'Almsgiving'; Enthaum Thayum; Essays on Sri Lankan Literature in English

Teaching and Learning Methods	classroom lectures. self-learning, computer assisted learning, tutorial discussions, individual and group discussion and presentation

Assessment Strategy:

Continuous Assessment	40%	Final Examination		60%	
Details:		Theory (%)	Practical (%)		Other (%)
Written	20%	60%	-		-
Oral	20%	-	-		-

The Blue Print of the Question Paper
Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

Prescribed texts as given above

An Introduction to Sri Lankan Literature; Nonfiction by Ru Freeman and Malinda Seneviratne

History of Sri Lankan Literature in English: D. C. R. A. Goonetilleke

Sri Lankan Literature in English and the Changing Phases/Faces of Nationalism; D. C. R. A. Goonetilleke; Journal of South Asian Literature; Vol. 31/32, No. 1/2 (1996/1997), pp. 238-253 (16 pages); Published By: Asian Studies Center, Michigan State University

Beyond Alienation: The Efflorescence of Sri Lankan Literature in English; D.C.R.A. GoonetillekeFirst Published March 1, 1986;

Level 2; Semester 1			
Course Code	HDE 2123		
Course Title	Advanced Communicative Grammar I		
Credit Value	3 credits (45 hours)		
Core/ Optional	Core		
Hourly Breakdown	Theory	Practical	Independent Learning
	45	-	105

Objectives

To learn the complex and exceptional features of the English Language structure at the advanced or tertiary level for academic and professional uses in writing.

Intended Learning Outcomes

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

‹ relate to advanced features of communicative grammar activities in the English Language use.
‹ show awareness of advanced usage of English grammar in writing and speaking.
‹ develop language skills in English both in terms of fluency and accuracy
‹ assume and discover the meaning of targeted grammatical structures for professional and academic purposes.
‹ produce the targeted grammatical structures meaningfully and appropriately.
‹ invent corrections when using targeted grammatical structures themselves.

Course Contents

At the Advanced Level Part I: The verb; The Clause: complements; Nouns and Noun Phrases, Adjectives and Adverbs; Preposition and preposition phrase; The Clause: adjuncts; Negation; Clause type and Illocutionary force

Teaching and Learning Methods	Classroom lectures, self-learning, Computer-assisted language learning, individual and group discussion and presentation.

Assessment Strategy:

Continuous Assessment	30%	Final Examination	70%

Details:		Theory (%)	Practical (%)	Other (%)
Written	15%	70%	-	-
Oral	15%	-	-	-

The Blue Print of the Question Paper

Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

E. John, Oxford guide to English Grammar, Oxford University. 9th impression 2008.

L. Graham, Functional English grammar: An introduction for second language teachers, Cambridge University, 1996.

C. Ronald. , Mc. Michael, Cambridge grammar of English, Cambridge University. 2006.

Huddleston. Rodney & Pullum, Geoffrey, K. The Cambridge Grammar of the English Language

Randolph Quirk and Sidney Greenbaum - A university grammar of English: Longman; January 1, 1973; 484 pages; ISBN-10 : 0582552079 ISBN-13 : 978-0582552074

Level 2; Semester 1	
Course Code	**HDE** 2132
Course Title	Advanced Listening & Speaking Skills
Credit Value	2 credits (30 hours)
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70

Objectives

To develop and improve the listening and speaking skills that non-native English-speaking students need to be successful in English-speaking settings

Intended Learning Outcomes

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

‹ identify and comprehend main ideas and supporting details in academic lectures of longer lengths, using authentic vocabulary and presented at a natural pace
‹ organize notes of longer-length authentic academic lectures and informal listening passages
‹ make use of information from academic and informal listening passages to both create and take tests and quizzes that include objective and subjective questions, make inferences, summarize, discuss and debate
‹ apply appropriate vocabulary and grammar in speaking at the advanced level

‹ take part in whole class and small group discussions by using appropriate discussion strategies

Course Contents

Listening: Listening for the Main Idea, Listening for Detail, Listening for a Sequence, Listening for Specific Vocabulary, Listening for Cultural Interest, Listening for Attitude and Opinions, Listening for Functional Language

Speaking: Poster or PowerPoint Presentation; Debate; Roleplay or Pair work; telephone conversation; guessing the problem and giving advice to the partner; Making Plans (going to be); Discussion topics for agreeing and disagreeing; Meetings: Family meetings; Conference meetings; professional and diplomatic Meetings; Story Narration

Sharing real-life experiences

Teaching and Learning Methods	Self-learning, Computer-assisted learning, Individual and group discussion and presentation

Assessment Strategy:

Continuous Assessment		4 0%	**Final Examination**	6 0%	
Details:			**Listening (%)**	**Speaking (%)**	**Other (%)**
Written	20%		30%	-	-

Oral	20%	-	30%	-

The Blue Print of the Question Paper
Written Examination of two-hour duration and oral examination for twenty minutes per examinee; expected to answer all questions.

Recommended Readings

Gude, Kathy. *Advanced Listening and Speaking: CAE*. Oxford University Press, 2003.

Dunkel, Patricia A. *Advanced Listening Comprehension: Listening and Notetaking Skills,* Heinle ELT, 2005. Colley, Joanne & Slater Stephen, Cambridge Skills for Fluency Speaking 4 Students Book, Cambridge University Press,1993.

Level 2; Semester 1	
Course Code	**HDE** 2142
Course Title	Syntax
Credit Value	2 credits (30 hours)
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70

Objectives

To become familiar with word classes and the basic terminology of the study of syntax and to identify sentence components and describe their functions.

Intended Learning Outcomes

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

‹ define the concepts, principles, and systematic nature of syntax
‹ classify types of sentences bases on their main verb and complement structure.
‹ identify the different types of phrases: noun phrase, verb phrase, adjective phrase, adverb phrase, and prepositional phrase
‹ distinguish the different types of clauses: intransitive, intensive, nontransitive, ditransitive, and complex transitive.
‹ compare the semantic and pragmatic relationship between sentences.
‹ evaluate relevance of the theories and applications of syntax to diverse contexts.

Course Contents

some basic properties of English syntax; words to major phrase types; constitutional and tree diagram analysis; syntactic forms, grammatical functions; head, complements, and modifiers; noun phrases and agreement; constructions: auxiliary constructions; passive constructions; wh-questions; relative clause construction, semantic roles, pragmatic roles

Teaching and Learning Methods	classroom lectures, self-learning, computer-assisted language learning, individual and group discussion and presentation.

Assessment Strategy:

Continuous Assessment	30%	**Final Examination**		70%	
Details:		**Theory (%)**	**Practical (%)**	**Other (%)**	
Written	15%	70%	-	-	
Oral	15%	-	-	-	

The Blue Print of the Question Paper
Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

Syntax: a Generative Introduction: Andre Carnie; third Edition; 2013; Willey Blackwell: A John Wiley & Sons, Ltd., Publication:

Introducing English Syntax: A Basic Guide for Students of English: By Peter Fenn, Götz Schwab1st Edition: Copyright Year 2018 SBN 9781138037496: Published November 27, 2017 by Routledge: 274 Pages

K. Jong-Bok, S. Peter, English syntax: An introduction (2007), centre for the study of language and information. Retrieved from:
file:///c:/Users/entertainmentpc/Desktop/Englsh%syntax.pdf

D. Sportche, H. Koopman, An introduction to syntactic analysis and theory, Wiley Back Well, 2014.

Level 2; Semester 1			
Course Code	**HDE** 2153		
Course Title	Advanced Writing		
Credit Value	3 credits (45 hours)		
Core/ Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	45	-	105

Objectives

Increase the student's ability to write different types of passages and documents. Students can experience in different types of writings.

Intended Learning Outcomes

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

‹   define confidence, reduce writing anxiety, and strengthen the personal voice.

- extend the critical reasoning skills as they reflect the interdependence of critical thinking and written discourse.
- develop examining explicit relationships between general concepts and specific details and the relationships among sentence structures, word choice, and meaning.
- examine the ideas and issues, including multicultural perspectives; analyze and synthesize information; draw inferences from data; draw conclusions from arguments; and distinguish fact from fiction.
- create and appraise written texts of contemporary relevance and styles using abstract/concrete words; general/specific examples; cohesion and cohesive devices; appropriate vocabulary.
- develop research writing skills based on research methodologies in English studies.

Course Contents

Writing a 'compare and contrast' essay, written argument essay, writing a research essay, research report, dissertation, paraphrasing, summarizing and citing information, essay paragraphs, writing an expository essay, writing newspaper page, accuracy and clarity, using and citing sources

Teaching and Learning Methods	classroom lectures, self-learning, tutorial discussions

Assessment Strategy:

Continuous Assessment	30%	Final Examination	70%	
Details:		**Theory (%)**	**Practical (%)**	**Other (%)**
Written	30%	70%	-	-
Oral	-	-	-	-

The Blue Print of the Question Paper
Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

Peter Chin, Josep Garner, MiklosJuhasz, Samuel Reid, Sean Wray, Yoko Yamazaki. Academic Writing Skills Teachers Manual 2, Cambridge University Press, 2102.
Advanced Writing Skills for Students of English: Phil Williams: June 5, 2018; ISBN: 9781913468057
Writing Academic English - Alice Oshima and Ann Hogue; Edition: 4TH Edition: 2006: Longman, Inc. ISBN13: 9780131523593; ISBN10: 0131523597

Level 2; Semester 1	
Course Code	**HDE** 2162
Course Title	Managerial Skills
Credit Value	2 credits (30 hours)
Core/ Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	30	-	70

Objectives

The objective of this course is to provide basic Managerial Skills and develop the ability to apply them in diverse contexts.

Intended Learning Outcomes

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

‹ define the basic management theories
‹ explain the managerial roles, levels, and skills of the organization
‹ identify the functions of Management
‹ express the necessity of good management practices in organizations

Course Contents

Introduction to management, planning, importance of planning,(types of plans, vision, mission, goals, objectives, aims, tasks, formal planning process, importance of decision making process and types of decisions), organizing (Co-ordination in Organization, Delegation of Authority, Responsibility, Accountability, Span of control, Power, Centralization and decentralization, departmentalization), leading (leadership and motivation) and controlling.

Teaching and Learning Methods	Classroom lectures, self-learning, Computer-assisted language learning, individual and group role-play, discussion and presentation.

Assessment Strategy:

Continuous Assessment	30%	Final Examination	70%	

Details:		Theory (%)	Practical (%)	Other (%)
Written	15%	70%	-	-
Oral	15%	-	-	-

The Blue Print of the Question Paper

CA: Tutorials, Assignment, Presentation

FA: Written Examination of two-hour duration; expected to answer question one and other three out of five questions.

Recommended Readings

‹ Daft, R.L, (2012) New Era of Management, 10th Edition, Cengage Learning, New Delhi

- iGriffin, R.W (2013) Management: Principles and Applications, 10th Edition, Cengage Learning, New Delhi
- iGhuman, K, and Aswathappa, K (2010), Management concepts Practice and Cases, Tata McGraw-Hill, New Delhi
- Koontz, K., and Weihrich, H. (2010), Essentials of Management: An International Perspective, 8th Edition, Tata McGraw-Hill, New Delhi

Level 2; Semester 2	
Course Code	**HDE** 2212
Course Title	World Literature in English
Credit Value	2 credits (30 hours)
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70

Objectives

To introduce the breadth, diversity, emergence and development, themes and the ever-changing character of World Literature.

Intended Learning Outcomes
At the end of the course, the students will be able to

‹ define historically or culturally significant works of World Literature
‹ explore how texts have been read and re-read in new contexts and how literature has become an interconnected global system
‹ acquire an overview of the central issues involved in reading World Literature
‹ analyze and assess recognized works of World Literature representing a variety of genres, histories and traditions
‹ assess the relevance of World Literature to diverse contexts
‹ create literary texts on diverse global themes of interest

Contents
‹ Introduction to World Literature
‹ A short history of World Literature
‹ Poetry
‹ A.K. Ramanujan (Looking for a cousin on a swing, A River) / Imtiaz Dharker (The Right Word, A Terrorist at my Table)
‹ Nissim Ezekiel (Night of the Scorpion, Goodbye Party for Miss Pushpa T.S.) / Pablo Neruda (Tonight I can write the saddest lines, Clenched Soul)
‹ F.R.Scott (The Canadian Authors Meet, Laurentian shield) / Oodgeroo Noonuccal (The Dawn Is At Hand , Nona)
‹ Jalal ad-Din Muhammad Rumi (The Ship Sunken in Love, Maulana's Last Letter to Shams) / Derek Walcott (Codicil, Love after Love)
‹ Novels
‹ The Catcher in the Rye by J.D.Salinger/Nectar in a Sieve by Kamala Markandaya
‹ Dramas
‹ A Doll's House by Henrik Ibsen/Death and the King's Horseman by Wole Soyinka
‹ Short stories
‹ The Three Questions by Leo Tolstoy/Stench of Kerosene by Amrita Pritam
‹ My Financial Career by Stephan Leacock/The Time Story by Chimamanda Ngozi Adichie

‹ Essays	
‹ Edward W. Said: The worldliness of World Literature by Jonathan Arac / World Literature and national literature(s)	
‹ The canon(s) of World Literature by Peter Carravetta / Mapping World Literature by Theo D'haen	

Teaching and Learning Methods	Classroom lectures. Self-learning, Tutorial discussions, Individual and group discussion and presentation

Assessment Strategy:

Continuous Assessment	40%	Final Examination	60%	

Details:		Theory (%)	Practical (%)	Other (%)
Written	20%	60%	-	-
Oral	20%	-	-	-

The Blue Print of the Question Paper
Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

Prescribed texts as given above

WORLD LITERATURE IN YOUR FIST An Assortment of English Literature Paperback – January 1 2019 By PREM SHANKAR PANDEY : RIGI PUBLICATION; 2nd Edition: 746 Pages; ISBN-10 : 9388393724; ISBN-13 : 978-9388393720

Approaches to World Literature; Joachim Küpper (Ed.) Akademie Verlag Gm bH. Germany. 2013 ISBN 978-3-05-006271-6; eISBN 978-3-05-006495-6

Level 2; Semester 2	
Course Code	**HDE** 2222
Course Title	English Translation
Credit Value	2 credits (30 hours)
Core/ Optional	Core

Hourly Breakdown	Theory	Practical	Independent Learning
	15	30	105

Objectives

To provide the knowledge of the essential translation theories and areas of applied translation studies and to have the ability to apply the methods and strategies discussed in some of these theories to the practices in translation.

Intended Learning Outcomes

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

‹ show the skills required to become a professional translator and what translation competence means and define personal language skills.
‹ illustrate how to be a professional translator and demonstrate to carry out independent research activity.
‹ apply critical thinking on language use, and translation
‹ examine the key concepts of the academic discipline of translation studies
‹ justify the diverse approaches to translation prevalent within translation studies in the form of various translation strategies
‹ improve important transferable skills and apply them in practices

Course Contents

introduction; the diachronic study of translation; kinds of translation

problems of translation; the limits of translation; the role of the translator; the critique of translation theories; practical component: translating media, academic, professional discourse, scientific articles and philosophies; online translation facilities

Teaching and Learning Methods	Classroom lectures, self-learning, computer-assisted language learning, individual and group discussion and presentation.

Assessment Strategy:

Continuous Assessment	60%	Final Examination	60%		
Details:		**Theory (%)**	**Practical (%)**	**Other (%)**	
Written	20%	30%	30%	-	
Oral	20%	-	-	-	

The Blue Print of the Question Paper
Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

D. K. Bijay, A handbook of translation studies, Atlantic publishers & distributers(p) Ltp

C. Sonia, Fundamentals of translation, Cambridge university press, 2015

In Other Words: A Course book on Translation Paperback – March 9. 2018; by Mona Baker Publisher : Routledge; 3rd Edition; 390 pages; ISBN-10 : 1138666882 ISBN-13 : 978-1138666887

Translation: The Basics Paperback – Illustrated, 25 Sept. 2017; Juliane House : Routledge; 1st edition : 222 pages; ISBN-10 : 9781138016415; ISBN-13 : 978-1138016415

Level 2; Semester 2	
Course Code	**HDE** 2232
Course Title	Internet English and Varieties of English
Credit Value	2 credits (30 hours)
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70

Objectives

To introduce the core aspects of using the English Language on the Internet and varieties of English in general and how the English Language is used in data structures and applications, the challenges and difficulties inherent in them and understand the development strategies for tackling and addressing both theoretical and applied topics in the different genres of Internet English and varieties of English.

Intended Learning Outcomes

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

‹   understand the linguistic perspectives concerning the English language used on the Internet and varieties of English and learn the skills required to understand and perform using them at the competence and performance levels.

‹   familiarize with the different types of English texts used in the internet genres and varieties of English and develop integrated language skills to carry out creative and critical use.

‹   analyze and identify the linguistic structures and processes of the Internet English and Varieties of English

‹   appreciate the relationship between linguistic theory and applications in their use and examine the key concepts in different disciplines

‹   criticize the existing usage patterns and predict future trends concerning their adequacy and practice the diverse approaches in using them

‹   create texts of diverse genres using the Internet English and Varieties of English

Course Contents

introduction to different genres of Internet English and Varieties of English; mechanics and innovations in Internet English; Internet English: a linguistic perspective; the medium of Netspeak and finding an identity; the language of e-mail, chat groups, virtual worlds and the Web; New varieties; the linguistic future of the Internet; Oral and Written forms; dialects; regional and national varieties; Sri Lankan, British, American, and Indian English. Formal and Informal; registers;

Teaching and Learning Methods	Classroom lectures, self-learning, Computer-assisted language learning, individual and group discussion and presentation.

Assessment Strategy:

Continuous Assessment	40%	Final Examination		60%	
Details:		**Theory (%)**	**Practical (%)**	**Other (%)**	
Written	20%	60%	-	-	
Oral	20%	-	-	-	

The Blue Print of the Question Paper
Written Examination of two-hour duration; expected to answer all questions.

Recommended Readings

Crystal, D. (2006). Language and the Internet (2nd Ed.). Cambridge: Cambridge University Press. ISBN 978-0-521-86859-4

Crystal, D. (2011). Internet Linguistics: A Student Guide. New York: Routledge. ISBN 978-0-415-60271-6

Boardman, M. (2005). The Language of Websites. New York and London: Routledge. ISBN 0-415-32854-3

Aitchison, J., & Lewis, D. M. (Eds.). (2003). New Media Language. London and New York: Routledge. ISBN 0-415-28303-5

Level 2; Semester 2			
Course Code	HDE 2242		
Course Title	Advanced Communicative Grammar II		
Credit Value	2 credits (30 hours)		
Core/ Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70

Objectives

To develop the learner's competence and performance in the English Language structure at the advanced or tertiary level for academic and professional uses in writing.

Intended Learning Outcomes

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

‹ relate to advanced features of communicative grammar activities in the English Language use.
‹ show awareness of advanced usage of English grammar in writing and speaking.
‹ develop language skills in English both in terms of fluency and accuracy
‹ assume and discover the meaning of targeted grammatical structures for professional and academic purposes.
‹ produce the targeted grammatical structures meaningfully and appropriately.
‹ invent corrections when using targeted grammatical structures themselves.

Course Contents

At the Advanced level: Content Clauses and Reported Speech; Relative constructions and unbounded Dependencies; comparative constructions; Non-finite and verbless clauses; Coordination and supplementation; Information and packaging; Deixis and anaphora

Teaching and Learning Methods	Classroom lectures, self-learning, Computer-assisted language learning, individual and group discussion and presentation.

Assessment Strategy:

Continuous Assessment	30%	Final Examination	70%

Details:		Theory (%)	Practical (%)	Other (%)
Written	15%	70%	-	-
Oral	15%	-	-	-

The Blue Print of the Question Paper

Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

E. John, Oxford guide to English Grammar, Oxford University. 9th impression 2008.

L. Graham, Functional English grammar: An introduction for second language teachers, Cambridge University, 1996.

C. Ronald. , Mc. Michael, Cambridge grammar of English, Cambridge University. 2006.

Huddleston. Rodney & Pullum, Geoffrey, K. The Cambridge Grammar of the English Language, 2002

Randolph Quirk and Sidney Greenbaum - A university grammar of English: Longman; January 1, 1973; 484 pages; ISBN-10 : 0582552079 ISBN-13 : 978-0582552074

Level 2; Semester 2	
Course Code	**HDE** 2253
Course Title	Practical Project
Credit Value	(300 notional hours – field work) 03 credits
Core/ Optional	Core

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	-	-	300

Objectives

To write a Project Report based on any selected literary, non-literary, linguistic or ELT field or primary investigation or data collection.

Intended Learning Outcomes

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

‹ Identify a problem or change or innovative thesis statement or research question or hypothesis development in the field or primary data analysis.
‹ Relate the issue with the literature review
‹ Analyze the above data in the specific area.
‹ Illustrate and discuss the results
‹ Evaluate the findings and recommendations
‹ Develop all the processes into a Project Report

Course Contents

Thesis statement; objectives,; literature review; data collection; analysis; discussion; findings; recommendation; report writing.

At the end of the course the students will be able to write a Project Report having not less than 10000 words or 30 pages.

Teaching and Learning Methods	Supervisor's guidelines and instruction

Assessment Strategy:

Continuous Assessment	-	**Final Examination**	70%	
Details:		**Report (%)**	**Viva voce (%)**	**Other (%)**
Written	-	70%	-	-
Oral	-	-	30%	-

The Blue Print of the Question Paper
Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

Kotharai.C.R, Research Methodology (Methods and Techniques), Second Revised Edision.

Writing Your Dissertation: The bestselling guide to planning, preparing and presenting first-class work (How to Series) Paperback – April 1, 2000, by Derek Swetnam (Author) : How To Books; 3rd Edition; 144 pages; ISBN-10 : 185703662X; ISBN-13 : 978-1857036626

How to Write Essays and Dissertations; A Guide for English Literature Students; By Alan Durant, Nigel Fabb; 2nd Edition; 2005 ISBN 9780582784550; June 23, 2005, by Routledge 184 Pages

Research Methods for English Studies; Edited by Gabriele Griffin; 2013; Edition: NED - New edition, 2: Edinburgh University Press

MLA Handbook: NINTH EDITION; Pages: 400; Published: 2021

Publication Manual of the American Psychological Association, Seventh Edition (2020)

Level 2; Semester 2			
Course Code	**HDE** 2262		
Course Title	Internship		
Credit Value	2 credits (200 notional hours – field work)		
Core/ Optional	Core		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	-	-	200

Objectives

To acquire practical experience at an assigned organization in minimum one of the following areas: English Language Teaching (ELT), English for Literary Purposes (ELitP), English for Linguistic Purposes (ELinP), English for Specific Purposes (ESP), English for Professional Purposes (EPP), English for Academic Purposes (EAP), English as a Medium of Instruction (EMI), English for Translation Purposes (ETP).

Intended Learning Outcomes

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

‹   learn the practical experience and skills required to become a professional in one of the English fields mentioned above at the competence and performance levels.

‹   experience how to use English to carry out regular, creative, and critical activities efficiently and effectively.

‹   illustrate the stylistic and linguistic use of English suitable to particular working context.

‹   apply the language structure competence in the portfolio writing during the internship period and submit at the end of the internship

‹   examine the language skills used in the professional environment

‹   recommend diverse approaches to improve the use of English in a professional environment.

Course Contents

- ‹ Getting a placement opportunity in a working place where English related tasks are available and follow minimum 200 hours' training under the guidance of a supervisor from the department
- ‹ The weekly diary should be maintained and signed by the supervisor assigned.
- ‹ The supervisor will monitor the students' performance during the training period.

The fieldwork or practical work can be in one of the above fields; assisting the institution in fulfilling the daily works; Assisting the Institution in their English communication activities; Writing the routine and progressive works of both the institution and the individual internship in a portfolio format like diary writing; Developing and submitting and a complete portfolio at the end of the internship.

Teaching and Learning Methods	Individual and group discussion and presentation, supervision.

Assessment Strategy:

Final Examination   100%

Field work	Diary Writing	Portfolio (%)	Viva voce (%)	Other (%)
20%	20%	30%	30%	-

The Blue Print of the Portfolio
Thematic or chronological organization of internship work activities linking the ILOs

Recommended Readings

Your Career, Your Responsibility: The Road Map To Internship And Early Career Success Paperback – February 7, 2017. Publisher : Create Space Independent Publishing Platform, Paperback : 164 pages. ISBN-10 : 1541246047 ; ISBN-13 : 978-1541246041

Get To Work: The college student's hands-on guide to earning internships and full-time employment Paperback – September 5, 2015. by Tucker J. Stein , Jack L. Osborn : Career Success Press : 214 pages ISBN-10 : 0692525386 ISBN-13 : 978-0692525388

The Internship Manual: A Step-by-Step Guide to Getting the Internship of Your Dreams Paperback – August 22, 2015. by Sharise S. Kent: Divine Garden Press: 210 pages ISBN-10 : 0692499024 ISBN-13 : 978-0692499023

ELT Internship Manual: Student Edition: https://www.nps.k12.nj.us/wp-content/uploads/2015/02/ELT-Intern-Manual-Student-Edition.pdf

My Journey As A Teacher: A Report On My Internship At An English Medium School. Farhana Anisha 16303024 Department of English and Humanities, BRAC University, Dhaka, Bangladesh 66, Mohakhali, Dhaka. http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/10833/16303024_ENH.pdf?sequence=1&isAllowed=y

Level 2; Semester 2	
Course Code	**HDE** 2272
Course Title	English Language Teaching
Credit Value	2 credits (30 hours)
Core/ Optional	Optional

Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70

Objectives

To enable the learners to examine principles, issues and trends in language learning and teaching in a range of learning contexts and to increase understanding of effective English language teaching methodologies.

Intended Learning Outcomes

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

‹ introduce the ESL Theories and ELT Methodologies
‹ explain how to assess English Language Learners and demonstrate them effectively the all aspects of language: speaking, listening, reading and writing.
‹ Build learners' ability how to create, evaluate, and use English language teaching materials.
‹ inference how languages function socially and culturally to the English Language Learners.
‹ perceive the knowledge to comprehend the concepts and processes related to language teaching.
‹ conduct self-evaluation about their language learning processes and to improve the aims of measurement and assessment applications related to language teaching.

Course Contents

Fundamentals of English language teaching; Methods and principles in English language teaching; Learning environment and assessment in ELT; Blooms and taxonomy theory; Gibbs' theory of reflection; Kolb's theory; Learning and teaching out of the classroom.

Teaching and Learning Methods	Class room lectures, self-learning, Computer assisted language learning, individual and group discussion and presentation.

Assessment Strategy:

Continuous Assessment	40%	**Final Examination**	60%	
Details:		**Theory (%)**	**Practical (%)**	**Other (%)**
Written	20%	60%	-	-
Oral	20%	-	-	-

The Blue Print of the Question Paper
Written Examination of three-hour duration; expected to answer all questions.

Recommended Readings

S. Reha, Aspects of language teaching, Northern book center New Delhi.1992

N. Geetha, English language teaching, Orient Longman. 1996

Level 2; Semester 2			
Course Code	**HDE** 2282		
Course Title	Stylistics		
Credit Value	2 credits (30 hours)		
Core/ Optional	Optional		
Hourly Breakdown	**Theory**	**Practical**	**Independent Learning**
	30	-	70

Objectives

To provide necessary knowledge of stylistics to investigate certain types of texts (discourse) which due to the choice and arrangements of language means are distinguished by pragmatic aspects of the communication

Intended Learning Outcomes

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

‹ show the basic concepts of English stylistics; stylistic functions of linguistic units; phonetic, morphological, syntactic and lexical expressive means of linguistic units.
‹ demonstrate specific features of formal, neutral and informal communication registers; cohesion types.
‹ experiment with the use of linguistic means in different communication areas taking into consideration literary norm and emotional expression.
‹ analyse stylistic devices in a literary text.
‹ choose reference literature for getting information about a stylistic situation; bilingual and monolingual dictionaries to identify absolute and contextual meaning of words.
‹ elaborate basic concepts of macro stylistics and functional styles of the language.

Course Contents

Introduction: Key concepts in stylistics, Aims and perspective; Development: The nature of literary communication; Exploration: Investigating style and exercise in literary understanding; Extension: reading in stylistics; stylistics analysis and literary appreciation; critical linguistic or discourse analysis features.

Teaching and Learning Methods	Class room lectures, self-learning, Computer assisted language learning, individual and group discussion and presentation.

Assessment Strategy:				
Continuous Assessment 40%		**Final Examination** 60%		
Details:		**Theory (%)**	**Practical (%)**	**Other (%)**
Written	20%	60%	-	-
Oral	20%	-	-	-
The Blue Print of the Question Paper Written Examination of three-hour duration; expected to answer all questions.				
Recommended Readings Stylistics: A Resource Book for Students; By Paul Simpson; 2nd Edition; 2014; ISBN 9780415644976; January 30, 2014 by Routledge 332 Pages H. G. Widdowson, Stylistics and the teaching of literature, Longman. 9th impression 1990 C. Urszula, An introduction to stylistics, Stanley Thorns (publishers) Ltd. 1996				