

Far Western University
Faculty of Education
B.Ed. in English Education

Course Title: **Poetry and Drama**

Nature: Theoretical

Course No. : Eng.Ed.233

Credit Hours: 3

Semester: Third

Teaching Hours: 48

Level: Undergraduate

1. Course Introduction

This course is designed with a view to orient the students with poetry and drama for developing their literary awareness, helping them to take pleasure from reading as well as developing critical thinking in them through reading and appreciating the texts. The course is divided into four units. The first unit deals with general introduction to poetry in terms of types and characteristics that should be taken into consideration while reading a poem. The second unit mentions selected poems from different disciplines. The selection offers variety in terms of writers themes and ages. The third unit deals with the introduction of dramas in terms genres, elements and forms. The fourth unit presents selected dramas for reading.

2. General Objectives

General objectives of this course are to:

- a) introduce students to basic elements and types of poetry
- b) develop skills for reading and interpreting poetry
- c) familiarize students with the basic concept, elements and genres of drama
- d) enable students to read, enjoy and appreciate dramas

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> • Discuss different forms of poetry. • Be familiar with word games qualities and tact in poetry • Be familiar with the mode of poetic presentation • Develop understanding of the language of animation and personification in poetry 	<p>Unit One: The Elements of Poetry(10 hrs)</p> <ol style="list-style-type: none"> 1.1 Classification of poetry (Epic, Lyric, Ballad, Ode, Elegy, Sonnet, Free verse, Shape/concrete poem, slam poetry, haiku, and limerick) 1.2 The poetry game 1.3 The qualities of poetry 1.4 Tact 1.5 Drama and narration 1.6 Description and meditation 1.7 Figures of speech 1.8 The language of animation and personification. 1.9 Metrics

<ul style="list-style-type: none"> • Read and appreciate poetry. • Write poems on subject of own interest. 	<p>Unit Two: Poetry Study (15 hrs)</p> <p>2.1 <i>The Bold Bad Bus</i> Wilma Horsbrugh 2.2 <i>Smile</i> Mathew Sweeny 2.3 <i>The Lonely Scarecrow</i> by James Kirkup 2.4 <i>Friends</i> by Elizabeth Jennings 2.5 <i>To Every Thing there is a Season</i> by Ecclesiastes 2.6 <i>Stop all the Clocks, Cut off the Telephone</i> by W.H. Auden 2.7 <i>Soldier! Soldier! Will you Marry Me</i> Anonymous 2.8 <i>The Spider and Fly</i> by Mary Howit 2.9 <i>I am nobody! Who are you?</i> By Emily Dickinson 2.10 <i>I had a Dove</i> by John Keats 2.11 <i>My Mother Said</i> Anonymous 2.12 <i>Dis Fighting</i> by Benjamin Zephaniah 2.13 <i>Sigh no more, ladies, sigh no more</i> by William Shakespeare 2.14 <i>Human Family</i> by Maya Angelou 2.15 <i>Tears, Idle Tears</i> by Alfred Lord Tennyson 2.16 <i>Stopping by Woods on a Snowy Evening</i> by Robert Frost 2.17 <i>Ode on a Grecian Urn</i> by John Keats 2.18 <i>Dreamers</i> by Keshar Lal 2.19 <i>Your Nobelest Dreams are Power</i> by Laxmi Prasad Devkota 2.20 <i>May be</i> By V.S Rai</p>
<ul style="list-style-type: none"> • Discuss different contexts, elements, and types of drama. • Analyze the structure and forms of drama. 	<p>Unit Three: Introduction to Drama (8 hrs)</p> <p>3.1. Contexts of Drama 3.1.1 Drama Literature and Representational Art 3.1.2 Drama and Theatrical Performance 3.1.3 Drama and Other Literary Forms 3.1.4 Drama and Narration 3.1.5 Drama and Meditation 3.1.6 Drama and Persuasion 3.2. Genres of Drama 3.2.1 Tragedy 3.2.2 Comedy 3.2.3 Tragicomedy 3.2.4 Absurdist Drama 3.3. Elements of Drama</p>

	3.3.1 Dialogue 3.3.2 Plot 3.3.3 Character (characterization) 3.3.4 Setting 3.3.5 Music 3.3.6 Theme 3.3.7 Movement
<ul style="list-style-type: none"> Read and appreciate dramas 	Unit Four: Drama Study (15 hrs) 4.1. <i>Life is a Dream</i> by Pedro Calderon de la Barca 4.2. <i>Cat on a Hot Teen Roof</i> by Tennessee Williams 4.3. <i>Death of a Salesman</i> by Arthur Miller 4.4. <i>The Cherry Orchard</i> by Anton Chekov 4.5. <i>The Tempest</i> by William Shakespeare

4. Methodology and Techniques

- Class presentation
- Discussion/interaction
- Group work/pair work
- Project work
- Self-study

5. Evaluation Scheme

- Internal 40%
- External 60%

5.1 Internal Evaluation 40%

The internal examination will be conducted based on the following criteria:

- Attendance and participation 10 marks
- Assignment 1 5 marks
- Presentation 5 marks
- Assignment 2 10 marks
- Midterm examination 10 marks

5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10×1	10
Group B: Short answer questions	6 with 2 'or' questions	6×5	30
Group C: Long answer questions	2 with 1 'or' questions	2×10	20
Total			60

6. References

- Devkota, L. P. (2006). *Bapu and Other Sonnets*. Kathmandu: Mahakavi Laxmi Prasad Devkota Study and Research Centre. (Unit II)
- Devkota, P. (2006). *Harishchandra*. Kathmandu: Akshar Prakashak Network Pvt. Ltd (Unit II)
- Elias, M. (2009). *Plays in one act*. Hyderabad: Orient Blackswan Private Limited
- Jacobus, L.A (2009). *The Bedford Introduction to Drama (5th ed)*. New York: Bedford/St. Martin's (Unit III and IV)
- Lal, K. (2000). *The girl with meaningless name: A collection of essays and poems*. Kathmandu: Adarsh books
- Lyon, T. (2003). *Forms of poetry*. Pittsburgh: TeaLemon Publications. (Unit I)
- Morpurgo, M. (2001). *Because a fire was in my head: 101 poems to remember*. London: Faber and Faber Limited.
- Scholes, R, Comely, N.R, Klaus C.H. and Silverman, M (Eds.) (1991). *Elements of Literature (4th Ed)*. Oxford: Oxford University Press. (Unit I, II and III)

Far-western University
Faculty of Education
B.Ed. in English Education

Course Title: Introduction to Second Language Acquisition (SLA)	Nature: Theoretical
Course No.: Eng.Ed.234	Credit Hours: 3
Semester: Third	Teaching Hours: 48
Level: Undergraduate	

1. Course Introduction

This is an introductory course on second language acquisition. The aim of the course is to introduce the students with the basic concepts of SLA and engage them in the thinking process of second language study through a series of activities and tasks on the various aspects of second language acquisition. The first unit introduces the basic concept of SLA, its goals, and related disciplines. The second unit deals with psychological and social factors of SLA along with explicit and implicit instruction. The third unit highlights order, sequence of acquisition, and interlanguage development. The fourth unit discusses interaction and cognitive approaches to SLA. Likewise, unit five briefly presents SLA pedagogy and applications of SLA.

2. General Objectives

General objectives of this course are to:

- a) Introduce the students to the basic concepts of second language acquisition
- b) Make them familiar with factors that affect SLA
- c) Expose them to the various developmental processes of SLA
- d) Provide them exposure to various approaches to SLA
- e) Familiarize them with the relationship between SLA and language pedagogy.

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> Define second language acquisition Acquaint with the history of second language acquisition Differentiate first language acquisition and second language learning Describe the goals of SLA Acquaint with the relation between SLA and related disciplines 	<p>Unit One: Overview of SLA (7 Hrs.)</p> <p>1.1 Defining second language acquisition</p> <p>1.2 A brief history of SLA</p> <p>1.3 First language acquisition and SLA</p> <p>1.4 Goals of SLA</p> <p>1.5 SLA and Related Disciplines</p> <p>1.6 Variability in learners</p>

<ul style="list-style-type: none"> Familiarize with the variability in learners 	
<ul style="list-style-type: none"> Determine the factors affecting SL Familiarize with the psychological factors of SLA Determine the social factors of SLA Differentiate explicit and implicit instruction 	Unit Two: Factors Affecting SLA (10 Hrs.) 2.1 Age and SLA 2.2 Psychological factors and SLA 2.3 Social Factors and SLA 2.4 SLA and explicit and implicit instruction
<ul style="list-style-type: none"> Find out the order, sequence and usage-based accounts of L2 development Acquaint with the order of SLA Familiarize with pragmatic and interlanguage development. 	Unit Three: The Development of SLA (12 Hrs.) 3.1 Order of acquisition, sequence of acquisition, and usage-based accounts of L2 development 3.2 Development of other linguistic systems 3.3 L2 pragmatic development 3.4 Interlanguage Development
<ul style="list-style-type: none"> Highlight the approaches to SLA Acquaint with CA and EA Familiarize with the basic concept of UG Talk about interaction approaches to SLA Familiarize cognitive approaches to SLA 	Unit Four: Approaches to SLA (12 Hrs.) 4.1 Contrastive Analysis and error Analysis 4.2 Universal Grammar 4.3 Interaction approach of SLA <ul style="list-style-type: none"> 4.3.1 Key interactionist constructs 4.3.2 Focus on form and incidental learning 4.3.3 Input, interaction and language acquisition 4.3.4 Output, interaction and language acquisition 4.3.5 Corrective feedback and L2 acquisition 4.3.6 Interaction, working memory, and acquisition 4.4 Cognitive approach of SLA <ul style="list-style-type: none"> 4.4.1 Paradigms in cognitive SLA 4.4.2 The representation of L2 knowledge 4.4.3 Attention 4.4.4 Cognitive theories of L2 acquisition 4.4.5 Researching cognitive processes in SLA
<ul style="list-style-type: none"> Introduce SLA pedagogy Apply SLA pedagogy 	Unit Five: SLA Pedagogy (7 Hrs.) 5.1 Introduction to SLA Pedagogy 5.2 The boundaries of SLA 5.3 Knowing about L2 acquisition 5.4 Application of SLA

4. Methodology and Techniques

- Class presentation

- Discussion/interaction
- Group work/pair work
- Project work
- Self-study

5. Evaluation Scheme

- Internal 40 Marks
- External 60 Marks

5.1 Internal Evaluation 40%

The internal examination will be conducted based on the following criteria:

- Attendance and participation 10 marks
- Assignment 1 (Reflective Writing) 5 marks
- Presentation 5 marks
- Assignment 2 (Term Paper Writing/ Project work) 10 marks
- Mid Term Examination 10 marks

5.2 External Evaluation (Final Examination) 60%

Office of the Controller of Examination will conduct final examination at the end of semester.

Types of questions	Total questions to be asked	Number of questions to be answered and marks allocated	Total marks
Group A: Multiple choice items	10 questions	10×1	10
Group B: Short answer questions	6 with 2 'or' questions	6×5	30
Group C: Long answer questions	2 with 1 'or' questions	2×10	20
Total			60

Prescribed Texts

VanPatten, B., Smith, M. & Benati, A. G. (2020). *Key questions in SLA*. Cambridge.
 Ellis, R. (2015). *Understanding second language acquisition* (2nd Ed.). Oxford University Press. (For all units)
 Saville-Troike, M. (2010). *Introducing second language acquisition*. Cambridge University Press.

References

Ellis, R. (1997). *Second language acquisition*. Oxford. Oxford University Press.
 Mitchell, R. & Myles, F. (2004). *Second language learning theories*. Hodder Arnold.
 Ortega, L. (2009). *Understanding second language acquisition*. Hodder Education.