



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

Course Title: **Advanced Reading and Writing**

Course No.: Eng.Ed.243

Level: Undergraduate

Semester: Fourth

Nature: Theoretical

Credit Hour: 3

Teaching Hours: 48

1. Course Introduction

The course, *Advanced Reading and Writing*, aims to introduce undergraduates to academic literacies through the exploration, analysis, and practice of academic reading, writing, and researching. It combines features from ethnographic and social constructionist educational approaches with discipline-based pedagogy that includes rhetorical and genre-centered instruction. The course encourages critical thinking and academic writing through multidisciplinary text analysis and requires students to critique arguments, analyze fiction, and engage in research to develop higher-order thinking skills.

The course is divided into five units, each focusing on a specific aspect of academic skills. The first unit delves into academic reading processes, followed by advanced writing techniques. The third unit explores academic writing processes, while the fourth unit covers academic research processes. The course concludes with the fifth unit, which focuses on developing research reports.

2. General Objectives

General objectives of this course are to:

- a. introduce advanced level writing.
- b. familiarize with the strategies for writing.
- c. acquaint with academic reading process.
- d. familiarize with the strategies for academic research.
- e. expose students with writing research reports.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> • Describe the key processes involved in academic reading. • Apply techniques to enhance critical reading skills. • Analyze the relationship between reading and writing in academic contexts. • Implement various strategies to effectively approach academic texts. • Identify and employ different purposes of academic reading. 	<p>Unit One: Academic Reading (8 Hours)</p> <p>1.1 Overview of Academic Reading Processes</p> <p>1.2 Techniques in Critical Reading</p> <p>1.3 Interconnections Between Reading and Writing</p> <p>1.4 Exploring Academic Reading Strategies</p> <p style="padding-left: 20px;">1.4.1 Pre-reading Techniques</p> <p style="padding-left: 20px;">1.4.2 Approaches to Reading Complex Texts</p> <p style="padding-left: 20px;">1.4.3 Methods for Active Reading</p> <p>1.5 Purposes of Academic Reading</p> <p style="padding-left: 20px;">1.5.1 Summarization</p> <p style="padding-left: 20px;">1.5.2 Comparative Analysis</p> <p style="padding-left: 20px;">1.5.3 Evaluation</p> <p style="padding-left: 20px;">1.5.4 Analytical Reading</p>

<ul style="list-style-type: none"> • Develop techniques for interpreting and analyzing visual texts in academic reading. • Conduct a comparative analysis project of academic articles. 	<p>1.5.5 Formulating Responses</p> <p>1.6 Techniques for Interpreting Visual Texts</p> <p>1.7 Project Work</p> <p><i>Select and read two articles on a similar topic from your textbook (e.g., "The Impact of Global Warming" by Maria Sandoval and "The Global Warming Hoax" by Richard Cheney). Write a comparative analysis of the authors' arguments. In your analysis, discuss the areas of agreement and disagreement between the two authors on key issues. Evaluate the evidence provided by each author to support their claims and determine which argument you find more compelling, providing reasons for your preference.</i></p>
<ul style="list-style-type: none"> • Define the expectations for advanced writing in academic and professional settings. • Analyze writing contexts, including the rhetorical situation and common strategies. • Explore how different genres address rhetorical needs. • Understand contrastive rhetoric and its impact on writing across cultures. • Conduct a rhetorical analysis of a selected text, evaluating its alignment with academic writing definitions. 	<p>Unit Two: Introduction to Advanced Writing (8 Hours)</p> <p>2.1 Advanced Writing Expectations</p> <p>2.2 Writing Contexts</p> <p>1.2.1 The Rhetorical Situation and Writing</p> <p>1.2.2 Genres as Responses to Rhetorical Situations</p> <p>1.2.3 Common Rhetorical Strategies</p> <p>1.2.4 Contrastive Rhetoric: Language Diversity and Writing</p> <p>2.3 Project Work</p> <p><i>Select an essay, article, book, textbook, or website for rhetorical analysis. Compose a 3/4-page rhetorical analysis of your chosen text, examining its purpose, audience, persona, context, and genre. Discuss how the text aligns with or challenges the definitions of academic writing presented in unit 2.</i></p>
<ul style="list-style-type: none"> • Understand and apply academic writing processes, including topic selection, drafting, revising, and editing. • Develop effective strategies for managing writing assignments, including timed writing. • Utilize feedback from peer reviews, writing groups, and writing centers to improve writing skills. • Create and manage a writing portfolio, including portfolio evaluation and cover letters. 	<p>Unit Three: Academic Writing (12 Hours)</p> <p>3.1 Exploring Academic Writing Processes</p> <p>3.2 Understanding Writing Assignments</p> <p>3.2.1 Identifying Topics</p> <p>3.2.2 Drafting and Revising</p> <p>3.2.3 Editing and Proofreading</p> <p>3.2.4 Timed Writing</p> <p>3.3 Receiving Feedback</p> <p>3.3.1 Peer Review</p> <p>3.3.2 Writing Groups</p> <p>3.3.3 Writing Centers</p> <p>3.4 Developing a Writing Portfolio</p> <p>3.4.1 Introduction to Writing Portfolios</p> <p>3.4.2 Utilizing Portfolio Evaluation</p> <p>3.4.3 Writing Portfolio Cover Letters</p>

<ul style="list-style-type: none"> • Implement strategies for successful group writing projects. • Apply principles of document design, including visual design and blog writing. 	<p>3.5 Collaborating: Strategies for Group Writing Projects</p> <p>3.6 Document Design</p> <p>3.6.1 Principles of Visual Design</p> <p>3.6.2 Blog Writing</p> <p>3.6.3 Integrating Visuals</p> <p>3.6.4 Common Types of Visuals</p> <p>3.7 Project Work</p> <p><i>Design a survey questionnaire that includes multiple-choice questions, true/false items, and other forms of close-ended questions. Administer the survey to your peers. Write a 3/4-page reflection on the survey, analyzing the strengths and weaknesses of your literacy processes and considering how you can improve them as a university student.</i></p>
<ul style="list-style-type: none"> • Describe the stages and methodologies of academic research. • Apply an inquiry-based approach to formulating research questions. • Locate and evaluate scholarly and non-scholarly sources. • Explore and utilize various textual and primary research sources. • Assess source credibility and integrate sources effectively. • Avoid plagiarism and apply proper citation practices. 	<p>Unit Four: Foundations of Academic Research (12 Hours)</p> <p>4.1 Overview of Academic Research Processes</p> <p>4.2 Academic Research as an Inquiry-Based Approach</p> <p>4.3 Exploration of Research Methods</p> <p>4.3.1 Identifying Research Questions</p> <p>4.3.2 Locating Relevant Sources</p> <p>4.3.3 Distinguishing Scholarly and Non-Scholarly Sources</p> <p>4.3.4 Types of Textual Research Sources</p> <p>4.3.5 Utilizing Primary Research Sources</p> <p>4.3.6 Evaluating the Credibility of Sources</p> <p>4.3.7 Integrating and Responding to Sources</p> <p>4.3.8 Understanding and Avoiding Plagiarism</p> <p>4.3.9 Citing the Sources</p>
<ul style="list-style-type: none"> • Conduct a small-scale research project on a selected topic. • Write a research report following APA 7th Edition guidelines. • Include essential components: title, introduction, literature review, research methods, findings/results, discussion, conclusion, and references. • Prepare a clear problem statement, research objectives, and questions. • Review and integrate relevant literature. • Present and analyze research 	<p>Unit Five: Writing Research Reports (8 Hours)</p> <p>Building on the knowledge acquired in 'Academic Research Processes' (Unit 4), students will select a topic of interest (or as suggested by their professor/instructor) and conduct a small-scale research project. The research report should be written in approximately 1500 to 2000 words, adhering to the American Psychological Association (APA) 7th Edition Manual. The research paper should include the following components:</p> <p>Title</p> <p>Introduction (including problem statement, objectives, and research questions)</p> <p>Literature Review</p> <p>Research Methods</p> <p>Findings</p>

findings effectively. <ul style="list-style-type: none"> Summarize research outcomes and implications. 	<p>Conclusion</p> <p>References</p> <p>Instructions for Instructors:</p> <ul style="list-style-type: none"> Guide and supervise students in the writing of their research papers. Refer to the rubric in Appendix 1 for evaluating the students' research papers.
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4. Methodology and Techniques

<i>Modes of instruction:</i>	<i>Modes of learning:</i>
<ul style="list-style-type: none"> Lecture Seminar Exercises Guided study Tutorial Independent study Project work 	<ul style="list-style-type: none"> Attending lectures, Doing assignments, Writing papers, Independent and private study, Reading books, reviewing journals and papers, Critiquing Group study Peer discussion

5. Evaluation Scheme

- Internal 40%
- External 60%

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

- Attendance and participation 5+5
- Project work and presentation 5+5
- Writing research report 10
- Midterm exam 10

Total 40 marks

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 item	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. Prescribed Book

Melzer, D. (2011). *Exploring College Writing*. Equinox Publishing Ltd.

Reference Books:

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association (7th ed)*. American Psychological Association
- Bailey, S. (2022). *Academic Writing for University Students*. Routledge
- Mikulecky, B. S., & Jeffries, L. (2007). *Advanced Reading Power*. Pearson Longman.
- Nation, I.S.P., & Macalister, J. (2021). *Teaching ESL/EFL Reading and Writing*. Routledge
- Wallace, M., & Wray, A. (2021). *Critical Reading and Writing for Postgraduates*. Sage Publication

Appendix 1**Rubric for the research project work**

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Introduction	Clearly presents the research topic, purpose/research questions, and significance. Provides a concise and engaging overview.	Presents the research topic and purpose, but may lack some clarity or detail.	Introduction is present but may be vague or incomplete. The research problem or question is mentioned but may lack clarity.	Introduction is missing or fails to address the research topic and purpose. The research problem or question is unclear or missing.
Literature Review	Thoroughly reviews relevant literature with critical analysis and clear connections to the research topic and research question.	Reviews relevant literature but may lack depth or critical analysis and background information supporting the research question.	Basic review of literature with minimal analysis or connections with noticeable gaps or lack of clarity in how it supports the research question.	Little to no review of literature or lacks relevance. Insufficient or irrelevant review of literature failing to support the research question.
Methods	Clearly describes the research design, data collection methods, and analysis procedures. Justifies the chosen methods effectively.	Describes the research design, data collection methods, and analysis procedures, but may lack some detail or justification.	Methodology is mentioned but lacks sufficient detail or justification.	Methodology is poorly described or missing or unclear description of methods and research design
Findings/ Results and Discussion	Presents results clearly and discusses them in depth, relating them to the research question and literature. Interpretation is insightful, well-supported, and considers	Presents and discusses results with some clarity but may lack depth or thorough analysis. Discusses the results with good interpretation but	Results and discussion are present but may be unclear or superficial. Data analysis is basic and may lack detail. Interpretation is present but may	Results and discussion are missing or do not address the research question effectively. Data analysis is incomplete or inaccurate. Discussion,

	implications.	lacks its implications.	be limited or unclear.	interpretation, and implications are limited/missing.
Conclusion	Summarizes key findings, implications, and recommendations effectively. Ties back to the research purpose.	Summarizes key findings and implications but may lack some depth.	Summarizes some findings but may lack depth or clarity in discussion, recommendations, and implications.	Conclusion is unclear or missing.
Writing Quality	Clear, coherent, and well-organized writing with minimal grammatical errors. Sections are mostly defined with adequate transitions.	Generally clear writing with few grammatical errors. The report is well-organized with a clear structure and transitions.	Writing is somewhat unclear or disorganized with several grammatical errors. Sections and transitions may be unclear.	Writing is unclear, disorganized, and contains numerous grammatical errors.
Formatting and Style	Properly formatted; follows style guidelines; professional appearance.	Mostly follows formatting and style guidelines; minor errors.	Some formatting or style issues; inconsistent appearance.	Poor formatting and style; does not follow guidelines.
Citations and References	All sources are accurately cited and referenced according to the required style with no errors.	Most sources are cited and referenced accurately with minor errors in formatting.	Some sources are cited and referenced correctly, but there are notable errors or inconsistencies.	Sources are poorly cited or referenced with major errors or omissions.



Far Western University

Faculty of Education

B.Ed. in English Education

Course Title: **Fiction and Prose Studies**

Nature: Theoretical

Course No.: Eng. Ed. 244

Credit Hours: 3

Semester: Fourth

Teaching Hours: 45

Level: Undergraduate

1. Course Description

This course is designed to immerse students in a diverse array of fiction and prose, fostering both enjoyment in reading and the development of literary appreciation skills. Additionally, it aims to cultivate students' abilities in literary criticism and writing. The course is divided into four units. The first unit focuses on the fundamental elements of a novel, providing students with a foundational understanding of narrative structure, character development, and thematic exploration. The second unit introduces a selection of novels that are considered particularly engaging and thought-provoking, encouraging critical and reflective reading. The third unit covers various theories of literary criticism, equipping students with the analytical tools necessary to interpret and critique literary works effectively. Finally, the fourth unit presents a broader selection of prose readings, encompassing different genres and themes, thereby exposing students to a wide range of perspectives and experiences. By the end of the course, students will have gained a comprehensive understanding of novelistic elements, honed their literary critique skills, and expanded their appreciation for diverse prose writings.

2. General Objectives

The objectives of this course are as follows:

- To familiarize students with the fundamental elements of novels, providing them with a foundational understanding of narrative structure, character development, and thematic exploration.
- To introduce students to a variety of novels, enhancing their enjoyment of reading and fostering the development of critical thinking skills.
- To equip students with the skills necessary to engage in literary criticism of novels, enabling them to analyze and interpret literary works effectively.
- To develop both reading and writing skills in students, promoting comprehensive literary competence.

3. Contents in detail with Specific Objectives

Specific Objectives	Contents in Detail
• Discuss different elements of novels.	Unit 1: Elements of Novel (4 hours) 1.1 Narrator / narrative voice

<ul style="list-style-type: none"> Analyze the novels in terms of these elements. 	1.2 Setting 1.3 Plot & plot structure 1.4 Character / characterization 1.5 Atmosphere (mood) 1.6 Tone 1.7 Style 1.8 Authorial purpose / intent – theme 1.9 Irony 1.10 Dialogue
<ul style="list-style-type: none"> Read novels and interpret them from difference perspectives. Think critically about the issues raised in the novel. 	Unit Two: Selected Fictions (15 hours) 2.1 The Kite Runner by <i>Khaled Hosseini</i> 2.2 Difficult Daughters by <i>Manju Kapur</i> 2.3 Things Fall Apart by <i>Chinua Achebe</i> 2.4 The Alchemist by <i>Paulo Coelho</i> • Task I: Analyze any one of the novels in terms of the elements and prepare a detailed report.
<ul style="list-style-type: none"> Discuss literary criticism and their use in the literature. Apply these literary theories in reading novels. 	Unit 3: Introducing Literary Criticism (10 hours) 3.1 Reader Response Criticism 3.2 Feminist Criticism 3.3 Marxist Criticism 3.4 Psychoanalytic Criticism Task II: Apply any one of the literary criticisms to the novels in unit two and prepare a report.
<ul style="list-style-type: none"> Read the essays and reflect on the relevance of them in real life. Discuss the ideas presented in the essays and evaluate their significance. Critically analyze the essays. 	Unit 3: Selected Prose (20 hours) 4.1 Of Friendship by <i>Sir Francis Bacon</i> 4.2 Born Free by <i>Jean Jacques Rousseau</i> 4.3 Who is Guilty? Men or Patriarchy? by <i>Taslima Nasreen</i> 4.4 Talking About Our Troubles by <i>Mark Rutherford</i> 4.5 To Err is Human by <i>Lewis Thomas</i> 4.6 The Art of Teaching by <i>Jay Parini</i> 4.7 ICT or I see tea? Modernity, Technology and Education in Nepal by <i>Robin Shields</i>

	<p>4.8 If You Are What You Eat, Then What am I? by <i>Geeta Kothari</i></p> <p>4.9 The Legacy of Nepal's Failed Development by <i>Devendra Raj Pandey</i></p> <p>4.10 The Myth of Race by <i>Robert Wald Sussman</i></p> <p>4.11 Men Are from Mars and Women Are from Venus by <i>John Gary</i></p> <p>4.12 Live your Dream by <i>Dan Clark</i></p> <p>Task III: Choose any two of the prose and write their interpretation and submit.</p>
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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 Notes) 5 marks
- Presentation 5 marks
- Assignment 2(Term Paper Writing) 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

Prescribed books:

- Achebe, C. (1958). *Things fall apart*. Penguin.
- Bhatia, R. K. (eds) (1975). *Essays, short stories and one act plays*. Oxford University Press.
- Coelho, P. (1995). *The alchemist*. Harper Collins Publishers.
- Cooley, T. (2018 eds) *The Norton sampler: short essays for composition*.
- Gary, J. (2004). *Men are from Mars and women are from Venus*. Harper Collins.
- Gross, J. (1991). *The Oxford book of essays*. Oxford University Press.
- Hossaini, K. (2003). *The kite runner*. Bloomsbury Publishing.
- Kapur, M. (2014). *Difficult daughters*. Open Road Media.
- Nasrin, T. (2010). *No country for woman*. Vitasta Publishing Private Limited.
- Pandey, D. V. (2012). The legacy of Nepal's failed development. In *Nepal in transition: From people's war to fragile peace*. Einsiedel, S. V. Malone, D. M. and Suman, P. (eds).
- Parini, J. (2005). *The art of teaching*. OUP.
- The Works of Francis Bacon* (2011), World Bank Publications, (Of Friendship By Francis Bacon).
- Tyson, L. (2008). *Critical theory today*. New York: Routledge.
- Warburton, N. (2011). *A little history of philosophy*. Yale University Press.

References:

- Hallett, D. (n.d.). <http://www.montgomerycollege.edu/~wjefjac/elementsoffictionbw.pdf>. Retrieved from www.montgomerycollege.edu.



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

Course Title: Discourse Analysis
 Course No.: Eng. Ed. 445
 Level: Undergraduate
 Semester: Fourth

Nature of Course: Theoretical
 Credit Hour: 3
 Teaching Hours: 48 hours

1. Course Introduction

This is an introductory course on Discourse Analysis. This course aims to explain the theory of discourse analysis and to demonstrate its practical relevance to language learning and teaching. Similarly, it also introduces the students the basic concepts of discourse analysis and involves them in analyzing different types of discourses. It provides insights into the problems and processes of language use and language learning including the dimensions of critical discourse analysis and corpus based approaches.

2. General Objectives

General objectives of this course are to:

- a) introduce the students to the basic concepts of discourse analysis.
- b) expose them to the various techniques of analyzing discourse.
- c) provide them exposure to the aspects of discourse analysis.
- d) enable them to various approaches to developing discourse skills.
- e) acquaint them with the basic concepts of critical discourse analysis.
- f) familiarize them with concept and aspects of corpus- based approach.

3. Contents with Specific Objectives

Specific Objectives	Contents in Detail
<ul style="list-style-type: none"> • Explain the basic concepts of discourse. • Summarize the origin and of discourse analysis • Describe the concept of discourse and communicative competence. 	<p>Unit One: Concepts of Discourse (8 hrs.)</p> <p>1.1. Introduction 1.2. Discourse and Sentence 1.3. Discourse and Text 1.4. The Origin of DA 1.5. Discourse and Communicative Competence 1.6. Discourse as product and discourse as process</p> <p><i>(Activity: The individual students will be asked to collect the sentences and develop them into discourse. Then they will present a meaningful stretch of these sentences into discourse in the classroom)</i></p>
<ul style="list-style-type: none"> • Explain the concept of discourse analysis. • Characterize the techniques of analyzing discourse. • Describe the concept of coherence and cohesion. 	<p>Unit Two: Discourse Analysis (6 hrs.)</p> <p>2.1. Introduction 2.2. Components of DA 2.3. Techniques of Analyzing Discourse 2.4. Cohesion and Its types 2.5. Tools for Maintaining Cohesion</p>

<ul style="list-style-type: none"> • Use tools for maintaining cohesion 	<p>2.6. Coherence <i>(Activity: The students will be given some samples of discourse and asked them to identify the aspects of cohesion and coherence)</i></p>
<ul style="list-style-type: none"> • Characterize different types of discourse. 	<p>Unit Three: Types of Discourse (8 hrs.) 3.1. Spoken Discourse 3.1.1. Conversational Analysis 3.1.2. Conversation as a discourse 3.2. Written Discourse 3.2.1 Text types: Speech 3.2.2. Speech vs. Writing 3.2. 3. Units in Written Discourse 3.3. Formal vs. Informal <i>(Activity: Select one sample of spoken discourse (e.g., a recorded conversation) and one sample of written discourse (e.g., a speech). Analyze the spoken discourse by identifying structure, turn-taking, and conversational context, and analyze the written discourse by describing its characteristics, comparing it to other forms of writing, and identifying its main units. Finally, compare the formal features of the written discourse with the informal features of the spoken discourse in a brief 2-3 page report.)</i></p>
<ul style="list-style-type: none"> • Describe different approaches to DA • Manage spoken and written discourse. 	<p>Unit Four: Discourse in Language teaching and learning (8 hrs.) 4.1. Approaches to developing discourse skills. 4.1.1. Top-Down Approach 4.1.2. Atomistic and Holistic Approach 4.2. Managing Conversation 4.2.1. Spoken and written Discourse 4.2.2. Teaching Conversation 4.2.3. An Approach to Conversation Development <i>(Activity: Divide students into small groups, assigning each group one topic: Top-Down Approach, Atomistic and Holistic Approach. The group discusses their topic, prepares a brief presentation with definitions and examples. Finally, they present them to the class, followed by a group discussion to compare and contrast the approaches.)</i></p>
<ul style="list-style-type: none"> • Define critical discourse analysis. • Sketch historical overview of CDA. • Identify different approaches to CDA 	<p>Unit Five: Critical Discourse Analysis (8 hrs.) 5.1 What is critical discourse analysis? 5.2 Historical Overview of CDA 5.3 Approaches to CDA 5.3.1 Norman Fairclough: Discourse as Social Practice 5.3.2 Teun Van Dijk: A Socio-cognitive Model</p>

	<p>5.3.3 Ruth Wodak: Sociological and Historical approaches to CDA <i>(Activity: The students will be divided into three groups and will be asked to summarize and explain the key approaches: Discourse as Social Practice, Socio-cognitive Model, and Sociological and Historical Approaches and present in the class along with a short report.)</i></p>
<ul style="list-style-type: none"> • Define corpus and corpus linguistics. • Point out the fundamental insights related to discourse and features of analysis. • Explain multiple analysis along with corpus-assisted discourse analysis. • Describe the corpus related ideas and notions 	<p>Chapter Six: Corpus-based approaches (10 hrs.)</p> <p>6.1 Corpus and corpus linguistics 6.2 Fundamental insights about discourse from the corpus perspective 6.3 Features of analysis and multidimensional analysis 6.4 Corpus-assisted discourse analysis 6.5 Corpora and context 6.6 Learner corpora 6.7 Application to pedagogy</p> <p><i>(Activity: The students will be told to search for the meaning and the scope of corpus linguistics on the internet. Each student will be given the topic, i.e., features of corpus linguistics, for self-study and told to link the features with their mother tongue. Based on their numbers, they will be divided into small groups and asked to identify the value and ways in which corpus linguistics is used in English language teaching pedagogy for preparing the term paper to present in the class.)</i></p>

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. Prescribed Texts

Cook, G. (1989). *Discourse*. Oxford University Press. (For unit 1-5)

Flowerdew, J. (2013). *Discourse in English language education*. Routledge. (For unit-6)

7. References

Gee, J. P. (2011). *How to do discourse analysis: A Toolkit*. Routledge.

Gee, J.P. (2010). *An introduction to discourse analysis: Theory and method* (3rd Ed.). Routledge (new edition?)

McCarthy, M. (1991). *Discourse analysis for language teachers*. Cambridge University Press.

Mills, S. (2004). *Discourse*. Routledge.

Paltridge, B. (2006). *Discourse Analysis: An introduction*. Bloomsbury.