

Tribhuvan University
Curriculum Development Centre
Bachelor Level
Compulsory English Course
 2065

Course Title: Compulsory English
 Course No.:

Paper: I - 100
 Paper: II - 100

Nature of the Course:

Students of Humanities and Social Sciences for bachelor level are required to take two compulsory modules/papers. Whereas students of Faculty of Management and other institutes are required to take only the first year compulsory paper. The course provides a link between students' previous study of English at the certificate and higher secondary levels and then introduces them to new critical techniques and ideas about varieties of fiction and non-fiction texts from many disciplines. Over the one or two year(s), students will study the structure of English and how it is used for communication and other purposes.

Course Description:

The Bachelor's Level Compulsory English programme at Tribhuvan University aims to provide a coherent and integrated course of study that will teach core skills in analysing texts. It is designed to develop knowledge of the conventions and techniques of the principal literary genres and the forms of different types of writing and verbal communication, to learn, to analyse and interpret meaning through the study of language, form and style in various forms of discourse. This includes how literary and linguistic forms contribute to the making, sharing and understanding of meaning and also how meaning is shaped by the cultural and historical contexts in which texts are written, and in which they are read. The course covers different approaches to the study of texts, revealing how different methods of analysis and critical reading can lead to competing interpretations of texts.

Course Objectives:

The general objective of the course is to allow students to study texts and authors from a wide range of English writing in order to develop their skills in reading and writing varieties of English and introduce them to new critical techniques and modes of studying texts. The specific objective are to enable students to:

- * develop critical skills;
- * acquire a range of intellectual and interpersonal skills;
- * evaluate and interpret text material;
- * to explain the material logically, orally or on paper; and
- * work independently and as a member of a group.

First Year Marks: 100

Main features of course contents

* **Interdisciplinary Approach** (practical reading and writing skills in a holistic perspective to introduce students to many disciplines; to expand their intellectual horizons; to enhance critical, creative, and holistic thinking; to cultivate an appreciation of divergent cultures; and to promote the search for truth, beauty and compassion). The topics include a selection of poems, short stories, essays and play from the various disciplines of ancient history and literature, education, television, cultural encounter, cultural anthropology, life and death love, critical thinking, actions and consequences, and the like.

* **Rhetorics and Composition** (Strategies and practice in writing for academic success, proceeding from generating ideas to drafting and revision, to proof reading and editing). Topics include free writing, reading for writing, prewriting focus, structured writing focus, and additional writing opportunities.

Unit wise division of course contents

Paper: I

Full Marks: 100
 Marks: 50

Course contents :

Invitation (Silverstein) III
 A Note to the teacher I
 A note to the student 9

UNIT 1: Invitation

Interaction:

Lesson 1
 1 - 14
 Spotlight: Four Levels of Interacting with Texts 15

UNIT 2: Ancient Tales

Yudhisshirva's Wisdom (India, adapted by Rao) 18
The Brave Little Parrot (Neal and India, adapted by Martin) 23
Ahab and Naboah (Israel, adapted from the Bible) 27
If Not Higher (Poland, adapted by peretz) 30
Phaedo (Greece, told by Plato) 34
The Crickel (China) 43
The Sword of Damocles (Greece) 50

199	Lesson 13	54	Interactions:
201	Lesson 14	54	Spotlight: Applying the Four Reading Levels to
203	UNIT 7: Cultural Anthropology	55	<i>Yudhishtira's Wisdom</i>
214	<i>Life Without Chefs</i> (Harris)	58	Lesson 3
227	<i>Life is Sweet at Kurnasenu</i> (Nicol)	61	Spotlight: Steps in Writing Essays and Answering Test
236	Lesson 15	62	Lesson 4
240	Lesson 16	65	UNIT 3: Education
243	Lesson 17	65	<i>The Library Card</i> (Wright)
246	UNIT 8: The Human Condition	76	<i>Why Go to University?</i> (Nissani)
260	<i>Adaptive Failure: Easter's End</i> (Diamond)	76	<i>Surely You Are Joking, Mr. Feynman</i> (Feynman & Leighton)
269	<i>How Sane are We?</i> (Chaudhary)	85	<i>The Good Example</i> (Riva Palacio)
275	<i>The Lunatic</i> (Devkota)	85	<i>A 1996 Commencement Speech</i> (Rushdie)
276	<i>Gaia</i> (Lohani)	99	Interactions:
278	Lesson 18	102	Lesson 5
279	Lesson 19	108	Spotlight: The Art of the Outline
283	Lesson 20	110	Lesson 6
299	UNIT 9: Natural Science	112	UNIT 4: Actions and Consequences
308	<i>The Four-Tusked Elephant</i> (Denis)	118	<i>Shep's Hobby</i> (Herriot)
313	<i>The Making of a Scientist</i> (Ramachandran)	118	<i>A Sound of Thunder</i> (Bradbury)
319	<i>Scientific Inquiry: Invention and Test</i> (Hempel)	128	Interactions:
321	<i>To Know a Fly</i> (Dethier)	143	Lesson 7
322	Lesson 21	143	Spotlight: Meaning of Words in Context
327	Lesson 22	146	Lesson 8
327	Lesson 23	148	Spotlight: Additional Reflections on Writing and Revising
335	Lesson 24	152	UNIT 5: Television
339	Interactions:	157	<i>The Wretched Stone</i> (Van Allsburg)
347	Lesson 25	157	<i>Curbing the One-Eyed Monster</i> (Jenkins)
350	Lesson 26	163	<i>Smarter Kids, Brought to You by the Letters T and V</i> (Christakis)
351	Lesson 27	167	Interactions:
355	UNIT 11: Critical and Creative Thinking	172	Lesson 9
362	<i>King John and the Abbot of Canterbury</i> (Anon)	172	Lesson 10
	<i>Third Thoughts</i> (Lucas)	174	Lesson 11
	<i>Science and the "Spirits"</i> (Tyn dall)	176	UNIT 6: Crosscultural Bridges
	<i>Mr. Know-All</i> (Maugham)	183	<i>Marriage is a Private Affair</i> (Achebe)
		183	<i>The Cabuliwallah</i> (Tagore)
		193	<i>Then and Now: Finding My Voice</i> (Kim)
		198	Interactions:
			Lesson 12

(CD track 8) / A tale (CD track 9) / Stopping by Woods on a Snowy Evening (CD Track 10) /

458	Appendix II. Basic Punctuation Rules
465	Appendix III. 99 Lousy Sentences
470	Appendix IV. DeLoused 99 Sentences
475	Appendix V. A Note about the Final Test
476	Appendix VI. A Model final exam
478	Appendix VII. A few Answers to the Model Final Exam
479	Appendix VIII. Guidelines for Writing Papers and Answering Test Questions
482	Appendix IX. Documenting Scholarly Essays and Books
484	Appendix X. Speaking English in Chicago and London
486	Appendix XI. Speaking in Public
488	Appendix XII. A few Editorial Abbreviations
489	Appendix XIII. Answers to Selected Questions

PANDORA'S BOX

Unit 1: Writing a Summary and Response
Reading: "Human Cloning Debate: Why Do It? Who'd Be Hurt? Should It Be Legal?" (from *The Chicago Tribune*)

Writing practice: identifying arguments
summarizing
forming and expressing a point of view
Editing focus: Paraphrasing
Subject-verb agreement

UNIT 2: CHERRIES FOR MY GRANDMA

Writing a Descriptive Essay
Reading: "Cherries for My Grandma" by Geoffrey Canada

Writing practice: analyzing essay organization
writing detailed examples as support
using a summary as an introduction
Editing focus: adjective clauses
habitual past: would vs. used to

Reason to Write: Strategies for Success in Academic Writing

Keeping Errors at Bay (Russell)

NinePuzzles

What is Intelligence, Anyway? (Asimov)

Interactions: Lesson 28

Lesson 29

Spotlight: Conversations with a Critical Thinker

Lesson 30

UNIT 12: Drama
Swan Song (Chekhov)

Interactions: Lesson 31

UNIT 13: Love
To His Coy Mistress (Marvell)

Piano (Lawrence)

The Telegram on the Table (Pradhan)

A Painful Case (Joyce)

Interactions: Lesson 32

Lesson 33

Lesson 34

Spotlight: How to Write a Letter (Keillor)

Lesson 35

UNIT 14: Life and Death
The Great Answer (Oursler)

A Tale (Koirala)

Stopping by Woods on a Snowy Evening (Frost)

Ethics (Pastan)

Interactions: Lesson 36

Lesson 37

Lesson 38

Appendix I. Sounds of English

Part 1. CD 1: Dictionary Skills

Part 2. CD 1: Pronunciation Guide

Part 3. CD 2: Stories and Poems on CD

Yudhishtira's Wisdom (CD Track 2) / If Not Higher (CD Track 3) / Gaia (CD track 4) / King John and the Abbot of Canterbury (CD Track 5) / Third Thoughts (CD track 6) / Mr. Know-All (CD track 7) / To his Coy Mistress

UNIT 6: TWO THEORIES OF PERSONALITY TYPES.....Page 111

Reading: "Appearance and Personality: Sheldon's Theory of Body Type and Temperament" by James and Tyra Arja
Writing practice: "A Holistic Approach to Personality Analysis: The Myers-Briggs Type Indicator"
Developing introductions
Assessing the value of a theory
Editing focus: Clauses for comparison contrast, and concession
transitional expressions between sentences

UNIT 7: THE KITE RUNNER.....Page 135

Reading: Excerpt from *The Kite Runner*, by Khaled Hosseini
Writing practice: analyzing mood
summarizing a story
understanding plot devices
writing about symbols
organizing quotes with text
interpreting simile, metaphor, and personification
Editing Focus: present and past unreal conditionals

UNIT 8: ETHICS IN THE DIGITAL AGE.....Page 163

Reading: "Students Shall Not Download. Yeah. Sure" (from *The New York Times*)
Writing practice: identifying arguments and counterarguments
refuting an argument
organizing an argumentative essay
synthesizing information to form arguments
Editing focus: unstated conditionals
noun clauses

UNIT 3: THREE WORLDS IN ONE.....Page 45

Writing a classification Essay
Reading: "Some Reflections on the Technology of Eating" (from *The New York Times*)
Writing practice: Determining an organizing principle for categorization
Categorizing and avoiding overlapping
Developing conclusions for classification essays
Editing focus: pronoun referents

UNIT 4: WHO'S SPYING ON YOU?.....Page 67

Writing an Advantages and Disadvantages Essay
Reading: "You've Got Inappropriate Mail" (from *The New York Times*)
Writing practice: summarizing and incorporating academic research as support responding to a quote
more on using a summary as an introduction
using the conclusion to unify an essay
Editing focus: bibliographies or "Works Cited" lists
citations for online references
citations within a text

UNIT 5: MIRROR, MIRROR, ON THE WALL.....Page 89

Writing a Cause-and-Effect Essay
Reading: Excerpt from *The Face of Beauty*, by Diane Ackerman
Writing practice: Developing different types of support
writing up research studies
showing cause and effect
outlining an essay
Editing focus: adverbial clauses
causal connectors
reported speech

Instructional Techniques
The instructional techniques will be eclectic in nature, including general lectures, class discussions and seminars, and special sessions on group and individual activities.

Instructional Materials and Textbooks
Teacher notes and manuals as well as the following books.

First Year
Nissani, Moti, and Shreedhar Lohani. *Flax-Golden Tales: An Interdisciplinary Approach to Learning English*. Kathmandu: Ekta, 2008.
colonna, Mary R., and Judith E. Gilbert. *Reason to Write: Strategies for Success in Academic Writing*. Oxford, Oxford UP, 2006.

*** Second Year**

Critical Thinking (reading to develop critical thinking and thinking skills, promote discussion, and prepare students for writing assignments). Topics include intercultural communication, education, mass media and technology, gender roles, and work and activities for making connections in each topic.
*** Process-Oriented Reading** (equip students with language skills and reading strategies necessary for the efficient processing of general academic text). Topics include world health in the 1900s, challenge of diversity, aspects of language, looking after planet earth, and education and family life in the United States.

Unit wise details of bachelor level second year is forthcoming.

Second Year
Gardner, Peter S. *New Directions: Reading, Writing and Critical Thinking*, 2nd ed. Cambridge; Cambridge UP, 2005
Pakenham, Kenneth J. *Making Connections: An Interactive Approach to Academic Reading*. Cambridge; Cambridge UP, 1998.

Evaluation Procedure & Weightage
The evaluation procedure will comprise class tests, quizzes, home assignments, which will be followed by an annual written exam of three hours' duration, and each paper carries 100 marks. The weightage will be divided equally between reading and writing.

Compulsory English

B.A. II Year

Course Description: B.A. II Year Compulsory English Courses Comprise of components on process – oriented reading and critical thinking.

Process-Oriented Reading will equip students with language skills and reading strategies necessary for the efficient processing of general academic text. Topics included are World Health in the 1900s, Challenge of Diversity, Aspects of Language, Looking after Planet Earth and Education and Family Life in the United States.

Critical Thinking (reading to develop critical thinking and thinking skills, promote discussion and prepare students for writing assignments). Topics include Intercultural Communication, Education, Mass Media and Technology, Gender Roles and Work and Activities for Making Connections in each topic.

Unit wise detail are as follow:

Making Connections: An Interactive Approach to Academic Reading.

- Unit 1. World Health in the 1900s
- Unit 2. The Challenge of Diversity
- Unit 3. Aspects of Language
- Unit 4. Looking After Planet Earth
- Unit 5. Education and Family Life in the United States
- Vocabulary Study

New Directions: Reading, Writing and Critical Thinking

- 1. Intercultural Communication
- 2. Education
- 3. Mass Media and Technology
- 4. Gender Roles
- 5. Work and Activities for Making Connections

Prescribed Books

- 1. Gardner, Peter S. *New Directions: Reading, Writing and Critical Thinking*. 2nd ed. Cambridge: Cambridge UP, 2005.
- 2. Pakenham, Kenneth J. *Making Connections: An Interactive Approach to Academic Reading*. Cambridge: Cambridge UP, 1998.

Evaluation Procedure and Weightage

The evaluation procedure will comprise class tests, quizzes home assignments, which will be followed by an annual written examination of three hours' duration and each paper carries 100 marks. The weightage will be divided equally between reading and writing.