

Main features of course contents		First Year		Course Title: Compulsory English	
Marks: 100		Paper: I - 100	Paper: II - 100	Nature of the Course:	Courses Title: Compulsory English
*	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 diverse cultures; and to promote the search for truth, beauty and compassion).			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 and faculties are required to take only the first year compulsory paper. The course provides a link between students of 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 years(s), students will study the structure of English and how it is used for communication and other purposes.	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 genres and the principal communication, to learn, to analyse and interpret 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.
*	Rhetorics and Composition (Strategies and practice in writing for academic success, proceeding from generating ideas to drafting and revising, to proof reading and editing).			of the conventions and techniques of the principal literary genres and the forms of different types of writing and genres and the principal communication, to learn, to analyse and interpret 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.	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:
1-14	UNIT 1: Invitation	Lessons 1	Spotlight: Four Levels of Interacting with Texts	acquire a range of intellectual and interpersonal skills;	* develop critical skills;
15	UNIT 2: Ancient Tales	Invitation: Lesson 1	Yudhisthir's Wisdom (India, adapted by Rao)	evaluate and interpret text material;	* work independently and as a member of a group
16			The Brave Little Parrow (Neal and India, adapted by Martin)	to explain the material orally or on paper; and	
17			Ahab and Naboth (Israel, adapted by Peretz)	acquire a range of intellectual and interpersonal skills;	
18			If Not Higher (Poland, adapted from the Bible)	develop critical skills;	
19			The Sword of Damocles (Greece)	evaluate and interpret text material;	
20			The Criket (China)	to explain the material orally or on paper;	
21			Phaedo (Greece, told by Plato)	work independently and as a member of a group	
22			The Brave Little Parrow (Neal and India, adapted by Martin)		
23			Ahab and Naboth (Israel, adapted by Peretz)		
24			If Not Higher (Poland, adapted from the Bible)		
25			The Sword of Damocles (Greece)		
26			The Criket (China)		
27			Phaedo (Greece, told by Plato)		
28			The Brave Little Parrow (Neal and India, adapted by Martin)		
29			Ahab and Naboth (Israel, adapted by Peretz)		
30			If Not Higher (Poland, adapted from the Bible)		
31			The Sword of Damocles (Greece)		
32			The Criket (China)		
33			Phaedo (Greece, told by Plato)		
34			The Brave Little Parrow (Neal and India, adapted by Martin)		
35			Ahab and Naboth (Israel, adapted by Peretz)		
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48			If Not Higher (Poland, adapted from the Bible)		
49			The Sword of Damocles (Greece)		
50			The Criket (China)		

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 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:

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UNIT 7: Cultural Anthropology	199	Interactions:
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Life Without Children (Harris)	214	Spoligift: Steps in Writing Essays and Answering Test
Life is Sweet at Kumanseun (Nicol)	227	Lesson 3
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Lesson 13	240	Lesson 4
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Third Thoughts (Lucas)	335	Smart Kids, Brought by the Letters T and V (Christakis)
Science and the "Spirits" (Tyndall)	339	Curbing the One-Eyed Master (Jenkins)
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Identifying arguments Forming and expressing a point of view Editing focus: Reading: UNIT 2: CHERRIES FOR MY GRANDMA	441	Part 1. CD 1: Dictionary Skills	441
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Summarizing Writing practice: Reading: UNIT 2: CHERRIES FOR MY GRANDMA	444	Yudhisthira's Wisdom (CD Track 2) / If Not Higher (CD Track 3) / Gaias (CD track 4) / 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 Mister	444
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<p>UNIT 3: THREE WORLDS IN ONE.....</p> <p>WRITING A CLASSIFICATION ESSAY</p> <p>Page 45</p> <p>UNIT 6: TWO THEORIES OF PERSONALITY</p> <p>WRITING TYPES</p> <p>WRITING READINGS:</p> <p>"Appereance and Personality": Sheldon's Theory of Body Type and Temperament" by James and Try Arthur Myers-Briggs Type Indicator"</p> <p>Assessing the value of a theory</p> <p>Developing introductions</p> <p>Writing focuses:</p> <p>Cluses for comparison contrast and concession</p> <p>transitional expressions between sentences</p> <p>Writing an Advantages and Disadvantages Essay</p> <p>Reading:</p> <p>"Some Reflections on the Technology of Eating" (from The New York Times)</p> <p>Writing practice:</p> <p>Determining an organizing principle for categorization Categorizing and avoiding overapplying</p> <p>Developing conclusions for classification essays</p> <p>Pronoun references</p> <p>Writing focuses:</p> <p>UNIT 4: WHO'S SPYING ON YOU?.....Page 67</p> <p>WRITING AN APPROPRIATE MAIL (from The New York Times)</p> <p>READING:</p> <p>"You've Got Inappropriate Mail" (from The New York Times)</p> <p>Writing practice:</p> <p>summarizing and incorporating academic research as support responding to a quote</p> <p>more on using a summary as an introduction</p> <p>using the conclusion to unify an essay</p> <p>citations for online references</p> <p>bibliographies or "Works Cited" lists</p> <p>Writing focuses:</p> <p>summarizing and incorporating academic research as support responding to a quote</p> <p>more on using a summary as an introduction</p> <p>using the conclusion to unify an essay</p> <p>citations for online references</p> <p>bibliographies or "Works Cited" lists</p> <p>Reading:</p> <p>MIRROR, MIRROR, ON THE WALL.....Page 89</p> <p>WRITING A CAUSE-AND-EFFECT ESSAY</p> <p>UNIT 5:</p> <p>WRITING PRACTICE:</p> <p>Excerpt from <i>The Face of Beauty</i>, by Diane Ackerman</p> <p>Writing practice:</p> <p>developing different types of support showing cause and effect outlining an essay</p> <p>Writing focuses:</p> <p>causal connectives adverbial clauses noun clauses</p> <p>UNIT 8: ETHICS IN THE DIGITAL AGE</p> <p>WRITING READINGS:</p> <p>"Students Shall Not Download. Yeah, Sure" (from The New York Times)</p> <p>Writing practice:</p> <p>identifying arguments and counterarguments refuting an argument organizing an argument synthesizing information to form arguments</p> <p>Writing focuses:</p> <p>reporting conditionals causal connectives adverbial clauses noun clauses</p>

SUPPLEMENTARY ACTIVITIES Page 190
Reference Oxford Advanced Learners' Dictionary of Contemporary English (Latest edition)
Longman Dictionary of English Language and Culture (Latest edition)
Books and other reading materials referred to in the textbooks.

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

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

First Year
Intermediate Apprach to Learning English, Kathmandu: Ektा, Nissani, Moti, and Shreedhar Lohani. Fax-Golden Tales: An 2008.
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 making connections in each topic).
Process-Oriented Reading (equipping 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 Research, 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.

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

3. Mass Media and Technology
4. Gender Roles
5. Work and Activities for Making Connections
-Vocabulary Study
Unit 5. Education and Family Life in the United States
Unit 4. Looking After Planet Earth
Unit 3. Aspects of Language
Unit 2. The Challenge of Diversity
Unit 1. World Health in the 1900s
-Reading Connections: An Interactive Approach to Academic Reading

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 texts. 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, Mass Media and Technology, 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:

- Compulsory English**
B.A. II Year
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Process-Oriented Reading will equip students with language skills and reading strategies necessary for the efficient processing of general academic texts. 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, Mass Media and Technology, Gender Roles and Work and Activities for Making Connections in each topic.