

Approved
CURRICULUM
OF
ENGLISH

For

BS ENGLISH LANGUAGE AND LITERATURE (8 SEMESTERS)
MA ENGLISH LANGUAGE AND LITERATURE (4 SEMESTERS)



DEPARTMENT OF ENGLISH
ABDUL WALI KHAN UNIVERSITY
MARDAN

SCHEME OF STUDIES

BS ENGLISH LANGUAGE AND LITERATURE (4 YEARS) IN 8 SEMESTERS

Year – I			
Semester—1			
Code	Credit Hours	Course Title	Cumulative Credit Hours
Eng301	3 (3-0)	Foundations of English-I	3
	3 (3-0)	Islamic Studies	6
Eng 303	3 (3-0)	Primary Readings in Poetry	9
Eng 304	3 (3-0)	Introduction to Literature-I	12
Eng 305	3 (3-0)	History of English Literature-I	15
Total Cr. hr=15			
Semester—II			
Eng 306	3 (3-0)	Foundations of English-II	18
	3 (3-0)	Pakistan Studies	21
Eng 308	3 (3-0)	Primary Readings in Short Story & Essays	24
Eng 309	3 (3-0)	Introduction to Literature-II	27
Eng 310	3 (3-0)	History of English Literature-I	30
Total Cr. hr = 15			
Year—II			
Semester—III			
Eng 311	3 (3-0)	Communication Skills	33
	3 (3-0)	Citizenship Education (HR)	36
Eng 313	3 (3-0)	Introduction to American Literature	39
Eng 314	3 (3-0)	Poetry-I	42
Eng 315	3 (3-0)	Introduction to Linguistics	45
Total Cr. hr = 15			
Semester—IV			
Eng 316	3 (3-0)	Academic Reading & Writing	48
Eng 317	3 (3-0)	South Asian Literature	51
Eng 318	3 (3-0)	Poetry-II	54
Eng 319	3 (3-0)	Drama-I	57
Eng 320	3 (3-0)	Phonetics & Phonology	60
Total Cr. hr = 15			
Year—III			
Semester—V			
Eng 321	3 (3-0)	Drama-II	63
Eng 322	3 (3-0)	Grammar, Syntax & Semantics	66

Eng 323	3 (3-0)	Literary Criticism-I	69
Eng 324	3 (3-0)	Sociolinguistics	72
Eng 325	3 (3-0)	Prose-I	75
Total Cr. hr = 15			
Semester—VI			
Eng 326	3 (3-0)	Novel-I	78
Eng 327	3 (3-0)	Psycholinguistics	81
Eng 328	3 (3-0)	Literary Criticism-II	84
Eng 329	3 (3-0)	Prose-II	87
Eng 330	3 (3-0)	Applied Linguistics	90
Total Cr. hr = 15			
Year—IV			
Semester—VII			
Eng 331	4 (4-0)	ELT	94
Eng 332	4 (4-0)	Novel-II	98
Eng 333	4 (4-0)	Stylistics	102
Eng 334	4 (4-0)	Research Methodology	106
Eng 335	4 (4-0)	Assessment in ELT	110
Total Cr. hr = 20			
Semester—VIII			
Eng 336	4 (4-0)	ELT Internship	114
Eng 337	4 (4-0)	Teaching of English Literature	118
Eng 338	4 (4-0)	Syllabus and Teaching Material Designing	122
Eng 339	8	Dissertation	130
Total Cr. hr = 20			
Total Cr. hr. in 8 semesters = 130			

Detailed Course Outline Of BS English Language and Literature, 4 Years Programme

Eng301	Foundations of English – I	Cr. hr 3 (3-0)
Aims & Objectives	<ol style="list-style-type: none">1. To develop the ability to communicate effectively2. To enable learners to read effectively and independently any text with intermediate level difficulty3. To enable them to enjoy in a meaningful way the experience of learning English4. To enable them to use grammar and language structure in context	
Contents	<ul style="list-style-type: none">• Use of grammar in Context<ul style="list-style-type: none">o Tenses: meaning & useo Use of active and passive voiceo Use of articles and prepositionso Different sentence patternso Combining sentences• Oral Communication Skills (Listening and Speaking)<ul style="list-style-type: none">o Express ideas/opinions on topics related to learners' lives and experienceso Participate in classroom discussions on contemporary issues• Reading and Writing Skills<ul style="list-style-type: none">o Skimming	

	<ul style="list-style-type: none"> o Scanning o Identifying main idea/topic sentence o Inference and prediction o Recognizing and interpreting cohesive devices o Note taking and note making o Generating ideas using a variety of strategies e.g. brainstorming o Developing paragraph outline (topic sentence and supporting details etc.) o Vocabulary building skills <p>• To develop the ability to use a dictionary</p>
Reference Works	<ol style="list-style-type: none"> 1. Howe, D.H, Kirkpatrick, T.A., & Kirkpatrick, D.L. (2004). <i>Oxford English for undergraduates</i>. Karachi: Oxford University Press. 2. Eastwood, J. (2004). <i>English Practice Grammar</i> (New edition with tests and answers). Karachi: Oxford University Press. 3. Murphy, R. (2003). <i>Grammar in use</i>. Cambridge: Cambridge University Press.

	Islamic Studies	Cr. hr 3 (3-0)
Aims & Objectives	<p>This course is aimed:</p> <ol style="list-style-type: none"> 1. to provide Basic information about Islamic Studies 2. to enhance understanding of the learners regarding Islamic Civilization 3. to enhance the skill of the learners to understand issues related to faith and religious life. 	
Contents	Quranic Verses: Translation and Explanation: Selected from various Sections of Quran Relating to different issues like Salat, Zakat,	

	<p>Ramadan, Tuheed etc.</p> <p>Ahadis: Translation and Explanation: Selected Ahadis relating to different issues like, Haqooq- ul- Habad, Jihad, Husn-e- Ikhlāq etc</p> <p>Life of the Prophet (PBUH): Various incidents and battles taken from the life of the Holy Prophet. (PBUH)</p> <p>Islamic Culture and Civilization: Islamic Culture and Civilization through History, its development, achievements etc</p>
Reference Works	<ol style="list-style-type: none"> 1) Hameed ullah Muhammad, "Emergence of Islam" , IRI, Islamabad 2) Hameed ullah Muhammad, "Muslim Conduct of State" 3) Hameed ullah Muhammad, 'Introduction to Islam 4) Mulana Muhammad Yousaf Islahi," 5) Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" leaf Publication Islamabad, Pakistan. 6) Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993) 7) Mir Waliullah, "Muslim Jrisprudence and the Quranic Law of Crimes" Islamic Book Service (1982) 8) H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989) 9) Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" Allama Iqbal Open University, Islamabad (2001)

ENG 103	Primary Readings in Poetry	Cr. hr 3 (3-0)
Aims & Objectives	The course focuses on a genre specific historical development. The poems are expected to inculcate a refined appreciation on the aesthetic concerns related to poetry and its types.	
Contents	Departure And Arrival, The Hollow Men By T.S. Eliot A Poison Tree, Introduction to 'Songs Of Experience' and Tiger By	

	<p>William Blake</p> <p>Because I Could Not Stop For Death By Emily Dickinson</p> <p>Lights Out By Edward Thomas</p> <p>All The World's A Stage By William Shakespeare</p> <p>Patriot Into Traitor By Robert Browning</p> <p>Hawk's Monologue By Ted Hughes</p> <p>Woman Work By Maya Angelou</p> <p>The Daffodils, Composed Upon Westminster Bridge, Sept. 3, 1802, The Solitary Reaper, The World Is Too Much With Us and We Are Seven By William Wordsworth</p> <p>On His Blindness By John Milton</p> <p>Kubla Khan By S.T. Coleridge</p> <p>Mending Wall, Stopping By Woods on A Snowy Evening By Robert Frost</p> <p>One Art By Elizabeth Bishop</p> <p>La Belle Dame sans Merci, Ode to A Nightingale By John Keats</p> <p>Dover Beach By Mathew Arnold</p> <p>Among School Children, The Leda And the Swan and Byzantium By W.B. Yeats</p>
<p>Reference Works</p>	<ul style="list-style-type: none"> • Abrams, M. H, The Mirror and the Lamp. • An Anthology of Verse by Caravan Publishers Lahore • Bowden, Muriel. A Commentary on the General Prologue to the Canterbury Tales, NewYork: Macmillan, 1960 • Bowra, C. M. The Romantic Imagination. • Coghill, Nevil. The Poet Chaucer. Oxford,1948 • Gardner, Helen, Ed. John Donne: Twentieth Century View Series • Spens, Janet. Spenser's Faerie Queene: An Interpretation, London 1934 • Abbs, P. & Richardson, J. The Forms of Poetry. Cambridge: Cambridge UP, 1995. • Barnet, Sylvan. A Short Guide to Writing About Literature (7th Edition).

	<p>New York: Harper and Collins, 1996.</p> <ul style="list-style-type: none"> • Boulton, Marjorie. <i>The Anatomy of Poetry</i>. London: Routledge and Kegan Paul, 1977. • Kennedy, X. J. , Gioia, D. <i>An Introduction to Poetry: (8th Edition)</i>. New York: Harper Collins College Publishers, 1994.
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng304	Introduction to Literature—I	Cr. hr 3 (3-0)
Aims & Objectives	<p>This course introduces various forms and styles of the genre of poetry, originally in English or translated. Main purpose of these readings is to highlight varieties in poetry. Readers would find here a combination of elegy, ode, lyric, ballad, free verse, and many other types. Drama is included to familiarize readers with basics i.e. character, plot, setting, dialogue. It would prepare them for a mature understanding of drama as a popular genre in literature.</p>	
Contents	<p>Literary Forms: their origin and development</p> <ul style="list-style-type: none"> ✓ What is Poetry? Various forms/types of Poems/Verse/Stanza, metre, rhyme, rhythm ✓ What is drama? Various types of drama, Plot, Setting, Character/, Characterization, Story, Dialogue, Spectacle, etc. <p>Practical Criticism</p> <p>3-4 Poems and a short drama with pedagogical significance may be selected by the teacher for this purpose</p> <p>Some Literary Movements</p> <ul style="list-style-type: none"> ✓ Classicism ✓ Romanticism, 	
Reference Works	<p>1. Abbs, P. & Richardson, J. <i>The Forms of Poetry</i>. Cambridge: Cambridge UP, 1995.</p>	

	<p>2. Barnet, Sylvan. <i>A Short Guide to Writing About Literature</i> (7th Edition). New York: Harper and Collins, 1996.</p> <p>3. Boulton, Marjorie. <i>The Anatomy of Poetry</i>. London: Routledge and Kegan Paul, 1977.</p> <p>4. Kennedy, X. J. Gioia, D. <i>An Introduction to Poetry: (8th Edition)</i>. New York: Harper Collins College Publishers, 1994.</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng305	History of English Literature—I	Cr. hr 3 (3-0)
Aims & Objectives	<p>One of the objectives of this course is to inform the readers about relation between historical and socio-cultural events and English literature. Although the scope of the course is quite expansive, the readers shall focus on early 16th to late 19th century. In its broader spectrum, the course covers a reference to the multiple factors from economic theories to religious, philosophical and metaphysical debates that overlap in these literary works of diverse nature and time periods under multiple contexts. This course provides opportunity for an interdisciplinary interaction.</p>	
Contents	<ul style="list-style-type: none"> ✓ The Age Of Chaucer, 14th Century ✓ The Renaissance Period ✓ Elizabethan Age ✓ 17th Century (Milton, The Puritan Movement, The Metaphysical and The Cavalier Poets, The Reformation Age) ✓ Restoration Period <p>Teachers are expected to introduce the social, political and other relevant background facts of each period which would be helpful in understanding the historical perspective.</p>	
Reference	<p>1. Long, William J.: <i>English Literature: Its History and Significance for the</i></p>	

Works	<p><i>life of English speaking world, enlarged edition, 2006.</i></p> <p>2. Evans, Ifor. <i>A Short History of English Literature</i>. London: Penguin, 1976.</p> <p>3. Ford, Boris. <i>The New Pelican Guide to English Literature</i>. Vol. 1-9. London: Penguin, 1990.</p> <p>4. Compton-Rickett, A. <i>A History of English Literature</i>. Thomas-Nelson & Sales, 1940 (latest edition).</p> <p>5. Gillie, C. <i>Longman. Companion to English Literature (2nd Edition)</i>. London: Longman, 1977.</p> <p>6. Dachies, David. <i>A Critical History of English Literature</i>. Vol. 1-4. London: Secker & Warburg (latest edition), 1961.</p> <p>7. Sanders, Andrew. <i>The Short Oxford History of English Literature</i>. Oxford University Press, USA. 2002.</p>
--------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Semester II

Eng306	Foundations of English – II	Cr. hr 3 (3-0)
Aims & Objectives	<p>To enhance language skills and develop critical thinking, this course aims:</p> <ol style="list-style-type: none"> 1. to develop the ability to communicate effectively 2. to enable learners to read effectively and independently any intermediate level text 3. to enable them to enjoy in a meaningful way the experience of learning English 4. to enable them to use grammar and language structure in context 	
Contents	<ul style="list-style-type: none"> • Use of grammar in context <ul style="list-style-type: none"> o Phrase, clause and sentence structure o Reported speech 	

	<ul style="list-style-type: none"> o Modals • Oral Communication Skills (Listening and Speaking) <ul style="list-style-type: none"> o Comprehend and use English inside and outside the classroom for social and academic purposes • Reading and Writing Skills <ul style="list-style-type: none"> o Distinguishing between facts and opinions o Recognizing and interpreting the tone and attitude of the author o Recognizing and interpreting the rhetorical organization of a text o Generating ideas using a variety of strategies e.g. mind map o Developing an outline for an essay o Writing different kinds of essay (descriptive and narrative) o Vocabulary building skills
<p>Reference Works</p>	<ul style="list-style-type: none"> • Collins COBUILD Students' Grammar. London: Longman • Eastwood, J. 2004. Oxford Practice Grammar. New Ed., with tests and answers. O UP • Fisher, A. 2001. Critical Thinking. C UP • Goatly, A. 2000. Critical Reading and Writing: An Introductory Course. London: Taylor & Francis • Hacker, D. 1992. A Writer's Reference. 2nd Ed. Boston: St. Martin's • Hewing, M. Advanced Grammar in Use. New Ed. C UP • Murphy, Raymond. Grammar in Use. C UP • Swan, M. and Walter C. How English Works. Oxford: O UP • Thomson & Martinet. Practical English Grammar. O UP • Wallace, M. 1992. Study Skills. C UP

	<ul style="list-style-type: none"> • Yorky, R. Study Skills.
--	-----------------------------------------------------------------------------

	Pakistan Studies	Cr. hr 3 (3-0)
Aims & Objectives	<ul style="list-style-type: none"> • Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan. • Understand issues arising in the modern age and posing challenges to Pakistan. 	
Contents	<p>Ideology of Pakistan: Definitions, Historical Background, Speeches delivered by Quaid-e-Azam etc.</p> <p>Life and Works of : Mujadid-Alf- Sani, Shah Waliullah, Sayed Ahmad Shaheed etc.</p> <p>Two Nations Theory: Services of Sir Syed Ahmad Khan and others.</p> <p>1900_1930: The establishment of All India Muslim League, Lacknow Pact, Khilafat Movement, Nehro Report, Quaid-e-Azam's Fourteen Points, Round Table Conferences, Allah Abad's Address etc.</p> <p>1930_1946: 1935 Act, 1936-37 Elections, Congress Ministries, Pakistan Resolution, Crips Mission, Shimla Conference, Dehli Convention etc.</p> <p>After 1946: Cabinet Mission Plan, 3rd June 1947, Independence Act 1947, The Creation of Pakistan, Red Cliff's Award, Early problems and difficulties of Pakistan.</p>	

Reference Works	<ol style="list-style-type: none"> 1. Burki, Shahid Javed. <i>State & Society in Pakistan</i>, The Macmillan Press Ltd 1980. 2. Akbar, S. Zaidi. <i>Issue in Pakistan's Economy</i>. Karachi: Oxford University Press, 2000. 3. S.M. Burke and Lawrence Ziring. <i>Pakistan's Foreign policy: An Historical analysis</i>. Karachi: Oxford University Press, 1993. 4. Mehmood, Safdar. <i>Pakistan Political Roots & Development</i>. Lahore, 1994. 5. Wilcox, Wayne. <i>The Emergence of Banglades.</i>, Washington: American Enterprise, Institute of Public Policy Research, 1972. 6. Mehmood, Safdar. <i>Pakistan Kayyun Toota</i>, Lahore: Idara-e-Saqafat-e-Islamia, Club Road, nd. 7. Amin, Tahir. <i>Ethno - National Movement in Pakistan</i>, Islamabad: Institute of Policy Studies, Islamabad. 8. Ziring, Lawrence. <i>Enigma of Political Development</i>. Kent England: WmDawson & sons Ltd, 1980. 9. Zahid, Ansar. <i>History & Culture of Sindh</i>. Karachi: Royal Book Company, 1980. 10. Afzal, M. Rafique. <i>Political Parties in Pakistan</i>, Vol. I, II & III. Islamabad: National Institute of Historical and cultural Research, 1998. 11. Sayeed, Khalid Bin. <i>The Political System of Pakistan</i>. Boston: Houghton Mifflin, 1967. 12. Aziz, K.K. <i>Party, Politics in Pakistan</i>, Islamabad: National Commission on Historical and Cultural Research, 1976. 13. Muhammad Waseem, <i>Pakistan Under Martial Law</i>, Lahore: Vanguard, 1987. 14. Haq, Noor ul. <i>Making of Pakistan: The Military Perspective</i>. Islamabad: National Commission on Historical and Cultural Research, 1993.
------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng308	Primary Readings in Short Story and Essays	Cr. hr 3 (3-0)
Aims & Objectives	This is an introductory course for the study of literature in general and study of essays and short stories in specific.	
Contents	Short Stories: <ul style="list-style-type: none"> ➤ Janet Frame, You Are Now Entering The Human Heart ➤ Bessie Head, The Prisoner Who Wore Glasses ➤ Etidal Osman, The House For Us 	

	<ul style="list-style-type: none"> ➤ Ernest Hemingway, Soldier's Home ➤ Jamaica Kincaid, Girl ➤ Naguib Mahfooz, The Answer is No ➤ Khalida Asghar, The Wagon ➤ Katherine Mansfield, The Doll's House ➤ Anton Chekhov, The Bet ➤ Gabriel Garcia Marquez, The Handsomest Drowned Man in The World <p>Essays:</p> <ul style="list-style-type: none"> ➤ George Orwell, A Hanging ➤ N. Scott Momaday, The way To Rainy Mountains ➤ Virginia Woolf, The Death Of The Moth ➤ Martin Luther King: I Have A Dream ➤ Deborah Tannen, How to Give Orders Like A Man ➤ Russel Becker, Slice Of Life ➤ Suzanne Britt, Neat People vs. Sloppy People ➤ E.M. Forster, My Wood ➤ Alleen Pace Nilsen, Sexism In English: A 1990s Update ➤ William Zinsser, College Pressure ➤ Barbara Ehrenreich, Cultural Baggage ➤ Jonathan Swift, A Modest Proposal
Reference Works	<ul style="list-style-type: none"> • William Henry Hudson, An Introduction to the Study of Literature. London: Morrison and Gibb, 1963. • Robin Mayhead, Understanding Literature. Cambridge: Cambridge UP, 1979. • Rene Wellek and Austin Warren, Theory of Literature. London: Penguin, 1982. • Terry Eagleton, Literary Theory: An Introduction. England: Blackwell Publishers, 1996.

Eng309	Introduction to Literature—II	Cr. hr 3 (3-0)
Aims & Objectives	The aim of this part of the curriculum is to introduce the readers to short stories and novel as forms of fiction. This course introduces learners to 20 th century literary movements helping them in understanding broader literary trends.	
Contents	Literary Forms: their origin and development	
	✓ What is Novel? Various types of Novel, Plot, Setting,	

	<p>Character, Characterization, Story, Narrative Devices/Techniques, etc.</p> <p>✓ Short Story, Essay, Types, Constituents Elements/Essentials of short stories and essays, etc</p> <p>Literary Movements</p> <p>✓ Modernism ✓ Postmodernism ✓ Deconstruction etc.</p>
<p>Reference Works</p>	<ol style="list-style-type: none"> 1. Baym, Nina. <i>The Norton Anthology of American Lit. Vol. D.</i> W. W. Norton & Company.2002. 2. Martin, Brian. <i>Macmillan Anthology of Eng Lit. Vol. 4.</i>Macmillan Pub Co. 1989. 3. Forster, E.M. <i>Aspects of the Novel.</i> Harvest Books.1956. 4. Bloom, Harold. <i>George Eliot's the Mill on the Floss (Bloom's Modern Critical Interpretations).</i> Chelsea House Pub. 1988. 5. Michie, Elsie B. <i>Charlotte Bronte's Jane Eyre: A Casebook (Casebooks in Criticism).</i> Oxford University Press, USA. 2006 6. Bloom, Harold. <i>John Steinbeck's The Grapes of Wrath (Bloom's Guides).</i> Chelsea House Publications. 2005. 7. Gioia, Dana and Gwynn, R. S. <i>The Art of the Short Story.</i> Longman.2005. 8. Brown, Julia Prewitt. <i>Cosmopolitan Criticism: Oscar Wilde's Philosophy of Art.</i>University of Virginia Press. 1999. 9. Schoenberg, Thomas J. <i>Twentieth Century Literary Criticism: Criticism of the Short Story Writers, and Other Creative Writers Who Lived between 1900 and 1999, from the First ... Curr (Twentieth Century Literary Criticism).</i> Gale Cengage. 2005. 10. Neill, Edward. <i>Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective).</i> Camden House.1999.

Eng310	History of English Literature- II	Cr. hr 3 (3-0)
Aims & Objectives	To make the learners understand how historical and socio-cultural events influence literatures written in English and how the literature of a particular nation and age mould and shape the thinking of the writers. Although the scope of the course is quite expansive, the learners shall focus on the historical survey of various genres of literature (Poetry, Prose, Novel, Drama, Short Story, Essay, etc., and literary periods/movements from 19 th Century to 21 st Century.	
Contents	<p><u>Topics:</u></p> <ul style="list-style-type: none"> ✓ Classical or the Neo-Classical Age ✓ Romantic Age ✓ Victorian Age ✓ 20th Century or the Modern Age ✓ 21st Century <p>Teachers are expected to introduce the social, political and other relevant background facts of each period which would be helpful in understanding the historical perspective.</p>	
Reference Works	<ol style="list-style-type: none"> 1. Long, William J.: <i>English Literature: Its History and Significance for the life of English speaking world, enlarged edition</i>, 2006. 2. Evans, Ifor. <i>A Short History of English Literature</i>. London: Penguin, 1976. 3. Ford, Boris. <i>The New Pelican Guide to English Literature</i>. Vol. 1-9. London: Penguin, 1990. 4. Compton-Rickett, A. <i>A History of English Literature</i>. Thomas-Nelson & Sales, 1940 (latest edition). 5. Gillie, C. <i>Longman. Companion to English Literature (2nd Edition)</i>. London: Longman, 1977. 6. Dachies, David. <i>A Critical History of English Literature</i>. Vol. 1-4. London: Secker & Warburg 	

Year 2, Semester III

Eng311	Communication Skills	Cr. hr 3 (3-0)
Aims & Objectives	This course helps learners to develop career oriented skills in communication. This course helps learners to develop the ability to deal effectively with people in public interaction.	
Contents	<ul style="list-style-type: none">• Preparing for interviews (scholarship, job, placement for internship, etc.)• Writing formal letters• Writing different kinds of applications (leave, job, complaint, etc.)• Oral presentation skills (prepared and unprepared talks)• Preparing a Curriculum Vitae (CV), (bio-data)• Writing short reports• Cohesive devices in communication• Problems in Effective communication	
Reference Works	<ol style="list-style-type: none">1. Ellen, K. 2002. <i>Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top</i>2. Hargie, O. (ed.) <i>Hand book of Communications Skills</i>3. Mandel, S. 2000. <i>Effective Presentation Skills: A Practical Guide Better Speaking</i>4. Mark, P. 1996. <i>Presenting in English</i>. Language Teaching Publications.	

Eng312	Citizenship Education (Human Rights)	Cr. hr 3 (3-0)
Aims & Objectives	<p>This course aims to:</p> <ul style="list-style-type: none"> • Promote human values, in particular religious tolerance for others • Promote HR, in particular those of the minorities and ethnic groups 	
Contents	<ul style="list-style-type: none"> • What are Human Rights (HR)? • Evolution of the Concept of HR • Four Fundamentals in HR: freedom, equality, justice, and human dignity • Universal Declaration of HR • Three Key Principles in HR: inalienability, indivisibility and universality • Are HR Universal? (debate/ discussion etc) • HR in South Asia: Issues • Rights of Women • Rights of Children (debate/ discussion on child labor, etc) 	
Reference Works	<p>1. Dean, B. Joldoshalieva, R. & Sayani, F. <i>Creating a Better World</i>. Karachi, Pakistan: Aga Khan University, Institute for Educational Development.</p> <p>2006</p>	

Eng313	Introduction to American Literature	Cr. hr 3 (3-0)
Aims & Objectives	<p>In this course, some salient and unique features of literature written in English in the United States of America would be highlighted. The central objective for offering this course is to understand the American national spirit through an interdisciplinary approach. Many different kinds of texts that connect a literary heritage: prose narratives, stories, poems, sermons, speeches, political documents, religious statements, essays, oral and autobiographical memoirs, drama, fiction, and so on may be incorporated for such understanding.</p>	
Contents	<p>Teachers may consult any Norton, Heath, or Bedford anthology editions to pick on the type of texts they want to use. Also helpful are the USIA published series American Reader. 4-5 texts may be selected from essay/poetry/stories etc (with a total of about 12 texts) from Heath Anthology (Volume I, 1990 Edition) suggested below:</p> <ul style="list-style-type: none"> • Christopher Columbus (1451-1506), from Journal of the First Voyage to America (essay) • Anne Bradstreet (1612-1672), from “Contemplations” (poem) • Edward Taylor (1642-1729), from “God’s Determinations” [The Preface](poem) • Mercy Otis Warren (1728-1814), “To a Young Lady” (poem) • Phillis Wheatley (1753-1797), “On Being Brought from Africa to America” (poem) • J. Hector St. John de Crevecoeur (1735-1813), Letter III, “What is an American” (letter) • Thomas Paine (1737-1809), from “An Occasional Letter on the Female Sex” (letter) • Philip Ferneau (1752-1832) “The Wild Honey Suckle,” “To an Author” (poems) • Susanna Haswell Rowson (1762-1824), Preface, Chapter II (Domestic Concerns), and Chapter XII from Charlotte, A Tale of Truth (fiction) • Washington Irving (1783-1859), from Rip Van Winkle (fiction and 	

	<p>autobiography)</p> <ul style="list-style-type: none"> • Edgar Allen Poe (1809-1849), "The Tell-Tale Heart" (story) • Ralph Waldo Emerson (1803-1882), "Brahma" (poem) • Fredrick Douglass (1818-1895), "Preface" to Narrative of the Life of an American Slave (autobiography and fiction) • Abraham Lincoln (1809-1865), "Second Inaugural Address" (speech) • Harriet Beecher Stowe (1811-1864), from Uncle Tom's Cabin (fiction) • Walt Whitman (1819-1892), "One's-Self I Sing," "As I Pondered in Silence," "Passage to India" (poems), extract from "Democratic Vistas" (essay) • Emily Dickinson (1830-1886), "I felt a Funeral, in my Brain," "I heard a Fly buzz - when I died -," "The Daisy follows soft the Sun" (poems) • Robert Frost, "A Tuft of Flowers," "Mending Wall," "The Road not Taken" (poems) • Elizabeth Bishop, "The Map," "The Fish," "Pleasure Seas" (poems) • Anna Cora Mowatt, Fashion (play, 1845) • Mark Twain, The Adventures of Tom Sawyers (short fiction)
<p>Reference Works</p>	<ul style="list-style-type: none"> • An Outline of American History. A United States Department of State Publication • Boris Ford, The New Pelican Guide: American Literature. Volume 9. London: Penguin, 1991 • Brogan, H. Pelican History of the USA, 1986. • Burchard, J. and Bush-Brown. The Architecture of America: A Social and Cultural History. 1961 • Cunliffe, Marcus. The Literature of the United States. London: Penguin, 1982. • Lemay, J. A. Leo. Ed. An Early American Reader. Washington D. C.: USA, 1990. • Inge, Thomas M. Ed. A Nineteenth-Century American Reader. Washington D. C.: USIA, 1991

Eng314	Poetry-I	Cr. hr 3 (3-0)
Aims & Objectives	<p>This course focuses on a genre-specific historical development of poetry. These poems can be studied as a refined commentary on the aesthetic concerns related to poetry and its types. This course aims to develop critical taste among its readers.</p>	
Contents	<ul style="list-style-type: none"> • Jeffery Chaucer (1340 – 1400) Prologue To The Canterbury Tales • Edmund Spenser (1552 – 1599) Faerie Queene (Book 1 Canto 1) • John Milton (1608 – 1674) Paradise Lost (Book 1) • John Donne (1572 – 1631) Love and Divine Poems, • (i) The Sun Rising,(ii)Extasie (iii) St . Lucis day,(iv)Death Be not Proud • Alexander Pope (1688 – 1744) Rape of the Lock • Thomas Gray (1716 – 1771) (i) Elegy in Country Churchyard, (ii) The Progress of Poesy Ode • Words Worth (1770 - 1850) (i) Tintern Abbey, (ii)The Solitary Reaper, (iii) To Milton, (iv) Immortality Ode • S.T. Coleridge (1772 – 1834) (i)Ancient Mariner, (ii)Kubla Khan,(iii) Frost at Midnight, 	
Reference Works	<ul style="list-style-type: none"> • Abrams, M. H, The Mirror and the Lamp. • Bowden, Muriel. A Commentary on the General Prologue to the Cantebury Tales, NewYork: Macmillan, 1960 • Bowra, C. M. The Romantic Imagination. • Coghill, Nevil. The Poet Chaucer. Oxford,1948 • Gardner, Helen, Ed. John Donne: Twentieth Century View Series • Spens, Janet. Spenser’s Faerie Queene: An Interpretation, London 1934 	

Eng315	Introduction to Linguistics	Cr. hr 3 (3-0)
Aims & Objectives	To introduce learners to the basic concepts and terminologies used in the field of language and linguistics and major schools of thought.	
Contents	<ul style="list-style-type: none"> ✓ Basic terms And Concepts in Linguistics (language, design features, nature and functions of language, diachronic/synchronic linguistics, paradigmatic/syntagmatic relations) ✓ Elements of Language (Phonology, Morphology, Syntax, Semantics, etc.) ✓ Scope of Linguistics (an introduction to major branches of linguistics) ✓ Schools of Linguistics (generativism, structuralism, mentalism, etc., 	
Reference Works	<ul style="list-style-type: none"> • Aitchison, J. 2000. Linguistics (Teach Yourself Books). • Farmer, A. K; Demers, R. A. A Linguistics Workbook • Finch, G. How to Study Linguistics: A Guide to Understanding Linguistics. Palgrave • Fromkin, V. A; Rodman, R. and Hymas, M. 2002. Introduction to Language. 6th Ed. New York: Heinley • Todd, L. 1987. An Introduction to Linguistics. Moonbeam Publications • Yule, G. 1996. The Study of Language. C UP. 	

Semester IV

Eng316	Academic Reading and Writing	Cr. hr 3 (3-0)
Aims & Objectives	<p>To enable the learners to:</p> <ul style="list-style-type: none"> o understand literal meaning of text o interpret text o write well organized academic text with topic/thesis statement/supporting details o write narrative, descriptive, argumentative essays and reports (assignments) 	
Contents	<p>a. Critical Reading</p> <p>Advanced reading skills and strategies building on the courses, Foundations of English I & II in semesters I and II.</p> <ul style="list-style-type: none"> • expository (description, argumentation, comparison and contrast etc.) <p>b. Academic Writing</p> <p>Advanced writing skills and strategies building on Foundations of English I & II in semesters I and II:</p> <ul style="list-style-type: none"> • report writing • assignments/term-papers • examination answers 	
Reference Works	<ul style="list-style-type: none"> • Aaron, J. 2003. The Compact Reader. New York: Bedford • Axelrod, R. B and Cooper, C.R. 2002. Reading Critical Writing Well: A Reader and Guide • Barnett, S. and Bedau, H. 2004. Critical Thinking, Reading and Writing: A Brief Guide to Writing. 6th Ed. • Gardner, P. S. 2005. New Directions: Reading, Writing and Critical Thinking • George, D. and Trimbur, J. 2006. Reading Culture: Context for Critical Reading and Writing. 6th Ed. • Goatly, A. 2000. Critical Reading and Writing: An Introductory Course. London: Taylor & Francis • Grellet, F. Writing for Advanced Learners of English. C UP • Jordan, K. M. and Plakans, L. 2003. Reading and Writing for 	

	<p>Academic Success</p> <ul style="list-style-type: none"> • Jordon, R. R. 1999. Academic Writing Course. C UP. • Smith, L. C. 2003. Issues for Today: An Effective Reading Skills Text • Withrow, J. Effective Writing. CUP
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng317	South Asian Literature	Cr. hr 3 (3-0)
Aims & Objectives	South Asia has a strong tradition of writing in English. After studying the course the learners would be introduced to the literature from the region. They would be able to appreciate the South Asian literary achievements.	
Contents	<ul style="list-style-type: none"> • Anita Desai: In Custody (novel) or Bapsi Sidhwa: Cracking India / Ice Candy-Man (novel) • Bapsi Sidhwa: "Breaking it Up" (essay) • Arun Joshi: "The Only American from Our Village" (play) • Aamir Hussain: "Sweet Rice" (poem) • Tahira Naqvi: "Attar of Roses" (poem) • Daud Kamal: "An Ode to Death" (poem) • Taufeeq Rafat: "Reflections" (Poem) 	
Reference Works	<p>Afzal-Khan, Fawzia. Cultural Imperialism and the Indo-English: Genre and ideology in R. K. Narayan, Anita Desai, Kamla Das and Markandaya. Pennsylvania State University Press, 1993</p> <ul style="list-style-type: none"> • Bande, Usha. The Novels of Anita Desai : A study in character and conflict ,Prestige Books, New Dehli, 1998 • Bose, Sujata & Jalal Ayesha, Modern South Asia: History, Culture, Political, Economy. Oxford U P (2nd Ed) ,2004 • Hashmi, Alamgir. Kamal Daud's Entry in Encyclopaedia of Post-Colonial Literatures in English. Vol 1. Ed Benson E.& Connolly, L W. London: Routledge, 1994 	

	<ul style="list-style-type: none"> • Jameson, Fredric. Third-World Literature in the Era of Multinational Capital in Social text15, Fall 1986 • Khawaja Waqas A, Morning in the Wilderness: Reading in Pakistani Literature. Sang-e-Meel Publications, Lahore • Rahman, Tariq A, History of Pakistani Literature in English. Vanguard Press (Pvt) Ltd, Lahore 1991 • Said Edward W, Culture and Imperialism, Vintage London 1993
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng318	Poetry-II	Cr. hr 3 (3-0)
Aims & Objectives	To make the learners identify and analyze elements of poetic experimentation in form, style and theme. The course focuses on a generic-specific historical development. The selected poems can be studied as a refined commentary on the various concerns related to poetry and its types.	
Contents	<ul style="list-style-type: none"> • P.B Shelley (1792 -1822) (i) Ode on Adonis (ii) Ode to West Wind (iii) Ode to Sky Lark • John Keats (1795 - 1821) (i) The Eve of St .Agnes (ii) Lamia (iii) Ode to Nightingale • Lord Tennyson (1808 – 1892) (i) Ulysses (ii) Lady of Shallot (iii) Break, Break, Break • Robert Browning (1812 – 1889) (i) My Last Duchess (ii) Rabbi Ben Ezra (iii) The Lost leader (iv) Porphyria’s Lover (v) One Word More. • Mathew Arnold (1822 – 1880) (i) Sohrab and Rustam (ii) Dover Beach • W.B. Yeats (1865 – 1939) (i) The Second Coming (ii) Leda and Swan (iii) Dialogue of Self and Soul (iv) When You are Old and Gray • T.S. Eliot. (1888 – 1965) (i) Waste Land (ii) Love Song of Alfred J. Prufork • Sylvia Plath (1932 – 1963) (i) Daddy (ii) Lady Larzarus (iii) Poppies in October (iv) The Arrival of Bee Box 	
Reference Works	• Edward Dowden, The French Revolution and English Literature. 1987.	

	<ul style="list-style-type: none"> • J.G. Robertson, Studies in the Genesis of Romantic Theory in the Eighteen Century. 1923 • F. R. Leavis, Revaluation: Tradition and Development in English Poetry. 1936 • Cleanth Brooks, The Well-Wrought Urn: Studies in the Structure of Poetry. 1947 • M. H. Abrams, The Mirror and the Lamp: Romantic Theory and Critical Tradition. 1954 • M. H. Abrams, ed., English Romantic Poets Modern Essays in Criticism. 1960 • David V. Erdman, ed, The Poetry and Prose of William Blake. 1966. • S. F. Damon, William Blake: His Philosophy and Symbolism. 1924 • J. V. Baker, The Sacred River: Coleridge's Theory of Imagination. 1957 • J. B. Beer, Coleridge the Visionary. 1959 • W. J. Bate, ed., Keats: A Collection of Critical Essays. 1964 • George Barnett, Charles Lamb: The Evolution of Elia. 1964 • G. M. Ridenour, Shelley, A Collection of Critical Essays. 1965 • Bennett Weaver, Wordsworth: Poet of the Unconquerable Mind. 1965. (A psychological approach)
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng319	Drama-I	Cr. hr 3 (3-0)
Aims & Objectives	<ul style="list-style-type: none"> • To present some classic plays which have influenced the development of English drama. • To present various forms for example tragedy and comedy and their variations. • To make the learners understand the basic elements of this genre and discuss, evaluate and know various stages of its development through critical reading. 	
Contents	<ul style="list-style-type: none"> ✓ Aeschylus : The Seven Against Thebes ✓ Aristophanes : The Clouds ✓ Sophocles : Oedipus Rex ✓ Marlowe, Doctor Faustus ✓ Shakespeare, Macbeth, The Merchant of Venice 	

Reference Works	<ul style="list-style-type: none"> • Justina Gregory, A Companion to Greek Tragedy, Blackwell, 2005. • H. D. F. Kitto, Greek Tragedy, London and New York: Routledge, 2002. • Shawn O' Bryhim, Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays, University of Texas Press, 2002. • Constance B. Kuriyama, Christopher Marlowe: A Renaissance Life .Ithca: Cornell University Press, 2002 • Patrick Cheney, The Cambridge Companion to Christopher Marlowe, Cambridge: CUP, 2004 • Scott McMillin, Ed. Restoration and Eighteenth Century Comedy. NY: Norton, 1997. • Gordon David. Bernard Shaw and the Comic Sublime. New York St. Martin's, 1990
------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng320	Phonetics and Phonology	Cr. hr 3 (3-0)
Aims & Objectives	<p>The aim of this course is to provide learners with descriptive, analytical and applied knowledge about the sound system of English and varieties of English. By the end of course the participants would be able to:</p> <p>a) analyse and describe sound system of their own language;</p> <p>b) analyse and describe sound system of English language; and</p> <p>c) identify the problems of English pronunciation.</p>	
Contents	<ul style="list-style-type: none"> • Stages in the production of speech • Speech Organs • Manner and Place of articulation ✓ Segmental Phonology <ul style="list-style-type: none"> Phonemes and allophones (consonants, vowels, diphthongs / triphthongs) • The Cardinal Vowel System <ul style="list-style-type: none"> Syllable and syllabic structure (consonant clusters, syllable, word stress) 	

	<p>Sounds in connected speech (weak forms, elision and assimilation)</p> <ul style="list-style-type: none"> ✓ Suprasegmental Phonology <ul style="list-style-type: none"> • Word and Sentence stress and intonation ✓ Contrastive Phonology <ul style="list-style-type: none"> • Teaching of pronunciation • Application of phonetic and phonological rules in daily life • Contrastive study of American and British pronunciation <p>Phonetic/Phonemic Transcription</p> <ul style="list-style-type: none"> • IPA symbols • Transcription practice
<p>Reference Works</p>	<ul style="list-style-type: none"> • Burquest, D. A. (2001). Phonological analysis: A functional approach. Dallas: SIL • Cruttenden, Alan. 1994. Gimson's Pronunciation of English. Oxford: Arnold. • Giegerich, Heinz. 1992. English Phonology. Cambridge: Cambridge University Press. • Gimson, A. C. (1984). An introduction to the pronunciation of English. London: Arnold. • Jones, Charles. 1994. A History of English Phonology. London: Longman. • Kenworthy, J. (1987). Teaching English pronunciation. London: Longman. • Knowles, G. (1987). Patterns of spoken English. London: Longman. • Kreidler, C. W. (1989). The pronunciation of English. Oxford: Basil Blackwell. • Roach, P. (1991). English phonetics and phonology: A practical course. Cambridge: Cambridge UP.

Year III, Semester V

Eng321	Drama-II	Cr. hr 3 (3-0)
Aims & Objectives	The readers of this course would definitely get interested in finding what are the dominant dramaturgical traditions in the history of Western drama and performance and how did modernist experiment with the constituent elements of plot, characterization, language, setting, movement, or theme and in which ways they challenged these traditions?	
Contents	<ul style="list-style-type: none"> ✓ Sheridan. <i>The Rivals</i> ✓ Samuel Beckett's <i>Waiting For Godot</i> ✓ GB Shaw. <i>Arms And The Man</i> ✓ Oscar Wilde. <i>The Importance Of Being Earnest</i> ✓ Robert Igo. <i>Nemeses</i> 	
Reference Works	<ul style="list-style-type: none"> • Pronko, Lenard Cabell. <i>The World of Jean Anouilh</i>. Berkeley: 1951 • Gray, Ronald. <i>Bertolt Brecht</i>. New York: 1961 • Northam, John. <i>Ibsen's Dramatic Method</i>. London: 1953 • Kitchin, L. <i>Mid-Century Drama</i>. London: 1960 (For Osborne) • Bishop, Thomas. <i>Pirandello and the French Theatre</i>. New York: 1961 • Campbell, George A. <i>Strindberg</i>. New York: 1933 • Kritzer, Amelia Howe. <i>The Plays of Caryl Churchill: Theatre of Empowerment</i>. London: Macmillan, 1991. • Lane, Richard. Ed. <i>Beckett and Philosophy</i>, Palgrave Macmillan, 2002. 	

Eng322	Grammar, Syntax and Semantics	Cr. hr 3 (3-0)
Aims & Objectives	This three dimensional course aims at introducing and making the learners aware of the modern approaches towards English grammar and changes in some basic concepts of grammar (descriptive).The	

	<p>course would familiarize learners with concepts and processes of word, sentence and discourse formation and the use of the sense relation and meaning.</p>
<p>Contents</p>	<p style="text-align: center;">Introduction</p> <ul style="list-style-type: none"> • Grammar • Some Traditional Concepts • Morphology • Transformational Generative Grammar <p>Syntax</p> <ul style="list-style-type: none"> • Introduction to Syntax • Aspects Of The Theory Of Syntax • Basic Concepts Of Syntax, Structure Of English And Syntactic Problems <p>Semantics</p> <ul style="list-style-type: none"> • Introduction To Semantics • Theories of Semantics • Generative and Interpretive approaches • Relation with Pragmatics and Discourse Analysis
<p>Reference Works</p>	<ul style="list-style-type: none"> • Palmer, F. 1992. <i>Semantics</i>. Cambridge: Cambridge University Press. • Thomas, J. <i>Meaning in Interaction</i>. Longman. • Schmitt, N. 2000. <i>Vocabulary in Language Teaching</i>. Cambridge: Cambridge University Press. • Jackson, H. 1989. <i>Words and their Meanings</i>. London: Longman. • Jackson, H. 2002. <i>Lexicography: an Introduction</i>. London: Routledge. • Stubbs, M. 2001. <i>Words and Phrases: Corpus Studies of Lexical Semantics</i>. Oxford: Blackwell.

Eng323	Literary Criticism—I	Cr. hr 3 (3-0)
Aims & Objectives	It is an intensive course in literary criticism and theory. would focus on the poetic and dramatic forms in order to highlight some significant trends and concepts in world literature in general and English literature in particular.	
Contents	<p style="text-align: center;">Literary Criticism</p> <ul style="list-style-type: none"> ✓ Aristotle's Poetics ✓ Longinus' On The Sublime ✓ Dr. Johnson's Preface To Shakespeare ✓ Wordsworth's Preface to Lyrical Ballads (Chapter 14 and 15) ✓ Coleridge's Biographia Literaria (Chapter 17, 18) ✓ M. Arnold's Function Of Criticism 	
Reference Works	<ol style="list-style-type: none"> 1. Vincent B. Leitch (General Editor). <i>The Norton Anthology of Theory and Criticism</i>. New York & London: W. W. Norton and Company, 2001 (or later editions) 2. K. M. Newton, ed. <i>Twentieth Century literary Theory: A Reader</i>. Second Edition. New York: St. Martin's, 1998 (or later editions) 3. Raman Selden, & Peter Widdowson. <i>A Reader's Guide to Contemporary Literary Theory</i>. 3rd Edition. Kentucky: Univ. of Kentucky, 1993 (or later editions) 4. Selected Terminology from any Contemporary Dictionary of Literary Terms. 	

Eng324	Sociolinguistics	Cr. hr 3 (3-0)
Aims & Objectives	At the end of this course learners would be able to demonstrate awareness of social phenomena and factors	

	that are relevant to language use with special reference to Pakistan.
Contents	<ul style="list-style-type: none"> ✓ Functions of Language in Society ✓ Domains of Language Use ✓ Speech Community ✓ Multilingualism and Bilingualism <ul style="list-style-type: none"> • Dimensions of Bilingualism • Bilingualism and Diglossia • Causes of Bilingualism • Manifestations of Bilingualism <ul style="list-style-type: none"> ❖ Loan-words ❖ Borrowing ❖ Code-switching/code-mixing • Effects of Bilingualism <ul style="list-style-type: none"> ❖ Language Conflicts ❖ Language Attitudes ❖ Language Maintenance ❖ Language Change/Shift ❖ Language Death ✓ Dialects, Pidgin and Creoles, Register etc. ✓ Standard Language ✓ National Language, Language Planning And Policy,
Reference Works	<ol style="list-style-type: none"> 1. Auer, Peter (Ed). 1998. <i>Code-switching in Conversation: Language Interaction and Identity</i>. London: Routledge. 2. Hudson, R.A. 1996. <i>Sociolinguistics</i>. Cambridge: Cambridge University Press. 3. Suzanne Romaine. 1995. <i>Bilingualism</i> (2nd Ed). Oxford: Basil Blackwell. 4. Trudgill, P. 2002. <i>Introduction to Language and Society</i>. 5. Wardhaugh, R. 2006. <i>An Introduction to Sociolinguistics</i>. Oxford: Basil Blackwell.

Eng325	Prose-I	Cr. hr 3 (3-0)
Aims & Objectives	The aim of the course is to make readers understand some important literary expressions in prose works other than short story and novel.	
Contents	<ul style="list-style-type: none"> • Frances Bacon (1585 – 1660) Bacon Essays i. Of Delay , ii Of Study , iii Youth and Ages iv Of true greatness of kingdom and Empire v. Of Great Place. • John Milton (1608 – 1674) Areopegitica • Jonathan Swift :. (1667 – 1745) Gulliver’s Travels (Travel I, II & IV) • Charles Lamb (1745-1834) Essay of Elia i Poor Relation ii Dream Children iii Christ Hospital • Charles and Mary Lamb. Tales From Shakespeare i Othello ii Romeo And Juliet • William Hazlitt (1780 – 1830) Spirit of the Age i Byron ii Coleridge iii My First Acquaintance with poet 	
Reference Works	<ol style="list-style-type: none"> 1. Walker, Hugh <i>The English Essays and Essayists</i>. S. Chand & Co. Delhi, 1959. 2. Gravid, Richard, ed. <i>Gulliver’s Travels</i> (Case-book Series). Macmillan, 1974. 3. Schoeman, R. (ed.) <i>Bertrand Russell, Philosopher of the Century</i>. Allen & Unwin.1967. 4. Leavis, John. <i>Bertrand Russell, Philosopher and Humanist</i>. New World Paperbacks. 1968. 5. Coleridge, Stephen_ <i>The Glory of English Prose</i>. Tutis Digital Publishing Pvt. Ltd. 2008. 6. Yu, Margaret M. <i>Two Masters of Irony: Oscar Wilde and Lytton Strachey</i>. AMS Press.2008. 7. Coote, Stephen. <i>The Penguin Short History of English Literature (Penguin Literary Criticism)</i>. Penguin.1994. 	

Semester VI

Eng326	Novel- I	Cr. hr 3 (3-0)
Aims & Objectives	The Aim of introducing this course is to enable the readers to have a full view of 18 th to 19th century Novel which is rich in diversity, creativity and popular appeal.	
Contents	<ul style="list-style-type: none">✓ Fielding, Joseph Andrews✓ Jane Austen, Pride and Prejudice✓ Emily Bronte, Wuthering Heights✓ Charles Dickens, A Tale of Two Cities✓ Thomas Hardy, Tess Of The D'Urbervilles	
Reference Works	<ol style="list-style-type: none">1. Allen, Walter. The Rise of the Novel. London: Penguin2. Allen, Walter. The English Novel. London: Penguin3. Bloom Harold. Ed. Modern Critical Views: Thomas Hardy, 19874. Bloom, Ed. Modern Critical Interpretations: Jane Austen, 19875. Bloom, Ed. Modern Critical Views: Charles Dickens, 1987.6. Kettle, Arnold. An Introduction to the English Novel. Vols.1&2. 2nd ed. Hutchinson, 1967	

Eng327	Psycholinguistics	Cr. hr 3 (3-0)
Aims & Objectives	The aim of the course is to develop in learners an awareness and understanding of different variables that interact with learning of language. This would enable the learners to develop the theoretical background of learning and teaching.	
Contents	<ul style="list-style-type: none"> ✓ The Nature Of Language <ul style="list-style-type: none"> • The Psychology Of Language • The Structure And Function Of Language • Processes In The Use Of Language ✓ First Steps In Child's Language Acquisition <ul style="list-style-type: none"> • Communicating with Language • Issues In The L/A • Methods Of Studying Child's Language ✓ Later Growth In The Child's Language ✓ The Psychology of Learning <ul style="list-style-type: none"> • Theories of language Acquisition/Learning (Behaviourism, Cognitivism, Interactionism) • Memory • Interlanguage • Error Analysis ✓ Perception and Production of First and later Sounds ✓ Individual Learner Factors <ul style="list-style-type: none"> • Age and Critical Age • Affective and personality factors • Cognitive styles • Motivation <p>Language and Thought (Language Universals and Linguistic Relativity)</p>	
Reference Works	<ol style="list-style-type: none"> 1. Aitchison, J. 1998. <i>The Articulate Mammal: An Introduction to Psycholinguistics</i>. 2. Cook, Vivian. 2001. <i>Second Language Learning and Language Teaching</i>. 3. Cook, Vivian. 1993. <i>Linguistics and Second Language Acquisition</i>. London: Arnold. 4. Scovel, T. 1998. <i>Psycholinguistics: Oxford Introduction to Language Study Series</i>. Oxford: O UP. 	

	<p>5. Garman, Michael. 1990. <i>Psycholinguistics</i>. Cambridge: Cambridge UP.</p> <p>6. Krashen, Stephen and Terrel, Tracy. 1983. <i>The Natural Approach: Language Acquisition in the Classroom</i>. Oxford: Pergamon.</p> <p>7. McLaughlin, Barry. 1987. <i>Theories of Second-language Learning</i>. London: Arnold.</p> <p>8. Osherson, D. & Lasnik, H. Eds. 1990. <i>Language: An Invitation to Cognitive Science</i>. Vol: 01. 1st Ed. Cambridge, MA: MIT Press.</p> <p>9. Richards, Jack. 1993. <i>Error Analysis: Perspectives on Second Language Acquisition</i>. London: Longman.</p> <p>10. Steinberg, D. D. and Sciarini, N. V. 2006. <i>An Introduction to Psycholinguistics</i>.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng328	Literary Criticism—II	Cr. hr 3 (3-0)
Aims & Objectives	<p>It is an intensive course concerned with prominent critics of English literature. It also deals with theories about criticism where the readers would be exposed to philosophical and critical thoughts on selected topics. This course would prepare the learners for critical analysis of texts and help them in their research work.</p>	

<p>Contents</p>	<p>New Criticism</p> <ul style="list-style-type: none"> ✓ T. S. Eliot's Tradition And Individual Talent, Function Of Criticism ✓ F.R. Leavis' Literary Criticism And Philosophy (The Common Pursuits) ✓ Derida, Of Grammatology (Selection) <p>Modern, Post-modern and Contemporary Approaches/Theories (An Introduction)</p> <p>(At least four as per Choice or Requirement):</p> <ul style="list-style-type: none"> ▪ Postcolonial–With emphasis on Racial, National, and Global ▪ Postmodern–With emphasis on Popular, Cyber-Spatial, and Technological ▪ Linguistic – With emphasis on Structural, Post-structural, Translation ▪ Psychoanalytic – With emphasis on Psycho and Socio-pathological ▪ Reception – With emphasis on Interpretation, Hermeneutics, Reader-Response ▪ Marxist – With emphasis on Economic, Social and Cultural ▪ Feminist – With emphasis on Gender and Sexuality Studies ▪ Myth-o-poetic – With emphasis on Archetypal, Phenomenal, and Genre based ✓ Inter-textuality – With emphasis on Comparative World
<p>Reference Works</p>	<ol style="list-style-type: none"> 1. Vincent B. Leitch (General Editor). <i>The Norton Anthology of Theory and Criticism</i>. New York & London: W. W. Norton and Company, 2001 (or later editions) 2. K. M. Newton, ed. <i>Twentieth Century Literary Theory: A Reader</i>. Second Edition. New York: St. Martin's, 1998 (or later editions) 3. Raman Selden & Peter Widdowson. <i>A Reader's Guide to Contemporary Literary Theory</i>. 3rd Edition. Kentucky: Univ. of Kentucky, 1993 (or later editions) 4. Selected Terminology from any Contemporary Dictionary of Literary Terms.

Eng329	Prose- II	Cr. hr 3 (3-0)
Aims & Objectives	To enable the learners to learn how to comprehend, discuss and evaluate the spirit of English prose. The socio-cultural aspects and thematic priorities reflected in this genre of the selected ages and writers would also be highlighted.	
Contents	<ul style="list-style-type: none"> • Mathew Arnold (1822-1880) Essays in Criticism i Thomas Gray ii Keats • T.H.Huxuly i Man’Place in Nature ii Science and Morals iii Ethics and Evolution • John Ruskin i Stone of Venice (1 st Volume) ii The Crown of the White Olive (Lecture 1st war) • Lytton Strachery (1880-1932) “ Eminent Victorian “ (Dr. Arnold) • Bertrand Russel (1872-1970) Un Popular Essays <ul style="list-style-type: none"> ✓ i. The Future of Mankind ii. ii. Ideas that have helped Mankind, iii Ideas that have Harmed Mankind. 	
Reference Works	<ul style="list-style-type: none"> • William Henry Hudson, An Introduction to the Study of Literature. London: Morrison and Gibb, 1963. • Robin Mayhead, Understanding Literature. Cambridge: Cambridge UP, 1979. • Rene Wellek and Austin Warren, Theory of Literature. London: Penguin, 1982. • Terry Eagleton, Literary Theory: An Introduction. England: Blackwell Publishers, 1996. 	

Eng330	Applied Linguistics	Cr. hr 3 (3-0)
Aims & Objectives	This course aims to introduce learners to salient features and issues in Applied Linguistics and provide them with opportunities to critically review current research. It offers intellectual debate on theoretical and practical issues in the field of Applied Linguistics.	
Contents	<ul style="list-style-type: none"> ✓ Language, Identity and Culture ✓ Language and Gender 	

	<ul style="list-style-type: none"> ✓ Globalization and its Impact on Teaching and Learning of English ✓ Language and Development ✓ English Dialects ✓ Language Policy and Planning ✓ Language in Education ✓ Bilingual Education
Reference Works	<i>Books/Materials related to the part of Contemporary Issues in Applied Linguistics would be suggested and provided by the tutor of the course</i>

Year 4, Semester VII

Eng331	ELT (English Language Teaching)	Cr. hr 4 (4-0)
Aims & Objectives	<p>This introductory course on English language teaching combines the principles of ELT with practice to enable learners to see and perpetuate a model of classroom interaction and effective teaching. The aim is to enable learners to understand theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan.</p>	

<p>Contents</p>	<p>Trends and Practices in ELT</p> <ul style="list-style-type: none"> • What is the logical problem of foreign language learning? <p>Theories of Second Language Acquisition and Learning</p> <ul style="list-style-type: none"> • Second language acquisition theory: generative perspective <p>Methods of Language Teaching</p> <ul style="list-style-type: none"> • Approach, Method and Technique • Selected ELT Methods: Grammar-Translation, Direct Method, Audio-lingual, etc. • ELT models for Pakistan <p>Theory and Practice of Teaching Oral Skills</p> <ul style="list-style-type: none"> • Nature of Oral Communication • Theory and techniques of teaching listening and speaking • Lesson Planning for Teaching Oral Skills <p>Theory and Practice of Teaching Reading Skills</p> <ul style="list-style-type: none"> • Nature of Reading • Theories of Reading – Interactive and Schema • Designing activities for reading skills • Lesson Planning for teaching reading <p>Theory and Practice of Teaching Writing Skills</p> <ul style="list-style-type: none"> • Nature of Writing • Theories of Writing – Product and Process • Lesson Planning for teaching writing • Techniques for giving feedback and correcting written work <p>Teaching English Pronunciation</p>
<p>Reference Works</p>	<p>Richards and Rodgers (2000) Approaches and Methods in Language Teaching: A Description and Analysis. CUP</p> <p>Larsen-Freeman, D. (1986) Techniques and Principles in Language Teaching. OUP</p> <p>Richards, J. C (1980) Error Analysis. Longman</p> <p>Karshen, S.D. (1982) Principles and Practice in Second Language Acquisition. Pergamon</p>

Eng332	Novel- II	Cr. hr 4 (4-0)
Aims & Objectives	This course introduces learners to the Modern English Novel so that they can read it in its historical context of development. They would also be able to identify and respond to elements of literary experimentation in the field of novel.	
Contents	<ul style="list-style-type: none"> ✓ Joseph Conrad, Heart Of Darkness ✓ D.H. Lawrence, Women In Love ✓ J. Joyce, The Portrait Of An Artist As A Young Man ✓ Virginia Woolf, To The Light House ✓ William Faulkner, The Sound And The Fury 	
Reference Works	<ol style="list-style-type: none"> 1. Beach, J. W. <i>The Twentieth Century Novel</i>. 1952 2. Bent, Andrew. <i>Study Course on William Golding's Lord of the Flies</i>. 2000 3. Ellmann, Richard. <i>James Joyce</i>. 1959 4. Guerard, Albert J. <i>Conrad: The Novelist</i> 1958 5. Kettle, Arnold. <i>Introduction to English Novel II</i> . London: Hutchinson, 1978 6. Leavis, F. R. <i>The Great Tradition</i>. London: Chatto and Windus, 1962 7. Reynolds, M & Noakes, I. <i>Iris Murdoch: The Essential Guide to Contemporary Literature</i>. O UP, 1999 	

Eng333	Stylistics	4 CH
---------------	-------------------	-------------

Aims & Objectives	<p>This course introduces the learners to the modern concept of style as distinguished from the traditional one. The course would provide practice to the learners in analyzing literary discourses from a purely linguistic perspective.</p>
Contents	<ul style="list-style-type: none"> ✓ Introduction <ul style="list-style-type: none"> • What is stylistics? • Subject and Discipline • Stylistics as a Bridge between Linguistics and Literature. • Literature as Text and as Discourse ✓ The Nature of Literary Communication. ✓ Literature as Foregrounded Language. ✓ The Theory of Deviation and its Application to the Study of Poetry <ul style="list-style-type: none"> • Lexical, Grammatical, Phonological, Semantic, Dialectal deviation • Deviation of Register • Deviation of Historical Period ✓ Parallelism <ul style="list-style-type: none"> • Scheme as Foregrounded repetitions of expression e.g. Verbal repetition and its poetic effects, Rhythm and Rhyme. • New concepts of meter such as Measure. Tropes as Foregrounded irregularities of content: figurative language i.e. metaphor, oxymoron, synecdoche, irony, hyperbole, litotes etc. ✓ The stylistic analysis and appreciation of the short stories, poems and essays (Written in the form of assignments and Oral in the form of Class Presentations or Seminars) with reference to concepts such as conflict, the Narrative Voice, Irony etc.
Reference Works	<p>Carter, R. Ed, (1982) Language and Literature: An introductory Reader, London: Routledge</p> <p>Freeborn, O. (1996) Style London: Macmillan</p> <p>Leech & Short (1981) Style in Fiction. Longman.</p> <p>Leech, G. N (1969) A Linguistic Guide to English Poetry. Longman</p> <p>Mills, S. (1995) Feminist Stylistics</p> <p>Wales, K. (1989) A Dictionary of Stylistic Longman.</p> <p>Widdowson, H. G. (1975) Stylistics and the Teaching of Literature. Longman.</p>

Eng334	Research Methodology	Cr. hr 4 (4-0)
Aims & Objectives	To enable learners to conduct their own small scale research; the main aim is to get them familiarized with techniques and methods of selecting topics, developing questions, collecting and analyzing data and also preparing research report.	
Contents	<ul style="list-style-type: none"> • Introduction: Qualitative and Quantitative Research Paradigms • Identifying and Defining a Research Problem • Selection Of the Topic and Delimitation of The Topic • Ethical Considerations/Plagiarism • Sampling Techniques • Tools for Data Collection: Questionnaires, Interviews, Observation & Documentation • Limitation and Delimitation of research <p>Data Analysis and Interpretation</p> <p>Some Aspects of the Research Work</p> <ul style="list-style-type: none"> • Developing A Synopsis • Review of Literature • Transcription and Transliteration • Referencing and Citation 	
Reference Works	<ol style="list-style-type: none"> 1. Allwright, Dick and Bailey, Kathleen. 1991. <i>Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers</i>. Cambridge: C UP. 2. Bogdan, R. C. & Biklen, S. K. (2007). <i>Qualitative research for education. An introduction to theories and methods</i>. (5th ed.) Boston: Pearson Education, Inc. 3. Brown, Dean. 2004. <i>Doing Second Language Research</i>. Oxford: OUP. 4. Brown, Dean. 1988. <i>Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design</i>. 	

Cambridge: CUP.

5. Bryman, A. 2004. *Research Methods for Social Sciences..* Second edition. Oxford: Oxford University Press.
6. Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks: Sage Publications.
7. Drever, Eric. 1995. *Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide*. Edinburgh: Scottish Council for Research in Education.
8. Fraenkel, Jack and Wallen, Norman. 1995. *How to Design and Evaluate Research in Education* (2nd edition). New York: McGraw Hill.
9. Hammersley, Martin and Atkinson, Paul. 1995. *Ethnography: Principles in Practice* (2nd edition). New York: Routledge.
10. Heritage, John. 1997. "Conversation Analysis and Institutional Talk: Analyzing Data." In Silverman, David. Ed. *Qualitative Research: Theory, Method and Practice*.
11. Miles, M. & M. Huberman. (1994). *Qualitative Data Analysis*. CA: Sage.
12. Munn, Pamek and Drever, Eric. 1995. *Using Questionnaires in Small- Scale Research*. Edinburgh: Scottish Council for Research in Education.
13. Nunan. David. 1992. *Research Methods in Language Learning*.

Cambridge: CUP.
14. Robson, C. (2002). *Real world research* (2nd ed.). Malden, MA: Blackwell

Publish
15. Scholfield, P. *Qualitative and*

	<p><i>Quantitative Research.</i></p> <p>16. Silverman, David. Ed. 1998. <i>Qualitative Research: Theory, Method and Practice.</i> London: Sage.</p> <p>17. Silverman, David. Ed. 2002. <i>Interpreting Qualitative Data: Text, Context and Talk.</i> London: Sage.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng335	Assessment in English Language Teaching	Cr. hr 4 (4-0)
Aims & Objectives	The course would provide learners with an overview of the goals, concepts, principles and concerns of language assessment. It would also offer practice in designing and constructing useful language assessments. This would prepare them for their future careers as applied Linguists.	
Contents	<ul style="list-style-type: none"> • The contexts in which language assessment takes place; • Concepts, principles and limitations of measurement; • The educational and research uses of language assessment; • The nature of the language abilities that affect performance on language assessment instruments; • The characteristics of assessment methods that affect performance on language assessment instruments; • Procedures for investigating the reliability of assessment results and the validity of the uses of assessment results; • Current issues and problems in language assessment and language assessment research. • Evaluating and designing tests for assessing different language skills and grammar. 	
Reference	<ul style="list-style-type: none"> • Brown, J.D. 1996. Testing in language programs. New York: Prentice-Hall Regents. 	

Works	<ul style="list-style-type: none"> • Hughes, A. 2003. Testing for language teachers. (2nd ed). Cambridge: Cambridge UP. • Weir, C. J. 1993. Understanding and developing language tests. NY: Prentice Hall. • Weir, C. J. 1990. Communicative Language Testing. Hemel Hempstead: Prentice Hall.
--------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Semester VIII

Eng336	English Language Teaching Internship	Cr. hr 4 (4-0)
Aims & Objectives	<p>The aim of this course is to enable learners to practice what they have learned in ELT. In this course learners would be guided to put their knowledge that they gained earlier into action. They would be guided to plan lessons and try their plans in classrooms using techniques of classroom dynamics.</p>	
Contents	<ul style="list-style-type: none"> ✓ Lesson Planning <ul style="list-style-type: none"> • Making and using Lesson Plans for teaching Listening, Speaking, Reading and Writing Skills, Grammar and Vocabulary. ✓ Classroom Observation <ul style="list-style-type: none"> • The importance of Classroom Observation • Observation of English Language Classrooms/Peer Observation ✓ Classroom Dynamics <ul style="list-style-type: none"> • Roles of Teachers and Learners • Classroom Interaction • Teaching the Whole Class • Pair-Work • Group-Work ✓ Microteaching 	

	<ul style="list-style-type: none"> • Learners would teach on topics (either in the University classes or outside in the affiliated colleges) of their choice from the lessons that they have already planned with support from the tutor/peers.
Reference Works	<ol style="list-style-type: none"> 1. Allwright, Dick. 1988. <i>Observation in the Language Classroom</i>. London: Longman. 2. Crooke, G. 200). <i>Practicum in TESOL</i>. Cambridge: Cambridge University Press. 3. Hadfield, Jill. 1992. 2000. <i>Classroom Dynamics</i>. Oxford: O UP. 4. Hedge, T. 2004. <i>Teaching and Learning in the Language Classroom</i>. Oxford: OUP. 5. Hubbard, P. Jones, H. Thornton, B. and Wheeler, R. 1986. <i>A Training Course for TEFL</i>. Oxford. 6. Malamah-Thomas, Ann. 1987. <i>Classroom Interaction</i>. Oxford. 7. Memon, R. & Badger, R. (2007) A Purposeful Change? Changing the teaching of reading in a regional university in Pakistan <i>System</i> vol. 35: 551-565. 8. Richards, Jack C. and Lockhart, Charles. 1994. <i>Reflective Teaching in Second Language Classrooms</i>. New York: Cambridge UP. 9. Sarwar, Z. (2001). Adapting individualization techniques for large classes. In. D. Hall & A. Hewings (Eds.), <i>Innovation in English language teaching: A reader</i> (pp. 127-136). London: Rutledge. 10. Shamim, F. (1996). In or out of the action zone: Location as a feature of interaction in large ESL classes in Pakistan. In Bailey, K. M. & Numan, D. (Eds.), <i>Voices from the language classroom</i> (pp. 123-144). Cambridge:

	<p>Cambridge University Press.</p> <p>11. Shamim, F. and Tribble, C. (2005). Current provisions for teaching and learning of English in higher education institutions in Pakistan. Research report for the National Committee on English, Higher Education Commission, Islamabad, Pakistan.</p> <p>12. Shamim, F., Negash, N, Chuku, C., & Demewoz, N. (2007). <i>Maximizing learning in large classes</i>. Addis Ababa, Ethiopia: The British Council.</p> <p>13. Shamim, F. (In press). English Language Education In Pakistan. <i>Asia Pacific Journal of Education</i> (Special issues on South-Asia).</p> <p>14. Wallace, M. <i>Reflective Teaching</i>.</p> <p>15. Wright, Tony. 1987. <i>Roles of Teachers and Learners</i>. Oxford.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng337	Teaching of English Literature	Cr. hr 4 (4-0)
Aims & Objectives	This course seeks to enhance teaching methodology, and curriculum development. Along with a theoretical background, learners would be guided to plan lessons and to try these out through presentations and classroom observation. The ratio between theory and practice would be balanced appropriately	
Contents	<ul style="list-style-type: none"> ✓ Theoretical Background • Curriculum Development • Teaching Methodology for Literature • Material Development 	

	<ul style="list-style-type: none"> • Adaptation and Design for Literature • Assessment of Literature • Lesson Planning • The Teaching of Literature in the Sub-Continent <p>✓ Practicum</p> <ul style="list-style-type: none"> • Classroom Observation • Presentation /Micro-Teaching
Reference Works	<ol style="list-style-type: none"> 1. Viswanathan, Gauri. <i>Masks of Conquest</i>. London: Faber & Faber, 1989 2. Rehman, Tariq. <i>A History of Pakistani Literature</i>. 3. Rahman, Kaleem. <i>The Humanities in Higher Education News</i> 4. Martin Philip & Jane Cawthorpe (Eds). <i>Curriculum and Teaching Survey</i>.Halcrow, 2003

Eng338	Syllabus and Teaching Material Designing	Cr. hr 4 (4-0)
Aims & Objectives	To introduce the learners to the principles and process of designing a language syllabus and materials for language teaching.	
Contents	<ul style="list-style-type: none"> • Principles and process of syllabus design • Kinds of ELT syllabus • Conducting needs analysis • Evaluating and designing a syllabus • Evaluating, adapting and designing print and web-based materials for language learning including prescribed textbooks in Pakistani 	

	<p>schools</p> <ul style="list-style-type: none"> • Evaluating, adapting and designing self study materials for language learning • Designing no-cost, low-cost materials for language teaching
<p>Reference Works</p>	<ol style="list-style-type: none"> 1. Alderson, J. C. and North, B. Eds. 1991. <i>Language Testing in the 1990s</i>. Macmillan. 2. Brown, H. Douglas. 2001. <i>Teaching by Principles</i>, 2nd Edition. New York: Addison. 3. Cohen, A. 1994. <i>Assessing Language Ability in the Classroom</i> (2nd ed.). Rowley, Mass.: Newbury House/ Heinle and Heinle. 4. Cunningsworth, Alan. 1984. <i>Evaluating and Selecting EFL Materials</i>. Oxford. 5. Cunningsworth, Alan. 1995. <i>Choosing Your Coursebook</i>. Oxford: Heinemann. 6. Decapua, Andrea and Wintergerst, Ann. 2004. <i>Crossing Cultures in the Language Classroom</i>. U of Michigan Press. 7. Ellis, R. 2005. <i>Task Based Language Learning</i>. Oxford: Oxford University Press. 8. Grant, N. 1987. <i>Making the Most of Your Textbook</i>. Harlow: Longman. 9. Graves, K. (ed). 1996. <i>Teachers as Course Developers</i>. Cambridge: CUP. 10. Hall, David and Ann Hewings. 2001. <i>Innovation in English Language</i>

Teaching. London: Routledge

11. Markee, N. 1997. *Managing Curriculum Innovation*. Cambridge: Cambridge UP.
12. Nunan, D. 1988. *Syllabus Design*. Oxford: Oxford University Press.
13. Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*.
Cambridge: C UP.
14. Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford: O UP.
15. Tomlinson, B. Ed. 1998. *Materials Development in Language Teaching*.
Cambridge.
16. Tomlinson, B. Ed. 2003. *Developing Materials for Language Teaching*.
Continuum.
17. Tomlinson, B. (ed.). 1998. *Materials Development in Language Teaching*. Cambridge.
18. White, R.V. 1988. *The ELT Curriculum: Design, Innovation, Management*. Blackwell.
19. Wintergerst, Ann. 1994. *Second-Language Classroom Interaction*.
Toronto: U of Toronto
20. Yalden, J. 1987. *Principles of Course Design for Language Teaching*.
Cambridge.

Eng339	Dissertation	Cr. hr 8
Aims, Objectives & Contents	Writing Thesis/Dissertation (40-60 pages) and 08 CHs means a serious and concentrated effort to write their research work on a topic of choice and it becomes mandatory for them having been exposed to literary taste and linguistic style for more than three years. At this final stage of their readings the learners are expected to write their research works. Details regarding research may be connected back to the training received through the introductory course in “Research Methodology” offered in Semester VII.	

SCHEME OF STUDIES

MA ENGLISH LANGUAGE AND LITERATURE (2 YEARS) IN 4 SEMESTERS

The total maximum recommended Credit Hours for MA English Language and Literature are 80.

Year—I			
Semester—I			
Code	Credit Hours	Title	Cumulative Cr. hr
Eng401	4 (4-0)	Introduction to Literature	4
Eng402	4 (4-0)	Introduction to Linguistics	8
Eng403	4 (4-0)	Poetry—I	12
Eng404	4 (4-0)	Drama—I	16
Eng405	4 (4-0)	History Of English Literature	20
Total Cr. hr = 20			
Semester—II			
Eng406	4(4-0)	Introduction to Phonetics And Phonology	24
Eng407	4 (4-0)	Poetry—II	28
Eng408	4 (4-0)	Grammar, Syntax and Semantics	32
Eng409	4 (4-0)	Literary Criticism—I	36
Eng410	4 (4-0)	Drama—II	40
Total Cr. hr = 20			
Year--II			

Semester—III			
Eng411	4 (4-0)	Prose—I	44
Eng412	4 (4-0)	Literary Criticism—II	48
Eng413	4 (4-0)	Socio & Psycholinguistics	52
Eng414	4 (4-0)	Applied Linguistics	56
Eng415	4 (4-0)	Novel—I	60
Total Cr. hr = 20			
Semester—IV			
Eng416	3 (3-0)	English Language Teaching	63
Eng417	3 (3-0)	Stylistics	66
Eng418	3 (3-0)	Novel—II	69
Eng419	3 (3-0)	Prose-II (Modern)	72
Eng420	8	Research Methodology and Thesis	80
Total Cr. hr = 20			
Total Cr. hr in 4 semesters = 80			

Detailed Course Outline Of M.A. English Language and Literature, 2 Years Programme

Semester—I

Eng401	Introduction to Literature	Cr. hr 4 (4-0)
Aims & Objectives	This is an introductory course, it aims to prepare the learners for the study of literature in general and familiarize them with the terminologies, techniques and various literary movements.	
Contents	Literary Forms: their origin and development <ul style="list-style-type: none">• What is Poetry? Various forms/types of Poems/Verse/Stanza, metre, rhyme, rhythm ,• What is drama? Various types of drama, Plot, Setting, Character/, Characterization, Story, Dialogue, Spectacle, etc.• What is Novel? Various types of Novel, Plot, Setting, Character, Characterisation, Story, Narrative devices and Techniques etc.• Essay, Types, Essentials of essays, etc• Practical Criticism of short poems, essays and fiction etc. Literary Movements Classicism, Romanticism, Modernism, Post-Modernism	
Reference Works	<ul style="list-style-type: none">• William Henry Hudson, An Introduction to the Study of Literature. London: Morrison and Gibb, 1963.• Robin Mayhead, Understanding Literature. Cambridge: Cambridge UP, 1979.• Rene Wellek and Austin Warren, Theory of Literature. London: Penguin, 1982.• Terry Eagleton, Literary Theory: An Introduction. England: Blackwell Publishers, 1996.	

Eng402	Introduction to Linguistics	Cr. hr 4 (4-0)
Aims & Objectives	To introduce learners to the basic concepts and terminologies used in the field of language and linguistics and to familiarize them with major schools of thought in literature.	
Contents	<ul style="list-style-type: none"> • Basic terms and concepts in Linguistics (language, design features, nature and functions of language, diachronic/synchronic linguistics, paradigmatic/syntagmatic relations) • Elements of Language (Phonetics and Phonology, Morphology, Syntax, Semantics, etc.,) • Scope of Linguistics (an introduction to major branches of linguistics, Claim of linguistics as Science, Relation of linguistics with psychology, sociology, philosophy, education etc) • Schools of Linguistics (generativism, structuralism, mentalism, etc.,) 	
Reference Works	<ul style="list-style-type: none"> • Akmajian, A; Demers, R. A; Farmer, A. K. and Harnish, R. M. 2001. Linguistics: An Introduction to Language and Communication. 4th Ed. Massachusetts: MIT • Coulthard, Malcolm. 1985. An Introduction to Discourse Analysis. New Ed. London: Longman • Gee, J. A. P. 2005. An Introduction to Discourse Analysis • McCarthy, Michael. 1991. Discourse Analysis for Language Teachers. Cambridge: C UP • Todd, L. 1987. An Introduction to Linguistics. Moonbeam Publications. 	

Eng403	Poetry—I	Cr. hr 4 (4-0)
Aims & Objectives	This course aims to make the learners identify and analyze elements of poetic experimentation in form, style and theme. The course focuses on a generic-specific historical development. The selected poems can be studied as a refined commentary on the various concerns related to poetry and its types.	
Contents	<ul style="list-style-type: none"> • Jeffery Chaucer (1340 – 1400) Prologue To The Canterbury Tales • Edmund Spenser (1552 – 1599) Faerie Queene (Book 1 Canto 1) • John Milton (1608 – 1674) Paradise Lost (Book 	

	<p>1)</p> <ul style="list-style-type: none"> • John Donne (1572 – 1631) Love and Divine Poems, • (i) The Sun Rising,(ii)Extasie (iii) St . Lucis day,(iv)Death Be not Proud • Alexander Pope (1688 – 1744) Rape of the Lock • Thomas Gray (1716 – 1771) (i) Elegy in Country Churchyard, (ii) The Progress of Poesy Ode • Words Worth (1770 - 1850) (i) Tintern Abbey, (ii)The Solitary Reaper, (iii) To Milton, (iv) Immortality Ode • S.T. Coleridge (1772 – 1834) (i)Ancient Mariner, (ii)Kubla Khan,(iii) Frost at Midnight,
Reference Works	<ul style="list-style-type: none"> • Barnet, Sylvan. A Short Guide to Writing About Literature (7th Edition). New York: Harper and Collins, 1996. • Boulton, Marjorie. The Anatomy of Poetry. London: Routledge and Kegan Paul, 1977. • Kennedy, X. J. , Gioia, D. An Introduction to Poetry: (8th Edition). New York: Harper Collins College Publishers, 1994.

Eng404	Drama—I	Cr. hr 4 (4-0)
Aims & Objectives	This course intends to make the learners understand the basic elements of this genre and know various stages of its development through providing them the contents of different ages. It would be helpful for them to get familiarized with different forms (tragedy, comedy and their variations).	
Contents	<ul style="list-style-type: none"> ✓ Aeschylus : The Seven Against Thebes ✓ Aristophanes : The Clouds ✓ Sophocles : Oedipus The Rex ✓ Ben Jonson: Everyman In His Humour ✓ Marlowe, Doctor Faustus ✓ Shakespeare, Macbeth, The Merchant of Venice 	
Reference Works	<ul style="list-style-type: none"> • Boulton, Marjorie. The Anatomy of Drama. London: Routledge and Kegan Paul, 1997. • Kerzner and Mandell. Literature - Reading, Reacting, Writing. Harcourt Brace College Publishers, 1997. • Kennedy, X. J. Literature: An Introduction to Fiction, Poetry and Drama. New York: Little Brown and Co., 1966. • Scholes, R. Klawns C. H., Silverman. M. (Ed). Elements of Literature. Oxford: 	

	<p>Oxford UP, 1978.</p> <ul style="list-style-type: none"> • Yanni, Robert D. Reading Fiction, Poetry, Drama, and the Essay (2nd Edition). McGraw-Hill, 1990.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng405	History Of English Literature	Cr. hr 4 (4-0)
Aims & Objectives	<p>This course aims to make the learners understand how historical and socio-cultural events influence literatures written in English and how the literature of a particular age mould and shape the thinking of the writers. Although the scope of the course is quite extensive, the learners should focus on the historical survey of various genres of literature.</p>	
Contents	<ul style="list-style-type: none"> • The Age of Chaucer • The Renaissance Period • Elizabeth Age • 17th Century (Milton, Puritanism, Metaphysics, Cavalier Poets, Reformation Age) • Restoration Period • Classical or Neo classical Age • Romantic Age • Victorian Age • 20th Century or the Modern Age • 21st Century or the New Millennium Literature <p>Teachers are expected to introduce the social, political and other relevant background facts of each period which would be helpful in understanding the historical perspective.</p>	
Reference Works	<p>Fowler, Alas Tair, A History of English Literature, US, Harvard University Press, 1987</p> <p>Richetti, Jhon (Editor), Cambridge History of English Literature (A Dotcom history) UK, Cambridge University, Press, 2006</p> <p>Fulk Robert and Cain M Christopher (2002) USA Blackwell Publishing, A history of old English Literature</p>	

Pech, John and Coyle, Martin, A brief history of English literature, New York, Palgrave Publishers Ltd, 2002

Longaker, Mark and Bolles, C Adwin, Contemporary English literature, New York Appleton Century Crofts. In, 1953

Schofield, William Heusy. English Literature from Norman Conquest to Chaucer. New York, Mac Millan Company 1931

Hichs, Granville. Figures of Transition, New York, the MacMillan Company 1939

O' Neill, Michael. Literature of the Romantic Period. Oxford, Clarendon Press, 1998

Rogers, Pat (edit) the Oxford History of English Literature. Oxford, Oxford University Press, 2001

Cornin, Richard. Romantic Victorians. USA, Palgraue 2002

Lowen Stein, David and Mueller, Janel. The Cambridge History of Early Modern English literature. Cambridge University, Press 2002

Daiches, Dawid. The Present Age in British Literature. Bloomington, Indiana University, Press, 1958

Carter, Roland and McRae John. The Routledge History of Literature in English London. Routledge, 2001

Woods, Tim. Who's Who of 20th Century. Novelists, New York, Rutledge,

2001

Wood Coch, George. Introduction to 20th century Fiction, London, Macmillan Press, 1983

Sambrook, James. The Eighteenth Century. Singapore, Longman Publishers, 1988

Sampson, George. The Concise History of English Literature. Cambridge, Cambridge University, Press, 1975

Evans, IFFOR. A Short History of English Literature. England Penguin Books, 1976

Leguis, Emile. A Short History of English Literature. Oxford, Oxford University, Press, 1978

SEMESTER—II

Eng406	Introduction to Phonetics and Phonology	Cr. hr 4 (4-0)
Aims & Objectives	This course aims to provide learners with descriptive, analytical and applied knowledge about the human speech sound system in general and sound system of English in particular and the varieties of English so that they may learn to speak English with acceptable accent.	
Contents	<p>Introduction</p> <ul style="list-style-type: none"> • Stages in the production of speech • Speech Organs • Manner and Place of articulation <p>Segmental Phonology</p> <ul style="list-style-type: none"> • Phonemes and allophones (consonants, vowels, diph/triphthongs) • The Cardinal Vowel System • Syllable and syllabic structure (consonant clusters, syllable, word stress) • Sounds in connected speech (weak forms, elision and assimilation) <p>Suprasegmental Phonology</p> <ul style="list-style-type: none"> • Word and Sentence stress and intonation <p>Contrastive Phonology</p> <ul style="list-style-type: none"> • Teaching of pronunciation • Contrastive study of American and British pronunciation <p>Phonetic/Phonemic Transcription</p> <ul style="list-style-type: none"> • IPA symbols • Transcription practice 	
Reference Works	<ul style="list-style-type: none"> • Burquest, D. A. (2001). Phonological analysis: A functional approach. Dallas: SIL • Cruttenden, Alan. 1994. Gimson's Pronunciation of English. Oxford: Arnold. • Giegerich, Heinz. 1992. English Phonology. Cambridge: Cambridge. University Press. • Gimson, A. C. (1984). An introduction to the pronunciation of English. London: Arnold. • Jones, Charles. 1994. A History of English Phonology. London: Longman. • Kenworthy, J. (1987). Teaching English pronunciation. London: 	

	<p>Longman.</p> <ul style="list-style-type: none"> • Knowles, G. (1987). Patterns of spoken English. London: Longman. • Kreidler, C. W. (1989). The pronunciation of English. Oxford: Basil Blackwell. • Roach, P. (1991). English phonetics and phonology: A practical course. Cambridge: Cambridge UP.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng407	Poetry—II	Cr. hr 4 (4-0)
Aims & Objectives	This course aims to make the learners identify and analyze elements of poetic experimentation in form, style and theme. The course focuses on a genre specific historical development. The selected poems can be studied as a refined commentary on the various concerns related to poetry and its types.	
Contents	<ul style="list-style-type: none"> • P.B Shelley (1792 -1822) (i) Ode on Adonis (ii) Ode to West Wind(iii) Ode to Sky Lark • John Keats (1795 - 1821) (i) The Eve of St .Agnes (ii) Lamia (part-1)(iii)Ode to Nightingale • Lord Tennyson (1808 – 1892) (i) Ulysses (ii) Lady of Shallot (iii)Break, Break, Break • Robert Browning (1812 – 1889) (i) My Last Duchess (ii) Rabbi Ben Ezra (iii) The Lost leader (iv) Porphyria’s Lover (v) One Word More. • Mathew Arnold (1822 – 1880) (i) Sohrab and Rustam (ii)Dover Beach • W.B.Yeats (1865 – 1939) (i) The Second Comming (ii)Leda and Swan(iii)Dialogue of Self and Soul (iv)When You are Old and Gray • T.S.Eliot (1888 – 1965) (i) Waste Land (ii) Love Song of Alfred J.Prufork • Sylvia Plath (1932 – 1963) (i) Daddy (ii) Lady Larzarus (iii) Poppies in October(iv)The Arrival of Bee Box 	
Reference Works	<ul style="list-style-type: none"> • Barnet, Sylvan. A Short Guide to Writing About Literature (7th Edition). New York: Harper and Collins, 1996. • Boulton, Marjorie. The Anatomy of Poetry. London: Routledge and Kegan Paul, 1977. • Kennedy, X. J. , Gioia, D. An Introduction to Poetry: (8th Edition). New York: Harper Collins College Publishers, 1994. 	

Eng408	Grammar, Syntax and Semantics	Cr. hr 4 (4-0)
Aims & Objectives	This three dimensional course aims at introducing and making the learners aware of the modern approaches towards English grammar and changes in some basic concepts of grammar (descriptive).The course would familiarize learners with concepts and processes of word, sentence and discourse formation and the use of the sense relation and meaning.	
Contents	<p>Introduction</p> <ul style="list-style-type: none"> • Grammar • Major Traditional Concepts in grammar • Morphology • Phrase Structure Grammar • Transformational Generative Grammar <p>Syntax</p> <ul style="list-style-type: none"> • Introduction to Syntax • Aspects Of The Theory Of Syntax • Basic Concepts Of Syntax, Structure Of English And Syntactic Problems <p>Semantics</p> <ul style="list-style-type: none"> • Introduction To Semantics • Theories of Semantics • Generative and Interpretive approaches • Relation with Pragmatics and Discourse Analysis 	
Reference Works	<p>Huddleston, Rodney and Pullum, Geoffrey. 2005. A Students' Introduction to English Grammar. Cambridge: Cambridge University Press.</p> <p>Huddleston, Rodney. 2002. The Cambridge Grammar of the English Language. Cambridge: Cambridge University Press.</p> <p>Leech, Geoffrey. 1988. Meaning and the English Verb. London: Longman.</p> <p>Allwood, Jens, Lars-Gunnar Andersson, and Östen Dahl. 1977. Logic in linguistics. Cambridge: Cambridge University Press.</p> <p>Bach, Emmon. 1989. Informal lectures on formal semantics. Albany: SUNY Press.</p>	

Cann, Ronnie. 1993. *Formal semantics: An introduction*. Cambridge: Cambridge University Press.

Chierchia, Gennaro & Sally McConnell-Ginet. 2000. *Meaning and grammar: An introduction to semantics*. Second edition. Cambridge, MA: MIT Press.

Davis, Steven, ed. 1991. *Pragmatics: A reader*. Oxford: Oxford University Press.

Dowty, David R., Robert E. Wall, & Stanley Peters. 1981. *Introduction to Montague semantics*. Dordrecht: Reidel.

Goddard, Cliff. 1998. *Semantic analysis: A practical introduction*. New York: Oxford University Press.

Eng409	Literary Criticism—I	Cr. hr 4 (4-0)
Aims & Objectives	This course aims to acquaint the learners with the process of theorizing and its inter-textual growth. It would enable learners to debate and apply their knowledge of critical insights to find answers to why and how criticism translates into theory.	
Contents	<ul style="list-style-type: none"> • Aristotle's Poetics • Longinus' On The Sublime • Dr. Johnson's Preface To Shakespeare • Wordsworth's Preface to Lyrical Ballads (Chapter 14 and 15) • Coleridge's Biographia Literaria (Chapter 17, 18) • M. Arnold's Function Of Criticism 	
Reference Works	<ol style="list-style-type: none"> 1. Vincent B. Leitch (General Editor). <i>The Norton Anthology of Theory and Criticism</i>. New York & London: W. W. Norton and Company, 2001 (or later editions) 2. K. M. Newton, ed. <i>Twentieth Century literary Theory: A Reader</i>. Second Edition. New York: St. Martin's, 1998 (or later editions) 3. Raman Selden, & Peter Widdowson. <i>A Reader's Guide to Contemporary Literary Theory</i>. 3rd Edition. Kentucky: Univ. of Kentucky, 1993 (or later editions) 4. Selected Terminology from any Contemporary Dictionary of Literary Terms. 5 Booker, Keith M. <i>A Practical Introduction to Literary Theory and Criticism</i>. New York: Longman Publishers, 1996. 	

	<p>5 Barry, P. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester UP, 1995</p> <p>6 Lodge, David. Ed. Modern Criticism and Theory: A Reader. Longman, 1988.</p> <p>7 Selden, R. & Widdowson P. A Reader's Guide to Contemporary Literary Theory (3rd Edition). New York: Harvester, 1993</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng410	Drama—II	Cr. hr 4 (4-0)
Aims & Objectives	To make the learners understand the basic elements of this genre and know various stages of its development through providing them the contents of different ages. It would help them get familiarized with different forms. The proposed course would cater to their aesthetic needs.	
Contents	<ul style="list-style-type: none"> ✓ Sheridan. The Rivals ✓ Samuel Beckett's Waiting For Godot ✓ GB Shaw. Arms And The Man ✓ Oscar Wilde. The Importance Of Being Earnest ✓ Robert Igo. Nemeses 	
Reference Works	<ul style="list-style-type: none"> • Gassner, John. Form and Idea in Modern Theatre. New York: 1954 • Lumley, Fredrik. Trends in 20th Century Drama. Fairlawn: 1956; revised, 1960 • Clark, Barrett H. Ed. European Theories of the Drama. New York: Crown, 1947 • <u>Boulton</u>, Marjorie. The Anatomy of Drama. London: Routledge and Kegan Paul, 1997. • Kerzner and Mandell. Literature - Reading, Reacting, Writing. Harcourt Brace College Publishers, 1997. • Pronko, Lenard Cabell. The World of Jean Anouilh. Berkeley: 1951 • Gray, Ronald. Bertolt Brecht. New York: 1961 • Northam, John. Ibsen's Dramatic Method. London: 1953 • Kitchin, L. Mid-Century Drama. London: 1960 (For Osborne) • Bishop, Thomas. Pirandello and the French Theatre. New York: 	

1961

- Campbell, George A. Strindberg. New York: 1933
- Kritzer, Amelia Howe. The Plays of Caryl Churchill: Theatre of Empowerment. London: Macmillan, 1991.
- Lane, Richard. Ed. Beckett and Philosophy, Palgrave Macmillan, 2002.
- Scott, M. Ed. The Birthday Party, The Caretaker, The Homecoming: A Casebook. London: Macmillan, 1986.

Introduction to Modern, Post-modern and Contemporary Theories

(At least four as per Choice or Requirement):

- Postcolonial–With emphasis on Racial, National, and Global
- Postmodern–With emphasis on Popular, Cyber-Spatial, and Technological
- Linguistic – With emphasis on Structural, Post-structural, Translation
- Psychoanalytic – With emphasis on Psycho and Socio-pathological
- Reception – With emphasis on Interpretation, Hermeneutics, Reader-Response
- Marxist – With emphasis on Economic, Social and Cultural
- Feminist – With emphasis on Gender and Sexuality Studies
- Myth-o-poetic – With emphasis on Archetypal, Phenomenal, and Genre based
- Inter-textuality – With emphasis on Comparative World

Reference Works

1. Vincent B. Leitch (General Editor). *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company, 2001 (or later editions)
2. K. M. Newton, ed. *Twentieth Century literary Theory: A Reader*. Second Edition. New York: St. Martin's, 1998 (or later editions)
3. Raman Selden, & Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. 3rd Edition. Kentucky: Univ. of Kentucky, 1993 (or later editions)
4. Selected Terminology from any Contemporary Dictionary of Literary Terms.
- 5 Booker, Keith M. *A Practical Introduction to Literary Theory and Criticism*. New York: Longman Publishers, 1996.
- 5 Barry, P. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 1995
- 6 Lodge, David. Ed. *Modern Criticism and Theory: A Reader*. Longman, 1988.
- 7 Selden, R. & Widdowson P. *A Reader's Guide to Contemporary Literary Theory (3rd Edition)*. New York: Harvester, 1993

Eng413	Socio and Psycholinguistics	Cr. hr 4 (4-0)
Aims & Objectives	To make the learners aware of some social factors that are relevant to language and society .To enable them to understand different psychological variables that interact in learning and acquisition of a language. The course also aims at understanding the relation of language and mind/psychology.	
Contents	<ul style="list-style-type: none"> ✓ Functions of Language in Society ✓ Domains of Language Use ✓ Speech Community ✓ Multilingualism and Bilingualism <ul style="list-style-type: none"> • Dimensions of Bilingualism • Bilingualism and Diglossia • Causes of Bilingualism <p>Manifestations of Bilingualism</p> <ul style="list-style-type: none"> ❖ Loan-words ❖ Borrowing ❖ Code-switching/code-mixing <p>Effects of Bilingualism</p> <ul style="list-style-type: none"> ❖ Language Conflicts ❖ Language Attitudes ❖ Language Maintenance ❖ Language Change/Shift ❖ Language Death <p>Dialects, Pidgin and Creoles, Register, Genderlect, etc.</p> <p>Standard Language</p> <p>National Language, Language Planning And Policy,</p> <p>The Nature Of Language</p> <ul style="list-style-type: none"> • The Psychology Of Language • The Structure And Function Of Language • Processes In The Use Of Language <p>First Steps In Child’s Language Acquisition</p> <ul style="list-style-type: none"> • Communicating with Language • Issues In The L/A • Methods Of Studying Child’s Language <p>Later Growth In The Child’s Language</p> <p>The Psychology of Learning</p> <ul style="list-style-type: none"> • Theories of language Acquisition/Learning 	

	<p>(Behaviourism, Cognitivism, Interactionism)</p> <ul style="list-style-type: none"> • Memory • Interlanguage • Error Analysis <p>Perception and Production of First and later Sounds</p> <p>Individual Learner Factors</p> <ul style="list-style-type: none"> • Age and Critical Age • Affective and personality factors • Cognitive styles • Motivation <p>Language and Thought (Language Universals and Linguistic Relativity)</p>
<p>Reference Works</p>	<ol style="list-style-type: none"> 1. Aitchison, J. 1998. <i>The Articulate Mammal: An Introduction to Psycholinguistics.</i> 2. Cook, Vivian. 2001. <i>Second Language Learning and Teaching.</i> 3. Cook, Vivian. 1993. <i>Linguistics and Second Language Acquisition.</i> London: Arnold. 4. Scovel, T. 1998. <i>Psycholinguistics: Oxford Introduction to Language Study Series.</i> Oxford: O UP. 5. Garman, Michael. 1990. <i>Psycholinguistics.</i> Cambridge: Cambridge UP. 6. Krashen, Stephen and Terrel, Tracy. 1983. <i>The Natural Approach: Language Acquisition</i> <ol style="list-style-type: none"> 1. Auer, Peter (Ed). 1998. <i>Code-switching in Conversation: Language Interaction and Identity.</i> London: Routledge. 2. Hudson, R.A. 1996. <i>Sociolinguistics.</i> Cambridge: Cambridge University

	<p>Press.</p> <p>3. Suzanne Romaine. 1995. <i>Bilingualism</i> (2nd Ed). Oxford: Basil Blackwell.</p> <p>4. Trudgill, P. 2002. <i>Introduction to Language and Society</i>.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng414	Applied Linguistics	Cr. hr 4 (4-0)
Aims & Objectives	This course aims at introducing learners to contemporary issues in applied linguistics and provides them with opportunities to critically review current research. It offers intellectual debates on theoretical and practical issues in the field of applied linguistics. After this theoretical background learners would be guided to plan lessons and try their plans in classrooms using techniques of classroom dynamics.	
Contents	<ul style="list-style-type: none"> • Language, Identity and Culture • Language and Gender • Globalization and its Impact on Teaching and Learning of English • Language and Development • World Englishes • Language Policy and Planning • Language in Education • Bilingual Education <p>Lesson Planning</p> <ul style="list-style-type: none"> • Making and using Lesson Plans for teaching Listening, • Speaking, Reading and Writing Skills, Grammar and Vocabulary. 	
Reference Works	<p>Byrne, D. (1987) <i>Techniques for Classroom Interaction</i>. Longman.</p> <p>Doff, A. (1988) <i>Teach English CUP</i>.</p> <p>Everston, et. Al. (1984) <i>Classroom Management for Elementary Teachers</i>. Allyn and Bacon</p> <p>Hadifield, J. (1992) <i>Classroom Dynamics</i>. OUP.</p> <p>Murcia. MC. (1989) <i>Teaching English</i>. Newbury House Publishers.</p> <p>Matthews, A. et. Al. (1985) <i>At the Chalk face</i>. Edward Arnold.</p> <p>Bowen, B M. (1982) <i>Look Here! Visual Aids in language Teaching</i>. ELTS</p> <p>Nunan, D (1988) <i>Syllabus design</i>. UK: OUP</p>	

	<p>Wilkins, D (1976) Notional Syllabuses. Oxford: OUP</p> <p>Prabhu, N.S (1987) Second Language Pedagogy: A Perspective. Oxford: OUP</p> <p>Munby, J. (1978) Communicative Syllabus Design. Cambridge: CUP.</p> <p>Dudely, Evans, T and St. Johns, M.J 1998 Developments in ESP: A Multidisciplinary approach, UK: Cambridge</p> <p>McDonough, J. 1984 ESP in Perspective: A Practical Guide, UK Hazzel Watson & Viney Ltd.</p> <p>Hutchinsen, T and Waters, A. 1987 English for Specific Purposes: A learner-centered approach, UK. CUP</p> <p>McGrath, I. 2002 Materials Evaluation and Design for Language Teaching UK: Edinburgh University Press</p> <p>Douglas, D. 2000 Assessing Language for Specific Purposes: UK.CUP</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Eng415	Novel—I	Cr. hr 4 (4-0)
Aims & Objectives	A study of classics in the novel would offer a detailed reading of the development of the various forms in this particular genre. The course also relates to the current aesthetics of the novel form and the diverse historical, social and cultural aspects and features that become sources for representation and reflection through fiction.	
Contents	<ul style="list-style-type: none"> • Fielding, Joseph Andrews • Jane Austen, Pride and Prejudice • Emily Bronte, Wuthering Heights • Charles Dickens, A Tale Of Two Cities • Thomas Hardy, Tess Of The D'Urbervilles • D.H. Lawrence, Women In Love 	
Reference Works	<ol style="list-style-type: none"> 1. Allen, Walter. The Rise of the Novel. London: Penguin 2. Allen, Walter. The English Novel. London: Penguin 3. Bloom Harold. Ed. Modern Critical Views: Thomas Hardy, 1987 4. Bloom, Ed. Modern Critical Interpretations: Jane Austen, 1987 5. Bloom, Ed. Modern Critical Views: Charles Dickens, 	

1987.

6. Kettle, Arnold. An Introduction to the English Novel.
Vols.1&2. 2nd ed.

Hutchinson, 1967

SEMESTER—IV

Eng416	English Language Teaching	Cr. hr 3 (3-0)
Aims & Objectives	<p>This introductory course on English language teaching combines the principles of ELT with practice to enable learners to see and perpetuate a model classroom interaction and effective teaching. The aim is to provide an opportunity to the learners to examine and understand the problems of ELT in Pakistan.</p>	
Contents	<p>Trends and Practices in ELT</p> <ul style="list-style-type: none"> • What is the logical problem of foreign language learning? <p>Theories of Second Language Acquisition and Learning</p> <ul style="list-style-type: none"> • Second language acquisition theory: generative perspective <p>Methods of Language Teaching</p> <ul style="list-style-type: none"> • Approach, Method and Technique • Selected ELT Methods: Grammar-Translation, Direct Method, Audio-lingual, etc. • ELT models for Pakistan <p>Theory and Practice of Teaching Oral Skills</p> <ul style="list-style-type: none"> • Nature of Oral Communication • Theory and techniques of teaching listening and speaking • Lesson Planning for Teaching Oral Skills <p>Theory and Practice of Teaching Reading Skills</p> <ul style="list-style-type: none"> • Nature of Reading • Theories of Reading – Interactive and Schema • Designing activities for reading skills • Lesson Planning for teaching reading <p>Theory and Practice of Teaching Writing Skills</p> <ul style="list-style-type: none"> • Nature of Writing • Theories of Writing – Product and Process • Lesson Planning for teaching writing • Techniques for giving feedback and correcting written work <p>Teaching English Pronunciation</p>	

Reference Works

- Richards and Rodgers (2000) Approaches and Methods in Language Teaching: A Description and Analysis. CUP
- Larsen-Freeman, D. (1986) Techniques and Principles in Language Teaching. OUP
- Richards, J. C (1980) Error Analysis. Longman
- Karshen, S.D. (1982) Principles and Practice in Second Language Acquisition. Pergamon
- Brown, H. Douglas and Gonzo, Susan T. (eds.) (1994). Readings on Second Language Acquisition, Hemel Hempstead: Prentice Hall
- Cook, V. J. (1993) Linguistics and Second Language Acquisition, London: Macmillan
- Ellis, Rod. (1985) Understanding Second Language Acquisition, Oxford: OUP.
- Ellis, Rod. (1994) The Study of Second Language Acquisition, Oxford: OUP.
- Gass, Susan and Selinker, Larry. (1994) Second Language Acquisition: An Introductory Course, US: Lawrence Erlbaum.
- Krashen, S. (1981) Second Language Acquisition and Second Language Learning, Oxford: Pergamon.
- Larsen-Freeman, Diane and Michael Long H. (1991) An Introduction to Second Language Research, London: Longman.
- Lightbown, P and Spada, N. (1999) How Languages Are Learned. Oxford: OUP.
- McLaughlin, B. (1987) Theories of Second Language Learning, London: Arnold.
- R Mitchell and F. Myles. (1998) Second Language Learning Theories, London: Arnold
- Sharwood-Smith, M. (1994) Second Language Learning, Theoretical Foundations. London: Longman.
- Skehan, P. (1989) Individual Differences in Second Language Learning, London: Arnold.
- Spolsky, B. (1989) Conditions for Second Language Learning, Oxford: OUP.
- Towell, R. and Hawkins, R. (1994) Approaches to Second Language Acquisition, Clevedon: Multilingual Matters

Eng417	Stylistics	Cr. hr 3 (3-0)
Aims & Objectives	To acquaint the learners with the theoretical aspect of stylistics and to prepare and guide them for stylistically analyzing the selected texts from literature.	
Contents	<p>Introduction</p> <ul style="list-style-type: none"> • What is stylistics? • Subject and Discipline • Stylistics as a Bridge between Linguistics and Literature. • Literature as Text and as Discourse <p>The Nature of Literary Communication.</p> <p>Literature as Foregrounded Language.</p> <p>The Theory of Deviation and its Application to the Study of Poetry</p> <ul style="list-style-type: none"> • Lexical, Grammatical, Phonological, Semantic, Dialectal deviation • Deviation of Register • Deviation of Historical Period <p>Parallelism</p> <ul style="list-style-type: none"> • Scheme as Foregrounded repetitions of expression e.g. Verbal repetition and its poetic effects, Rhythm and Rhyme. • New concepts of meter such as Measure. Tropes as Foregrounded irregularities of content: figurative language i.e. metaphor, oxymoron, synecdoche, irony, hyperbole, litotes etc. <p>The stylistic analysis and appreciation of the short stories, poems and essays</p>	
Reference Works	<p>Carter, R. Ed, (1982) Language and Literature: An introductory Reader, London: Routledge</p> <p>Freeborn, O. (1996) Style London: Macmillan</p> <p>Leech & Short (1981) Style in Fiction. Longman.</p> <p>Leech, G. N (1969) A Linguistic Guide to English Poetry. Longman</p> <p>Mills, S. (1995) Feminist Stylistics</p>	

	Wales, K. (1989) A Dictionary of Stylistic Longman.	
	Widdowson, H. G. (1975) Stylistics and the Teaching of Literature. Longman.	

Eng418	Novel—II	Cr. hr 3 (3-0)
Aims & Objectives	A study of classics in the novel would offer a detailed reading of the development of various forms in this particular genre. The course also relates to the current aesthetics of the novel form and the diverse historical, social and cultural aspects and features that become sources for representation and reflection through fiction.	
Contents	<ul style="list-style-type: none"> • Joseph Conrad, Heart Of Darkness • J. Joyce, The Portrait Of An Artist As A Young Man • Virginia Woolf, To The Light House • William Faulkner, The Sound And The Fury 	
Reference Works	<ol style="list-style-type: none"> 1. Beach, J. W. <i>The Twentieth Century Novel</i>. 1952 2. Bent, Andrew. <i>Study Course on William Golding's Lord of the Flies</i>. 2000 3. Ellmann, Richard. <i>James Joyce</i>. 1959 4. Guerard, Albert J. <i>Conrad: The Novelist</i> 1958 5. Kettle, Arnold. <i>Introduction to English Novel II</i> . London: Hutchinson, 1978 6. Leavis, F. R. <i>The Great Tradition</i>. London: Chatto and Windus, 1962 7. Reynolds, M & Noakes, I. <i>Iris Murdoch: The Essential Guide to Contemporary Literature</i>. O UP, 1999 	

Eng419	Prose—II	Cr. hr 3 (3-0)
Aims & Objectives	To enable the learners to learn how to comprehend, discuss and evaluate the spirit of English prose, essay and short story. The course would also highlight the socio-cultural aspects and thematic priorities reflected in this genre of the selected ages and writers.	
Contents	<ul style="list-style-type: none"> • Mathew Arnold (1822-1880) Essays in Criticism i Thomas Gray ii Keats • T.H.Huxuly i Man’Place in Nature ii Science and Morals iii Ethics and Evolution • John Ruskin i Stone of Venice (1 st Volume) ii The Crown of the White Olive (Lecture 1st war) • Lytton Strachery (1880-1932) “ Eminent Victorian “ (Dr. Arnold) • Bertrand Russel (1872-1970) Un Popular Essays i. The Future of Mankind ii. Ideas that have helped Mankind, iii Ideas that have Harmed Mankind. 	
Reference Works	<ul style="list-style-type: none"> • William Henry Hudson, An Introduction to the Study of Literature. London: Morrison and Gibb, 1963. • Robin Mayhead, Understanding Literature. Cambridge: Cambridge UP, 1979. • Rene Wellek and Austin Warren, Theory of Literature. London: Penguin, 1982. • Terry Eagleton, Literary Theory: An Introduction. England: Blackwell Publishers, 1996. 	

Eng420	Research Methodology and Thesis	Cr. hr 8
Aims & Objectives	To enable learners to conduct their own research (50-70 pages) in the fields of applied linguistics and literature.	
Contents	<ul style="list-style-type: none"> • Introduction: Qualitative and Quantitative Research Paradigms • Identifying and Defining a Research Problem • Selection Of the Topic and Delimitation of The Topic • Ethical Considerations/Plagiarism • Sampling Techniques • Tools for Data Collection: Questionnaires, Interviews, Observation & Documentation • Limitation and Delimitation of research Data Analysis and Interpretation 	

	<p>Some Aspects of the Research Work</p> <ul style="list-style-type: none"> • Developing A Synopsis • Review of Literature • Transcription and Transliteration • Referencing and Citation
<p>Reference Works</p>	<p>Paltridge, B. and Starfield, S. (2007). Thesis and dissertation writing in a Second Language: A handbook for Supervisors. New York: Routledge.</p> <p>Wallace, M.J. (1997). Action Research for Language Teachers. Cambridge: Cambridge University Press.</p> <p>Grix, J. (2001). Demystifying Postgraduate Research. Birmingham: The University of Birmingham Press.</p> <p>Tilley, N. and Pawson, R. (1997). Realistic Evaluation. London: Routledge.</p>