

**Approved
CURRICULUM
OF
BS ENGLISH LANGUAGE AND LITERATURE (8 SEMESTERS)**



**DEPARTMENT OF ENGLISH
ABDUL WALI KHAN UNIVERSITY MARDAN**

Preface by Convener

Education is the most invaluable asset of any nation. Learning languages enhance the potential of education for change and development. Historical and contemporary realities has endowed English with such a status that learning of it stands as a guarantee for the realization of the national goals.

After the establishment of the Department of English still in its nascent stage, vacuum of the curricula, as interim arrangement, was filled with courses of MA and BS English taught in Hazara University, Mansehra. However, with the formation of Board of Studies, work on designing curricula for BS and MA English Language and Literature was immediately taken up. The challenge to provide curricula is great enough, when the factors of improvement, satisfying demands of job market and building of national character are given due thought.

The development of the syllabus materials drew together an extensive network of experts from esteemed seats of learning of Khyber-Pakhtunkhwa. Their input enabled the Board of Studies to develop the final draft of the curricula. Members of Board of Studies are heavily engaged in using the draft materials and in providing feedback. The number of people who contributed to the *English syllabus* was very large indeed. This is so, first, because the syllabus is a substantial set of materials developed over a long period of time and, second, because of wide involvement of teachers and community members at large. Teachers, administrators, educational advisers and teacher educators from across the province would be welcome to make suggestions regarding content, sequence presentation and comment upon successive drafts of materials.

It is acknowledged that development of aspects of the curricula began in November 2009 and by 25th January 2010, in the first meeting of BoS the first milestone was achieved through approval of curricula of BS and MA English Language and Literature (semester system). Many of the principles of learning and the models for planning, implementing and evaluating were adopted or further developed in the final draft through scholarly and judicious discussions in a democratic way. Grateful thanks are extended to the worthy members of the Board of Studies and all others who contributed and made this achievement possible. Special thanks must be made to all the staff members of the Department of English for their unreserved and tireless help.

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

FIRST YEAR

(1ST SEMESTER)			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
Eng-301	Functional English	Compulsory	3(3-0)
IS-301	Islamic Studies	Compulsory	2(2-0)
Pol-301	Introduction to Political Science	General Course	3(3-0)
Psy-301	Introduction to Psychology	General Course	3(3-0)
PHY-416	Introduction to Geography	General Course	3(3-0)
Eng-302	Introduction to English Literature-I	Foundation Course	3(3-0)
Total Credit Hours			17

(2ND SEMESTER)			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
Eng-351	Communication Skills	Compulsory	3(3-0)
PS-351	Pakistan Studies	Compulsory	2(2-0)
Soc-351	Principles of Sociology	General Course	3(3-0)
Eng-352	Introduction to Linguistics	Foundation Course	3(3-0)
Eng-353	History of English Literature—I	Foundation Course	3(3-0)
Eng-354	Introduction to English Literature-II	Foundation Course	3(3-0)
Total Credit Hours			17

SECOND YEAR

(3RD SEMESTER)			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
Eng-401	Technical Writing	Compulsory Course	3(3-0)
Stat-401	Introduction to Statistics	General Course	3(3-0)
Eng-402	Morphology and Syntax	Foundation Course	3(3-0)
Eng-403	History of English Literature-II	Foundation Course	3(3-0)
TH-402	Ancient Civilization	General Course	3(3-0)
CS-351	Introduction to Computer	Compulsory Course	3(3-0)
Total Credit Hours			18

(4TH SEMESTER)			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
Eng-451	Advance Academic Reading and Writing	Compulsory Course	3(3-0)
Eng-452	Phonetics & Phonology	Foundation Course	3(3-0)
	Gender Studies	General Course	3(3-0)
Law-311	Human Rights and Citizenship Education	Compulsory Course	3(3-0)

Eng-453	Semantics	Foundation Course	3(3-0)
Total Credit Hours			15

THIRD YEAR

(5TH SEMESTER)			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
Eng-501	Visionary Discourse	Compulsory Course	3(3-0)
Eng-502	Literary Criticism—I	Major Course	3(3-0)
Eng-503	Poetry—I (14 th to 18 th Century)	Major Course	3(3-0)
Eng-504	Novel (18 th and 19 th Century)	Major Course	3(3-0)
Eng-505	Research Methodology	Foundation Course	3(3-0)
Eng-506	Sociolinguistics	Major Course	3(3-0)
Total Credit Hours			18

FOURTH YEAR

(6TH SEMESTER)			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
Eng-551	Literary Criticism—II	Major Course	3(3-0)
Eng-552	Classics in Drama	Major Course	3(3-0)
Eng-553	Poetry—II (19 th Century Poetry)	Major Course	3(3-0)
Eng-554	Discourse Analysis	Foundation Course	3(3-0)
Eng-555	Psycholinguistics	Major Course	3(3-0)
Total Credit Hours			15

(7TH SEMESTER) LITERATURE

COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
Eng-601	American Literature	Major Course	3 (3-0)
Eng-602	South Asian Literature	Major Course	3 (3-0)
Eng-603	Translation Theory and Literary Studies	Major Course	3 (3-0)
Eng-604	American Drama	Elective Course	3 (3-0)
Eng-605	Pakistani Literature	Elective Course	3 (3-0)
Total Credit Hours			15

(7TH SEMESTER) LINGUISTICS

COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
Eng-606	Language Teaching	Major Course	3 (3-0)

	Methodologies		
Eng-607	Pragmatics	Major Course	3 (3-0)
Eng-608	Research Methods in Linguistics	Major Course	3 (3-0)
Eng-609	Media Discourse Analysis	Elective Course	3 (3-0)
Eng-610	World Englishes	Elective Course	3 (3-0)
Total Credit Hours			15

(8TH SEMESTER) LITERATURE			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
Eng-651	20 th Century Fiction & non-Fiction	Major Course	3 (3-0)
Eng-652	Teaching of Literature	Major Course	3 (3-0)
Eng-653	Literary Stylistics	Major Course	3 (3-0)
Eng-654	Emerging Forms of Literature	Elective Course	3 (3-0)
Eng-655	Research Project	Elective Course	3 (3-0)
Total Credit Hours			15

(8TH SEMESTER) LINGUISTICS			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
Eng-656	Syllabus Designing and Testing	Major Course	3 (3-0)
Eng-657	Language, Culture and Identity	Major Course	3 (3-0)
Eng-658	Genre Analysis	Major Course	3 (3-0)
Eng-659	English For Specific Purposes	Elective Course	3 (3-0)
Eng-660	Research Project	Elective Course	3 (3-0)
Total Credit Hours			15

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

ENG-301	FUNCTIONAL ENGLISH	CR. HR 3(3-0)
AIMS & OBJECTIVES	This course introduces the students with the basic grammatical / structural rules of English Language. It will help the students in improving their basic Language Skills to an optimum level so as to enable them to communicate effectively in English language through proper usage of vocabulary & knowledge of English grammar. Students will be familiarized with the technical methods of reading / comprehension and will be exposed to different reading materials, which will help them in improving their vocabulary, grammar and sentence structure etc. The experience of this course will also help them to overcome those problems due to which they are unable to express themselves properly.	
CONTENTS	Vocabulary (Frequently confused / misused words, Phrases, synonyms, antonyms, idioms & General vocabulary), Practical Use of Grammar (Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Articles, Interjections & Tenses), Sentences (Types of sentences, Parts of sentences, Direct and Indirect Speech, Active & Passive Voice & Conditional Sentences), Composition + Summarization (Describing, Narrating, Argumentation, Short / long Composition, Comprehension + Précis writing.	
REFERENCE WORKS	<ol style="list-style-type: none"> 1. High School English Grammar & Composition by Wren and Martin. 2. Practical English Grammar by A.J. Thomson & A.V. Martinet. Exercises 1 & 2. 3rd edition. Oxford University Press. 3. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand & Françoise Grellet. Oxford Supplementary Skills. 4th Impression 1993. 4. Reading. Upper Intermediate. Brian Tomilson & Rod Ellis. Oxford Supplementary Skills. 3rd Impression 1992. <p>Supplementary study material:</p> <ol style="list-style-type: none"> 1. Précis writing by R. Dhillon. 2. Systems Student Companion English for lower secondary schools by Magdalene Chew & Surinder Kaur. 3. Learners Companion Series Vocabulary by George Davidson. 4. Word Power Made Easy by Norman Lewis. 5. Understand & Communicate {book 2 and published by FEP International (Pvt.) Ltd}. 6. Concepts (book 3 and 4) by P.C. Wren. 	

IS-301	ISLAMIC STUDIES	CR. HR 2(2-0)
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	<p>Quranic Verses: Translation and Explanation: Selected from various Sections of Quran Relating to different issues like Salat, Zakat, Ramadan, Tuheed etc.</p> <p>Ahadis: Translation and Explanation: Selected Ahadis relating to different issues like, Haqooq- ul- Habad, Jihad, Husn-e- Ikhlacet</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 YousafIslahi,” 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)

POL-301	INTRODUCTION TO POLITICAL SCIENCE	CR. HR 3(3-0)
AIMS & OBJECTIVES		
CONTENTS		
REFERENCE WORKS		

Psy-301	INTRODUCTION TO PSYCHOLOGY	CR. HR 3(3-0)
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AIMS & OBJECTIVES	
CONTENTS	
REFERENCE WORKS	

Phy-416	INTRODUCTION TO GEOGRAPHY	CR. HR 3(3-0)
AIMS & OBJECTIVES		
CONTENTS		
REFERENCE WORKS		

ENG-302	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 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	<ol style="list-style-type: none"> 1. Abbs, P. & Richardson, J. <i>The Forms of Poetry</i>. Cambridge: Cambridge UP, 1995. 2. Barnet, Sylvan. <i>A Short Guide to Writing About Literature</i> (7th Edition). New York: Harper and Collins, 1996. 3. Boulton, Marjorie. <i>The Anatomy of Poetry</i>. London: Routledge and Kegan Paul, 1977. 4. Kennedy, X. J. Gioia, D. <i>An Introduction to Poetry: (8th Edition)</i>. New York: Harper Collins College Publishers, 1994. 	

SEMESTER II

ENG-351	COMMUNICATION SKILLS	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>The course aims at introducing students with the key concepts of communication and their application keeping line with the following objectives:</p> <ol style="list-style-type: none"> 1. to increase the students' ability to improve and utilize the skills necessary for a competent interpersonal communicator. 2. to increase students' understanding of his / her own as well as others behavior in the context of communication. 3. to improve students' communication skills in both social and professional contexts. 5. to improve students' ability to demonstrate effective conflict resolution skills. <p>This course offers an opportunity to learn and apply, in daily cum professional life, practical principles of interpersonal communication. Emphasis is placed on psychological, social, cultural, and linguistic factors, which affect person-to-person interaction. Special attention will be given to human perceptions, interpersonal dynamics, and patterns of inference, listening, verbal and visual symbols.</p>	

CONTENTS	<p>Principles of Effective Communication: Concepts, Benefits and Characteristics of Effective Communication. Basic forms of Communication (verbal & nonverbal Communication). Components of communication (Communication Process). Problems of communication. Communicating in Organization. Communication Channels. Intercultural communication in the global context. Oracy Skills (Listening & Speaking). Literacy Skills (Reading & Writing). Visual and Oral presentation</p> <p>Basic Principles of Communication: Seven C's of effective communication</p> <p>Communication Methods and Skills, Business Messages: Reading Skills, Extensive, Intensive, Skimming and Scanning. Communication and the Technology context, Formal letters, Memorandum, Curriculum Vitae (Résumé), Business E-Mails, Fax Messages.</p>
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Communication for Business by Shirley Taylor (4th Edition) 2. Business Communication today by Courtland L. Bovee 3. The Effective Business Communication by Herta A Murphy (7th Edition).

PS-351	PAKISTAN STUDIES	CR. HR 2 (2-0)
AIMS & OBJECTIVES	<ul style="list-style-type: none"> • Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan. • Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. 	
CONTENTS	<ol style="list-style-type: none"> 1. Historical Perspective <ul style="list-style-type: none"> • Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-i-Azam Muhammad Ali Jinnah. • Factors leading to Muslim separatism • People and Land • Indus Civilization <ul style="list-style-type: none"> • Muslim advent Location and geo-physical features. 2. Government and Politics in Pakistan <p>Political and constitutional phases:</p> <ul style="list-style-type: none"> • 1947-58 • 1958-71 • 1971-77 • 1977-88 • 1988-99 • 1999 onward 3. Contemporary Pakistan <ul style="list-style-type: none"> • Economic institutions and issues • Society and social structure • Ethnicity • Foreign policy of Pakistan and challenges • Futuristic outlook of Pakistan 	

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 Bangladesh.</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: Wm Dawson & 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. <p>Haq, Noor ul. <i>Making of Pakistan: The Military Perspective</i>. Islamabad: National Commission on Historical and Cultural Research, 1993.</p>
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SOC-351	PRINCIPLES OF SOCIOLOGY	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes. The course will provide due foundation for further studies in the field of sociology.</p>	
CONTENTS	<ol style="list-style-type: none"> 1. Introduction <ol style="list-style-type: none"> a. Definition, Scope, and Subject Matter b. Sociology as a Science c. Historical back ground of Sociology 2. Basic Concepts <ol style="list-style-type: none"> a. Group, Community, Society b. Associations <ol style="list-style-type: none"> i. Non-Voluntary ii. Voluntary c. Organization <ol style="list-style-type: none"> i. Informal ii. Formal d. Social Interaction <ol style="list-style-type: none"> i. Levels of Social Interaction ii. Process of Social Interaction 	

- a) Cooperation
- b) Competition
- c) Conflict
- d) Accommodation
- e) Acculturation and diffusion
- f) Assimilation
- g) Amalgamation

3. Social Groups

- a. Definition & Functions
- b. Types of social groups
 - i. In and out groups
 - ii. Primary and Secondary group
 - iii. Reference groups
 - iv. Informal and Formal groups
 - v. Pressure groups

4. Culture

- a. Definition, aspects and characteristics of Culture
 - i. Material and non material culture
 - ii. Ideal and real culture
- b. Elements of culture
 - i. Beliefs
 - ii. Values
 - iii. Norms and social sanctions
- c. Organizations of culture
 - i. Traits
 - ii. Complexes
 - iii. Patterns
 - iv. Ethos
 - v. Theme
- d. Other related concepts
 - i. Cultural Relativism
 - ii. Sub Cultures
 - iii. Ethnocentrism and Xenocentrism
 - iv. Cultural lag

5. Socialization & Personality

- a. Personality, Factors in Personality Formation
- b. Socialization, Agencies of Socialization
- c. Role & Status

6. Deviance and Social Control

- a. Deviance and its types
- b. Social control and its need
- c. Forms of Social control
- d. Methods & Agencies of Social control

7. Collective Behavior

- a. Collective behavior, its types
- b. Crowd behavior
- c. Public opinion
- d. Propaganda
- e. Social movements
- f. Leadership

REFERENCE WORKS	<ol style="list-style-type: none"> 1. Anderson, Margaret and Howard F. Taylor. 2001. <i>Sociology the Essentials</i>. Australia: Wadsworth. 2. Brown, Ken 2004. <i>Sociology</i>. UK: Polity Press 3. Giddens, Anthony 2002. <i>Introduction to Sociology</i>. UK: Polity Press. 4. Macionis, John J. 2006. 10th Edition <i>Sociology</i> New Jersey: Prentice-Hall 5. Tischler, Henry L. 2002. <i>Introduction to Sociology</i> 7th ed. New York: The Harcourt Press. 6. Frank N Magill. 2003. <i>International Encyclopedia of Sociology</i>. U.S.A: Fitzroy Dearborn Publishers 7. Macionis, John J. 2005. <i>Sociology</i> 10th ed. South Asia: Pearson Education 8. Kerbo, Harold R. 1989. <i>Sociology: Social Structure and Social Conflict</i>. New York: Macmillan Publishing Company. 9. Koenig Samuel. 1957. <i>Sociology: An Introduction to the Science of Society</i>. New York: Barnes and Nobel.. 10. Lee, Alfred Mclung and Lee, Elizabeth Briant 1961. <i>Marriage and The family</i>. New York: Barnes and Noble, Inc. 11. Leslie, Gerald et al. 1973. <i>Order and Change: Introductory Sociology</i> Toronto: Oxford University Press. 12. Lenski, Gevbard and Lenski, Jeam. 1982. <i>Human Societies</i>. 4th edition New York: McGraw-Hill Book Company. 13. James M. Henslin. 2004. <i>Sociology: A Down to Earth Approach</i>. Toronto: Allen and Bacon.
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ENG-352	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. <i>Linguistics</i> (Teach Yourself Books). •Farmer, A. K; Demers, R. A. <i>A Linguistics Workbook</i> •Finch, G. <i>How to Study Linguistics: A Guide to Understanding Linguistics</i>. Palgrave •Fromkin, V. A; Rodman, R. and Hymas, M. 2002. <i>Introduction to Language</i>. 6th Ed. New York: Heinley •Todd, L. 1987. <i>An Introduction to Linguistics</i>. Moonbeam Publications •Yule, G. 1996. <i>The Study of Language</i>. C UP. 	

ENG-353	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 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, 2006.</i> 2. Evans, I for. <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 (latest edition), 1961. 7. Sanders, Andrew. <i>The Short Oxford History of English Literature.</i> Oxford University Press, USA. 2002. 	

ENG-354	INTRODUCTION TO LITERATURE—II	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>The aim of this part of the curriculum is to introduce the reader to short stories and novel as forms of fiction. This course introduces learners to 20th century literary movements helping them in understanding broader literary trends.</p>	
CONTENTS	<p>Literary Forms: their origin and development</p> <ul style="list-style-type: none"> ✓ What is Novel? Various types of Novel, Plot, Setting, Character, Characterization, Story, Narrative Devices/Techniques, etc. ✓ Short Story, Essay, Types, Constituents Elements/Essentials of short stories and essays, etc <p>Literary Movements</p> <ul style="list-style-type: none"> ✓ Modernism ✓ Postmodernism ✓ Deconstruction etc. 	

REFERENCE WORKS	<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.
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YEAR - 2
SEMESTER III

ENG-401	TECHNICAL WRITING	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>This course will introduce students to the basic principles of effective / skillful writing and will develop the understanding of the students on academic and technical writing skills. Students will understand and know how to follow the stages of writing process and will apply these to technical and workplace writing tasks. Students will learn how to incorporate clarity and utility in their writing, learn stylistic methods for effective writing and to be aware of ethical issues in technical writing. Also, Students will read, analyze, and interpret material from technical fields, and will practice research and writing skills appropriate for technical topics. Students will also be familiarized with basic sources and methods of research and documentation on topics including on-line research. They will be able to synthesize and integrate material from primary and secondary sources wedded to their own ideas in research papers.</p>	
CONTENTS	<p>Introduction to Technical / Skillful writing: What is Technical / Skillful writing & its purpose, Importance of Technical / Skillful writing, Distinguishing features / Characteristics of Technical writing, Basic aspects and principles of Technical / Skillful writing and Technical writing style. The Technical writing Process: An overview of the process, Pre-writing, Writing and Post-writing. Writing an Outline: What is an outline, Principles of making outline and Arranging ideas in an outline. Writing an Abstract and Summarizing a text: What is an abstract, What is summarizing, Types of summary and abstract and Difference between outline, abstract and summary. Description: Common elements of descriptions, Planning the mechanism description, Writing the mechanism description, Planning the process description and Writing the process description. Report writing: What is a report writing, Difference between a report and other forms of writing, Formal / Informal reports, Informal reports, Formal reports and Types of formal reports. Proposals writing: External proposals, Internal proposals and Types of internal proposals. Writing a Review: What is a review and Types of review. Writing Advertisements, Note Taking, Writing Notices, Writing Circulars and Writing Minutes of a Meeting / Conference.</p>	

REFERENCE WORKS	<ol style="list-style-type: none"> 1. Technical Report Writing by Steven E. Pauley & Daniel G. Riorden 2. Technical Writing and specification by Gildon H.K., McGraw Hill Book Company. 3. Technical Writing by Steve M. Chnical 4. Writing Advanced by Ron White. Oxford Spplementary Skills. 3rd Impression 1992. 5. College Writing Skills by John Langan. Mc-Graw-Hill Higher Education 2004. 6. Pattern of College Writing (4th Edition) by Laurie G. Kirzner & Stephen R. Mandell. St. Martin's Press.
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STAT-401	INTRODUCTION TO STATISTICS	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>Mathematics and statistics are to help quantify the relationship between variables and their underlying factors. This subject has particularly been designed to apply various methodological techniques of the disciplines of mathematics and statistics to quantitatively analyze various aspects of business and business relationships.</p>	
CONTENTS	<p>1. What is Statistics?</p> <ul style="list-style-type: none"> • Introduction to Statistics • Key Statistical Concept • Observation and Variables • Practical Application • How managers use Statistics <p>2. Collection and Presentation of data</p> <ul style="list-style-type: none"> • Types of Data • Collection of Primary and Secondary Data • Presentation of Data • Frequency Distribution • Stem and Leaf Diagram • Graphical Techniques for Quantitative data • Scatter diagrams, Pie Charts, Bar Charts and Line Charts <p>3. Numerical Descriptive Measures</p> <ul style="list-style-type: none"> • Measures of Central Location • Measures of Variability • Interpreting the Standard Deviation and Coefficient of Variation <p>4. Probability</p> <ul style="list-style-type: none"> • Introduction • Assigning Probabilities to events • Conditional Probability • Rules of Probability • Independent and Dependent Events <p>5. Random Variables, Expectation and Probability Distributions</p> <ul style="list-style-type: none"> • Introduction • Distribution Function • Discrete and Continuous Random Variables and its Density Functions • Expected Value & Monetary Value • Decision Criterion utility & Expected Utility • Binomial and Poisson probability Distributions • Normal Probability Distribution <p>6. Sampling and Sampling Distribution</p> <p style="padding-left: 20px;">Introduction</p> <ul style="list-style-type: none"> • Sampling and Sampling Plans • Errors Involved in Sampling 	

	<ul style="list-style-type: none"> • Sampling Distribution of the Sample mean • Other Sampling Distributions <p>7.Estimation: Describing a single population</p> <ul style="list-style-type: none"> • Introduction • Point and Interval Estimates Basic Concepts • Confidence and Interval estimates of the Mean and Proportion from Large samples • Interval estimates Using the t-distribution • Determining the Sample Size <p>8.Hypothesis testing: Describing a single population</p> <ul style="list-style-type: none"> • Introduction • Concepts Basic to the Hypothesis testing • Testing the population mean when the Variance is known • Testing the population mean when the Variance is unknown • Calculating the Power of a Hypothesis Test • Testing the population Proportion, Large samples <p>9.Simple Regression and Correlation</p> <ul style="list-style-type: none"> • Simple Regression <ul style="list-style-type: none"> • Deterministic and Probabilistic Models • Simple Linear Regression Model • Standard Deviation of Regression Estimate • Correlation <ul style="list-style-type: none"> • Pearson Product Moment Correlation Coefficient
REFERENCE WORKS	<ol style="list-style-type: none"> 1.Introduction to Statistical Theory Part-I & II –<u>Sher Muhammad Chaudhry</u>. 2.Statistics for Management, Richard I. Levin and David S. Rubin, Prentice-Hall International, Inc. 3.Introduction to Business Statistics 2004 Edition, <u>Shamim Khan</u>, Research and Development Center Peshawar 4.Basic Statistics for Business and Economics by <u>EARLK. BOWN AND MARTIN STARR</u> 5.Introduction to Statistics --- <u>Ronald e Walpole</u>.(3rd Edition)

ENG-402	MORPHOLOGY AND SYNTAX		CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>The aim of this course is to provide the students with a general introduction to English morphology and syntax. The course introduces the students to the internal structure of words and sentences, presenting them to the theory and practice of the structural grammar of the English language. By the end of this course students will be able to do a detailed analysis of English morphemes as well as sentences.</p>		
CONTENTS	<ul style="list-style-type: none"> ➤ Morphemes ➤ Types of Morpheme ➤ Morphemic analysis ➤ Morphological productivity ➤ Phrases and its types ➤ Clauses ➤ Sentences ➤ Types of sentences ➤ The Negative Transformation ➤ The Passive Transformation ➤ Word order Transformations ➤ Agreement & case 		
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Aronoff, M., &Feudman, K. (2010). <i>What is Morphology?</i> (Second edition). John Wiley and Sons. 2. <i>Booij, G. (2007). The Grammar of Words: an Introduction to Morphology. OUP.</i> 3. Culicover, W.P., &Jackendoff, R. (2005). <i>Simpler Syntax</i>. Oxford: OUP. 4. Flabb, N. (2007). <i>Sentence Structure</i>. (Second edition). Taylor & 5. Francis. 6. Kampson, R., Meyer-Viol, W., &Gabbay, D. (2001). <i>Dynamic syntax: the Flow of Language Understanding</i>. Blackwell Publishing. 7. <i>Katamba, F. (2004). Morphology: Morphology and its relation to Semantics and the lexicon. Routledge.</i> 8. <i>Medina, G.P. (Ed.), (2011). Morphosyntactic Alternations in English: Functional and Cognitive Perspectives. Equinox Publishing.</i> 9. Metthews, H. P. (1991). <i>Morphology</i>. (Second edition) Cambridge University Press. 10. Radford, A. (1997). <i>A Minimalist Introduction</i>. CUP. 11. <i>Radford, A. (2004). English Syntax: an introduction. CUP.</i> 12. Roberts, G. I. (2007). <i>Diachronic Syntax</i>. Oxford: OUP. 13. Roberts, G. I. &Roussoua, A. (2003). <i>Syntactic Change: a minimalist approach to grammaticalization</i>. Cambridge University Press. 14. Spenser, A. (1991). <i>Morphological Theory</i>. Wiley-Blackwell. 15. Spenser, A., & Zwicky, M. A. (Eds.), (2001). <i>The Handbook of Morphology</i>. Wiley-Blackwell. 16. <i>Warner, R. A. (1993). English Auxiliaries: Structure and History. C.U.P.</i> 		

ENG-403	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>Topics:</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, 2006.</i> 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 		

TH-402	ANCIENT CIVILIZATION	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>Unit-I Concept of Civilizations</p> <ul style="list-style-type: none"> • Concept of culture and civilization • Elements of civilization • Basic conditions of civilization <p>Unit-II Mesopotamian Civilization</p> <ul style="list-style-type: none"> • Environmental background • Chronology (3500–600 BC) • Socio-political set-up of the Sumerians, Akkadians, Babylonians, Assyrians and Chaldeans • Various aspects of civilization: art, architecture, writing, seals, religion and economy <p>Unit-III Indus Civilization</p> <ul style="list-style-type: none"> • History and its impact on local cultures • Art and architecture • Religion • Writing system • Contribution in literature, science, philosophy, medicine <p>Unit-IV Other Civilizations</p> <ul style="list-style-type: none"> • Maya and Roman civilizations <p>Unit-V Ideologies</p> <ul style="list-style-type: none"> • Islamic Ideology • Capitalism • Communism <p>UNIT-VI PRACTICAL</p> <ul style="list-style-type: none"> • Study of regional maps showing physical features of each region • Identification of key elements of the arts of different periods <p>Study of different architectural styles of various periods</p>	
CONTENTS	<p>Topics:</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 	

CS-351	INTRODUCTION TO COMPUTER	CR. HR 3(3-0)
AIMS & OBJECTIVES		
CONTENTS		
REFERENCE WORKS		

SEMESTER IV

ENG-451	Advance Academic Reading and Writing	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>To enable the students to:</p> <ul style="list-style-type: none"> • Read Academics text critically • Write well organized academic text e.g. assignments, examination answers • Write narrative, descriptive, argumentative essays and reports (assignments) 	

CONTENTS	<ul style="list-style-type: none"> • Critical Reading Advanced reading skills and strategies building on Foundations of English I & II courses in semesters I and II of a range of text types e.g. description, argumentation, comparison and contrast. • Advanced Academic Writing Advanced writing skills and strategies building on English I & II in semesters I and II respectively <ul style="list-style-type: none"> • Writing summaries of articles • report writing • Analysis and synthesis of academic material in writing • Presenting an argument in assignments/term-papers and examination answers
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Aaron, J. 2003. <i>The Compact Reader</i>. New York: Bedford. 2. Axelrod, R. B and Cooper, C. R. 2002. <i>Reading Critical Writing Well: A Reader and Guide</i>. 3. Barnet, S. and Bedau, H. 2004. <i>Critical Thinking, Reading and Writing: A Brief Guide to Writing</i>. 6th Ed. 4. Behrens & Rosen. 2007. <i>Reading and Writing Across the Curriculum</i>. 5. Gardner, P. S. 2005. <i>New Directions: Reading, Writing and Critical Thinking</i>. 6. George, D. and Trimbur, J. 2006. <i>Reading Culture: Context for Critical Reading and Writing</i>. 6th Ed. 7. Goatly, A. 2000. <i>Critical Reading and Writing: An Introductory Course</i>. London: Taylor & Francis. 8. Grellet, F., <i>Writing for Advanced Learners of English</i>. CUP. 9. Jordan, K. M. and Plakans, L. 2003. <i>Reading and Writing for Academic Success</i>. 10. Jordon, R. R. 1999. <i>Academic Writing Course</i>. CUP. 11. Smith, L. C. 2003. <i>Issues for Today: An Effective Reading Skills Text</i> 12. Withrow, J., <i>Effective Writing</i>. CUP.

ENG-453	Semantics	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>The aim of this course is to introduce students to the basic concepts of semantics. By the end of the course the students will be able to conceptualize the relationship between words and their meaning.</p>	

CONTENTS	<ul style="list-style-type: none"> • Early theories of meaning (Ogden and Richards; Ferdinand de Saussure) • Types of meaning • Semantic field • Componential analysis • Sense Relations/ Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy) • Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Allan, K. (1986). <i>Linguistic Meaning</i>. London: Routledge. 2. Cruse, A. (1986). <i>Lexical semantics</i>. Cambridge: Cambridge University Press. 3. Cruse, A. (2011). <i>Meaning in Language: An Introduction to Semantics and Pragmatics</i>. (Third edition). Oxford Textbooks in Linguistics. 4. Davis, S. & Gillon, S. B. (2004). <i>Semantics: A Reader</i>. Oxford University Press. 5. Frawley, W. (2002). <i>Linguistic Semantics</i>. Cambridge: Cambridge University Press. 6. Fuchs, Catherine and Victorri, Bernard. (1994). <i>Continuity in Linguistic Semantics</i>. Amsterdam; Philadelphia : J. Benjamins. 7. Geeraerts, D. (2010). <i>Theories of Lexical Semantics</i>. Oxford University Press. 8. Griffiths, P. (2006). <i>An Introduction to English Semantics and Pragmatics</i>. Edinburgh University Press Ltd. 9. Howard, G. (2000). <i>Semantics: Language Workbooks</i>. Routledge. 10. Hudson, R. (1995). <i>Word Meaning</i>. New York and London: Routledge. 11. Hurford, R. J., Heasley, B. & Smith, B. M. (2007). <i>Semantics: a course book</i>. (Second edition) Cambridge: CUP. 12. Kearns, K. (2000). <i>Semantics</i>. Palgrave Modern Linguistics. Great Britain. 13. Kreidler, W. C. (2002). <i>Introducing English Semantics</i>. Routledge. 14. Lyons, J. (1996). <i>Linguistic Semantics: An Introduction</i>. Cambridge: University of Cambridge. 15. Ogden, C. & Ivor A. R. [1923 (1949)]. <i>The meaning of meaning</i>. London: Kegan Paul. 16. Palmer, F.R. (1976). <i>Semantics</i>. Cambridge: Cambridge University Press. 17. Riemer, N. (2010). <i>Introducing Semantics</i>. Cambridge Introductions to Language and Linguistics. 18. Saeed, I. J. (2009). <i>Semantics</i>. (Third edition). Wiley-Blackwell.

ENG-452	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> <ol style="list-style-type: none"> a) analyse and describe sound system of their own language; b) analyse and describe sound system of English language; and c) identify the problems of English pronunciation. 	

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 Syllable and syllabic structure (consonant clusters, syllable, word stress) Sounds in connected speech (weak forms, elision and assimilation) ✓ 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
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: 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.

	GENDER STUDIES	CR. HR 3(3-0)
AIMS & OBJECTIVES	To be provided by the concerned Department	
CONTENTS		

REFERENCE WORKS	
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LAW-311	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. 2006</p>	

Year III, Semester V

ENG-501	Visionary Discourse	CR. HR 3(3-0)
AIMS & OBJECTIVES	<ul style="list-style-type: none"> • To familiarize students with the concept of having a harmonizing vision for the future • To explore the subjects that great men have considered of value • To discover the coherence that makes for an effective discourse • To trace the common stylistic and thematic ground in the discourses taught 	
CONTENTS	<ul style="list-style-type: none"> • The Truce of Hudaibiya-a Case of Conflict Resolution. Causes & Consequences leading to battle of Khyber • Allama M Iqbal: KhutbaAllahbad& his last five letters to the Quaid. • Quaid-e-Azam M. Ali Jinnah’s Speeches; Transfer of Power June 1947, Pakistan Constitutional Assembly, August 14, 1947, Eid-ul-Az October 24, 1947, Radio Pakistan, Lahore, October 30, 1947, Quetta Municipality Address June 15, 1948 & Opening of State Bank July 1, 1948 • Abraham Lincoln: The Gattysberg Address • Chief Seattle’s Speech of 1854 • Protocols of the Jewish Elders of Zion • Nelson Mandela’s Release speech <p>Note: The length and number of discourses is to be decided upon by the individual universities according to the credit hour requirement of the course</p>	
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Cook, Guy. (1989). <i>Discourse</i>. Oxford: Oxford University Press. 2. Black, Elizabeth. (2006). <i>Pragmatic Stylistics</i>. Edinburgh: Edinburgh University Press. 3. Toolan, Michael. (1998). <i>Language in Literature</i>. New York: Arnold. 4. Crystal, David. (1998). <i>Rediscover Grammar</i>. London: Longman. 5. Jhonstone, Barbara. (2008). <i>Discourse Analysis</i>. Oxford: Blackwell. 	

ENG-504	NOVEL- I (18 th and 19 th Century)	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>The Aim of introducing this course is to enable the readers to have a full view of 18th to 19th century Novel which is rich in diversity, creativity and popular appeal.</p>	
CONTENTS	<ul style="list-style-type: none"> • Henry Fielding: <i>Joseph Andrews</i> • Jane Austen: <i>Pride and Prejudice</i> • Charles Dickens: <i>Great Expectations</i> • George Eliot: <i>Silas Mariner</i> • <i>Thomas Hardy: Tess of the D’Urbervilles or The Mayor of Casterbridge</i> 	

REFERENCE WORKS	<ol style="list-style-type: none"> 1. Allen, Walter. <i>The Rise of the Novel</i>. London: Penguin. 2. Allen, Walter. <i>The English Novel</i>. London: Penguin. 3. Bloom Harold. (1987) Ed. <i>Modern Critical Views: Thomas Hardy</i>. 4. Bloom, Ed. (1987) <i>Modern Critical Interpretations: Jane Austen</i>. 5. Bloom, Ed. (1987) <i>Modern Critical Views: Charles Dickens</i>. 6. Kettle, Arnold. (1967) <i>An Introduction to the English Novel</i>. Vols.1&2. 2nd ed. Hutchinson.
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ENG 505	RESEARCH METHODOLOGY	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>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.</p>	
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 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: CUP. 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. <i>Research Methods for Social Sciences</i>. Second edition. Oxford: Oxford University Press. 6. Creswell, J.W. (2007). <i>Qualitative inquiry and research design: Choosing among five approaches</i> (2nd ed.). Thousand Oaks: Sage Publications. 7. Drever, Eric. 1995. <i>Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide</i>. Edinburgh: Scottish Council for Research in Education. 8. Fraenkel, Jack and Wallen, Norman. 1995. <i>How to Design and Evaluate Research in Education</i> (2nd edition). New York: McGraw Hill. 9. Hammersley, Martin and Atkinson, Paul. 1995. <i>Ethnography: Principles in Practice</i> (2nd edition). New York: Routledge. 10. Heritage, John. 1997. "Conversation Analysis and Institutional Talk: Analyzing Data." In Silverman, David. Ed. <i>Qualitative Research: Theory, Method and Practice</i>. 11. Miles, M. & M. Huberman. (1994). <i>Qualitative Data Analysis</i>. CA: Sage. 12. Munn, Pameka and Drever, Eric. 1995. <i>Using Questionnaires in Small-Scale Research</i>. Edinburgh: Scottish Council for Research in Education. 13. Nunan, David. 1992. <i>Research Methods in Language Learning</i>. Cambridge: CUP. 14. Robson, C. (2002). <i>Real world research</i> (2nd ed.). Malden, MA: Blackwell Publish 15. Scholfield, P. <i>Qualitative and Quantitative Research</i>. 16. Silverman, David. Ed. 1998. <i>Qualitative Research: Theory, Method and Practice</i>. London: Sage. 17. Silverman, David. Ed. 2002. <i>Interpreting Qualitative Data: Text, Context and Talk</i>. London: Sage.
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EN G- 502	LITERARY CRITICISM—I	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>It is an intensive course in literary criticism and theory. It would prepare the learners of literature and language to understand the historical background to literary criticism, exploring its development in the light of some contemporary and later viewpoints. It 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.</p> <p>The question may grow comparatively and specifically more relevant when the reader of four parts of the world is permitted to ask: why to study "English" literature or literatures in "Engli</p>	
CONTENTS	<p>Literary Criticism</p> <ul style="list-style-type: none"> ✓ Plato's Republic (Chapter 10) ✓ Aristotle's Poetics ✓ Longinus' On The Sublime ✓ Sir Philip Sydney: An Apology for Poetry ✓ Dr. Johnson's Preface To Shakespeare ✓ 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>. 2nd 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 many Contemporary Dictionary of Literary Terms.

Eng-503	Poetry-I (14th to 18th Century)	Cr. hr 3(3-0)
AIMS & OBJECTIVES	<ul style="list-style-type: none"> • To focus on a genre-specific historical development • To perceive Poetry as refined commentary on the aesthetic concerns of its time • To develop keen awareness of poetic language and tone. 	
CONTENTS	<ul style="list-style-type: none"> • Chaucer: <i>Prologue to the Canterbury Tales</i> • Spenser: <i>The Faerie Queen (Book 1. Canto 1)</i> • Milton: <i>Paradise Lost (Book 1.)</i> • John Donne: <i>Love & Divine Poems (Max 4)</i> • Alexander Pope: <i>Rape of the Lock (Canto 1)</i> 	
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Abrams, M. H, <i>The Mirror and the Lamp</i>. 2. Bowden, Muriel. (1960) <i>A Commentary on the General Prologue to the Canterbury Tales</i>, New York: Macmillan. 3. Coghill, Nevil. (1948) <i>The Poet Chaucer</i>. Oxford. 4. Gardner, Helen, Ed. <i>John Donne: Twentieth Century View Series</i> 5. Spens, Janet. (1934) <i>Spenser's Faerie Queene: An Interpretation</i>, London. 6. Tillotson, G. <i>On the Poetry of Pope</i> 	

Eng-506	Sociolinguistics	Cr. hr 3(3-0)
AIMS & OBJECTIVES	<p>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.</p>	

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 & 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.

SEMESTER VI

ENG-552	Classics in Drama	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>The course will present some classic plays which have influenced the development of English drama. It will represent various forms for example tragedy and comedy and their variations. The course is designed to impart, discuss, evaluate, and above all enjoy the spirit of classics in drama. The socio-cultural aspects of society reflected in the drama of the selected ages will also be highlighted. Students will be able to apply their knowledge of the elements of drama to their critical reading.</p>	
CONTENTS	<ul style="list-style-type: none"> • Sophocles: <i>Oedipus Rex</i> <li style="text-align: center;">OR • Aeschylus: <i>Agamemnon</i> • Christopher Marlowe: <i>Dr Faustus / Jew of Malta</i> • Shakespeare: <i>Macbeth</i> • Shakespeare: <i>Twelfth Night</i> • Sheridan: <i>The Rivals</i> • Ibsen: <i>Doll's House/ Ghosts</i> • G.B Shaw: <i>Arms and the Man / Pygmalion</i> 	
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Justina Gregory, (2005). <i>A Companion to Greek Tragedy</i>, Blackwell. 2. H. D. F. (2005) <i>Kitto, Greek Tragedy</i>, London and New York: Routledge. 3. Shawn O' Bryhim. (2002). <i>Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays</i>, University of Texas Press. 4. Constance B. Kuriyama. (2002) <i>Christopher Marlowe: A Renaissance Life</i> Ithaca: Cornell University Press. 5. Patrick Cheney. (2004) <i>The Cambridge Companion to Christopher Marlowe</i>, Cambridge: C UP. 6. Barber, C. L. (1959) <i>Shakespeare's Festive Comedy</i>. Princeton. 7. Bloom, Harold. S (1999) <i>Shakespeare: The Invention of the Human</i>. London: Fourth Estate. 8. Bradley, A. C. (1929) <i>Shakespearean Tragedy</i> (22nd Ed.). London. 9. Chambers, E. K. (1925) <i>Shakespeare: A Survey</i>. New York: Hill and Wang, Macmillan. 10. Danby, John F. (1949) <i>Shakespeare's Doctrine of Nature</i>. London. 11. Eagleton, Terry. (1986) <i>William Shakespeare</i>. New York: Blackwell. 12. Elliot, G. R. (1953) <i>Flaming Minister</i>. Durham, NC. 13. Erikson, Peter. (1991) <i>Rewriting Shakespeare, Rewriting Our-selves</i>. Berkley: U of California P. <p>Note: The University will be aided in their selection by authentic anthologies of Drama.</p>	

EN G 55 5	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 learner 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 & 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 in the Classroom</i>. Oxford: Pergamon. 7. McLaughlin, Barry. 1987. <i>Theories of Second-language Learning</i>. London: Arnold 8. Osherson, D. & Lasnik, H. Eds. 1990. <i>Language: an Invitation to Cognitive Science</i>. Vol: 01. 1st ed. Cambridge, MA: MIT Press. 9. Richards, Jack. 1993. <i>Error Analysis: Perspectives on Second Language Acquisition</i>. London: Longman. 10. Steinberg, D. D. & Sciarini, N. V. 2006. <i>An Introduction to Psycholinguistics</i>. 	

ENG- 551	LITERARY CRITICISM—II	CR. HR 3(3-0)
AIMS & OBJECTIVES	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.	

CONTENTS	<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: Structure, Sign & Play in the Discourse of Human Science <p>Modern, Post-modern and Contemporary Approaches/Theories (An Introduction) (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
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.

ENG-553	Poetry- II (19th Century Poetry)	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>The scope of this course does not admit the first Romantic Movement of the giants like Spenser, Sidney and Shakespeare etc. This is also worth mentioning that the romantic literature in fact, starts from the graveyard school of the 18th century primarily known for its classic taste. Poets like Goldsmith and Gray are justifiably known as precursors of romanticism. However, the scope of this course does not admit them as part of its reading as well. The period of romantic aesthetics covered under this course starts from 1789 with the advent of Blake's work. This is the romantic revival period in which Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, Lamb etc establish its immense poetic and prosaic richness.</p> <p>The aim is to develop in the reader and awareness of the second wave of the Romantics and to enable them to distinguish between the poets of the age keeping in mind the similarities that group them together.</p>	
CONTENT SCENTEN TS	<ul style="list-style-type: none"> • William Blake: Selections from <i>Songs of Innocence and Songs of Experience</i> • William Wordsworth: <i>The Thorn; Old Cumberland Beggar; Lines Written in Early Spring; Lines; Lucy Poems;</i> 	

	<p style="text-align: center;"><i>Lucy Gray; Ruth and other small poems</i></p> <ul style="list-style-type: none"> • S.T. Coleridge: Kubla Khan, Dejection: An Ode • John Keats: <i>Ode to Nightingale</i>"; "<i>Ode on a Grecian Urn</i>"; <i>Charles Lamb: "Dream Children"; "Poor Relations"; "Old China"</i>. • Shelley: "<i>Ode to the West Wind</i>"; "<i>Hymn to Intellectual Beauty</i>".
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Edward Dowden. (1987) <i>The French Revolution and English Literature</i>. 2. J. G. Robertson. (1923) <i>Studies in the Genesis of Romantic Theory in the Eighteen Century</i>. 3. F. R. Leavis. (1936) <i>Revaluation: Tradition and Development in English Poetry</i>. 4. Cleanth Brooks. (1947) <i>The Well-Wrought Urn: Studies in the Structure of Poetry</i>. 5. M. H. Abrams. (1954) <i>The Mirror and the Lamp: Romantic Theory and Critical Tradition</i>. 6. M. H. Abrams, ed. (1960) <i>English Romantic Poets Modern Essays in Criticism</i>. 7. David V. Erdman, ed. (1966) <i>The Poetry and Prose of William Blake</i>. 8. S. F. Damon. (1924) <i>William Blake: His Philosophy and Symbolism</i>. 9. J. V. Baker, <i>The Sacred River: Coleridge's Theory of Imagination</i>. 10. J. B. Beer. (1959) <i>Coleridge the Visionary</i>. 11. W. J. Bate, ed. (1964) <i>Keats: A Collection of Critical Essays</i>. 12. George Barnett. (1964) <i>Charles Lamb: The Evolution of Elia</i>. 13. G. M. Ridenour. (1965) <i>Shelley, A Collection of Critical Essays</i>. 14. Bennett Weaver. (1965) <i>Wordsworth: Poet of the Unconquerable Mind</i>.

ENG-554	Discourse Analysis	CR. HR 3(3-0)
AIMS & OBJECTIVES	This course aims to explain the theory of discourse analysis and to demonstrate its practical relevance to language learning and teaching.	
CONTENTS	<p>Contents:</p> <p>What is discourse?</p> <ul style="list-style-type: none"> • Discourse and the sentence • Grammar within and beyond the sentence • Language in and out of context • Spoken vs. written discourse <p>Formal & contextual links</p>	

	<ul style="list-style-type: none"> • Parallelism • Referring expressions • Repetition and lexical chains • Substitution • Ellipsis • Conjunction <p>Conversational principles</p> <ul style="list-style-type: none"> • Cooperative Principle • Politeness Principle • Speech Act Theory • Constatives and performatives • Pragmatics, discourse analysis and language teaching <p>Views on Discourse Structure</p> <ul style="list-style-type: none"> • Discourse as product • Discourse as process • Discourse as a Dialogue • Discourse in communicative development <p>Information structure in discourse</p>
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Brown, G. and Yule, G. (1983). <i>Discourse Analysis</i>. Cambridge: CUP 2. Cook, G. (1989). <i>Discourse</i>. Oxford: OUP. 3. Coulthard, M. (1985). <i>An Introduction to Discourse Analysis</i>. (Second edition). London: Longman 4. Edmondson, Willis. (1981). <i>Spoken Discourse: A Model for Analysis</i>. London: Longman. 5. Gee, J. P. (2005). <i>An Introduction to Discourse Analysis: Theory and Method</i>. London: Routledge. 6. Grice, H P. (1975). Logic and Conversation. In P. Cole & J. L. Morgan. (Eds.), <i>Syntax and Semantics 3: Speech Acts</i>. London: Academic Press. 7. Johnstone, B. (2002). <i>Discourse Analysis</i>. Oxford: Blackwell 8. Leech, G. & Thomas, J. (1988). <i>Pragmatics: The State of the Art</i>. Lancaster Papers in Linguistics. University of Lancaster. 9. Leech, G. (1983). <i>Principles of Pragmatics</i>. London: Longman. 10. Levinson, S. (1983). <i>Pragmatics</i>. Cambridge: CUP. 11. McCarthy, M. (1991). <i>Discourse Analysis for Language Teachers</i>. Cambridge: CUP. 12. Richards, J. &Schimidt, R. (1983). <i>Language and Communication</i>. London: Longman. 13. Schiffrin, D. (2001). <i>Approaches to Discourse</i>. Oxford: Blackwell. 14. Stubbs, M. (1983). <i>Discourse Analysis: The Sociolinguistic Analysis of Natural Language</i>. Oxford: Basil Blackwell. 15. Wardhaugh, R. (1985). <i>How Conversation Works</i>. Oxford: Basil Blackwell.

YEAR 4
SEMESTER VII (LITERATURE)

ENG-601	AMERICAN LITERATURE	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>The course focuses on connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, etc. as they influence multiple trends in American literary heritage and nationalism. The course will highlight these emerging trends as they culminate into the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race gender and class equations reinterpret the central meaning of America and of the changing social and economic values. Basically there may be several ways to access American Literature, but whether we follow simple chronology or connect through themes and genres, the final objective of this course is to look for the sense of democratic diversity amid the constitutional unity of the US.</p> <p>This part of the course surveys the origins of American literary movements with reference to the representative writers chosen. It sets some direction to the study of specific trends in the American Novel. It stresses the diversity and uniqueness of the American character and experience, and its foundational voices of self-acclaimed Puritan holiness along with the revolutionary expansions of the so called patriots. It also highlights various phases of the American Renaissance, Romantic awareness and Transcendentalism, the Civil War, scientific progress, dreams of American success, and several voices of social protest.</p>	
CONTENTS	<p>A. Poetry (three poems from any three poets)</p> <ul style="list-style-type: none"> • Emerson, Selections • Walt Whitman: Selections from Leaves of Grass • Emily Dickinson: Selections • Robert Frost: Selections • Sylvia Plath: Selections <p>B. Novel (any two)</p> <ul style="list-style-type: none"> • Nathaniel Hawthorne: The Scarlet Letter • Mark Twain: Huckleberry Fin • Fitzgerald: The Great Gatsby • Earnest Hemingway: A Farewell to Arms • William Faulkner: Absalom Absalom <p>C. Drama (any One/extracts from any two)</p> <ul style="list-style-type: none"> • Arthur Miller: All My Sons • Tennessee Williams: Cat on A Hot Tin Roof • Bullins: Goin’ a Buffalo • Valdez: The Dark Root of a Scream 	
REFERENCE WORKS	<p>A:</p> <ol style="list-style-type: none"> 1. Bloom, H. (1976) Figures of Capable Imagination. 2. Waggoner, H. H. (1984) American Poetry from the Puritans to the Present. <p>B:</p> <ol style="list-style-type: none"> 1. Bloom, Harold. ed. (1987) Modern Critical Views: William Faulkner. 2. Bradbury, M. (1983) Modern American Novel. 3. Chase, R. (1958) The American Novel and its Traditions. 4. Colourise, J. Michel. (1983) New Essays on The Scarlet Letter, Cambridge University Press. 5. Gray, R. (1983) American Fiction: New Reading. 6. Bloom, Harold Ed. (1980) Modern Critical views and Interpretations, <p>C:</p> <ol style="list-style-type: none"> 1. Bigsby, C. W. E. (2000). Modern American Drama 1945-2000. Cambridge: Cambridge University Press. 2. Bigsby, Christopher. (1999). Contemporary American Playwrights. Cambridge: Cambridge University Press. 	

	<p>3. Pfister, Manfred. (1993). <i>The Theory and Analysis of Drama</i>. Cambridge: Cambridge University Press.</p> <p>4. Cohn, Ruby. (1982). <i>New American Dramatists, 1960-1990</i>. Hampshire: Macmillan.</p> <p>5. Krasner, David. (2005). <i>A Companion to 20th Century Drama</i>. Oxford: Blackwell.</p>
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ENG-602	SOUTH ASIAN LITERATURE	CR. HR 3(3-0)
AIMS & OBJECTIVES	The aim of the course is to familiarize the students with the facility that South Asian Writers have with the English Language and the regional flavor that they lend to it. It will help generate a debate on the context of a work of literature through representation of the region by its people.	
CONTENTS	<p>A. Drama (any two)</p> <ul style="list-style-type: none"> • Tariq Ali: Iranian Nights • Vijay Tendulkar: Silence! The Court in Session • GirishKarnad: The Dreams of Tipu Sultan <p>B. Fiction (any two)</p> <ul style="list-style-type: none"> • Kamila Shamsi: Salt and Saffron • Khalid Hosseini: The Kite Runner • BapsiSidhwa: And American Brat • Anita Desai: The Inheritance of Loss • DaniyalMoeenudin: In Other Rooms Other people • Mohammed Hanif: A Case of Exploding Mangoes <p>C. Poetry (selections)</p> <ul style="list-style-type: none"> • ZulfiqarGhose • NaseemEzekial • Maki Qureshi • Sujata Bhatt <p>Note: The individual universities may select these or other texts taking care that both the region and the three genres mentioned above are represented.</p>	
REFERENCE WORKS	<p>1. Singh, B. P. (1998). <i>The State, The Arts and Beyond</i>. Delhi: Oxford University Press.</p> <p>2. Mirza, ShafqatTanveer. (1992). <i>Resistance Themes in Punjabi Literature</i>. Lahore: Sang-e-meel.</p> <p>3. Ed. William Hanaway. <i>Studies in Pakistani Popular Culture</i>. Lahore: LokVirsa Publishing House.</p> <p>4. Ed. G. N. Devy. (2002). <i>Indian Literary Criticism Theory and Interpretation</i>. Hyderabad: Orient Longman.</p> <p>5. Ed. RanjitGuha. (1984). <i>Subaltern studies Writings on South Asian History and Society</i>. Delhi: Oxford University Press.</p>	

ENG-603	TRANSLATION THEORY AND LITERARY STUDIES	CR. HR 3(3-0)
AIMS & OBJECTIVES	This course is aimed at familiarizing the students with fundamental concepts of translation procedure. The students will be provided with basic information about different techniques and methods of translation. Students, thus, will be able to understand the complexities of translation from one language to the other in this case from English to Urdu and from Urdu to English through studying translated literary works from round the world, some classics in World Literature, but more from the regions they belong. This way they will be able to identify elements of universal	

	literary merits and critically compare some of great works in translation.
CONTENTS	<ul style="list-style-type: none"> • Some theories of translation • Some methods, procedures and principles of translation • Difference between semantic and communicative translation • Metaphors in translation • World literatures in translation • Regional literatures in translation <p>Suggested primary texts:</p> <ul style="list-style-type: none"> • Albert Camus (French and Algerian): The Outsider • Cervantes, M (Spanish): Don Quixote (Part 1-Book1 & 2) • Kafka, Franz (German): Metamorphosis • Dostoevsky (Russian): Crime and Punishment • Rumi (Persian): Selections from the Mathnavi • Iqbal, Mohammad (Urdu) • Faiz, Ahmed Faiz (Urdu) • Others (Regional)
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Baker, Mona. (1992). In Other Words: A Course book on Translation. London: Routledge. 2. Bell, Roger T. (1994). Translation and Translating. London: Longman. 3. Catford, J. C. (1965). A Linguistics Theory of Translation. Hong Kong: OUP. 4. Duff, Alan. (2004). Translation. Oxford: OUP. 5. Newmark, Peter. (1981) Approaches to Translation, Pergamon Institute of English. 6. Nida, Eugene A. and C. R. Taber. (1982). The Theory and Practice of Translation. Leiden: E. J. Brill

ENG-604	AMERICAN DRAMA	CR. HR 3(3-0)
AIMS & OBJECTIVES	This course is specifically concerned with American drama to enhance readers' overall understanding of American drama. It contains major dramatic voices in American literature that have played a great role in determining the distinctive American strengths in modern theatre.	
CONTENTS	<ul style="list-style-type: none"> • Eugene O'Neill: Mourning Becomes Electra/ Long Day's Journey into Night • Arthur Miller: Death of a Salesman • Tennessee Williams: Glass Menagerie • Edward Albee: American Dream 	
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Bigsby, C.W.E. A Critical Introduction to Twentieth Century American Drama: I, 1900-1940; II Williams, Miller, Albee; III Beyond Broadway, 1982-85 2. Bloom, H. Ed. (1980) Modern Critical Interpretation on each dramatist and work. 	

ENG-605	PAKISTANI LITERATURE	CR. HR 3(3-0)
AIMS & OBJECTIVES	English language is now a major world language. South Asia has a strong tradition of writing in English and owing to its colonial history a great deal of its writing originally in its indigenous languages is translated into English. It is appropriate to study and respond to this literary heritage. After studying the course the students will be introduced to literature from the region. They will be able to appreciate the Pakistani literary experience and the impact of cultural exchange towards its enrichment.	

CONTENTS	<p>A. Works originally written in English</p> <ol style="list-style-type: none"> i. Ahmad Ali: Twilight in Delhi (Novel) ii. Kamila Shamsie: Hassan and the Sky (Short Story) iii. Zulfiqar Ghose : Orwell and I (Essay) iv. Intizar Hussain: The problem of Pakistani Identity and Writers (Essay) v. Daud Kamal: An Ode to Death (Poem) vi. Taufiq Rafat: Reflections (Poems) <p>B. Translations</p> <ul style="list-style-type: none"> • Bulleh Shah: A Selection. Translated by Taufiq Rafat (Any three) • Shah Abdul Latif Bhittai: any five poems • Sachal Sarmast: any five poems • Al-Hajwari: Revelation of the Mystery (prose) by R. A. Nicholson • Allama M. Iqbal: Poems From Iqbal a translation by V. G. Kiernan • Faiz Ahmad Faiz: Poems Translated by Ikram Azam (Any three) • Ahmad Nadeem Qasmi: Short Stories Translated by Sajjad Shaikh (Any two)
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Afzal-Khan, Fawzia. (1993) Cultural Imperialism and the Indo-English: Genre & ideology in R. K. Narayan, Anita Desai, Kamla Das & Mark Andaya. Pennsylvania State University Press. 45 2. Bose, Sujata & Jalal Ayesha. (2004) Modern South Asia: History, Culture, Political, economy. Oxford UP (2nd Ed). 3. Hashmi, Alamgir. (1994) Kamal Daud's Entry in Encyclopedia of Postcolonial Literatures in English. Vol 1. Ed Benson E. & Connolly, L W. London: Routledge. 4. Jameson, Fredric. (1986) Third-World Literature in the Era of Multinational Capital in Social text 15. 5. Khawaja Waqas A. Morning in the Wilderness: Reading in Pakistani Literature. Sang-e-Meel Publications, Lahore. 6. Rahman, Tariq A. (1991) History of Pakistani Literature in English. Vanguard Press (Pvt) Ltd, Lahore. 7. Said Edward W. (1993) Culture and Imperialism, Vintage London. 8. Underhill, Evelyn. (2007). The Essentials of Mysticism. Oxford: Oxford OneWorld. 9. Ernst, Carl W. (1997). The Shambhala Guide to Sufism. Delhi: India

SEMESTER VII (LINGUISTICS)

EN G- 606	LANGUAGE TEACHING METHODOLOGIES	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>This introductory course on English Language Teaching (ELT) combines the principles of ELT with practice to enable students to see and perpetuate a model of classroom interaction and effective teaching. The aim is to enable students to understand the theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan.</p>	

CONTENTS	<p>Methods of Language Teaching</p> <ul style="list-style-type: none"> • Approach, Method and Technique • Selected ELT Methods: Grammar-Translation, Direct, Audio-lingual • Communicative Language Teaching • 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 Language through Literature</p> <ul style="list-style-type: none"> • Teaching language through Drama • Teaching language through poetry • Teaching language through prose
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Alderson, J. C., & Urquhart, H. A. (Eds.) (1984). Reading in a Foreign Language. London: Longman. 2. Brookes, A. & Grundy, P. (1990). Writing for Study Purposes. Cambridge: CUP. 3. Brown, G. & Yule, G. (1983). Teaching the Spoken Language. Cambridge: CUP. 4. Brumfit, J. C. (1985). Language and Literature Teaching: From Practice to Principle. Pergamon Press 5. Bygate, M. (2004). Speaking. (Second edition). Oxford: OUP. 6. Byrne, D. (1986). Teaching Oral English. London: Longman. 7. Byrne, D. (1988). Teaching Writing Skills. London: Longman. 8. Carter, R. & R. McCarthy. (1997). Exploring Spoken English. Cambridge: CUP. 9. Collie, J. & Slater, S. (1987). Literature in the Language Classroom: A Resource Book of Ideas and Activities. Cambridge: CUP. 10. Davies, F. (1995). . Introducing Reading. Harmondsworth: Penguin. 11. Doughty, J., Stahlka and McKenna, M. C. (Eds.). Reading Research at Work: Foundations of Effective Practice. 12. Grabe, W. & Kaplan, R. (1996). Theory and Practice of Writing. London: Longman. 13. Grellet, F. (1982). Developing Reading Skills. Cambridge: CUP. 14. Harmer, J. (2003). Practice of English Language Teaching. London: Longman. 15. Harmer, J. (1998). How to Teach English. London: Longman. Hedge, T. (2005). Writing. (Second edition). Oxford: OUP. 16. Holliday, A. (1994). Appropriate Methodology & Social Context. Cambridge: CUP. 17. Hughes, R. (2002). Teaching and Researching Speaking: Applied Linguistics in Action. Harlow: Longman. 18. Nuttall, C. (1996). Teaching Reading Skills in a Foreign Language. (2nd edition). London: Heinemann. 19. Richards, J. & Rodgers, T. (2001). Approaches and Methods in Language Teaching (Second edition). Cambridge: CUP. 20. Stern, L. S. (1987). Expanded dimensions to Literature in ESL/ EFL: An Integrated Approach. Forum. Vol: xxv, No: 4, 47-55. 21. Ur, P. (1984). Teaching Listening Comprehension. Cambridge: CUP. 22. Wallace C. (1992). Reading. Oxford: OUP. 23. White, R & Arndt, V. (1991). Process Writing. London: Longman.

AIMS & OBJECTIVES	The course aims at introducing students to the basics of Pragmatics. Through this course students will be able to study factors that govern choice of language in social interaction and the effects of these choices on others.	
CONTENTS	<ul style="list-style-type: none"> • Speech act theory complex speech acts • Felicity conditions • Conversational implicature • The cooperative principle • Conversational maxims • Relevance • Politeness • Phatic tokens • Deixis 	
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Burton-Roberts, N. (Ed.), (2007). Pragmatics. Palgrave Macmillan. 2. Carston, R. (2002). Thoughts and Utterances: the pragmatics of explicit communication. Wiley-Blackwell 3. Cutting, J. (2002). Pragmatics and Discourse: a resource book for students. Routledge. 4. Davis, S. (Ed.), (1991). Pragmatics: a reader. Oxford University Press. 5. D'hondt, S., Ostman, J., & Verschuren, J. (Eds.), (2009). The pragmatics of interaction. John-Benjamins Publishing Company. 6. Grice, H. P. (1989) Studies in the Way of Words, Harvard University Press. 7. Grundy, P. (2000). Doing Pragmatics. Arnold. 8. Horn, R. L., & Ward, L. G. (Eds.), (2005). The handbook of pragmatics. Wiley-Blackwell. 9. Huang, Y. (2007). Pragmatics. Oxford University Press. 10. Leech, G. & Thomas, J. (1988). Pragmatics: The State of the Art. Lancaster Papers in Linguistics. University of Lancaster. 11. Leech, G. (1983). Principles of Pragmatics. London: Longman. 12. Levinson, S. (1983). Pragmatics. Cambridge University Press. 13. Levinson, S. (2000) Presumptive Meanings: The Theory of Generalized Conversational Implicature, MIT Press. 14. Mey, J. (2001). Pragmatics: an introduction. Wiley-Blackwell. 15. Peccei, S. J. (1999). Pragmatics. Routledge. 16. Sandra, D., Ostman, J., & Verschuren, J. (Eds.), (2009). Cognition and Pragmatics. John-Benjamins Publishing Company. 17. Sbisa, M., Ostman, J., & Verschuren, J. (Eds.), (2011). Philosophical Perspectives for Pragmatics. John-Benjamins Publishing Company. 18. Verschuren, J. (1999). Understanding Pragmatics. Arnold. 19. Verschuren, J., & Ostman, J. (Eds.), (2009). Key notions for Pragmatics. John-Benjamins Publishing Company. 20. Yule, G. (1996). Pragmatics. Oxford University Press. 	

EN G-608	RESEARCH METHODS IN LINGUISTICS	CR. HR 3(3-0)
AIMS & OBJECTIVES	To enable students to conduct their own small scale research; the main aim is to get them familiarized with the techniques and methods of selecting topics, developing questions, collecting and analyzing data and also preparing the research report.	
CONTENTS	<ul style="list-style-type: none"> • Introduction: Qualitative and Quantitative Research Paradigms • Identifying and Defining a Research Problem • Ethical considerations • Sampling Techniques • Tools for Data Collection: Questionnaires, Interviews, Observation & Documents • Some Aspects of the Research Report a. Review of literature b. Transcription and 	

	transliteration c.Referencing and Citation
REFERENCE WORKS	<ol style="list-style-type: none"> 1.Allwright, D. & Bailey, K. (1991). Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers. Cambridge: CUP. 2.Bogdan, R. C. & Biklen, S. K. (2007). Qualitative research for education: An introduction to theories and methods. (5thed.) Boston: Pearson Education, Inc. 3.Brown, D. (2004). Doing Second Language Research. Oxford: OUP. 4.Brown, D. (1988). Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design. Cambridge: CUP. 5.Brown, J. D. & Rogers, T. S. (2002). Doing 2nd Language Research. Oxford: OUP. 6.Bryman, A. (2004). Research Methods for Social Sciences. 2nd ed. Oxford: Oxford University Press. 7.Creswell, J. W. (2007). Qualitative inquiry & research design: Choosing among five approaches. (2nd ed.). Thousand Oaks: Sage Publications. 8.Dornyei, Z. (2007). Research Methods in Applied Linguistics. Oxford: OUP. 9.Drever, E. (1995). Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide. Edinburgh: Scottish Council for Research in Education. 10.Fraenkel, J. & Wallen, N. (1995). How to Design and Evaluate Research in Education (Second edition). New York: McGraw Hill. 11.Hammersley, M. & Atkinson, P. (1995). Ethnography: Principles in Practice. (Second edition). New York: Routledge. 12.Miles, M. & Huberman, M. (1994). Qualitative Data Analysis. CA: Sage. 13.Munn, P. & Drever, E. (1995). Using Questionnaires in Small- Scale Research. Edinburgh: Scottish Council for Research in Education. 14.Nunan. David. (1992). Research Methods in Language Learning. Cambridge: CUP. 15. Robson, C. (2002). Real world research Malden, MA: Blackwell publishing. 16.Schofield, J. W. (2007). Increasing the generalizability of qualitative research. In M. Hammersley. (Ed.), Educational research and evidencebased practice. Thousand Oaks, CA: Sage. (181-203). 17.Silverman, D. (Ed.), (1998). Qualitative Research: Theory, Method and Practice. London: Sage. 18.Silverman, D. (Ed.), (2002). Interpreting Qualitative Data: Text, Context and Talk. London: Sage. 19.Wallace, M. J. (1998). Action Research for Language Teachers. Cambridge: Cambridge University Press.

ENG-609	MEDIA DISCOURSE ANALYSIS	CR. HR 3(3-0)
AIMS & OBJECTIVES	This course will provide students with an insight into the socio-political influence and the cultural power of the mass media in the modern world. The learners are expected to study the role that the language of media is playing in globalization. At the end of the course the students to will be able to respond to the media texts (written and spoken).	
CONTENTS	<ul style="list-style-type: none"> • Introduction to mediation • Sign and meanings • Intertextuality • Narrative • Cultural studies • Montage/Hybridization • Language of Propaganda and Sabotage • Language of Politics (Newspeak and Binary Discourse) • Interpellation: Modes of address (e.g. direct address in broadcasting and TV advertising) • Genre and Ideology (e.g. femininity as an ideology) 	

	<ul style="list-style-type: none"> • Regime of Broadcasting and roles of producers and receivers of speech acts • Language of Documentary • Copy-writing • Journalistic writing • Media and Globalization • Deconstruction of Media texts
REFERENCE WORKS	<ol style="list-style-type: none"> 1.Allen, R. (Ed.), (1992). Channels of Discourse Reassembled. New York: Rutledge 2.Bell, A. (1991). The Language of News Media. Oxford: Blackwell. 3.Cormack, M. (1992). Ideology. London: Batsford. 4.Edginton, B. & Montgomery, M. (1996). The Media. The British Council. 5.Fairclough, N. (1990). Critical Discourse Analysis. London: Longman. 6.Fiske, J. (1990). Introduction to Communication Studies. London: Routledge. 7.Fowler, R. (1991). Language in the News - discourse and ideology in the press. London: Routledge. 8.O’Sullivan, T., Dutton, B. & Rayner, P. (1994). Studying the Media - an introduction. London: Arnold. 9.Tolson, A. (1996). Mediations, Text and Discourse in Media Studies. London: Arnold. 10.Tomlinson, A. (1990). Consumption, Identity and Style marketing Meanings and the Packaging of Pleasures. London: Routledge. 11.Tomlinson, J. (1991). Cultural Imperialism. London: Pinter.

E N G 61 0	WORLD ENGLISHES	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>This course is designed for students who are interested in the linguistic differences among the varieties of English around the world. They will look at the sociolinguistics that surrounds English in various settings. They will look first at inner circle English, where the users are native speakers. Then they will look at outer circle English, where the users use English as a second language in former colonies of the USA and Britain. Then they will look at a new circle created by English based pidgins and creoles. The students should:</p> <ul style="list-style-type: none"> • be familiar with the current debate in linguistics regarding the future of English as an International Language • understand that there is a repertoire of models for English; that the localized innovations have pragmatic bases; and that the English language now belongs to all those who use it. • be familiar with general characteristics of and issues related to Pakistani, Indian, Malaysian, Singapore, and Nigerian, Chinese, Japanese, and Hong Kong English • At the end of the course, students should be able to describe the spread and the diverse functions and statuses of English in the world. <p>They should further be able to describe and recognize selected varieties of English, saying how they differ from the traditional dictionary norms and from each other. Finally, they should know the debate(s) going on concerning the various English in the world, and on the legitimacy of New English in particular.</p>	
CONTENTS	<ul style="list-style-type: none"> • Introduction • English as a global language An overview • Language variations and discourse; language variety and culture • English in the world: Its spread, functions and status • The three circles of English • Some features of New Englishes • British and American English • English in South-East Asia 	

	<ul style="list-style-type: none"> • Pakistani English • Indian English • Debates and issues the prejudices associated with different varieties of English • The role of teachers and educational institutions in creating, maintaining, and challenging prejudice. • The future of English
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Bamgbose, A. (1998). "Torn between the norms: innovations in world Englishes", World Englishes 17 (1), 1-14. 2. Crystal, D. (1997a). English as a Global Language. Cambridge: CUP. 3. Graddol, D. (1997b). The Future of English? London: British Council. 4. Jenkins, J. (2003). World Englishes: A resource book for students. Routledge. 5. Kachru, B. (1992). The Other Tongue (2nd ed). Urbana: University of Illinois Press. 6. Kachru, B. (1986). The Alchemy of English: The Spread, Functions and Models of Non-native Englishes. Oxford: Pergamon Press, reprinted 1990, Urbana: University of Illinois Press. 7. Kachru, B., Yamuna Kachru & Cecil L.N. (2006). World Englishes in Asian Contexts. Hong Kong: Hong Kong University Press. 8. Kachru, B., Yamuna, K., & Cecil L.N. (Eds.), (2006). The Handbook of World Englishes. Malden, MA; Oxford: Blackwell. 9. Kirkpatrick, A. (2007). World Englishes: Implications for International Communication and English Language Teaching. Cambridge University Press. 10. Pennycook, A. (1996). English in the world / The world in English. In J. W. Tollefson (1996) Power and inequality in language education. (pp.34-58). Cambridge: Cambridge University Press. 11. Simo, B, A. (2001). "Taming the madness of English". Modern English Teacher, Vol.10, No 2, 11-17.

SEMESTER VIII (LITERATURE)

ENG-651	20 TH CENTURY FICTION & NON-FICTION	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>This course is designed to offer the student a sense of his/her 20th Century literary, social and political context. It offers insights of the artist and intellectual of our times taking account of the voices that are raising themselves for change. It will introduce students to the Modern English Novel and Prose so that they can read it in its historical context of development. They will also be able to identify and respond to elements of literary experimentation in the field of prose writing and novel.</p>	
CONTENTS	<p>A. Fiction</p> <ul style="list-style-type: none"> • Virginia Woolf: To the Light House • D. H Lawrence: Sons and Lovers • E. M. Foster: A Passage to India • Paulo Coelho: The Alchemist/Zahir • Orhan Panuk: The Black Book Any Two Chapters <p>B. Non-Fiction</p> <ul style="list-style-type: none"> • Joseph Campbell: Byzantium (from Occidental Mythology) • Renolds A Nicholson: The Path (form The Mystics of Islam) • E M Forster: Does Culture Matter • Carl W Ernest: What is Sufism? (from Sufism) • Eco Umberto: When the other appears on the Scene (from Five Usual Pieces) • Edward Said: Cherish the Man's Courage (forward to Eqbal Ahmed's Confronting Empire) 	
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Beach, J. W. (1952) The Twentieth Century Novel. 2. Ellmann, Richard. (1959) James Joyce. 3. Guerard, Albert J. (1958) Conrad: The Novelist. 4. Kettle, Arnold. (1978) Introduction to English Novel II. London: Hutchinson. 5. Leavis, F. R. (1962) The Great Tradition. London: Chatto and Windus. 6. Reynolds, M & Noakes, I. (1999) Iris Murdoch: The Essential Guide to Contemporary Literature. O UP. 	

ENG-652	TEACHING OF LITERATURE	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>The aim is to enable students to practice what they have learned in Linguistics & Literature in the earlier semesters. In this course students will be guided to put the knowledge that they gained earlier into action. They will be guided to plan lessons and try their plans in classrooms using techniques of classroom dynamics. The objective is to train effective teachers of English Literature.</p>	
CONTENTS	<ul style="list-style-type: none"> • Context of teaching-learning of English in Pakistan • School level • Higher Education • Lesson Planning • Making and using Lesson Plans for teaching Listening, Speaking, Reading and Writing Skills. Also for Grammar and Vocabulary. • Classroom Observation • The importance of classroom observation • Observation of English Language/Literature Classrooms/Peer Observation • Classroom Dynamics • Roles of Teachers and Learners • Classroom Interaction • Teaching the Whole Class • Pair-Work • Group-Work • Microteaching • Students will teach their peers a topic of their choice from the lessons that they have already planned with support from the tutor/peers. • Reflective Teaching • Maintaining a reflective journal, peer observation, etc. for continuous professional development. 	
REFERENCE WORKS	<ol style="list-style-type: none"> 1. All wright, Dick. (19880. OBA/Observation in the Language Classroom. London: Longman. 2.Crooke, G. (2000). Practicum in TESOL. Cambridge: Cambridge University Press. 3.Hadfield, Jill. (1992 or 2000). Classroom Dynamics. Oxford: O UP. 4.Hedge, T.(2004). Teaching & Learning in the Language Classroom.Oxford: OUP. 5.Hubbard, P. Jones, H. Thornton, B. and Wheeler, R. (1986). A Training Course for TEFL. Oxford. 6.Malamah-Thomas, Ann. (1987). Classroom Interaction. Oxford. 7.Memon, R. & Badger, R. (2007) A Purposeful Change? Changing the teaching of reading in a regional university in Pakistan System vol. 35: 551-565. 8.Richards, Jack C. and Lockhart, Charles. (1994). Reflective Teaching in Second Language Classrooms. New York: Cambridge UP. 9.Sarwar, Z. (2001). Adapting individualization techniques for large classes. In. D. Hall & A. Hewings (Eds.), Innovation in English language teaching: A reader (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.), Voices from the language classroom (pp. 123-144). Cambridge: Cambridge University Press. 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. 12.Shamim, F., Negash, N, Chuku, C., &Demewoz, N. (2007). Maximizing learning in large classes.Addis Ababa, Ethiopia: The British Council. 13.Shamim, F. (In press). English Language Education In Pakistan. Asia Pacific Journal of Education (Special issues on South-Asia). 14.Wallace, M. Reflective Teaching. 15.Wright, Tony. (19870. Roles of Teachers and Learners. Oxford. 	

ENG-653	LITERARY STYLISTICS	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>This course introduces the modern concepts of style in both literary and nonliterary discourses. The course also includes a comparison in the context of literary genre leading to identification of different syntactical, phonological and semantic levels in a literary text. Raising the initial question, what is stylistics, the course trains the students to explore branches of stylistics and the levels of analyses. It then, through reading of diverse literary texts, helps students trace the application of figurative language, foregrounding techniques, parallelism, norm and deviation, point of view, speech and thought presentations, pragmatic analysis of speech acts and such other related complexities used by the literary authors. In spirit, the aim of the course is to study features of situational distinctive varieties of literary language by discovering and describing the reasons for particular choices made by individual authors in their use of language.</p>	
CONTENTS	<ul style="list-style-type: none"> • Stylistics as a branch of linguistics • Style and register • Linguistic description • Conversational style • Scripted speech • Stylistic analysis of a variety of written & spoken literary texts of choice & need 	
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Chapman, R. (1975). Linguistics and Literature. 2. Carter, R. (1982). Language and Literature: An Introductory Reader in Stylistics. 3. Crystal, D and Davy, D. (1969). Investigating English Style. 4. Fowler, R. (1996). Linguistic Criticism. 5. Halliday, M. A. K. (1990). Spoken and Written Language. 6. Leech, Geoffrey and Short, Michael. (1986). Style in Fiction. 7. Leech, Geoffrey. (2002). A Linguistic Guide to English Poetry. 8. Thomas, Jenny. (1995). Meaning in Interaction. London: Longman. 9. Widdowson, H. G. (1992). Practical Stylistics: An Approach to Poetry. 	

ENG-654	EMERGING FORMS OF LITERATURE	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>This course focuses on the emerging forms of literature. Literature for long has been considered as a powerful representation of life through words, while in terms of new ways of living the modes of representation have also transformed. Limiting our question about the representation of literary texts through changing modes like film or video or other screen and sonic technologies, the debate here initiates a higher critical level of understanding. Students opting for this course will comprehend the growing combinations of screen reading, media forms, literature and literary criticism.</p>	
CONTENTS	<ul style="list-style-type: none"> • Familiarize students to the latest trends of literary forms, hyper or cyber texts • Enhance higher level of reflective thinking order • Generate interdisciplinary interest and productive social networking • Train the readers for academic research 	
REFERENCE WORKS	<p>Course contents may consist but may not limit to the sections and topics like:</p> <ul style="list-style-type: none"> • Section-I: Literature: Some Ways of Studying Literature, Literature and Literary Study, The Nature of Literature, The Function of Literature, Literary Theory, Criticism and History, Comparative and National Literatures, Extrinsic Approaches to the Study of Literature. • Section –II: What is Film or Cinema: The Language and Semiotics of Cinema, the Cinematographic Principles. • Section-III: Film Theory, Criticism, and Technology: Film Language and Reality, Film Narratives, Film Genres, Film Psychology, Film Ideology and 	

	<p>Technology, Digital Images and Film Theory, Semantic/Syntactic Approaches to TV and Film, The Work of Art in the Age of Mechanical Reproduction, Literature and Science, Children's Films and Literature, Visual Pleasure and Narrative Cinema, Colonialism and Representation, Digital Cinema, Multimedia and Technological Change.</p> <ul style="list-style-type: none"> Section-IV: Narration and Adaptation: Literature as Film: Structuring the Scene, Documentary Storytelling, Screen Writings and Adaptations (Shorts, Soaps, Series, Sitcoms, etc) <p>Selected chapters from any of the suggested books or other resources: W. H. Hudson: An Introduction to the Study of Literature R. Wellek and A. Warren: Theory of Literature Andre Bazin: What is Cinema? Christian Metz: Film Language Film Form Sergie Eisenstein Rudolf Arnheim: Film as Art John Ellis: Visible Fictions Thomas Schatz: Hollywood Genres</p> <p>Suggested videos and films but NOT ALL of them: Robinson Crusoe, My Fair Lady, A Farewell to Arms, Romeo and Juliet, Much Ado about Nothing, Henry V, Hamlet, Bleak House, Man with a Movie Camera, Crooked House, Gosford Park, and Tess (or any other as required)</p>
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Research Project		Cr. hr 3(3-0)
AIMS, OBJECTIVES AND CONTENTS	<p>Students will be required to undertake a small scale investigation on a topic of individual interest in their area of specialization. The aim of this component is to encourage the students to:</p> <ul style="list-style-type: none"> develop the ability to collect, analyze and interpret data; apply theories and methods practiced worldwide in Literary Research Present the research in a coherent and well-organized manner in 10-15 thousand words. <p>Each student will be provided individual supervision and guidance in the proposed research that he or she undertakes to conduct.</p>	
Evaluation	<p>The Research Thesis will be assessed by two examiners (one of them will be the supervisor and the second will be an external examiner preferably from another university). The thesis will be considered equivalent to a 3 credit hour course.</p>	

SEMESTER VIII (LINGUISTICS)

ENG-655	SYLLABUS DESIGN AND TESTING	CR. HR 3(3-0)
AIMS & OBJECTIVES	<p>The course aims to introduce the students to principles and process of evaluating and designing a language syllabus and materials for language teaching. It also focuses on developing appropriate assessment strategies for testing the four skills.</p>	
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 Schools Evaluating, Adapting and Designing Self-study Materials for Language Learning Designing No-cost, Low-Cost Materials for Language Teaching Principles of Language Testing Types of Tests Designing valid and reliable tests 	

REFERENCE WORKS	<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. D. (2001). <i>Teaching by Principles</i>. (Second edition). New York: Addison. 3. Cohen, A. (1994). <i>Assessing Language Ability in the Classroom</i>. (Second edition). Rowley, Mass.: Newbury House/ Heinle and Heinle. 4. Cunningsworth, A. (1984). <i>Evaluating and Selecting EFL Materials</i>. Oxford. 5. Cunningsworth, A. (1995). <i>Choosing Your Coursebook</i>. Oxford: Heinemann. 6. Ellis, R. (2005). <i>Task Based Language Learning</i>. Oxford: Oxford University Press. 7. Grant, N. (1987). <i>Making the Most of Your Textbook</i>. Harlow: Longman. 8. Graves, K. (Ed.), (1996). <i>Teachers as Course Developers</i>. Cambridge: CUP. 9. Hall, D. & Hewings, A. (2001). <i>Innovation in English Language Teaching</i>. London: Routledge. 10. Heaton, B. J. (1988). <i>Writing English Language Tests. A practical guide for teachers of English as a second or foreign language</i>. (Second edition). Longman. 11. Hughes, A. (1994). <i>Testing for Language Teachers</i>. Cambridge Handbook for Language Teachers. 12. Madsen, S. H. (1983). <i>Techniques in Testing</i>. OUP. 13. McNamara, T. 2000. <i>Language Testing</i>. Oxford. OUP. 14. Markee, N. (1997). <i>Managing Curriculum Innovation</i>. Cambridge: Cambridge UP. 15. Nunan, D. (1988). <i>Syllabus Design</i>. Oxford: Oxford University Press. 16. Nunan, D. (1989). <i>Designing Tasks for the Communicative Classroom</i>. Cambridge: CUP. 17. Tomlinson, B. (Ed.), (2003). <i>Developing Materials for Language Teaching</i>. Continuum. 18. White, R. V. (1988). <i>The ELT Curriculum: Design, Innovation, Management</i>. Blackwell. 19. Wintergerst, A. (1994). <i>Second-Language Classroom Interaction</i>. Toronto: University of Toronto.
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Eng-656	Language, Culture and Identity	Cr. hr 3(3-0)
AIMS & OBJECTIVES	The course aims to develop a better understanding of what constitutes identity and how it is related to language and culture. The course also aims to reconceptualize views of language, literacy and cultural practices within different context and to value diversity and reject discrimination.	
CONTENTS	<ul style="list-style-type: none"> • Relationship between language and culture • Role of language and culture in the formation of identity • Types of identity: Religious; Ethnic; Linguistic; Cultural; National • The issue of identity in multicultural societies • Identity Crisis • Language Attitudes • Ethnic conflicts • Linguistic conflicts • Problems of linguistic inequality • Linguistic imposition • Cross-cultural communication • Culture shock 	

REFERENCE WORKS	<p>1. Agnihotri, K. R. (2007). Identity and Multilinguality: The Case of India. In Tsui, M. B. A. & Tollefson, W. J. (Eds.). Language Policy, Culture, and Identity in Asian Contexts. Lawrence Earlbaum Associates, Publishers. Mahwah, New Jersey. (185-204).</p> <p>2. Chick, K. J. (1996). Intercultural Communication. In McKay L. S. and Hornberger, H.N (Eds.), Sociolinguistics and Language Teaching. CUP (329-350).</p> <p>3. Edwards, J. (1985). Language, Society and Identity. Oxford: Basil Blackwell.</p> <p>4. Joseph, John, E. (2004). Language and identity: national, ethnic, religious. New York: Palgrave Macmillan.</p> <p>5. Gumperz, J. J. (2005). Interethnic Communication. In Kiesling F. S. & Paulston, B. C. (Eds.). Intercultural Discourse and Communication: The Essential Readings. Blackwell Publishing. (33-44).</p> <p>6. Khan, R. K. (2009). Two Languages with One Culture: Problems in Communication. In Hussain, N; Ahmed, A & Zafar, M. (Eds.). English and Empowerment in the Developing World. New Castle Upon Time: Cambridge Scholars Publishing. (191-198).</p> <p>7. Ochs, E. (2005). Constructing Social Identity: A Language Socialization Perspective. In Kiesling F. S. & Paulston, B. C. (Eds.). Intercultural Discourse and Communication: The Essential Readings. Blackwell Publishing. (78-91).</p> <p>80</p> <p>8. Paul Kroskrity. (2000). Identity. Journal of Linguistic Anthropology, 9(1-2), (111-114).</p> <p>9. Royce, A. P. (1982). Ethnic Identity: Strategies of Diversity. Bloomington: Indiana.</p>
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ENG-657	GENRE ANALYSIS	CR. HR 3(3-0)
AIMS & OBJECTIVES	This course aims at introducing the theories and procedures of genre analysis and its applications in second language teaching. The students will be introduced to different genres for analysis and will practically engage in analyzing some important genres.	
CONTENTS	<ul style="list-style-type: none"> • Defining Genre • Approaches to genre & genre analysis • Swales' model of genre analysis • Procedures involved genre analysis • Academic Genre • Professional Genre • Genre analysis in second language teaching 	
REFERENCE WORKS	<p>1. Badger, R., & White, G. (2000). A process genre approach to teaching writing. ELT Journal, 54(2), 153-160.</p> <p>2. Basturkmen, H. (2006). Ideas and Options in English for Specific Purposes. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.</p> <p>3. Basturkmen, H. (2009). Commenting on results in published research articles and masters dissertations in language teaching. Journal of English for Academic Purposes, 8, 241-251.</p> <p>4. Bhatia, V. K. (1993). Analysing Genre. London: Longman.</p> <p>5. Biber, D., Connor, U., & Upton, T. A. (2007). Discourse on the Move: Using a corpus to describe discourse structure. Amsterdam: Benjamins Publishing company.</p> <p>6. Connor, U., & Mauranen, A. (1999). Linguistic analysis of grant Proposals: European Union research grants. English for Specific Purposes, 18(1), 47-62.</p> <p>7. Ding, H. (2007). Genre analysis of personal statements: Analysis of moves in application essays to medical and dental schools. English for Specific Purposes, 26, 369-392.</p> <p>8. Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications.</p>	

9. In J. Flowerdew (Ed.), *Academic listening: Research perspectives* (pp.146–158). Cambridge: Cambridge University Press.
10. Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications.81
11. In J. Flowerdew (Ed.), *Academic listening: Research perspectives* (pp. 146–158). Cambridge: Cambridge University Press.
12. Dudley-Evans, T., & John, M. J. S. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: CUP.
13. Firth, D. R., & Lawrence, C. (2003). Genre analysis in information systems research. *The Journal of Information Technology Theory & Application* 5(3), 63-77.
14. Flowerdew, J. (1993). An educational or process approach to the teaching of professional genres. *ELT Journal*, 47, 305-316.
15. Flowerdew, J., & Dudley-Evans, T. (2002). Genre Analysis of editorial letters to the contributors of international journals. *Applied Linguistics*, 23(4), 463-489.
16. Flowerdew, J., & Wan, A. (2006). Genre analysis of tax computation letters: How and why tax accountants write the way they do. *English for Specific Purposes*, 25, 133-153.
17. Flowerdew, J., & Wan, A. (2010). The linguistic and the contextual in applied genre analysis: The case of the company audit report. 29, 78-93.
18. Hopkins, A., & Dudley-Evans, T. (1988). A genre-based investigation of the discussion sections in articles and dissertations. *English for Specific Purposes*, 7, 113-121.
19. Hyland, K. (2001). Humble servants of the discipline? Self-mentioned in the research articles. *English for Specific Purposes*, 20(3), 207-226.
20. Hyland, K. (2002). *Genre and second language writing*. Michigan: Michigan University Press.
21. Hyland, K. (2003). Graduates gratitude: the generic structure of dissertation acknowledgements. *English for Specific Purposes*, 22(3), 303-324.
22. Hyland, K. (2006). *English for academic purposes: an advanced resource book*. London: Routledge.
23. Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching*, 41(4), 543-562.
24. Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30(4), 693-622.
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Eng-658	English For Specific Purposes (ESP)	Cr. hr 3(3-0)
AIMS & OBJECTIVES	<p>The basic aim of this course is to teach the learners how to design and implement ESP programme for a group of students in a particular occupational or academic setting. Another aim is to examine classroom practices for effective ESP instruction. By the end of the course, students will:</p> <ul style="list-style-type: none"> • Develop an understanding of the major issues of concern for ESP practitioners; • Become aware of the methods currently practised in the teaching of ESP; • Be able to conduct needs analysis of the students they are designing the syllabus for; • Be able to adapt or create authentic ESP material in a chosen professional or occupational area. 	
CONTENTS	<ul style="list-style-type: none"> • Introduction to ESP • Historical and theoretical perspectives on ESP • Conducting needs analysis (setting general goals and specific objectives) Course and Materials: evaluation, design and development • Assessment of evaluation of ESP programs • Issues in ESP • Approaches to text analysis (register, discourse, and genre analysis) 	
REFERENCE WORKS	<ol style="list-style-type: none"> 1. Barron, C. (2003). "Problem solving and ESP: Themes and Issues in a Collaborative Teaching Venture. In <i>English for Specific Purposes</i>, 22. (297-314). 2. Dudley-Evans, T. & Bates, M. (1987). "The Evaluation of an ESP Textbook." In L. E. Sheldon. (Ed.), <i>ELT Textbooks and Materials: Problems in Evaluation and Development</i>. ELT Documents 126. 3. Dudley-Evans, T. & St. John, M. J. (1998). <i>Developments in English for Specific Purposes</i>. Cambridge: CUP 4. Fanning, P. (1993). "Broadening the ESP Umbrella." <i>English for Specific Purposes</i>. 12 (2). 5. McDonough, J. (1984). <i>ESP in Perspective: A Practical Guide</i>. London: Collins. 6. Swales, J. (1990). <i>Genre Analysis</i>. Cambridge: Cambridge University Press. 	

	RESEARCH PROJECT	CR. HR 3(3-0)
AIMS, OBJECTIVES AND CONTENTS	<p>Students will be required to undertake a small scale investigation on a topic of individual interest in their area of specialization. The aim of this component is to encourage the students to:</p> <ul style="list-style-type: none"> • develop the ability to collect, analyze and interpret data; • apply theories and methods practiced worldwide in Literary Research • Present the research in a coherent and well-organized manner in 10-15 thousand words. <p>Each student will be provided individual supervision and guidance in the proposed research that he or she undertakes to conduct.</p>	
Evaluation	<p>The Research Thesis will be assessed by two examiners (one of them will be the supervisor and the second will be an external examiner preferably from another university). The thesis will be considered equivalent to a 3 credit hour course.</p>	