

SCHEME OF STUDIES FOR BS-ENGLISH2023 AND ONWARD



WORKING PAPER FOR 2ND BOARD OF STUDIES DEPARTMENT OF ENGLISH FATA UNIVERSITY



DEPARTMENT OF ENGLISH

FATA UNIVERSITY

General Framework of Undergraduate Program

**Working Paper/ Agenda for 2nd Board of Studies of the Department
of English FATA University Dara Adam Khel**

Structure and Layout of BS-ENGLISH

No	Category of Courses	No of Courses	Credit Hours
03	Allied Courses (Inter-Disciplinary)	04	12
04	Major Courses	78	26
05	Final Year Project	01	03
06	Field Experience or Internship	06-08 Weeks	03
Total Credit Hours			132

Associate Degree in English

No	Category	No of Courses	Credit Hours
01	General Education Requirement Courses	12	30
02	Major Courses	10	30
Total Credit Hours			60

General Education Requirement Courses (Minimum 30 Credit Hours)

Level	Area of Study	Courses
	Arts and Humanities	Arts & Humanities one course (02 Credit Hour)
	Social Sciences	Social Science-01 (02 Credit Hours)
	Natural Sciences	Natural Science -01 (03 Credit Hours)
	Functional English	English-1 (03 Credit Hours)
	Expository Writing	English-1I (03 Credit Hours)
	Quantitative Reasoning	Quantitative Reasoning 01. (Introduction to Maths 03 Credit Hours)
		Quantitative Reasoning -02 (Introduction to statistics 03 Credit Hours)
	Islamic Studies	01 course (02 Credit Hours)
	Ideology and Constitution of Pakistan	01 course (02 Credit Hours)
	Application of Information and Communication Technologies	01 course (03 Credit Hours)
	Entrepreneurship	01 course (02 Credit Hours)
	Civic and Community Engagement	01 course (02 Credit Hours)
Total	12 Courses	30 Credit hours

SCHEME OF STUDIES OF ASSOCIATE DEGREE IN ENGLISH PROGRAM

2023 and onwards

List of English Courses for Associate Degree in English (2-Years Program)

COURSES CONTENTS AND DESCRIPTIONS

1st Year

	Courses			Credits Hours
	Code	Title	Name of Subjects	
Semester-I (15 CH)	NS-311	Everyday Science	General-1	03
	FE-312	Functional English (English-I)	General-2	03
	QR-313	Introduction to Mathematics	General-3	03
	ENG-311	Introduction to Literary Studies	Major-1	03
	ENG-312	Introduction to Language Studies	Major-2	03
	ISI-314	Islamic studies	General-4	02
Semester-II (15 CH)	ICP-321	Ideology and Constitution of Pakistan	General-5	02
	ENG-321	Literary Forms and Movements	Major-3	03
	ENG-322	Introduction to Phonetics and Phonology	Major-4	03
	AH-323	Introduction to Pashto Literature	General-6	02
	ENG-323	Introduction to Morphology	Major-5	03

2nd Year

	Courses			Credits Hours
	Code	Title	Name of Subjects	
Semester-III (15 CH)	SS-431	Mass Communication and Journalism	General-7	02
	EN-432	Entrepreneurship	General-8	02
	EW-433	Expository Writing (English-II)	General-9	03
	CCE-434	Civic and Community Engagement	General-10	02
	ENG-431	Short Fictional Narratives	Major-6	03
	ENG-432	Semantics	Major-7	03
Semester-IV (15 CH)	QR-441	Introduction to Statistics	General-11	03
	ENG-441	Classical Poetry	Major-8	03
	ICT-442	Application of Communication and Information Technologies	General-12	03
	ENG-442	Rise of the Novel (18th to 19th century)	Major-09	03
	ENG-443	Classical and Renaissance Drama	Major-10	03

Bridging Semester Breakup (To be Offered in Summer)

One Semester

Course code	Name of Subject	Cr.hr	
Zero Semester			
ENG-311	Introduction to Literary Studies	3	100
ENG-312	Introduction to Language Studies	3	100
ENG-321	Literary Forms and Movements	3	100
ENG-322	Introduction to Phonetics and Phonology	3	100
ENG-323	Introduction to Morphology	3	100
ENG-431	Short Fictional Narratives	3	100
ENG-432	Semantics	3	100
Cr. Hr		21	700

SCHEME OF STUDIES OF BS-ENGLISH PROGRAM

2023 and onwards

List of English Courses for BS-English (4-Years Program) and (2-Years Program)

COURSES CONTENTS AND DESCRIPTIONS

1st Year

	Courses			Credits Hours
	Code	Title	Name of Subjects	
Semester-I (15 CH)	FE-311	Functional English (English-I)	General-1	03
	NS-312	Everyday Science	General-2	03
	QR-313	Introduction to Mathematics	General-3	03
	ENG-311	Introduction to Literary Studies	Major-1	03
	ENG-312	Introduction to Language Studies	Major-2	03
	ISL-314	Islamic studies	General-4	02
Semester-II (15 CH)	ICP-321	Ideology and Constitution of Pakistan	General-5	02
	ENG-321	Literary Forms and Movements	Major-3	03
	ENG-322	Introduction to Phonetics and Phonology	Major-4	03
	AH-323	Introduction to Pashto Literature	General-6	02
	ENG-323	Introduction to Morphology	Major-5	03

2nd Year

	Courses			Credits Hours
	Code	Title	Name of Subjects	
Semester-III (15 CH)	SS-431	Mass Communication and Journalism	General-7	02
	EN-432	Entrepreneurship	General-8	02
	EW-433	Expository Writing (English-II)	General-9	03
	CCE-434	Civic and Community Engagement	General-10	02
	ENG-431	Short Fictional Narratives	Major-6	03
	ENG-432	Semantics	Major-7	03
Semester-IV (15 CH)	QR-441	Introduction to Statistics	General-11	03
	ENG-441	Classical Poetry	Major-8	03
	ICT-442	Application of Communication and Information Technologies	General-12	03
	ENG-442	Rise of the Novel (18th to 19th century)	Major-09	03
	ENG-443	Classical and Renaissance Drama	Major-10	03

3rd Year

	Courses			Credits Hours
	Code	Title	Name of Subjects	
Semester-V (18 CH)		Introduction to International Relations	Inter-Disciplinary	03
	ENG-551	Romantic and Victorian Poetry		03
	ENG-552	Foundations of Literary Theory & Criticism		03
	ENG-553	Introduction to Sociology	Inter-Disciplinary	03
	ENG-554	Sociolinguistics		03
	ENG-555	Second Language Acquisition		03
Semester-VI (18 CH)		Introduction to Political Science	Inter-Disciplinary	03
	ENG-561	Modern Drama		03
	ENG-562	Modern Novel		03
	ENG-563	Grammar & Syntax		03
	ENG-564	Discourse Studies		03
		Gender Studies	Inter-Disciplinary	03

4th Year

	Courses			Credits Hours
	Code	Title	Name of Subjects	
Semester-VII (18 CH)	ENG-671	Research Methodology		03
	ENG-672	Introduction to Applied Linguistics		03
	ENG-673	Introduction to Stylistics		03
	ENG-674	Pakistani Literature in English		03
	ENG-675	Literary Theory and Practice		03
	EN-671	Field Experience/Internship		03
Semester-VIII (15 CH)	ENG-681	Post-Colonial Literature		03
	ENG-682	American Literature		03
	ENG-683	World Englishes		03
	ENG-684	Introduction to Translation Studies		03
	CP-681	Capstone Project		03
Grand Total				132

Specialized/Major Courses (Minimum 14 Courses of 42 Credit Hours)

No	Course Title
1.	Introduction to Literary Studies
2.	Introduction to Language Studies
3.	Literary Forms and Movements
4.	Introduction to Phonetics and Phonology
5.	Introduction to Morphology
6.	Short Fictional Narratives
7.	Semantics
8.	Classical Poetry
9.	Rise of the Novel (18th to 19th century)
10.	Classical and Renaissance Drama
11.	Romantic and Victorian Poetry
12.	Foundations of Literary Theory & Criticism
13.	Sociolinguistics
14.	Second Language Acquisition
15.	Modern Drama
16.	Modern Novel
17.	Grammar & Syntax
18.	Discourse Studies
19.	Research Methodology
20.	Introduction to Applied Linguistics
21.	Introduction to Stylistics
22.	Pakistani Literature in English
23.	Post-Colonial Literature
24.	American Literature
25.	World Englishes
26.	Introduction to Translation Studies

27.	Literary Theory and Practice
28.	African Literature
29.	Postcolonial Women's Writing
30.	Postmodern Fiction
31.	Islam and Western Literature
32.	Introduction to Critical Pedagogy
33.	Introduction to Computational Linguistics
34.	Pakistani English
35.	ESP
36.	Corpus linguistics
37.	Language and gender
38.	Language Testing and Assessment
39.	Introduction to Syntax
40.	Language and education

List of Subjects for General Education Courses

Arts and Humanities	Social Science	Natural Science	Quantitative Reasoning
Fine Arts, Introduction to Pashto Literature, Introduction to Urdu Literature, History, Islamic History, Introduction to Philosophy. Any Other	Introduction to Psychology, Mass Communication and Journalism, Human Rights, Introduction to Law, Introduction to Anthropology Any Other	Introduction to Environmental Studies, Everyday Science, Physics, Biology, Chemistry Any Other	Introduction to Statistics, Introduction to Mathematics Logic and Critical Thinking Skills Any Other

***For the remaining General Education Courses, the HEC developed syllabus will be followed.**

1st Semester

	Courses			Credits Hours
	Code	Title	Name of Subjects	
Semester-I (15 CH)	FE-311	Functional English (English-I)	General-1	03
	NS-312	Everyday Science	General-2	03
	QR-313	Introduction to Mathematics	General-3	03
	ENG-311	Introduction to Literary Studies	Major-1	03
	ENG-312	Introduction to Language Studies	Major-2	03
	ISI-314	Islamic studies	General-4	02

FE-311	Functional English (English-I)	03
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Course Introduction:

21st century is known as the century of English language. Globalization has impacted nations across the boundaries. It has promoted English as a lingua franca of the whole world. Consequently, speaking and writing correct English in the modern age is considered the yardstick of development of a nation. Keeping in view the need of time, Functional English is one of the courses which enables the citizens to compete with the forces of the modern global world.

Learning Objectives:

This course aims to enhance the English language skills i.e. Communication skills, verbal and non-verbal, and develops critical thinking in the students.

Course Contents

- Basics of English Grammar
- Parts of speech and use of articles (Definite vs Indefinite)
- Sentence structure, active and passive voice, and practice in unified sentences.
- Analysis of phrase, clause and sentence structure
- Transitive and intransitive verbs
- Punctuation and spelling
- Comprehension
- Answers to questions on a given text
- Discussion

- General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students.
- Listening
- To be improved by showing documentaries/films carefully selected by subject teachers
- Translation skills
- Urdu to English
- Paragraph writing
- Topics to be chosen at the discretion of the teacher
- Presentation skills
- Extensive reading is required for vocabulary building

Recommended books:

Practical English Grammar, (Third edition) by A.J. Thomson and A.V. Martinet, Exercises 1, 1997, Oxford University Press. ISBN 0 194313492.

Practical English Grammar, (Third edition) by A.J. Thomson and A.V. Martinet, Exercises 2, 1997, Oxford University Press, ISBN 0 194313506

Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet, Oxford Supplementary Skills, (Fourth Impression) 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41.

Reading, (Upper Intermediate) by Brain Tomlinson and Rod Ellis, Oxford Supplementary Skills, (Third Impression) 1992, ISBN 0 19 453402 2.

Thomson, A.J & Martinet, A.V. (1997). Practical English, Oxford University Press.

Boutin, M.C &Grellet, B. (1993). Oxford supplementary skills, Fourth Impression 1993. ISBN 0 19 435405 7.

NS-312	EVERYDAY SCIENCE	03 Cr. Hrs
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	INTRODUCTION TO MATHEMATICS	03 Cr. Hrs
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Learning Objectives:

Mathematics prepares students, not majoring in mathematics, with the essential tools of algebra to apply the concepts and the techniques in their respective disciplines.

Course Outline:

Preliminaries: Real-number system, complex numbers, introduction to Sets, set operations, functions, types of functions.

Matrices: Introduction to matrices, types, matrix inverse, determinants, System of linear equations, Cramer’s rule.

Quadratic Equations: Solution of quadratic equations, qualitative analysis of roots of a quadratic equations, equations reducible to quadratic equations, cube roots of unity, relation between roots and coefficients of Quadratic equations.

Sequences and Series: Arithmetic progression, geometric progression, Harmonic progression.

Binomial Theorem: Introduction to mathematical induction, binomial Theorem with rational and irrational indices.

Trigonometry: Fundamentals of trigonometry, trigonometric identities.

Suggested Readings:

1. Dolciani MP, Wooton, W. & Beckenback, E. F. (1978). *Algebra and Trigonometry*. Boston: Houghton & Mifflin Boston press.
2. Kaufmann, J. E. (1987). *Algebra and Trigonometry*. Boston: PWS-Kent Company.

	Introduction to Literary Studies	03 Cr. Hrs
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Course Description

This course introduces literature as cultural and historical phenomena. This entails a study of history of various periods of English Literature from Renaissance to the present. The course also, very briefly, touches upon different theoretical approaches to literature to introduce the student to literary critique and evaluation. A general understanding of literary theory as a broad field of philosophical concepts and principles is also crucial to the understanding of literary piece.

Course Objectives

1. To study the history and practice of English as a scholarly discipline.

2. To study the history and development of each genre through excerpts of literary texts.
3. To do close reading of texts and analyze them with different critical frameworks.
4. To analyze and criticize the works of literature in their cultural and historical contexts.
5. To assess the influence of literary movements in Britain on English literature from all parts of the world.

Course Contents

1. William Henry Hudson. Introduction to the Study of Literature (1913)
2. Andrew Sanders. The Short Oxford History of English Literature (1994)
3. Mario Klarer. Introduction to Literary Studies (1999)
- 4 J. H. Miller. On Literature (2002)

Note: The teacher will use Sander’s history with any one of the three books on literature as core texts.

Suggested Readings

- Albert, E. (1979). History of English Literature (5th ed.). Oxford, New York: Oxford University Press.
- Alexander, M. (2000). A History of English Literature. London: Palgrave Macmillan.
- Blamires, H. (1984). A Short History of English Literature. London: Routledge.
- Carter, R., & McRae, J. (1997). The Routledge History of Literature in English, Britain and Ireland. London: Routledge.
- Chin, B. A., Wolfe, D., Copeland, J., & Dudzinski, M. A. (2001). Glencoe Literature: British Literature. New York: McGraw-Hill Higher Education.
- Compton-Rickett, A. (1912). A History of English Literature. London: T. C. and E. C. Jack.
- Daiches, D. (1968). A Critical History of English Literature. London: Martin Secker and Warburg Ltd.
- Fletcher, R. H. (1919). A History of English Literature. Boston: R. G. Badger.
- Legouis, E., & Cazamian, L. (1960). A History of English Literature. London: J. M. Dent and Sons.

	Introduction to Language Studies	03 Cr. Hrs
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Course Description

Language is central to human experience. This course provides a comprehensive overview of language origin, evolution of language as human faculty, and traces the history of English language in order to provide an idea how languages developed. The part on the history of the English language covers story of English language from beginning to the present. The course also includes a brief introduction of the history of linguistics with special reference to various schools of thought that have contributed significantly to the development of Linguistics.

Course Objectives

This course aims to:

- Give students a comprehensive overview of language as human faculty.
- Familiarize students with different stories about the origin of language.
- Provide students an overview of how a language develops through a comprehensive exposure to English language development.
- Enable students to identify major theoretical formulations in the development of linguistics.

Course Contents

1. Language Origin

- Language as a divine gift
- Natural sound source theories
- Social interaction source theories
- The Physical adaptation sources
- The genetic source

2. Speech vs Writing

- Primacy of speech
- Speech vs. Writing
- Origin of writing
- Types of writing systems

3. Language as Human Faculty

- Human Language vs animal communication
- Characteristics of Language: Design features
- Animals lack language: A controversy

4. Language Families

- What is a language family?
- Language Families in the World: A Brief Overview

5. Historical Linguistics

- What is linguistics?
- What is historical linguistics?
- What does historical linguistics study? (phonological, morphological, syntactic, and semantic changes)
- Methods of Language reconstruction

6. Old & Middle English Periods

- Grammatical categories
- Inflections
- Grammatical gender

7. Renaissance

- Old, Middle, and Modern English (grammatical categories)
- Shakespeare

8. 18th Century

- Major characteristics of the age
- Problem of refining and fixing the language
- Swift's proposal
- Johnson's Dictionary
- Grammarians
- Vocabulary formation
- Introduction of passives

9. 19th Century

- Important events and influences
- Sources of new words
- Pidgins and Creoles
- Spelling reforms
- Development of Dictionary
- Verb-adverb combination

10. English Language in America

- Americanism
- Archive Features
- Difference between the British and American English

Development of Modern Linguistics

11. Modern Linguistics

- Emergence of Modern Linguistics: Saussure
- Structuralism
- American Structuralism
- The Prague School

12. Contemporary Approaches to Linguistics

- Functional Linguistics

Recommended Readings

- Bough, A.C. & Cable, T. (2002). A History of English Language. London: Prentice Hall, Inc.
- Campbell, L. (2001), 'The history of linguistics', in M. Aronoff and J. Rees-Miller (eds), The Handbook of Linguistics. Oxford: Blackwell

Publishers, pp. 81-104.

- Joseph, J.E. (2002), From Whitney to Chomsky: essays in the history of American linguistics. Amsterdam/Philadelphia: John Benjamins.
- Yule, George. (2006). The Study of Language: 4th/ 5th Edition, Cambridge University Press.

	ISLAMIC STUDIES	03 Cr. Hrs
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Objectives

This course aims at providing basic information about Islamic Studies. It will enhance the understanding of the students regarding Islamic Civilization and way of live. It aims to improve Students skill to perform prayers and other obligatory duties. It will also enhance the skills of the students for understanding of the issues related to faith and religious pattern of life.

Course Content

Introduction to Basic Concepts of Quran, History of Quran, Uloom-ul –Quran in the light of Verses of Surah Al-Baqra Related to Faith(Verse No-284-286), Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18), Verses of Surah Al-Mumanoon Related to Characteristics of Faithful (Verse No-1-11), Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77), Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154). Further the course covers selected text of the Holy Quran. e.g. Verses of Surah Al-Ihزاب Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.), Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment, Verses of Surah Al-Saf Related to Tafakar,Tadabar, (Verse No-1,14). Along with Quranic studies this course evaluates Seerat of Holy Prophet (S.A.W) with emphasis on Life of Muhammad Bin Abdullah (Before and after Prophet Hood) at Makkah and Madinah. The course covers the Science of Hadith and Sunnah to introduce the students with the basic concepts and sources of Islamic law and jurisprudence to discuss Islamic culture and civilization with reference to Science, Islamic economic system, Political system of Islam within the framework of Islamic history and development of Islamic social system.

Recommended Books:

Principles of Islamic Jurisprudence by Ahmad Hasan, Islamabad, 1993, Islamic Research Institute, International Islamic University Islamabad.

Muslim Conduct of State by Muhammad Hamidullah, Malaysia, 2012, Islamic Book Trust.

Introduction to Islam by Muhammad Hamidullah, Lahore, 1959, SH. Muhammad Ashraf Bookseller and Exporters.

An Introduction to the Study of Islamic Law by Hussain Hamid Hassan, Islamabad, 2001, leaf Publication Islamabad Pakistan.

Muslim Jurisprudence and the Quranic Law of Crimes by Mir Waliullah, 1982, Islamic Book Service.

Studies in Islamic Law, Religion and Society by H.S. Bhatia, New Delhi, 1989, Deep & Deep Publications.

Introduction to Al Sharia Al, Islamia, by Muhammad Zia-ul-Haq, Islamabad, 2001, Allama Iqbal Open University, Islamabad.

2nd semester

Semester-II (15 CH)	ICP-321	Ideology and Constitution of Pakistan	General-5	02
	ENG-321	Literary Forms and Movements	Major-3	03
	ENG-322	Introduction to Phonetics and Phonology	Major-4	03
	ENG-323	Introduction to Morphology	Major-5	03
	AH-323	Introduction to Pashto Literature	General-6	02

	IDEOLOGY AND CONSTITUTION OF PAKISTAN	03 Cr. Hrs
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Course Introduction:

This course deals with the historical perspective and ideological background of Pakistan. It studies the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Learning Objectives:

This course enlightens the students to make an in-depth examination of the political, constitutional, social, cultural and economic forces leading to the establishment of Pakistan. While dealing with the Ideology of Pakistan, the students will also learn the role of judiciary, civil and military bureaucracy, political parties and the role of civil society.

Course Contents

Historical Perspective of Pakistan:

Pakistan Studies: An introduction

The Advent of Islam in India

Muhammad Bin Qasim

Sultanate Period

Mughal Period

The Reformative Movements:

Sheikh Ahmad Sarhindi

Shah Waliullah

Sir Syed Ahmad Khan and Aligarh Movement

Dar-ul-Uloom Deoband and Ulama-i-Deoband

The Nadvat-ul-Ulama Lucknow

Ideological Background of Pakistan:

- Ideology of Pakistan; Its meaning, historical background and evolution
- Allama Iqbal and the ideology of Pakistan- Allahabad address
- Quaid-i-Azam and the ideology of Pakistan

Political and Constitutional Struggle for creation of Pakistan:

- Partition of Bengal 1905
- The establishment of the All India Muslim League 1906
- Muslims' political struggle phase -I (1909-1939)
- Muslims' political struggle phase – II (1940-1947)
- The separate electorates
- Federal system; the importance of provincial autonomy for the creation of Pakistan

Constitutional History of Pakistan:

- Pillars of a Government (Executive, Legislative & Judiciary)
- Early constitution Making Problems of Pakistan (1947 – 1956)
 - Objectives Resolution 1949
 - Muhammad Ali Bogra Formula
- Salient features of 1956, 1962 and 1973.

Suggested Readings

1. Qureshi, I.H. (1997) *The Struggle for Pakistan*, Karachi: Karachi University Press.
2. Rabbani, M. Ikram (2018) *Pakistan Affairs*, Lahore: Caravan Book House.
3. Rabbani, M. Ikram *Comprehensive Pakistan Studies*: Lahore Caravan Book House

	Introduction to Phonetics & Phonology	03 Cr. Hrs
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Course Description

This course explores speech sounds as physical entities (phonetics) and linguistic units (phonology). In viewing sounds as physical elements, the focus is on articulatory description. In this part of the course, the goal is to learn to produce, transcribe, and describe in articulatory terms many of the sounds known to occur in human languages. In the next part of the course, the focus is on sounds as members of a particular linguistic system.

Course Objectives

This course aims to:

- assist students learn a number of technical terms related to the course
- familiarize students with sounds and sound patterning, particularly in English Language
- develop knowledge of segmental and suprasegmental speech
- help students understand the features of connected speech

Course Contents

1. Basic definitions

- Phonetics
- Articulatory, Auditory & Acoustic Phonetics
- Phonology
- Phoneme
- Vowels
- Consonants
- Diphthongs
- Triphthongs

- Voicing
 - Aspiration
 - Minimal pairs
2. Organs of Speech
3. Phonemes
- Consonants(place and manner of articulation)
 - Vowels (vowel trapezium/quadrilateral)
 - Monophthongs
 - Diphthongs
 - Triphthongs
4. Rules
- Rules of Voicing
 - Rules of /r/
 - Rules of /ŋ/
5. Practice of phonemic transcription
6. Definitions
- Homophones
 - Homographs
 - Homonyms
 - Homophenes
7. Fluency Devices
- Assimilation
 - Elision
 - Weak forms/Strong forms
 - linking
8. Sound Values

9. Stress and Intonation

10. Practice of phonemic transcription

Recommended Readings

- Collins, B. and Mees, I. (2003) Practical Phonetics and Phonology: A Resource Book for Students. London & NY: Routledge (Taylor & Francis)
- Clark, J and Yallop, C. (1995). An Introduction to Phonetics and Phonology. 2nd edition. Cambridge, Mass: Blackwell.
- Davenport, Mike & S. J. Hannahs. (2010). Introducing Phonetics & Phonology, 3rd edition. Hodder Education
- Roach, Peter. (2009). English Phonetics and Phonology: A Practical Course. 4th Edition. Cambridge.

	Literary Forms and Movements	03 Cr. Hrs
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Course Description

This course covers two foundational schemes regarding the study of literature: 1) Forms, and 2) Movements. The term “forms” refer to the study of literary genres and their subtypes in such a way as to introduce the students to their structures and styles with its focus on the following:

- 1) Poetry; 2) Fiction; 3) Drama; 4) Prose/Non-fiction; and 5) Short Story.

The term “movement” is rather loosely used to characterize literary texts produced in different cultures under the influence of or for the propagation of certain ideas as their hallmarks/signatures. The course has been designed to intellectually groom the students for a broad understanding of the major literary movements in the history of world literature, especially British and American: Idealism (Greek),Renaissance/Early Modern, Neoclassicism, Enlightenment, Romanticism, Victorianism, Raphaelitism, Realism, Transcendentalism, Modernism, Colonialism, Symbolism, Imagist and post-Colonialism, Feminism and post-Feminism.

Course Objectives

- Build students’ capacity for grasping the meaning of a literary text in terms of a given historical period/dominant idea.
- Develop their ability for understanding the major ideas that played a key role in shaping the works of different groups of writers.
- Provide them with a workable tool for interpreting and analyzing a literary text.

Suggested Readings

- Berman, Art. Preface to Modernism. Chicago: University of Illinois Press, 1994.
- Dirks, B Nichols. Colonialism and Culture. Michigan: Michigan Univ Press. 1992.
- Fowler, Alastair. Kinds of Literature : An Introduction to the Theory of Genres and Modes. Oxford: Clarendon, 2002.
- Galea, Ileana. Victorianism and Literature. California. Dacia, 2008.
- Gura, Philip. American Transcendentalism. NP: Farrar, 2008.
- Hooks, Bell. Feminist Theory. London: Pluto Press, 2000.
- Hudson, William Henry. An Introduction to the Study of Literature. New Delhi : Rupa, 2015.
- Marcuse, J Michael. Reference Guide for English Studies. Los Angeles: Univ of California Press, 1990.
- Osborne, Susan. Feminism. NP: Product Essentials, 2001.
- Philips, Jerry , Andrew Ladd, and K H Meyers. Romanticism and Transcendentalism. New York: DWJ Books: 2010.
- Tandon, Neeru. Feminism: A Paradigm Shift. New Delhi: Atlantic, 2008.

	Introduction to Morphology	03 Cr. Hrs
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Course Description

The key aim of the course is to introduce the students to the basic word structure in Pakistani languages. It engages them to have an understanding of words and parts of words. It will help them to understand word structure in Pakistani languages.

Course Objectives

The objectives of this course are to enable the students to:

- define and describe the terms like morphemes, morphology etc.
- understand basic concepts and principles in morphology
- apply these principles in analyzing word structures in Pakistan languages
- compare word formations in Pakistani languages.

Course Contents

- Introduction to morphology (with examples from Pakistani languages) of free morphemes: roots and stems
bound morphemes: affixes: prefixes, suffixes, infixes, interfixes, circumfixes
morphological productivity: productivity of affixes, prefixes, suffixes, infixes

- Basics of Phonetic Transcription of Words

- Inflectional Morphology Pluralization, Degree Marking, Verb Forms

- Derivational Morphology

- o Formation of Nouns, Adjectives, Verbs and Adverbs

- o Minor processes of derivation: blending, clipping,

backformation, acronym, Reduplication

- o derivation by compounding: endocentric, exocentric and

copulative compounds

- o derivation by modification of base

- Morphology of Pakistani Languages

- o word forms in Urdu, Punjabi, Sindhi, Pashto and other

- o Descriptive analysis of word forms in Pakistani languages

- Morpho-Semantics- semantic change in word formation processes

- Morphology Interface with Phonology and Syntax

- Morphology-Syntax Interface

Recommended Readings

1. Aronoff, M. (1994). Morphology by itself. MIT Press, Cambridge.

2. Bauer, L. (2003). Introducing Linguistic Morphology--Edinburgh University Press

3. Booij, G. (2005) The Grammar of Words--An Introduction to Linguistic Morphology

4. David et al. (2009). Urdu Morphology. Oxford University Press, London

5. Mangrio, R. A. (2016). The Morphology of Loanwords in Urdu: the Persian, Arabic and English Strands, Cambridge Scholars Publishing, Newcastle upon Tyne.

6. McCarthy, A. C (2002). An Introduction to English Morphology Words and their Structure, Edinburgh University Press. Edinburgh

7. Plag, I. (2002). Word Formation in English -Cambridge University Press. Cambridge

8. Ayto, J. (1999). Twentieth Century Words, Oxford: OUP .
9. Bauer, L. (2001). Morphological Productivity, Cambridge University Press
10. Halpern, A. (1995). On the placement & morphology of clitics. CSLI Publications, Stanford
11. Yu, A. C (2006) A Natural History of Infixation. Oxford University Press, Chicago
12. Zwicky, A. (1985b). 'How to Describe Inflection.' Proceedings of the Berkeley Linguistics Society 11: 372-386. Berkeley, California.
13. Zwicky, A and Pullum, G. (1992). A misconceived approach to morphology. In Proceedings of WCCFL 91, ed. D. Bates. CSLI, Palo Alto, 387-398.

	INTRODUCTION TO PASHTO LITERATURE	03 Cr. Hrs
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3rd semester

Semester-III (15 CH)	SS-431	Mass Communication and Journalism	General-7	02
	EN-432	Entrepreneurship	General-8	02
	EW-433	Expository Writing (English-II)	General-9	03
	CCE-434	Civic and Community Engagement	General-10	02
	ENG-431	Short Fictional Narratives	Major-6	03
	ENG-432	Semantics	Major-7	03

SS-431	Mass Communication and Journalism	General-7	02
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EN-432	Entrepreneurship	General-8	02
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EW-433	Expository Writing (English-II)	General-9	03
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Objectives:

This course will enable the students to meet their real life communication needs. It will help them to improve their speaking and writing skills and capabilities.

Course Contents

The course is divided in different parts. In the first part (Paragraph writing), the students will practice to learn about writing a good, unified and coherent paragraph. In the second part i.e. Essay writing, the students will learn about essay writing in a systematic way. The third part of the course i.e. CV and job application, will enable the students to learn how to write job application and prepare CV for an organization. The students will also learn translation skills from Urdu to English. In the next section of this course the students will learn about Skimming and scanning, intensive and extensive and speed-reading, summary and précis writing and comprehension. This course also focuses on enhancing Academic skills of the students with reference to Letter/memo writing, minutes of meetings, use of library and Internet etc. The course also aims at improving Presentation skills of the students with emphasis on content, style and pronunciation.

Recommended books

- 1) *Practical English Grammar* by A.J. Thomson and A.V. Martinet, Exercises 2. Third edition. Oxford University Press (1986).
- 2) *Writing, Intermediate* by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression Pages 45-53 (note taking).
- 3) *Writing. Upper-Intermediate* by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression (1992).
- 4) *Reading. Advanced* by Brian Tomlinson and Rod Ellis, Oxford Supplementary Skills. Third Impression (1991).

	Civic and Community Engagement	03 Cr. Hrs
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	Short Fictional Narratives	03 Cr. Hrs
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Course Description

This course is a fertile field for students to broaden their vision with respect to English literature in general and short fiction in particular, written in different cultures and languages. It focuses on students' critical engagement with different texts that represent a variety of cultures. The short stories in this course have been selected from a wide range of cultures with a view to highlighting the similarities and differences in the writings of different short story writers and how different writers reflect the social and cultural events through their writing with a variety of themes in different styles. The authors included in this course belong to different parts of the world so the works included are quite diverse not only in their form and language but also in themes. The issues and themes reflected or implied in these stories are illusory love, conformity, poverty, the power of words, transformation of identities, feudal structure of rural Punjab, racism in the backdrop of Civil War, political imprisonment, appearance vs reality, feminism, female violence, insanity, women's emotional complexity, and slavery, to mention a few. In this course, students will concentrate on seminal short fictions in English written by writers from the different regions of the world who have contributed significantly to literature in English through their narrative form and structure, thematic content, and articulation of human experience. Narrative studies prepares students for the development and evaluation of original content for short fictions and other narrative platforms. To recognise a good story, to critique, to help shape, realise and transform requires a background in the history of narrative, cross-cultural and contemporary models. The selection of the primary texts will take into consideration that they are united by their engagement with the struggle for the expression of human identity. Consequently, the selection of the short fictions will keep two things in the foreground: representation of diverse regions and narrative structure.

Course Objectives

The objectives of this course are

1. To provide an exposure to some classics in short fiction both in theme and form
2. To familiarize students with short fiction in English literature by the most recognized and awarded authors
3. To nurture the ability to think critically and promote intellectual growth of the students
4. To develop sensitivity towards cultural diversity through a critical study of the selected works and involve them on a personal and emotional level by relating the stories with their own experiences
5. To make them experience a genuine language context through these stories from different parts of the world

Course Contents

1. The Nightingale and the Rose Oscar Wilde
2. The Three Strangers Thomas Hardy

3. The Cask of Amontillado Edgar Allan Poe
4. The Darling Anton Chekhov
5. Hearts and Hands O' Henry
6. The Necklace Guy De Maupassant
7. The Secret Sharer Joseph Conrad
8. The Other Side of the Hedge E. M. Forster
9. Eveline James Joyce
10. The Three Questions Leo Tolstoy
11. A Hunger Artist Franz Kafka
12. A Very Old Man With Enormous Wings Gabriel Garcia Marquez
13. Two Words Isabel Allende
14. A Cup of Tea Katherine Mansfield
15. Everything that Rises Must Converge Flannery O'Connor
16. The Story of An Hour Kate Chopin
17. The Richer The Poorer Dorothy West
18. The Prisoner Who Wore Glasses Bessie Head
19. Lamb to the Slaughter Roald Dahl
20. Bingo Tariq Rahman
21. The Kingdom of Cards Rabindranath Tagore
22. The Martyr Ngũgĩ wa Thiong'o
23. A Watcher of the Dead Nadine Gordimer.
24. Revelation Flannery O'Connor
25. Nawabdin Electrician Daniyal Mueenuddin

Suggested Readings

1. Chekhov, Anton P, and Ralph E. Matlaw. Anton Chekhov's ShortStories: Texts of the Stories, Backgrounds, Criticism. , 1979.
2. Ellmann, Richard. James Joyce. New York: Oxford University Press, 1959.

3. Ellmann, Richard. Oscar Wilde; a Collection of Critical Essays. Englewood Cliffs, N.J: Prentice-Hall, 1969.
4. Forster, E M, Mary Lago, Linda K. Hughes, and Elizabeth M. L. Walls. The Bbc Talks of E.m. Forster, 1929-1960: A Selected Edition. Columbia: University of Missouri Press, 2008.
5. Hardy, Thomas, Michael Millgate, Florence E. Hardy, and Florence E. Hardy. The Life and Work of Thomas Hardy. Athens: University of Georgia Press, 1985.
6. Long, E H. O. Henry, the Man and His Work. Philadelphia: University of Pennsylvania Press, 1949.
7. Maupassant, Guy , Clara Bell, Florence Crew-Jones, and Fanny Rousseau-Wallach. The Works of Guy De Maupassant. New York: Printed privately for subscribers only, 1909.
8. Maupassant, Guy , George B. Ives, and Guy . Maupassant. GuyDe Maupassant. , 1903.
9. Poe, Edgar A. The Cask of Amontillado. Charlottesville, Va: University of Virginia Library Electronic Text Center, 1993. Internet resource.
10. Rubenstein, Roberta, and Charles R. Larson. Worlds of Fiction. Upper Saddle River, N.J: Prentice Hall, 2002.
11. Symons, Julian. The Life and Works of Edgar Allen Poe. , 2014. Print
12. Tolstoy, Leo, and Robert Court. Leo Tolstoy Collected ShortStories. Mankato, MN: Peterson Pub, 2002.
13. Wilde, Alan. Art and Order: A Study of E.m. Forster. New York: New York University Press, 1964.
14. Wilson, Kathleen. Short Stories for Students: Presenting Analysis,Context, and Criticism on Commonly Studied Short Stories.Detroit: Gale, 1997. Print

	Semantics	03 Cr. Hrs
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Course Description

This course introduces students to the basic concepts of semantics and pragmatics with the aim to help them conceptualize the relationship between words and their meanings, and to understand the factors that govern choice of language in social interaction and the effects of these choices.

Course Objectives

The objectives of the course are to:

- Enable students to differentiate between semantic and pragmatic meaning.
- Introduce the theoretical concepts related to Semantics and Pragmatics.

- Help students internalize sense relation and Lexical relations along with types of meaning.
- Enable students to understand Deixis, Speech Act theory, Cooperative Principle and Politeness.

Course Contents

- Theories of Semantic and Pragmatics
- Types of meaning
- Semantic field
- Sense Relations and Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy)
- Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)
- Speech act theory
- Conversational Implicature
- The Cooperative Principle
- Politeness
- Deixis

Recommended Readings

- Burton-Roberts, N. (Ed.), (2007). Pragmatics. Palgrave Macmillan.
- Cruse, A. (2011). Meaning in Language: An Introduction to Semantics and Pragmatics. (Third edition). Oxford Textbooks in Linguistics.
- Cutting, J. (2002). Pragmatics and Discourse: a resource book for students. Routledge.
- Davis, S. & Gillon, S. B. (2004). Semantics: A Reader. Oxford University Press.
- Davis, S. (Ed.), (1991). Pragmatics: a reader. Oxford University Press.
- Frawley, W. (2002). Linguistic Semantics. Cambridge: Cambridge University Press.
- Griffiths, P. (2006). An Introduction to English Semantics and Pragmatics. Edinburgh University Press Ltd.
- Grundy, P. (2000). Doing Pragmatics. Arnold.
- Howard, G. (2000). Semantics: Language Workbooks. Routledge.

- Hurford, R. J., Heasley, B. & Smith, B. M. (2007). Semantics: a course book. (Second edition) Cambridge: CUP.
- Kearns, K. (2000). Semantics. Palgrave Modern Linguistics. Great Britain.
- Lyons, J (1996). Linguistic Semantics: An Introduction. Cambridge: University of Cambridge.
- Riemer, N. (2010). Introducing Semantics. Cambridge Introductions to Language and Linguistics.
- Saeed, I. J. (2009). Semantics. (Third edition). Wiley Blackwell.
- Horn, R. L., & Ward, L. G. (Eds.), (2005). The handbook of pragmatics. Wiley-Blackwell.

4th Semester

Semester-IV (15 CH)	QR-441	Introduction to Statistics	General-11	03
	ENG-441	Classical Poetry	Major-8	03
	ICT-442	Application of Communication and Information Technologies	General-12	03
	ENG-442	Rise of the Novel (18th to 19th century)	Major-09	03
	ENG-443	Classical and Renaissance Drama	Major-10	03

QR-441	Introduction to Statistics	General-11	03
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ENG-441	Classical Poetry	Major-8	03
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Course Description

This course focuses on the study of poetry from Geoffrey Chaucer to Alexander Pope. The term 'classical' understandably refers to the lasting appeal and artistic pleasure of the poetical works selected for this course. Though belonging to different poetical genres, the poetry of Chaucer, Shakespeare, Donne, Milton, and Pope have stood the tests of time and no further study in this genre of literature is possible without studying these benchmarks of English poetry. The teachers of classical poetry need to inculcate a spirit of studying the aesthetic concerns of the times of these poetical masterpieces along with giving a holistic understanding of different genres of poetry, namely epic, ballad, sonnet, lyric, and elegy etc. Offering a study of the congenial humor and gentle satire of Chaucer's Prologue to Canterbury Tales (c. 1389), the puritanical strain of Milton's epic Paradise Lost (1667), the fiery quality of Love and divine poetry of the metaphysical poet John Donne, some sonnets of William Shakespeare and famous mock epic of Alexander Pope, this course is designed to cover the classical aspects of English poetry. By teaching the fundamentals of poetry that this course entails, the teachers may introduce a diversity of poetic expressions that will help the students further their inquiry into this genre in the coming semesters.

Course Objectives

This course aims to:

1. Trace the generic specific historical development of classical poetry, but also to develop a keen awareness of poetic language and tone of the period.
2. Introduce various forms and styles of the genre of poetry for creating an in-depth understanding of this genre.

Course Contents

William Shakespeare (1564-1616)

- Shall I compare thee to a summer's day? (Sonnet 18)
 - Let me not to the marriage of true minds (Sonnet 116)
- John Donne (1572-1631) Love Poems:
- Song
 - The Sun Rising
 - Aire and Angels
 - The Good Morrow
 - Valediction: Forbidding Mourning

Holy Sonnets:

- Thou hast made me, and shall thy work decay?
- Death be not proud, though some have called thee

John Milton (1608-1674)

- Paradise Lost. Book I (1667)
- Paradise Lost Book 9 (The main contention and critical summary)

Alexander Pope (1688-1744)

- Rape of the Lock (1712)

Recommended Readings

- Abbs, P. & Richardson, J. The Forms of Poetry. Cambridge: Cambridge UP. 1995.
- Barnet, Sylvan. A Short Guide to Writing about Literature (7th Edition). New York: Harper and Collins. 1996.
- Boulton, Marjorie. The Anatomy of Poetry. London: Routledge and Kegan Paul. 1977.
- Kamran, Rubina and Syed Farrukh Zad. Ed. A Quintessence of Classical Poetry. National University of Modern Languages, Islamabad.
- Kennedy, X. J. Gioia, D. An Introduction to Poetry: (8th Edition). New York: Harper Collins College Publishers. 1994.

ICT-442	Application of Communication and Information Technologies	General-12	03
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Course Description

Information technology literacy has become a fundamental requirement for any major. An understanding of the principles underlying digital devices, computer hardware, software, telecommunications, networking and multimedia is an integral part of any IT curriculum. This course provides a sound foundation on the basic theoretical and practical principles behind these technologies and discusses up to date issues surrounding them including social aspects and how they impact everyday life.

Course Objectives

- Understand the fundamentals of information technology
- Learn core concepts of computing and modern systems

- Understand modern software programs and packages
- Learn about upcoming IT technologies

Course Contents

Basic Definitions & Concepts, Hardware: Computer Systems & Components. Storage Devices, Number Systems, Software: Operating Systems, Programming and Application Software, Introduction to Programming, Databases and Information Systems, Networks, Data Communication, The Internet, Browsers and Search Engines, The Internet: Email, Collaborative Computing and Social Networking, The Internet: E-Commerce, IT Security and other issues, IT Project.

Required Skills

These basic competencies are assumed on the first day of class. Students must assume responsibility for learning these skills if he/she does not already possess them. If an instructor finds that you do not have the required skills and knowledge, you may be asked to withdraw from the course.

1. Basic Knowledge of Computers

- Understand basic computer hardware components and terminology
- Understand the concepts and basic functions of a common computer operating system
- Start up, log on, and shut down a computer system properly
- Use a mouse pointing device and keyboard
- Use Help and know how to troubleshoot routine problems
- Identify and use icons (folders, files, applications, and shortcuts/aliases)
- Minimize, maximize and move windows
- Identify common types of file extensions (e.g. doc, docx, pdf, html, jpg, gif, xls,ppt, pptx, rtf, txt, exe)
- Check how much space is left on a drive or other storage device
- Backup files
- Download and install software on a hard disk
- Understand and manage the file structure of a computer
- Check for and install operating system updates

2. Proficiency in Using Productivity Software

- Create documents of various types and save in a desired

location

- Retrieve an existing document from the saved location
- Select, copy, and paste text in a document or desired location
- Print a document
- Name, rename, copy and delete files
- Understand and know how to use the following types of software programs:
- Word processing (example: MS Word, Google Doc, Writer)
- Presentation (example: PowerPoint, Impress)
- Spreadsheet (example: Excel, Calc)
- PDF reader (example: Acrobat Reader, Preview)
- Compression software (example: WinZip, StuffIt, 7-Zip)

3. Electronic Communication Skills

- Email, using a common email program (example: MS
- Compose, Send, Reply, Forward messages
- Add attachments to a message
- Retrieve attachments from an email message
- Copy, paste and print message content
- Organize email folders
- Understand what an electronic discussion list is and how to sign up and leave one (example: Listserv, Listproc)

4. Internet Skills

- Set up an Internet connection and connect to the Internet
- Have a working knowledge of the World Wide Web and its functions, including basic site navigation, searching, and installing and upgrading a Web browser
- Use a browser effectively, including bookmarks, history,

toolbar, forward and back buttons

- Use search engines and directories to find information on the Web
- Download files and images from a Web page
- Understand and effectively navigate the hyperlink structure of the Web
- Understand how keep your information safe while using the Internet 5. Moving Files
- Transfer files by uploading or downloading
- View and change folder/document security settings
- Copy files from hard disk to storage devices and vice versa

Recommended Readings

- Bruce J. McLaren, Understanding and Using the Internet, West Publishing Company, 610 Opperman Drive, P. O. Box 64526, St. Paul, MN 55164.
- Computer Applications for Business, 2nd Edition, DDCPublishing, 275 Madison Avenue, New York,
- Nita Hewitt Rutkosky, Microsoft Office Professional,Paradigm Publishing Company, 875 Montreal Way,St Paul, MN 55102.
- Robert D. Shepherd, Introduction to Computers andTechnology, Paradigm Publishing Inc., 875 Montreal Way,St. Paul, MN 55102.
- Shelly Cashman Waggoner, Discovering Computers 98,International Thomson Publishing Company, One Main Street, Cambridge, MA 02142.
- V. Wayne Klemin and Ken Harsha, Microcomputers, A Practical Approach to Software Applications,McGraw-Hill Book Company, New York, NY 10016.

ENG-442	Rise of the Novel (18th to 19th century)	Major-09	03
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Course Description

This course aims to introduce the students to the origin and development of relatively late-emerging genre of novel. It has been designed with a view to developing their understanding how novel is different from other genres of literature, poetry and drama. The students are given an indepth understanding of the making and mechanics of a novel, the role of narrator, narrative styles and techniques, and the art of

characterization. The teacher is also expected to explain how a full-length fictional prose narrative is different from flash fiction, short story and novella. Discussing the emergence of novel since eighteenth century, this course brings out the significance of this genre as discussed, for example, in great detail in Ian Watt's seminal book, *Rise of the Novel* (1955). While teaching novel, teachers are supposed to consult and have a sound understanding of some of the ground breaking books as *Rise of the Novel* (1955) by Ian Watt, *Aspects of the Novel* (1927) by E M Forster, and *The English Novel* (1953) by Walter Allen. With a deeper understanding of the elements of fiction, the teachers will be able to impart a holistic definition of this genre starting from the basic "long fictional prose narrative" to a relatively complex definition of novel as can be extracted from, say, Ian Watt's book. An understanding of ingredient elements that constitute a novel will enable the students to develop an all-round understanding of this genre and equip them to grasp the complexities of modern fiction course in the coming semesters.

Course Objectives

This course will enable the students

1. To have a full understanding of 18th and 19th century novel which is rich in diversity as well as creativity.
2. To closely study the English society of these centuries and its impact upon human lives, and its complex psychological phenomena.
3. To develop an insight into various factors responsible for the appeal of the subject matter of these novels which was not only enjoyed by readers of the centuries in which they were written but by Victorian readers or even for modern readers of contemporary times.

Course Contents

- Henry Fielding *Joseph Andrews* (1742)
- Jane Austen *Pride and Prejudice* (1813)
- Charles Dickens *Hard Times* (1854)
- George Eliot *The Mill on the Floss* (1860)
- Thomas Hardy *The Return of the Native* (1878)

Recommended Readings

- Bloom, Harold. (1988) *George Eliot's the Mill on the Floss* (Bloom's Modern Critical Interpretations). Chelsea House Pub.
- Allen, Walter *The English Novel*
- Ashton, Rosemary. *George Eliot: A Life*. London, 1996.
- Battestin, Martin C. *The Moral Basis of Fielding's Art: A study of Joseph Andrews*

- Beer, Gillian. George Eliot. Brighton, 1986.
- Butt, John Fielding
- Church, Richard The Growth of the English Novel.
- Collins, Philip, Dickens: The Critical Heritage, 1971
- Copeland, Edward and McMaster, Juliet, The Cambridge Companion to Jane Austen, 1997
- Elliot, Albert Pettigrew. Fatalism in the Works of Thomas Hardy, 1935
- Forster, E.M. Aspects of the Novel.(Pelican Paperback)
- Gard, Roger. Jane Austen's Novels: The Art of Clarity, 1998
- Hardy, Barbara. The Novels of George Eliot. London, 1959.
- Kettle, Arnold Introduction to the English Novel (vol. I & II)
- Lubbock, P. The Craft of Fiction. Jonathan Cape,
- MacDonaugh, Oliver, Jane Austen: Real and Imagined Worlds. 1993
- Neill, Edward. (1999). Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective). Camden House.
- Neill, Edward. The Politics of Jane Austen, 1999
- Smith, Grahame, Charles Dickens: A Literary Life, 1996
- Thomas, Jane. Thomas Hardy, Femininity and Dissent, 1999
- Watt, Ian The Rise of Novel. Chatto Windus, London, (1955-7)

ENG-443	Classical and Renaissance Drama	Major-10	03
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Course Description

The purpose of this course is to explore the nature, function, and themes of Classical Greek, Roman and Elizabethan drama in their theatrical, historical and social contexts. Through a detailed study of the texts by the selected dramatists such as Aeschylus, Sophocles, Euripides, Aristophanes, Seneca, Plautus, Shakespeare, Marlowe, and Webster the course traces the development of the key features of tragedy and comedy. Ancient opinions on drama, in particular, the views of Plato and Aristotle and their influence on classical drama will also be investigated. A comprehensive and critical background to mythology, drama and society is given in the beginning of the course to prepare students to undertake close reading and analyses of the selected texts. The first section of the course will focus on representative classical plays which have influenced the development of drama as a genre. It will introduce students to the history of Classical Greek and Roman drama and motivate them to explore how selected texts can be interpreted in a modern context. A comprehensive and critical background to Greek drama and society is given in the beginning of the course to prepare students to undertake a close reading and analysis of the selected texts. Special emphasis will be given in the seminars to examine the role and significance of mythology in Greek drama, the importance of festivals in Greek society, the structure of Greek tragedy, and the difference between tragedy and comedy. The second section focuses on the selective plays of William Shakespeare, Christopher Marlowe, and John Webster. Through a critical scrutiny of the recommended plays, students will be made to appreciate the variety and imaginative exuberance of drama written in the age that popularized cultural profundity, humanist tendencies, philosophical excavations and artistic excellence. Qualities such as the poetic richness, absorbing plots, and vivid portrayal of characters will be highlighted to catch the true spirit of Renaissance. Through a selection of plays, this section highlights the characteristic features of various dramatic forms like tragedy, comedy, and history, and their variations.

Course Objectives

Students will be taught to demonstrate:

- Knowledge of the myths, history, conventions, and major personages of classical theatre through readings of the plays and secondary sources.
- An insight into the culture, society and political events of the classical periods under study.
- An understanding of the main objectives, themes and ideas underlying Classical Drama.
- Sound knowledge of the works of a range of classical dramatists and the ability to relate the primary texts to their socio-cultural and historical contexts.
- The ability to carry out close reading and literary commentaries on the primary texts.
- Critically assess the inherent nature of the human condition - its paradoxes, complexities, and conflicts.

Course Contents

1. Aeschylus – Prometheus Bound
2. Sophocles – Oedipus Rex
3. Euripides – The Bacchae

4. Aristophanes – The Birds
5. Seneca – Hercules Furens (The Mad Hercules)
6. Plautus – The Pot of Gold
7. Shakespeare – King Lear; As You Like It
8. Marlowe – Tamburlaine the Great (Parts I and II)
9. Webster – The Duchess of Malfi

Recommended Readings

1. Aeschylus. (1961). Prometheus Bound, The Suppliants, Seven Against Thebes, The Persians, translated by Philip Vellacott. Penguin Books.
2. Aristophanes. (1962). The Complete Plays of Aristophanes. Edited by Moses Hadas. A Bantam Skylark Book.
3. Bloom, Harold. (1987). John Webster's The Duchess of Malfi. Chelsea House Pub (L).
4. Bloom, Harold. (1999). Shakespeare: The Invention of the Human. London: Fourth Estate.
5. Cheney, Patrick. (2004). The Cambridge Companion to Christopher Marlowe. Cambridge: CUP.
6. Dover, K.J. (1972). Aristophanic Comedy. University of California Press.
7. Eagleton, Terry. (1986). William Shakespeare. New York: Blackwell.
8. Erikson, Peter. (1991). Rewriting Shakespeare, Rewriting Ourselves. Berkeley: University of California Press.
9. Frazer, James G. (1922). The Golden Bough: A Study in Magic and Religion. MacMillan.
10. Gregory, Justina. (2005). A Companion to Greek Tragedy. Blackwell.
11. Hackett, Helen. (2012). A Short History of English Renaissance Drama. I.B. Tauris & Co Ltd.
12. Herington. (1986). Aeschylus. Yale.
13. Kitto, H. D. F. (2005). Greek Tragedy. London and New York: Routledge.
14. Kuriyama, Constance B. (2002). Christopher Marlowe: A Renaissance Life. Ithaca: Cornell University Press.
15. Ley, G. (1991). A Short Introduction to the Ancient Greek Theatre. University of Chicago Press.

Semester-V (18 CH)		Introduction to International Relations	Inter-Disciplinary	03
	SOC-	Romantic and Victorian Poetry		03
	SOC-	Foundations of Literary Theory & Criticism		03
		Introduction to Sociology	Inter-Disciplinary	03
	SOC-	Sociolinguistics		03
	SOC-	Second Language Acquisition		03

POLS-312	INTRODUCTION TO INTERNATIONAL RELATIONS	03 Cr. Hrs
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Objectives:

The course is designed to focus on the dynamics of International Relations, national interests, power factor and state behavior as a guide to understand the nature of real politick. The course will enable the students to analyze the basic approaches and fundamental concepts of International Relation.

Course Outline:

The course covers the concepts, Introduction, Nature and Scope of International Relations; the Approaches to the Study of International Relations; Realism, Neo-realism, Idealism (Liberalism) and Behaviouralism. The course also covers the Concepts of Nationalism, Modern State System and Sovereignty, Doctrine of Power in International Relations, Elements of Power and Balance of Power. It will also enhance the knowledge of the students about National Interests in International Relations, Concept of Diplomacy, Huntington theory of Clash of civilization and Fukuyama theory of End of History.

Recommended Books:

1. Grasping the Democratic Peace: Principles for post Cold War World by Bruce Russett, Princeton, 1993, Princeton University Press.
2. Understanding International Relations by Chris Brown, London, 2005, Palgrave.
3. Politics Among Nations by Hans J. Morgenthau, New York, McGraw Hill, (1993).
4. *International Relations: Perspectives and Themes* by J. Steans and L. Pettiford Harlow, Pearson Education Press, (2005).
5. *Contending Theories of International Relations: Comprehensive Survey*, (Eds) by James E. Dougherty and Robert L. Pfaltzraff Jr, New York: Harper and Row Publishers, (1981).
6. *The Globalization of World Politics: An introduction to International Relations* by John Baylis and Steve Smith, Oxford University Press, London, (2005).
7. *International Politics on the World Stage* by John T. Rourke, Boston: Boston University Press, (2004).
8. *Essentials of International Relations* by Karen A. Mingst, London: W.W. Norton & Company, (2004).
9. *International Politics: Enduring Concepts and Contemporary Issues*, by Robert Jervis and Art Robert, New York: Addison Wesley, (2003)
ception and Misperception in International Politics by Robert Jervis, Princeton: Princeton University Press, (1976).

	Romantic & Victorian Poetry	Inter-Disciplinary	03
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Course Description

This course analyzes representative examples of British poetry of the nineteenth century, that is, from the French Revolution to the first stirrings of modernism in the early 1900s. It comprises the poetry of two eras which came one after each other, namely Romantic and Victorian age. The first half of this module extends from the mid-1770s to the 1830s, a period marked by what Wordsworth referred to as those ‘great national events’ which were ‘almost daily taking place’: the American and French revolutions, the Napoleonic wars, imperial expansion, industrialization, and the growth of the political reform movement. The production and consumption of books took on a heightened political significance in these decades and this selection includes selection from the ‘big six’ Romantics (Blake, Wordsworth, Coleridge, Keats, P.B. Shelley, Byron). The second half of this course includes the poetry of the poets who are called as ‘cunning terminators of Romanticism’ by some critics. This era, marked by the coronation of Queen Victoria in 1837, known as Victorian age, spans till her death in 1901. The Victorians saw the virtues attendant upon a strong will as central to themselves and to their culture, and Victorian poetry strove to find an aesthetic form to represent this sense of the human will. Through close study of the metre, rhyme and rhythm of a wide range of poems - including monologue, lyric and elegy - the technical questions of poetics are related, in the work of these poets, to issues of psychology, ethics and social change.

Course Objectives

The aim of this module is to introduce students to the literary culture of this rich and exciting period, which, in the first half, begins in the year of America's declaration of independence and ends with the British reform act of 1832 and from there onwards till the first decade of the twentieth century.

Course Content

The Longmans Anthology of British Literature vol 2A ,2B

1) William Blake :-

i) The Sick Rose

ii) London

iii) A Poison Tree

iv) The Tygre

2) William Wordsworth:-

i) The World is Too Much with us

ii) Ode to Intimation of Immortality

iii) We Are Seven

iv) The Last of The Flock

3) S.T . Coleridge:-

i) Dejection: An Ode

ii) Frost at Midnight

iii) Christabel

iv) Kubla Khan

4) John Keats:-

i) La Belle Dame Sans Mercy

ii) A Thing of Beauty

iii) Ode on Melancholy

iv) Ode to Nightingale

v) Ode on the Grecian Urn

5) Lord Byron:-

- i) She Walks in Beauty
- ii) When We Two Parted
- iii) I Watched Thee
- iv) So We'll go No More A Roving

6) P.B. Shelly:-

- i) Ode To The West Wind
- ii) Ozymandis
- iii) Ode To A Sky Lark
- iv) The Indian Serenade
- v) Love's Philosophy

7) Alfred Lord Tennyson:-

- i. The Lotos Eaters
- ii. St Agnes Eve
- iii. Tears Tears Idle Tears

8) Robert Browning : -

- i) Porphyria's Lover
- ii) My Last Duchess

9) Mathew Arnold :-

- i) Lines Written in Kensington Garden
- ii) Dover Beach

10) Dante Gabriel Rossetti

The Choices 1, 2 ,3

11) Cristina Rossetti

- i. Song
- ii. After Death
- iii. In an Artist's Studio

12) Algernon Charles Swinburne (1837-1909)

i. Choruses from Atlanta In Calydon

ii. From the Triumph of Time

iii. (I Will Go Back to the Great Sweet Mother)

Suggested Readings

- Aidan Day, Romanticism (1995)
- Anne Mellor, Romanticism and Gender (1993)
- Cynthia Chase, ed., Romanticism (1993)
- Harold Bloom, The Visionary Company: A Reading of English Romantic Poetry (1961)
- Iain McCalman, An Oxford Companion to the Romantic Age (1999)
- Isobel Armstrong, Victorian Poetry: Poetry, Poetics, and Politics (1993)
- Joseph Bristow, ed., The Cambridge Companion to Victorian Poetry (2002)
- Linda K. Hughes, The Cambridge Introduction to Victorian Poetry (2010)
- M. H. Abrams, The Mirror and the Lamp: Romantic theory and the Critical Tradition (1958)
- Margaret Homans, Women Writers and Poetic Identity (1980)
- Marilyn Butler, Romantics, Rebels and Reactionaries (1982)
- Paula Feldman and Theresa Kelley, ed., Romantic Women Writers (1995)
- Richard Cronin et al, ed., A Companion to Victorian Poetry (2002)
- Stephen Copley and John Whale, eds. Beyond Romanticism: New Approaches to Texts and Contexts 1780-1832 (1992)
- Stuart Curran, Poetic Form and British Romanticism (1986)

	Foundations of Literary Theory & Criticism	Inter-Disciplinary	03
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Course Description

This course introduces some of the most vital debates in the tradition of English literary criticism from Plato and Aristotle in the Greek times to T. S. Eliot in early twentieth century. Equipped with the ability

of analyzing and appreciating this literary tradition through all these centuries, the students would be able to grasp arguments in classical and romantic schools of literary criticism, represented by critics like Samuel Johnson, Mathew Arnold, T. S. Eliot, and F. R. Leavis on the one hand, and Philip Sidney, Wordsworth, and Coleridge on the other. That would help students be conversant with ‘practical criticism’ / ‘close reading’ and ideas-led’ criticism respectively. By concentrating on this rich canonical tradition, students will be able to learn how each generation of critics has responded to critical theorizing and creative works of not only their own times but also the ages preceding them. What is likely to excite and engage the students is debates like Plato’s theory of imitation and his standpoint on poets, challenged not only by his contemporary and disciple, Aristotle, but also by Philip Sidney and others. Similarly, the import of Mathew Arnold’s view---one needs to study poetry of at least two different cultures, the more different the better---will be transformative for students of literature. Moreover, this course will ground the students in familiar critical concepts and thus prepare them to grasp the complexities of literary and cultural theory in later semesters.

Course Objectives

It is an intensive course in literary criticism focusing on the following aspects

- It would prepare the learners of literature and language to understand the historical background to literary criticism, exploring its developmental changes from Plato till T.S Eliot
- 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.
- It would also provide a brief introduction to the contemporary literary theories.

Course Contents

Aristotle to Modern Times

1. The Greek Critics

- Plato (427-347 BC): Selections from The Republic (c. 380 BC)
 - Aristotle (394-322 BC): The Poetics (c. 335 BC)
- #### 2. Renaissance to Eighteenth Century Critics
- Sir Philip Sidney (1554-1586): An Apology for Poetry (1595)
 - b) John Dryden (1631-1700): Essay on Dramatic Poesy(1668)
 - c) Samuel Johnson (1709-1784): “From Milton” (1779-81)
- #### 3. The Romantic Critics
- William Wordsworth (1770-1850): Preface to Lyrical Ballads (1798-1802)

- S.T. Coleridge (1772-1834): *Biographia Literaria* (Chapters xiv, xv, xvi, xvii) (1817)
 - 4. The Victorian Critics
 - Matthew Arnold (1822-1888):
 - *The Study of Poetry* (1880)
 - *Function of Criticism at the Present Time* (1865)
 - Walter Pater (1839-1894): *Appreciations: "On Style"* (1895) (Optional)
5. Modern Critics
- T.S. Eliot (1888-1965): "Tradition & the Individual Talent" (1921)
6. A Brief Introduction to Contemporary Literary Theories

Recommended Readings

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

	Sociolinguistics	Inter-Disciplinary	03
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Course Description

This course provides a general introduction to Sociolinguistics. It examines language use in society, with a particular focus on the connections between language and different aspects of the society. In particular, this course is intended to provide the students with two general topics, i.e. micro-level and macro-level analysis of the relationship between language and society. The micro-level analysis includes various functions of language in society, solidarity and politeness, code-switching, kinesics, style, bilingual

individuals, etc.; the macro-level analysis incorporates speech community, language planning, social and regional variations, bilingual community, etc. In addition, this source also gives the students information about methodological concerns in investigating sociolinguistic phenomena.

Course Objectives

The course aims at bringing about awareness of the dynamics of language and its social operations. The course will focus on the contemporary developments in sociolinguistics and the new dimensions of research in the area. The objectives of the course are to:

- Develop an understanding of the social, political and utilitarian dimensions of linguistics
- Explore modern trends and practices in sociolinguistics
- Link sociolinguistic theories with societal practices and ongoing global transformations

Course Contents

- Scope and ramifications of sociolinguistics
- Theories of sociolinguistics
- Language in culture and culture in language
- Societal multilingualism
- Linguistic inequality in social paradigms
- Social practices and ongoing global processes
- Language planning and societal issues
- Language conflicts and politics in south Asia
- Global language practices

Recommended Readings

- Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press.
- Chaika, E. (1994). *Language: The social mirror* (3rd Edition). Boston, MA: Heinle&Heinle Publishers
- Chambers, J. K. (1995). *Sociolinguistic theory: Linguistic variation and its social significance*. Oxford: Blackwell.
- Chambers, J.K. (1994). *Sociolinguistic theory: Language variation and its social significance*. Oxford: Blackwell.
- Coulmas, F. (ed.) (1998). *The Handbook of Sociolinguistics*. Oxford: Blackwell.
- Coupland, N., & Jaworski, A. (2008). *Sociolinguistics: a reader and coursebook*. Palgrave.

- Fasold, R. (1987). The Sociolinguistics of society. Oxford: Blackwell.
- Fasold, R. (1990). The sociolinguistics of language. Oxford: Blackwell.
- Hudson, R.A. (1980). Sociolinguistics. Cambridge: CUP.
- Lantolf, J. P. (Ed.) (2000). Sociocultural theory and second language learning. Oxford University Press.
- Trudgill, P. (1983). Sociolinguistics: An introduction to language and society. Harmondsworth: Penguin.

	Second Language Acquisition	Inter-Disciplinary	03
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Course Description

This course focuses on second language acquisition (SLA) aiming overall to introduce students to the major concepts and theories of SLA. It is divided into two parts. The first part outlines some general concepts concerning the field of SLA and the second part provides an overview of some of the most influential SLA theories. Course Objectives

The objectives of the course are to:

- Enable the students to explore and evaluate SLA theories from the point of view of second language learners
- Develop students' understanding of the cognitive and social dimensions of SLA
- Enable the students to gain an understanding of basic concepts of SLA.

Course Contents

Basic Concepts of SLA

- Key issues in second language acquisition
- Language, acquisition and learning
- First language acquisition
- Comparing and contrasting first and second language acquisition
- Factors affecting second language acquisition
- Social factors and second language acquisition
- Cognitive factors and second language acquisition
- Individual differences and second language acquisition
- Classroom second language acquisition
- Formal instruction and second language acquisition
- Classroom interaction and second language acquisition

- Input, interaction and second language acquisition
- Error analysis and second language acquisition

Theories of SLA:

- The Monitor Model
- The Acquisition versus Learning Hypothesis.
- The Monitor Hypothesis.
- The Natural Order Hypothesis.
- The Input Hypothesis
- The Affective Filter Hypothesis

Interlanguage Theories

- Overgeneralization
- Transfer of Training
- Strategies of Second Language Learning
- Strategies of Second Language Communication
- Language Transfer
- Stabilization and Fossilization in Interlanguage
- Language Socialization in SLA
- Acculturation/Pidginization Theory
- Sociocultural Theory
- Processability Theory
- Cognitive approaches to second language acquisition
- Cognitive Processes in Second Language Learners
- Universal grammar
- Role of Universal Grammar in First and Second Language acquisition

- Principle and Parameter Theory
- Projection Principle
- Language learning through association
- Connectionism

Recommended Readings

- Cook, V. (1993).Linguistics and Second Language Acquisition. London: MacMillan Cook, V. (1991).Second Language Learningand Language Teaching. London: Edward Doughty, C. J. &
- Ellis, R. (1985).Understanding Second Language Acquisition. Oxford: Oxford University Press.
- Ellis, R. (1992).Second language acquisition and languagepedagogy. Clevedon: Multilingual Matters.

- Ellis, R. (1994) The Study of Second Language Acquisition. Oxford: Oxford University Press.
- Ellis, R. (1997).Second language acquisition. Oxford: Oxford University Press.
- Gass, S. M. & Selinker, R. (2001) Second Language Acquisition:An Introductory Course. London: Routledge.
- Johnson, K. (2001) An Introduction to Foreign Language Learningand Teaching. London: Longman.
- Long, M.H. (2002).The Handbook of Second Language Acquisition. Oxford: Blackwell.
- McLaughlin, B. (1987) Theories of Second-Language Learning. London: Edward Arnold.

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- Mitchell, R. & Myles, F. (1998) Second language learning theories. London: Arnold.
- Ortega, L. (2007) Understanding Second Language Acquisition. London: Hodder Arnold.

Semester-VI (18 CH)		Introduction to Political Science	Inter-Disciplinary	03
	SOC-	Modern Drama		03
	SOC-	Modern Novel		03
	SOC-	Grammar & Syntax		03
	SOC-	Discourse Studies		03
		Gender Studies	Inter-Disciplinary	03

POLS-311	INTRODUCTION TO POLITICAL SCIENCE	03 Cr. Hrs
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Objectives:

The objective of this course is to introduce the students with the fundamentals of the subject of Political Science and prepare them for advanced studies in the forthcoming semesters. The very basic concepts and terminology commonly used in the further courses of studies are taught to make them friendly with the subject.

Course Contents:

This course will cover the topics definition, Nature, Scope and Sub-fields of Political Science. It will shed light on the relationship of Political Science with other social sciences. It will make the students familiar with different approaches to the study of Political Science particularly the Traditional and behavioral approaches. State is an important subject matter of political science and this introductory course will educate the students with the concept of state, its origin and evolution; the Western and Islamic concepts of State, the concept of Nation and Sovereignty. The course will also include some basic concepts of Political aspects of state like Power, Authority and Legitimacy, Organs of Government i.e. Legislature, Executive and Judiciary etc.

Note: The Sub-fields of Political Science include: Political Philosophy/Theory; Comparative Politics; International Relations; Public Administration/ Public Policy; Local Government, etc.

Recommended Books

1. Riyasat Jo Ilm (Sindhi meaning Science of State) by Sheikh Bashir Ahmad, Jamshoro, 1985, Institute of Sindhalogy, University of Sindh.
2. Theory and Practice in Political Science by Mazher ul Haq, Lahore, 1996, Bookland.
3. Political Concepts: A Reader and Guide, (eds) by Ian Mackenzi, Edinburgh, 2005, University Press.
4. Introduction to Political Science by Mohammad Sarwar, Lahore, 1996, Ilmi Kutub Khana.
5. Political Theory (Principles of Pol. Science) by R. C. Agarwal, New Delhi, 2006, S. Chand & Co.
6. A Comparative Introduction to Political Science by Robert Jackson and Dorreen Jackson, New Jersey, 1997, Prentice–Hall.
7. Introduction to Political Science by Rodee Anderson, Islamabad, 2015, National Book Foundation.
8. Political Science: An Introduction by Michael G. Roskin, London, 1997, Prentice Hall.
9. Usul-e-Siyasiat (Urdu) by Choudhry Shafi Ahmad, Lahore, 1996, Standard Book Depot.
10. Political Theory-Principles of Political Science by V. D. Mahajan, New Delhi, 2006, S. Chand & Co.
- 11.

	Modern Drama	Inter-Disciplinary	03
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Course Description

Modern day dramatic performances, live as well as those treated in different mediums of film and television, owe a lot to the genre of drama of antiquity. Building upon the prior knowledge of the key elements of the literary terms and techniques of drama learnt by students in the course of Classical Drama, this course will present some modern plays of the late nineteenth and twentieth century which have influenced the development of English drama. (Though the knowledge of literary terms acquired in Classical Drama will be of great help, yet this course can be studied as an entirely independent module).

The dramas suggested for this course lend a considerable amount of variety to different forms of tragedy and comedy. The course is designed to impart, discuss, evaluate, and above all enjoy the spirit of modern drama. The socio-cultural aspects of society reflected in the drama of the selected age will also be highlighted along with its significance in our modern world.

Course Objectives

1. An overview of some of the most influential dramatists of modern age and their works with reference to their themes and dramatic techniques.
2. An emphasis on how certain dramatists are related to new ideas about the role of the theatre and its method.
3. A number of literary texts are read together with critical and theoretical discussions.

Course Contents

1. Ibsen, Henrik A Doll's House, (1879)
2. Shaw, G. B. Arms and the Man (1894) / Man and Superman (1905)
3. Beckett, Samuel Waiting for Godot, (1953)
4. Brecht, Bertolt Life of Galileo (1943)
5. Harold Pinter The Caretaker (1960)
6. Anton Chekov Cherry Orchard (1904)

Note: The teachers may choose any four as the core texts with taking Ibsen, Shaw and Beckett as compulsory writers and any other one writer from the list. Additionally they may assign class assignments and class projects from any other if they so choose.

Recommended Readings

1. Billington, Michael. Harold Pinter. Faber and Faber. 1996
2. Esslin, Martin The Theater of the Absurd. New York, Doubleday Anchor Books 1961.
3. Evans, T. F. George Bernard Shaw. Routledge. 2013
4. Fraser, G.S. The Modern Writer and His World. Rupa and Co. Calcutta, 1961.
5. Kenner, Hugh Samuel Beckett: A Critical Study. New York, Grove Press, 1961.
6. Mayor, Laura Reis. Four Major Plays of Ibsen. Penguin Group USA. 2008
7. Rayfield Donald. Anton Chekov: A Life. Northwest University Press. 1997

8. Tornquist, Egil. Ibsen's The Doll's House. Cambridge University Press. 1995
9. White, John J. Bertolt Brecht's Dramatic Theory. Camden House. 2004
10. Williams, Raymond Drama from Ibsen to Brecht. Penguin in association with Chatto and Windus.

1.

	Modern Novel	Inter-Disciplinary	03
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Course Description

With a background knowledge of the types of fictions, the diversity in the art of characterization, i.e. round, flat, and stock characters etc. and all the associated details students have learnt in the course of classical novel, this course focuses the novels of 20th century. Through this course on Modern fiction, the students are able to grasp different techniques used and art/literary movements used in novel writing. For instance, questioning modes of imperialism in the Heart of Darkness (1902), stream-of-consciousness technique used in Woolf and Joyce's works and, similarly, questions about cultures and humanity at large raised in the novels of Forster and Golding respectively. The basic questions raised against imperialism in works of Conrad will aid the students to study postcolonial novel in the later semesters. Students will appreciate the fact novel is the leading genre of modern literature that caters to the literary needs of modern readers. The diversity of themes explored in the novels of this course will excite the students to think critically and make them realize the importance of this genre of literature which, as is apparent from its nomenclature, has the capacity to incorporate any level of ingenuity of thought in its narrative.

Course Objectives

1. This course will survey the work of novelists who represent the artistic and cultural aspects of modern narratives.
2. The students are to examine different aspects of modern novels considering the style, point of view, tone, structure, and culture which contribute to the development of modern fiction.
3. Emphasis in this course is not on teaching the students a few modern novels but to enable them for reading and analyzing a modern novel.
4. The students will be acquainted and familiarized with the changing social and literary trends of 20th century as an aftermath and effects of WWI and later World War 2.

Course Contents

- Joseph Conrad The Heart of Darkness (1899-1902)
- E.M. Forster A Passage to India (1924)
- Virginia Woolf To the Light House (1927)

- James Joyce A Portrait of the Artist as a Young Man (1916)

(Optional)

- William Golding Lord of the Flies (1954)

Recommended Books

1. Allen, Walter The English Novel 1954.
2. Baker, R. S. The Dark Historical Page: Social Satire and Historicism in the Novels of Aldous Huxley, 1921-1939. London, 1982.
3. Bedford, Sybille. Aldous Huxley, 2 vols. London, 1973-4
4. Bowering, Peter. Aldous Huxley: A Study of the Major Novels. London, 1969.
5. Beer, J. B. The Achievement of Forster. London, 1962.
6. Burgess, Anthony. Joysprick: An Introduction to the Language of James Joyce (1973), Harcourt (March 1975).
7. Caramagno, Thomas C. The Flight of the Mind: Virginia Woolf's Art and Manic-Depressive Illness. Berkeley: University of California Press, c1992 1992. <http://ark.cdlib.org/ark:/13030/ft9c600998/>
8. Cavaliero, Glen. A Reading of E. M. Forster. London, 1979.
9. Church, Richard The Growth of the English Novel. 1951.
10. Das, G. K. and Beer, John (ed.) E. M. Forster: A Human Exploration. London, 1979.
11. Ellmann, Richard. James Joyce. Oxford University Press, 1959, revised edition 1983.

	Grammar & Syntax	Inter-Disciplinary	03
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Course Description

Syntax is concerned with sentence structure - how words are combined to form phrases, how phrases are combined to form larger phrases, clauses and sentences, and how clauses are combined to form complex sentences. Ability to identify constituents and agreement constraints helps students to improve and correct their academic writing. The course is practical in focus and aims to teach students essential skills for the linguistic description and analysis of a language. The course also includes basic syntactic theories.

Course Objectives

The course aims to:

- acquaint students with basics of syntax

- enable students to identify various parts of speech through structural signals
- introduce the major syntactic structures of the English language to students
- enable students to recognize various grammatical constructions
- familiarize students with some elementary syntactic theories

Course Contents

1. Syntax

- Some concepts and misconceptions
- What is the study of syntax about?
- Use of linguistic examples
- Why not just use examples from English?
- How to read linguistic examples
- Why do languages have syntax?

2. Structure of Phrase

- NP: Noun Phrase
- VP: Verb Phrase
- AP: Adjective Phrase
- AdvP: Adverb Phrase
- PP: Preposition Phrase
- Grammar with phrases

3. Clause

- Clause and sentence
- Main and sub-ordinate clauses
- Clause constructions
- Recognizing clauses

4. Grammatical Functions

- Introduction

- Subject
- Direct and indirect object
- Complements
- Modifiers
- Form and Function together

5. Head, Complements and Modifiers

- What is a head?
- Head and its dependents
- Projections from lexical heads to modifiers
- Differences between modifiers and complements
- PS Rules, X Rules and Features

6. Constituents and Tree diagrams

- What is a constituent?
- Evidence of structure in sentences
- Some syntactic tests for constituent structure
- Introduction to constituent structure trees
- Relationships within the tree
- Developing detailed tree diagrams and tests for constituent structure

- An introduction to the bar notation

7. Phrase Structure Grammar

8. Transformational Generative Grammar

- Generative Grammar
- Properties of Generative Grammar
- Deep & Surface structures
- Transformational Grammar

- Transformational Rules

9. Basics of Systemic Functional Linguistics

Recommended Books

- Miller, Jim. (2002). An Introduction to English Syntax. Edinburg University Press.
- Prasad, Tarni. (2012). A course in Linguistics. New Delhi: PHI Publications.
- Sells, Peter & Kim, Jong-Bok. (2007). English Syntax: An Introduction.
- Tallerman, M. (2015). Understanding syntax (4th ed). Routledge, London.
- Wekker, H., & Haegeman, L. M. (1985). A modern course in English syntax. Croom Helm.
- Valin, Jr., Robert. (2001). An Introduction to Syntax. Cambridge University Press.

	Discourse Studies	Inter-Disciplinary	03
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Course Description

Simply defined as ‘language in use’, discourse is something concerned more with ‘use behind language’. With such political implications, discourses are important to comprehend and appreciate. The present course is designed for a basic level introduction to ‘Discourse Analysis’ as well as ‘Critical Discourse Analysis’ for under-graduate students. It introduces the main and most widely used approaches to discourse analysis. It aims to develop learners’ critical thinking about how discourses are used in context and how they reflect and shape our world. The course draws upon students’ prior understanding of basic linguistic concepts and provides learners with analytical tools and strategies to explore features of written and spoken texts.

Course Objectives

This course aims to:

- introduce discourse analysis as a method of text analysis and a research enquiry in language teaching and other contexts relevant to Applied and Socio-Linguistics
- familiarize learners with practical applications of discourse analysis techniques to real world situations
- to acquaint students with a wide variety of discourses
- To introduce learners to practical applications of critical discourse analysis techniques to real world discourses

Course Contents

Section 1: Beginning with Discourse Analysis

1. Introduction to Discourse

- What is Discourse?
- Features of Discourse
- Text and Discourse
- Types of Discourse: Written, Spoken, Media, Political etc.

2. Discourse Analysis

- What is Discourse Analysis?
- A Short History of Discourse Analysis
- Major Contributors

3. Grammatical Analysis of Discourse

- Cohesion & Coherence
- Cohesive Devices
- Theme & Rheme
- Thematic Progression

4. Pragmatic Analysis of Discourse

- Language in context
- Speech Act Theory
- Co-operative Principles
- Conversational Implicature
- Politeness Theory

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5. Analysis of Conversation as Discourse

- Conversation as Discourse
- Structure of conversation
- Analyzing a conversation

Section 2: Proceeding with Critical Discourse Analysis

6. Discourse and Ideology: Beginning Critical Discourse Analysis

- What is ideology
- Ideology in Discourse
- What is critical Discourse Analysis
- A brief history of CDA
- Foucault & CDA

7. Systemic Functional Linguistics: A Brief overview

8. Fairclough and CDA

- Language and Society
- Relational-Dialectal Approach-Basics

9. Van Dijk and CDA

Language and Power

- Socio-Cognitive Model- Basics

10. Doing Analysis

- How to conduct research
- Choosing a Discourse
- Choosing a perspective
- Choosing a suitable method
- A Tool for Analysis: choosing DA, CA or CDA

Recommended Books

- Alba-Juez, Laura. (2009). Perspectives on Discourse Analysis:

Theory and Practice. Cambridge.

- Blommaert, J. (2005). Discourse. Cambridge: Cambridge

University Press.

- Bloor, M., & Bloor, T. (2007). The practice of critical discourse

analysis. An introduction. London: Hodder Arnold.

- Caldas-Coulthard, C. R., & Coulthard, M. (Eds.). An Introduction to Critical Discourse Analysis. London: Continuum.
- Gee, James Paul. (1999). An Introduction to Discourse Analysis: Theory and Method. Routledge.
- Locke, T. (2004). Critical Discourse Analysis. London: Continuum.
- Paltridge, Brian. (2006). Discourse Analysis. London: Continuum
- Rogers, R. (Ed.). (2011). An introduction to critical discourse analysis in education. Second Edition. London: Routledge.
- Schiffrin, D., Tannen, D., & Hamilton, H. (Eds.). (2001). Handbook of Discourse Analysis. Oxford: Blackwell.
- Wodak, R., & Meyer, M. (Eds.). (2009). Methods of critical discourse analysis. Second revised edition. London: Sage

	GENDER STUDIES	Inter-Disciplinary	03
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Course Objectives:

This course aims at providing basic concepts about gender. The historical movements and feminist perspectives about gender shall be given. The course will provide understanding about globalization and its role towards changing gender relation in various societies around the world. Special emphasis shall be given to Muslim and Pakistani societies. Specific areas of gender discrimination (both for men and women) will also be learnt.

Course Outline:

Introduction: (Definition, concepts and Importance, Women’s lives and Sociological Perspectives, Feminism and Masculism, Gender and Social Institutions), Gender and Socialization (Agencies of Socialization, Learning Process: Identification Theory, Social Learning Theory, Cognitive Development Theory), Gender Issues in Pakistan (Higher education and Gender, Women and Health, Violence against women, Gender and Media, Gender and Environment), Gender and Inequality (Property Rights, Employment, Politics, Women and Law in Pakistan), Women and

Development (Women's Day, Women's and Multimedia, Women and Rural Development, The Administrative Wing, Nikahanama), Changing Role of Women (Changing role of urban women, Changing role of Rural women)

Recommended Books:

1. The second Sex by Beauvoir, Simone De, 2007, Vintage.
2. Gender outlaw: on Men, Women and Rest of US by Bornsterin, Kate, 1995, Vintage.
3. Undoing Gender by Butler, Judith, 2004, Routledge.
4. Gender Trouble: Feminism and the Subversion of Identity by Butler; Judith, 2006, Routledge.
5. The History of Sexuality: An introduction by Foucault, Michel, 1990, Vintage.
6. 50 Key Concepts in Gender Studies by Jane Pilcher, 2008, Sage Publication New Delhi.
7. Between Chadar and the Market by Jasmin Mirza, 2002, Oxford University Press. Karachi.
8. The Kaleidoscope of Gender by Johan Z Spade, 2008, Sage Publication New Delhi;
9. The Violence of Development by Kapadia, K, 2002, London, Zed Books.
10. Handbook of Gender and Women's Studies by Kathy Davis, Mary S Evans and Judith Lorber, 2008, Sage Publication New Delhi;
11. What is Gender? (Sociological Approaches) by Mary Holmes, 2008, Sage Publication New Delhi;
12. Male and Female by Mead, Margaret, 2001, Harper Perennial.
13. Power and Gender by Radtke, H. Lorraine and Henderikus J. Stam, 1994-95, Sage Publication, London.
14. Social and Gender Analysis in Natural Resource Management by Ronnie Vernooy 2008, Sage Publication New Delhi.
15. From Purdah to Parliament by Shaista, Ikramullah, 2000, Oxford University Press, Karachi.
16. Handbook of Feminist Research by Sharlene Nagy Hosse Biber, 2008, Sage Publication New Delhi.
17. English of Sender The Challenge of Feminist English knowledge, by Sharmila Rege, 2008, Sage Publication New Delhi;
18. 50 years of Pakistan's Economy by Sharukh Rafiq, 2000, Oxford University Press.
19. Social Development in Pakistan by Social Policy by Development Centre, 2000, New York, Oxford University Press.
20. Sexing the Body: gender Politics and the Construction of sexuality by Sterling, Anne Fausto, 2000, Basic Books. New Ed edition.
21. Gender Role by Sudah, D. K, 2000, A. P. H Publication, India.

	SOC-	Research Methodology		03
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Semester-VII (18 CH)	SOC-	Introduction to Applied Linguistics		03
	SOC-	Introduction to Stylistics		03
	SOC-	Pakistani Literature in English		03
	SOC-	Literary Theory and Practice		03
	SOC-	Field Experience/Internship		03

SOC-	Research Methodology		03
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Course Description

The course introduces the basics of the research to the undergraduate students. It includes language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. It is designed to assist students understand the difference between different forms of research writings like book, thesis and research paper.

Course Objectives

This course aims to enable students to:

- develop an understanding of research terminology
- create awareness of the ethical principles of research, ethical challenges and approval processes
- differentiate among quantitative, qualitative and mixed methods approaches to research
- learn the steps involved in research process
- identify the components of a literature review process
- understand the difference between research paper, thesis and book writing
- develop knowledge about different components of a synopsis and a research paper

Course Contents

1. Introduction to Research: The Wh-Questions of Research (What?

Why? Who, Where? How?)

2. Research process overview

3. Research methods: Qualitative, Quantitative, Mixed method

research

4. Types of Qualitative and Quantitative researches

5. Thinking like a researcher: Understanding concepts, constructs, variables, and definitions

6. Problems and Hypotheses: Defining the research problem, Formulation of the research hypotheses

7. Reviewing literature

8. Data collection

9. Data processing and analysis

10. Difference between research paper, thesis and book writing

11. Parts of a synopsis

12. Research ethics and plagiarism

13. Research paper formatting: MLA and APA

Note: The division of marks for this subject is 40% -60%. 40 % marks for the exams; whereas, 60% marks are for practical work including quiz,

class performance, assignments, exercises, practical activities, final term

paper/ synopsis writing, mock thesis etc. as explained in the beginning of

this document.

Recommended Readings

● Bhattacharjee, Anol. (2012). Social Science Research: Principles, Methods and Practices. University of South Florida.

● Bryman, Alan & Bell, Emma (2011). Business Research Methods (Third Edition), Oxford University Press.

● Chawla, Deepak & Sondhi, Neena (2011). Research methodology: Concepts and cases, Vikas Publishing House Pvt. Ltd. Delhi.

● Creswell, J. W. (2014). Research design: Qualitative, quantitative and mixed methods approaches. 4th Ed.. Thousand Oaks, CA: Sage.

- Kerlinger, F.N., & Lee, H.B. (2000). Foundations of Behavioural Research (Fourth Edition), Harcourt Inc.
- Rubin, Allen & Babbie, Earl (2009). Essential Research Methods for Social Work, Cengage Learning Inc., USA.
- Pawar, B.S. (2009). Theory building for hypothesis specification in organizational studies, Response Books, New Delhi.
- Neuman, W.L. (2008). Social research methods: Qualitative and quantitative approaches, Pearson Education.
- Walliman, Nicholas. (2001). Your Research Project. Sage Publications.

	Introduction to Applied Linguistics		03
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Course Objectives

This course is a gateway to the field of applied of applied linguistics. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects. This course further aims at introducing fairly advanced ideas related to syllabus designing and implementation. It offers a review of dominant and competing syllabuses in the 20th century focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.

Course Contents

1. Theories of language learning
2. The nature of approaches and methods in language learning
 - o GTM
 - o The Direct Method
 - o The Audio-lingual Method
 - o The Natural Approach
 - o CLT
 - o The Eclectic Approach

3. Error Analysis

4. Nature and purpose

5. Causes of errors

- Inter-lingual errors
- Intra-lingual errors
- Overgeneralization
- Literal translations

6. Contrast between Behavioristic and Mentalistic attitude to errors

7. Stages of error analysis

- Definition and scope of syllabus
- Considerations common to all syllabuses
- Relationship between theory of language, language learning and language syllabuses

- Dichotomies of Syllabuses '

- Product vs. Process-oriented syllabuses
- Analytical Synthetic syllabuses

8. Product-Oriented Syllabuses

- Grammatical Syllabus

- o Theoretical bases

- o Selecting and grading contents

- o Criticism

- Notional Functional Syllabus

- o Theoretical bases

- o Selecting and grading contents

- o Criticism

9. Process Oriented Syllabuses

Suggested Readings

1. Allen, J. P. B. & Corder, S P. (eds) (1974). Techniques in applied linguistics. The Edinburgh course in applied linguistics (Vol. 3). Oxford: OUP.
2. Brumfit, C. (ed.) (1986). The practice of communicative teaching. Oxford: Pergamon.
3. Chomsky, N. (1959). A review of B. F: Skinner's Verbal Behaviour. In Krashen, S. D. (1982). Principles and practice in second language acquisition. New York: Pergamon.
4. Harmer, J. (1991). The practice of English language teaching. Harlow: Longman
5. Johnson, K. (1996). Language teaching and skills learning. London: Blackwell.
6. Larsen-Freeman, D. (1986). Techniques and principles in language teaching. London: OPU.
7. Munby, J. (1978). Communicative syllabus design. Cambridge: CUP.
8. Norrish, J. (1987). Language learners and their errors. New York: Macmillan.
9. Nunan, D (1988). Syllabus design. Oxford: OUP.
10. Omaggio, A. C. (1986). Teaching language in context. New York: HHP
11. Prabhu, N. S. (1987). Second language pedagogy: A perspective. Oxford: OUP.
12. Richards & Rodgers. (1986). Approaches and methods in language teaching: A description and analysis. Cambridge. CUP
13. Richards, J. C (1980). Error analysis. London: Longman.
14. Steinberg, D. D. (1988). Psycholinguistics. London: Longman
15. Ur, P (1996). A course in language teaching. Cambridge: CUP.

	Introduction to Stylistics		03
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Course Description

This is an interdisciplinary course which deals with some of the ways in which texts, particularly literary texts, can be examined from a linguistic perspective. Text is the focus of this course. It will be seen how a text may be handled to examine the specific language that reflects the determinant elements of the communication: the speaker/ writer; the recipient (listener/ reader), the occasion which led to producing the text. This course aims to assist students in exploring (primarily literary) texts. The course also covers the topics related to the ways and means writers opt for in the process of producing the text and expressing it in the way they deem to best serve their purpose.

Course Objectives

The course aims to:

- assist students understand style and stylistics
- explain what is involved in a stylistic analysis of a literary text
- describe the methods of each type of stylistics and stylistic analysis
- define the concept of foregrounding
- assist students to learn the techniques involved in stylistic analysis of various types of texts

Course Contents

1. Introduction

- What is stylistics?
- Historical Evolution of Stylistics
- The Nature of Stylistics
- The Goals of Stylistics

2. The concept of style and stylistics: Meaning of stylistics and its approaches

- Style as choice
- Style as the Man
- Style as Deviation
- Style as Conformity
- Style as Period or Time
- Style as Situation

3. Types of Stylistics I

- Features of Linguistic Stylistics
- Lexical Repetition

- Semantico-Syntactic Level
- Semantic/Grammatical Level
- Phonological Level
- Graphological Level

4. Types of Stylistics II

- Reader-Response Stylistics
- Affective Stylistics
- Pragmatic Stylistics
- Pedagogical Stylistics
- Forensic Stylistics

5. Levels of Linguistic Analysis: The Lexico-Semantic Level

- Semantics
- Lexico-semantics
- Lexical Relations
- Types of Words
- Denotative/Connotative Meanings
- Idiomatic Meaning

6. Levels of Linguistic Analysis: The Syntactic Level

- Units of Grammar
- The Group
- The Clause
- The Sentence
- The notion of Rank shifting
- Voice

7. Foregrounding

- Meaning of Foregrounding

- Types of Foregrounding
8. Stylistic analysis: Practical Application
- Sample stylistic analysis of poem
 - Sample stylistic analysis of short story
 - Sample stylistic analysis of novel
 - Sample stylistic analysis of authentic texts:
 - o Magazine
 - o Newspaper
 - o Song
 - o Speech
 - o Brochure

Recommended Readings

- Chapman, R. (1973). *Linguistics and Literature: An Introduction to Literary Stylistics*, Rowman and Littlefield, London.
- Short, Mick. (1996). *Exploring the Language of Poems, Plays and Prose*. Longman
- Leech, Geoffrey & Mick Short (1981). *Style in fiction: A linguistic introduction to English fictional prose*. London/New York: Longman Group Ltd.
- Semino, Elena & Jonathan Culpeper (1995). *Stylistics*. In Jef Verschueren, Jan-Ola Östman & Jan Blommaert (Eds.), *Handbook of pragmatics* (pp. 513-520). Amsterdam/Philadelphia: John Benjamins Publishing Co.
- Wales, Katie (1989). *A dictionary of stylistics*. London/New York: Longman.
- Widdowson, H. G. (1975). *Stylistics and the teaching of literature*. London: Longman.

	Literary Theory and Practice		03
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Course Description

Literary texts remain integrally woven within the socio-political substratum; therefore, literary theory and its philosophical sub-text is used as the primary tool to decode the meanings both within texts and without them. Since literary theory contextualizes both meanings as well as the practices of decoding these meanings, it operates as a viable tool in enabling students to independently comprehend literary texts. Keeping this in mind, this course has been designed to introduce the students to key literary theories, their major concepts and basic jargon. This is so that they are initiated into the process of understanding the usage of these elements in their assignments and discourses. It also generates critical thinking that integrates the readers, texts and contexts in all their interactive paradigms.

Course Objectives

This course is pivoted on the following major objectives:

1. To introduce the students to the history and evolution of literary theory
2. To enable them to develop a deeper understanding how different theories may be blended to create different theoretical frameworks for analyzing different texts
3. To be able to offer critiques, not only of the literary texts, but also of the theories under discussion
4. To provide preliminary training to students so that they may be able to engage in independent theorizations, should they pursue higher degrees in the field

Course Contents

1. Defining Literary Criticism, Theory and Literature
 - a. What is a text?
 - b. Who is a critic and what is literary criticism?
 - c. What is literary theory?
 - d. How to read and interpret texts
 - e. The purpose of literary theory
 - f. How to extract multiple, but cogent meanings, from a single text
2. Tracing the Evolution of Literary Theory and Criticism
 - a. Plato to Plotinus
 - b. Dante Alighieri to Boccaccio
 - c. Sidney to Henry James
 - d. Bakhtin and modern literary criticism

3. Russian Formalism and New Criticism

- a. Russian Formalism: Development and Key terms
- b. The application of Russian Formalism on a literary text
- c. Differences between Russian Formalism and New Criticism
- d. Major tenets and methods
- e. Critiques of Russian Formalism and New Criticism

4. Reader-Oriented Criticism

- a. Development
- b. Major ideas and methods (The steps involved)
- c. Critiques of Reader-Oriented Criticism

5. Structuralism

- a. Understanding Modernity and Modernism
- b. The Development of Structuralism
- c. Assumptions (The structure of language, langue and parole, Saussure's definition of a word, narratology and its types, mythemes, binary opposition, narrative functions as propounded by Propp, Campbell, etc)
- d. Methodologies of Structuralism
- e. Applications on different literary texts
- f. Critiques of structuralism

6. Deconstruction

- a. Movement from Structuralism to Post Structuralism
- b. The development of Deconstruction
- c. Major assumptions (Transcendental signified, logocentrism, opening up binary oppositions, the Derridean argument of phonocentrism as propounded in Of Grammatology,

Metaphysics of Presence, Arché Writing, Supplementation and Deifferánce)

d. Application of deconstructive theory on literary texts

e. Developments in Deconstructive theory: Deleuze and Guattari and the concept of the rhizome

f. Critiques of deconstruction

7. Psychoanalysis

a. The development of psychoanalytic criticism

b. Sigmund Freud and his basic terminology, including id, ego, superego, Models of the human psyche, neurosis, cathexes, Freudian slips, Oedipus and Electra complexes (infantile stage, phallic stage, castration complex, pleasure principle)

c. Northrop Frye and archetypal criticism

d. Lacan and the major concepts of the imaginary order and the mirror stage, the Ideal-I, objet petit á, symbolic order, the real order

e. Methodologies

8. Feminism

a. Historical development

b. The First Second and Third Waves of Feminism: Virginia Woolf, Simone de Beauvoire, Showalter, Kate Millett, Betty Friedan. Elaine Showalter, Kate Millett, Betty Friedan, Butler)

c. French Feminism (Luce Irigaray, Julia Kristeva, Helene Cixous)

d. Third World Feminism (Gayatri Spivak, Sara Suleri, Chandra Talpade Mohanty, etc) and its relation with the contemporary socio-political scenario

9. Marxism

a. Development of Marxism

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b. Major Marxist theorists (Karl Marx, Friedrich Engels, George Lukács, Antonio Gramsci, Louis Althusser, Frederic Jameson and Terry Eagleton)

c. Key terms: dialectical materialism, base, superstructure,

interpellation, false consciousness, proletariat, relations with the market, hegemony, Ideological State Apparatus, political unconscious

d. Assumptions

e. Methods

10. Cultural Poetics or New Historicism

a. Differences between Old Historicism and New Historicism

b. The development of New Historicism

c. Cultural Materialism

d. Major assumptions

e. Major theorists (Michel Foucault, Clifford Geertz)

f. Major terminology (discourse, poetics of culture, interdiscursivity, irruption, etc)

11. Postcolonialism

a. Colonialism and Postcolonialism: Historical Development

b. Major assumptions

c. Major theorists (Homi Bhabha, Gayatri Spivak, Frantz Fanon, Edward Said, Aijaz Ahmed, Sarah Ahmed, TalalAsad, and any other of the teacher's choice)

d. Key concepts and binaries, such as hegemony, center/ periphery, Us/Other, marginalization, double voicedness Third Space, liminality, hybridity, assimilation, ecological mimeticism, the minoritization of the English language through code-switching and code-mixing etc.

e. Postcolonial theory and the diasporic experience

f. Critiques of postcolonialism

12. Ecocriticism

Suggested Readings

- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, Eds. *The PostColonial Studies Reader* NY: Routledge. 1995.
- ---. *Key Concepts in Postcolonial Studies*. NY: Routledge, 1998.
- Beauvoir, Simone de. *The Second Sex*. 1949. Trans. Constance Borde & Sheila Malovany-Chevallier. NY: Random House, 2009.

- Bloom, Harold et al. Deconstruction and Criticism. (1979) NY: The Continuum Publishing Company, 2004.
- Bhabha, Homi K. The Location of Culture. London & New York: Routledge, 1994. Pdf.
- Brannigan, John. New Historicism and Cultural Materialism. NY: 1998.
- Brooks Cleanth. Understanding Fiction. New Jersey: Pearson, 1998.
- ---. The Well Thought Urn: Studies in the Structure of Poetry. NY: Harcourt, 1956.
- Castle, Gregory. The Blackwell guide to Literary Theory. Oxford: Blackwell Publishing, 2007
- Culler, Jonathan. Literary Theory: A Very Short Introduction. NY: Oxford University Press, 2000.
- Derrida, Jacques. "Structure, Sign, and Play in the discourse of the Human Sciences". Writing and Différance. Trans. Alan Bass. Chicago, University of Chicago Press, 1978.
- Eagleton, Mary Ed. A Concise Companion to Feminist Theory (Concise Companions to Literature and Culture). Oxford: Blackwell Publishing, 2003.
- Eagleton, Terry. Literary Theory: An Introduction. Minneapolis, MN: University of Minnesota Press, 1996.
- ---. Making Meanings with Texts: Selected Essays. NY: Reed Elsevier, 2005.
- Hamilton, Paul. Historicism. NY: Routledge, 1996.
- Rosenblatt, Louise M. Literature as Exploration. NY: Noble, 1996.
- Williams, Patrick and Laura Chrisman, eds. Colonial Discourse and Post-Colonial Theory: A Reader. NY: Columbia University Press, 1994.

	Pakistani Literature in English		03
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Course Description

The works of Anglophone Pakistani writers constitute an important part of the contemporary English literature. The use of English language has flourished in our region as the legacy of colonial times and today English language is used broadly all over Pakistan. Pakistani literature in English is a unique blend of local themes and issues and projects the version of reality as perceived by Pakistanis, expressed in the English language which establishes the academic and cultural relevance of teaching this literature. The contribution of Pakistani authors to English literature is acknowledged internationally in terms of the awards won by them and these works are taught in various international universities as well. This makes the study of this literature crucial for a Pakistani scholar. This course is carefully designed to incorporate

various writings since the creation of Pakistan to the present in order to trace the history and development of Pakistani literature in English.

Course Objectives

1. To introduce students to local themes and issues. 93
2. To enable students to compare and relate Pakistani writings in English with English writings from other parts of the world in order to enhance critical thinking.
3. To understand and appreciate the Pakistani variety of English through this study.
4. To provide the scholar with a wide basis for research in terms of Pakistani issues and conflicts as this is a relatively new and unexplored area of English literature.

Course Contents

1. Fiction:

- Bapsi Sidhwa: An American Brat, Ice Candy Man
- Kamila Shamsie: Burnt Shadows
- Mohsin Hamid: How To Get Filthy Rich in Rising Asia
- Mohammad Hanif: Our Lady Of Alice Bhatti
- Nadeem Aslam: The Blind Man's Garden

2. Poetry:

- Zulfikar Ghose: Disturbed Nights, Evidence of Genocide
- Salman Tarik Kureshi: Cottage, Housewarming, End of The Climb
- Adrian A. Hussain: A Rosary of Ants, Autumn Tree
- Moen Farooqi: Unfamiliar Morning, Winter Visit, The Still life of Apples.
- Taufiq Rafat: Wedding in the flood, Kitchens, Gangrene, Snake, Grave in the park, Reflections, Time to Love, Arrival of the Monsoon
- Farida Faizullah: On being offered a Rose by a Student
- Hanif Qureshi: My Son the Fanatic

4. Essays

- Intizaar Hussain: The Problems of Pakistani Identity

- Bapsi Sidhwa: Launching the Angels
- Rukhsana Ahamd: The Price of freedom
- Shahid Suhrwardy: The Responsibility of Writers in Pakistan

Contemporary Short Stories

- Muneeza Shamse: That Heathen Air, And the World Changed
- Aamer Hussain: The Keeper of the Shrine, A Needlewoman's Calender
- Kamila Shamsie: Hasan and The Sky, 9/11 Stories: Our Dead Your Dead
- Daniyaal Muenudin: Nawab Din Electrician
- Bapsi Sidhwa: The Trouble-Easers
- Zaibunisa Hamidullah: Maa

Suggested Readings

- Ahmad, Aijaz. In Theory: Classes, Nations, Literatures (London, 1992)
- Ahmed, Rehana, Peter Morey, Amina Yaqin. Culture, Diaspora, and Modernity in Muslim Writing (Routledge, 2012)
- Aroosa, Kanwal. Rethinking Identities in Contemporary Pakistani Fiction. Beyond 9/11. (Palgrave Macmillan UK, 2015)
- Chambers, Claire. British Muslim Fictions: Interviews with Contemporary Writers (Palgrave Macmillan, 2012)
- Cilano, Cara. Contemporary Pakistani Fiction in English: Idea, Nation, State. (Routledge , 2013)
- Clements, Madeline. Writing Islam From a South Asian Muslim Perspective (Springer 2015)
- Daniyal Mueenuddin: In Other Rooms Other Wonders. Bloomsbury Publishing, 2010.
- Hashmi, Alamgir. "Ahmed Ali and the Transition to a Post-Colonial Mode in the Pakistani Novel in English." Journal of Modern Literature, Vol 17. No 1 (Summer 1990) PP. 177-182
- Iftikhar Arif. Pakistani Literature. Pakistan Academy of Letters, 2002.
- Iftikhar Arif: Modern Poetry of Pakistan. Dalkey Archive Press, 2010.
- Iftikhar Arif: Modern Poetry of Pakistan. Dalkey Archive Press, 2010.
- J. Sell. Metaphor and Diaspora in Contemporary Writing (Palgrave Macmillan 2012)

- Jajja, Mohammad Ayub. “The Heart Divided: A Post Colonial Perspective on Partition” Pakistan Journal of Social Sciences(PJSS) Vol. 32, No. 2 (2012), pp. 297-307
- Nor Faridah, Abdul Manaf, and Siti Nur aishah Ahmad. “Pakistani Women’s Writings: Voice of Progress.” International Research Journal Of Arts and Humanities [IRJAH] [Vol 34] ISSN 1016-9342
- Ranasinghe, Ruvani. Contemporary Diasporic South Asian Women’s Fiction: Gender, Narration and Globalisation(PalgraveMacmillan 2016)
- Rehman, Tariq. A History of Pakistani English Literature (Lahore, 1991)
- Shamsie, Muneza. A Dragonfly in the Sun: An Anthology Of Pakistani writing in English (Oxford 1998)

GEN-ED	Entrepreneurship	03 Cr. Hrs
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Semester-VIII (15 CH)	SOC-	Post-Colonial Literature	03
	SOC-	American Literature	03
	SOC-	World Englishes	03
	SOC-	Introduction to Translation Studies	03
	SOC-	Capstone Project	03

	Postcolonial Literature	03 Cr. Hrs
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Course Description

This course is based on a study of some seminal and significant postcolonial literary texts (selected poetry, drama and fiction) in order to introduce the student to the colonial project and see how the

colonial experience helped shape literature as a result of military, political, social and cultural encounters between the colonizers and the colonized. The postcolonial literature(s) can be roughly divided into three overlapping phases. The first type comes from the period of contact between the colonial powers and the colonized, the second type is the response of the natives to the colonizers, and the third is contemporary literature which comes from the parts that were earlier colonized, and also from the diasporic authors. This study is also useful in assessing the developments which have taken place in this field over time and relate with the material conditions of the contemporary world and, consequently, with relevant theoretical concepts as well. An introduction to the key concepts and terms related to Postcolonial Studies is also part of this course.

Course Objectives

1. To develop an understanding of the key concepts and terms related to the postcolonial studies.
2. To study the selected literature employing the postcolonial concepts in order to analyze this literature.
3. To see how these readings relate with the contemporary realities, issues and debates of the world and to understand the importance of this field of study in the developments taking place in the world.

Course Contents

1. Poetry

1. Derek Walcott. *A Far Cry from Africa* (1962)
2. Louise Bennett. *Selected Poems* (1983)
3. Wole Soyinka. *Mandela's Earth and Other Poems* (1988)
4. A.K. Ramanujan. *Collected Poems* (2011)

(Note: Four to five poems, out of each of these collections, may be selected by the concerned teacher.)

2. Drama

1. Wole Soyinka. *A Dance of the Forests* (1963)
2. Derek Walcott. *Dream on Monkey Mountain* (1970)
3. Jack Davis. *Honey Spot* (1985)

3. Fiction

1. Chinua Achebe. *Things Fall Apart* (1958), a novel.
2. Jean Rhys. *Wide Sargasso Sea* (1966), a novel.

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3. Rohinton Mistry. *Tales From Firozsha Baag* (1987), a collection of short stories.

4. Ngugi Wa Thiong’o. Devil on the Cross (1982), a novel.(Note: Two short stories from this collection may be selected by the concerned teacher.)

Suggested Readings

- Ashcroft, B., Griffiths, G., & Tiffin, H. (1989). The Empire Writes Back. London : Routledge.
- Ashcroft, B., Griffiths, G., & Tiffin, H. (1995). The Post-Colonial Studies Reader. London: Routledge.
- Ashcroft, B., Griffiths, G., & Tiffin, H. (1998). Post-Colonial Studies- The Key Concepts. London, New York: Routledge.
- Bhabha, H. K. (1994). The Location of Culture. London: Routledge.
- Fanon, F. (1963). The Wretched of the Earth. (C. Farrington, Trans.) New York: Grove Weidenfeld.
- Innes, C. L. (2007). The Cambridge Introduction to Postcolonial Literature in English. Cambridge, New York: Cambridge University Press.
- Loomba, A. (1998). Colonialism/ Postcolonialism. London: Routledge.
- Said, E. W. (1978). Orientalism. London: Routledge.
- Said, E. W. (1994). Culture and Imperialism. London: Vintage Books.
- Spivak, G. (1988). Marxism and Interpretation of Culture: Can the Subaltern Speak? (C. Nelson, & L. Grossberg, Eds.) Urbana and Chicago: University of Illinois Press.

	American Literature		03
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Course Description

American literature has traversed and extended from pre-colonial days to contemporary times. Historical, Political, societal and technological changes—all had telling impacts on it. This course is designed to give an in-depth study of the American experience as portrayed in the works of major writers of American literature. The course focuses on both historico-political literary themes. Furthermore, it also emphasizes connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, etc. as they influence multiple trends in American literary heritage and nationalism with reference to the representative writers chosen. It considers a range of texts - including, novels, short stories, essays, and poetry - and their efforts to define the notion of American identity. There may be several ways to access American literature---by either following simple chronology or connecting through themes and genres. This course aims at exposing the students to various literary trends in American literature by grouping them under different genres.

Course Contents

1. Essays and Short Stories

- Thomas Paine (1737-1809) Excerpts from Common Sense
- Thomas Jefferson (1743-1826) Excerpts from the Declaration of Independence as Adopted by Congress (July 4, 1776)
- Ralph Waldo Emerson (1803-1882) Excerpts from Nature Self-Reliance
- Walt Whitman (1819-1892) Excerpts from Preface to Leaves of Grass
- Nathaniel Hawthorne (1804-1864) My kinsman ,Major Molineux / Young Goodman Brown
- Herman Melville (1819-1891) Bartleby, the Scrivener
- Edgar Allan Poe (1809-1849) The Fall of the House of Usher

2. Poetry

- Emily Dickinson (1830-1886) Success is counted sweetest

Because I could not stop for death This is my letter to the world

I heard a Fly Buzz

- Ezra pound(1885-1972) Mr. Housman's MessagePortrait D'une Femme In a Station of the Metro The RiverMerchant's Wife: A Letter
- T.S. Eliot(1888-1965) The Love Song of J.Alfred Prufrock Excerpts from The Waste Land
- Robert Frost(1874-1963) Mending Wall The Road not TakenBirches Fire and Ice After Apple Picking Stopping by Woods on a Snowy Evening
- Edward Estlin Cummings(1894-1962) O Sweet spontaneous The Cambridge ladies who live in Furnished Souls Anyone lived in a pretty how town
- Hart Crane(1899-1932) From The bridge (To Brooklyn Bridge)Chaplinesque At Melville's Tomb Voyages

3. Novel

- Harriet Beecher Stowe(1811-1896)/ Frederick Douglass(1817-1895) Uncle Tom's Cabin/ excerpts from Narrative of the Life of Frederick Douglas
- F Scott Fitzgerald(1896-1940) The Great Gatsby

- Ernest Hemingway(1899-1961) A Farewell to Arms
- William Faulkner (1897-1962) The sound and the Fury

4. Drama

- Eugene O’ Neill(1888-1953) Long Day’s Journey into Night
- Arthur Miller (1915-2005) Death of a Salesman/The

Crucible

	Introduction to Translation Studies		03
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Course Description

Translation studies is an academic interdiscipline dealing with the systematic study of the theory, description and application of translation, interpreting, and localization. This course examines the theory and practice of translation from a variety of linguistic and cultural perspectives. The course covers a wide range of issues and debates in translation studies and aims to provide students with an overview of the history of translation studies, different translation theories and various approaches to translation. The basic premise of this course is, if translators are adequately aware of the theoretical and historical dimensions of the discipline they will be able to produce better translations. Besides, this course also focuses on the application of various methods and approaches to different texts.

Course Objectives

The course aims to:

- impart knowledge of the notable translation theories to students
- prepare them to critically reflect on different translation theories
- enable students to apply the methods and strategies discussed in the theories of translation
- acquaint them with the ideological and political nature of translation
- enable them to produce grammatically and stylistically appropriate translations

Course Contents

1. What is translation?
2. A brief look at the history with special focus on the 20th and 21stcenturies

3. The problem of equivalence at word level and beyond
4. Kinds of translation: word-for-word, sense-for-sense
5. Translation and cultural issues
6. Translating idioms and metaphors
7. Translation, genre and register
8. Foreignization and domestication
9. Functional theories of translation
10. Polysystem theories of translation
11. Postcolonial theories of translation
12. Translation and neologism: Confronting the novel
13. Translation and literature
14. Translation in the era of information technology
15. Translation, ideology and politics
16. Translation and interpretation
17. Translation and globalization
18. Research issues in translation

Recommended Readings

- Baker, Mona, and Gabriela Saldanha, eds. (2009). Routledge encyclopedia of translation studies. Routledge.
- Bassnett, Susan. (2013). Translation studies. Routledge.
- Munday, Jeremy. (2016). Introducing translation studies: Theories and applications. Routledge.
- Snell-Hornby, Mary. (1988). Translation studies: An integrated approach. John Benjamins Publishing.
- Venuti, Lawrence. (2012). The translation studies reader. Routledge.

	World Englishes		03
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Course Objectives

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.

Course Objectives

The students should:

- 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. 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.

Course Contents

1. Introduction to the course & historical background
- 1) Interrelationship of World Englishes to Sociolinguistics
- 2) Major Trends in World Englishes specifically in ESL situation
2. English, both globalizing and nativizing
3. World English versus World Englishes
4. Basic notions in World Englishes
5. Language Variation
6. Levels of language variation
7. Language change and language contact
8. Ecology comes first
9. Ecology comes first

10. Categorizing World Englishes
11. Historical Background European colonization
12. Types of colonization:
Motives and consequences for communicative patterns
13. A Short survey of British colonization
14. America Jumps in: the growth and impact of superpower
15. Internationalization and localization: post-independence
developments
16. Types of varieties on historical grounds
17. The spread of global English: some numbers
18. British English: roots of English and early expansions
19. Building a New World: American English
20. Caribbean English: Plantation wealth and misery
21. Comparative view of British, American and Caribbean varieties of Englishes
22. Settlers and locals: Southern hemisphere Englishes Pride in being down under: Australia and New Zealand
23. Nation building with language(s): South African Englishes
24. Language Developments: a general perspective
25. The mechanism of producing new varieties of English
26. Widespread outcomes
27. Issues and attitudes in World Englishes Getting ahead with english: the tension between elitism and grassroots spread
28. English as a killer language or denial of access?
29. Pedagogical strategies and considerations
30. Discussion on the practicality of training in language teaching methods for teachers and learners with special reference to World Englishes

Recommended Readings

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. (1997 b). 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. Penny Cook, 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.

	RESEARCH THESIS /	03 Cr. Hrs
	REPORT	

Course Objectives:

As part of Bachelor degree (4-year) in English, students are required to complete a report / thesis under the supervision of a supervisor / faculty member, who has a related scholarly interest. The thesis is seen as a capstone experience for majors in that it allows them both to explore research and analytical skills that they have learned earlier and to develop these skills with direct application. In addition, in the process of research and writing, the student develops new skills for the analysis that grow out of the first-hand research tasks. Finally, the thesis process allows the department to assess how well it is doing in preparing students for critical and creative thinking, and for professional or allied careers using their major.

The topic of the report is chosen in consultation between the student and the faculty. Hands-on empirical research is encouraged, sometimes using available data sets -- including those developed through the surveys carried out in the Research Methods course in the department -- and sometimes

requiring the full initiation and carrying out of data gathering in the form of a survey, participant observation project, content analysis or other research method.

FORMAT GUIDELINES FOR RESEARCH REPORT / THESIS:

1. Arrangement of Research Report / Thesis:

Each thesis must be arranged in the following order. Italicized pages are optional.

2. Signature Page:

Include this page in the pretext page count, but do not place a page number on it.

3. Title Page:

Include this page in the pretext page count, but do not place a page number on it.

4. Dedication and/or Epigraph:

Include this page in the pretext page count, but do not place a page number on it.

5. Acknowledgements and/or Preface.

Begin placing pretext lowercase Roman numerals at the bottom of this page, counting all preceding pretext material except for the fly page. Page numbers are centered one inch from the bottom of the page.

6. Abstract:

Continue pretext page numbering with lowercase Roman numerals.

7. Table of Contents:

Continue pretext page numbering with lowercase Roman numerals.

8. List of Tables: Continue pretext page numbering with lowercase Roman numerals.

9. List of Figures:

Continue pretext page numbering with lowercase Roman numerals.

10. List of Illustrations/Maps/Slides:

Continue pretext page numbering with lowercase Roman numerals.

11. Text:

All pages from the first page of text through the Vita are numbered consecutively in Arabic numerals, beginning with Arabic numeral "1" on the first page of the thesis or report text.

12. Appendix:

Continue page numbering with Arabic numerals.

13. Glossary:

May, instead, be placed after the Table of Contents in the area with the Lists of Tables, List of Figures, etc. Continue page numbering with Arabic numerals.

14. Bibliography:

Other possible titles are “References” or “Works Cited.” Continue page numbering with Arabic numerals.

PAGE FORMAT AND LAYOUT:

a. Font

A single font must be used throughout the thesis, the only exceptions being in tables, graphs, and appendices. Headings may be bolded and no more than 2 points larger than the rest of the text.

b. Margins

All theses and reports must have consistent margins of at least 1.25 inches at the top, bottom, left, and right edges of the page. Page numbers must be placed at least one inch from the bottom of the page. Margins which are larger than those required are acceptable, but smaller margins are not.

c. Spacing

The thesis or report must be double-spaced or 1.5-spaced. Single spacing may be used only in the Table of Contents, footnotes and endnotes, charts, graphs, tables, quotations, captions, glossary, appendices, and bibliography. Prose quotations over three lines long should be in block quote, double or single-spaced, and indented on the left. Do not use quotation marks in the block quote except when indicating quotations within the block quote.

d. Numbering of Pages

Beginning with the first page of the Acknowledgements or Preface, if used, all preliminary pages preceding the actual text must be numbered in lowercase Roman numerals; e.g., iii, iv, v, etc. These numerals must be centered under the text with at least one inch of space between the number and the bottom of the page. If no optional pages are used, the page numbers must begin on the Abstract. Do not number the copyright page, signature page, title page, or dedication, but do include each of them in the pre-text page count. The first page of the text begins at Arabic numeral 1. All pages within the text must contain an Arabic page number, bottom-centered, at least one inch from the bottom edge of the page. The first page of every major section (chapters, appendices, bibliography, Vita, etc.) must begin on a new page.

e. Tables and Illustrations

Pages carrying illustrative material must be given page numbers appropriate to their place in the document. Illustrative material may not be inserted after the document has been numbered and given numbers such as “10a.” All tables, figures, illustrations, and other types of examples included and referenced in the text of the dissertation should be numbered for identification. There should be no duplication of these numbers; i.e., no two tables should be assigned the same number. Figures may be numbered in one of two ways: consecutively throughout the document (Table 1, Table 2, Table 3,

etc.), or double-numbered so that illustrations' numbers reflect their locations in the document (Figure 9.3 is the third figure in Chapter 9, or Figure A2 is the second figure in Appendix A.) Captions and legends must be placed on the same page with the figure, graph, table or illustration they describe. In order to fit both figure and caption on the same page, captions may be single-spaced, margins may be decreased to one inch, and figures may be reduced in size to fit. If the figures are reduced from their original size, then the page number must be added after the reduction so as not to alter its size. If there is no other way to manage the amount of material to be shown, the caption and figures should be side-by-side in continuous view. This method should only be used in the rare instance where all of the pertinent material will not fit on the same page. Figures, captions, and page numbers must be easily readable when the electronic document is viewed at 100 percent.

f. Footnotes and Bibliography

A Bibliography, or Reference, section must immediately precede the Vita at the end of the thesis or report, even in thesis where chapter end notes have been used. Bibliographies may be omitted only in wholly original theses such as novels or musical compositions. The bibliography must include materials used including the edition, if not the first, so the citation can be readily verified. Footnote citations must be sufficiently exact to enable the reader to find the source with ease. Any standardized form for footnotes and bibliography approved by your supervisor is acceptable if followed consistently. Several useful manuals for selecting a footnote/bibliography format include the *Chicago Manual of Style*.

COPIES REQUIRED:

All students who successfully accomplished writing up dissertation are required to submit at least five copies in hard and one copy in soft to the supervisor or chairmen or head of the department.

VIVA VOICE:

For a student to be eligible for the award of BS (4 year) degree in English, it is necessary and compulsory element and requirement for his/her dissertation assessment to appear before a panel of internal supervisor and external examiner etc. for a viva voice.

Recommended Books:

1. *Margins of Error: A Study of Reliability in Survey Measurements* by Alwin, D. F. 2007, U.S.A. John Wiley & Sons, Inc.
2. *The Practice of Social Research*. (10th Ed.) by Babbie, E. 2004, Belmont: CA Words Worth Publishing.
3. ***The Practice of Social Research* by Babbie, E. 2005, Belmont, California: Wordsworth.**
4. ***Doing Social Research* by Baker, T. L. 1989, McGraw Hill.**
5. *Doing your Research Project: A guide for first-time researchers in Education and Social Science*, 3rd edition by Bell, J, 1999, Open University Press

6. *Research Methods in the Social Science* by Bridge, S., & Culhy, 2005, New Delhi: Vistaar Publiser.
7. *Sociological Methods and Research* by Christopher, W. 2003, London: Sage Publications.
8. *The Research students guide to success* by Cryer, P. 1996, OU Press
9. *The good research guide* Denscombe, M, 1998, Open University, Buckingham.
10. *Basics of Qualitative Research* (3rd Edition) by Juliet, C., & Anselm, C. S. 2008, New Delhi. Sage Publications New Delhi
11. *Doing your own research* by Kane, E. 1985, Marion Boyars.
12. *Applied Social Research: Tool for the Human Services* (4th Edition) by Monette, D. R., Sullivan, T. J., & Dejong, C. R. 1998, New York: Harcout Brace College Publishers.
13. *How to write a Thesis* by Murray, R 2002, Open University Press
14. *Research Methods in the Social Sciences* (5th Edition) by Nachimas, C. F. & David, N. 1997, New York: St. Martin's Press Inc.
15. *Surviving your dissertation* by Rudestam, K. J. & Newton, R. R, 1992, Sage, London.

	Introduction to Women's Writings	03 Cr. Hrs
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ELECTIVE SUBJECTS - BS ENGLISH (LITERATURE)

Course Description

Works written by women writers have come to hold a unique place in literatures around the world. This course is designed to familiarize students with an array of women's writings belonging to diverse cultures and located within multiple waves of feminism. The rationale of selecting such a wide variety of writers belonging to different ages is to highlight and underscore issues that women face in different geographical, cultural, and temporal locations. The course instructor would do well to either situate the works of selected writers in the three waves of feminism or otherwise see if certain texts do not correspond to any set feminist paradigm. The teacher will also need to discuss the reasons for such deviations. The course is therefore aimed at providing students with a complete background for understanding literature produced by female authors. Geared toward the construction of female selfhood vis-à-vis constrictions of patriarchal discourse, women's writings are associated with extensive social and political changes across time and space, the phenomena of colonization / decolonization, postcolonial, feminist, and postfeminist theory. Some of these changes are radical, even revolutionary for the re-definition of women's roles in both private and public domains. The students will also study how gender roles have changed, developed and evolved over time, how women's views of themselves are reflected in their writings, and how race, ethnicity, gender, and socio-economic status contribute to / intercept women's reaching their subject positions.

Course Objectives

The objectives of this course are to:

1. Enable the students to become familiar with the contribution of women writers to English literature and investigate the nature of this contribution.
2. Understand the themes of women writers in their writing.
3. Encourage students to appreciate the aesthetic, emotional, symbolic, and intellectual language used by women writers.
4. Create intellectual foundation for the students who may wish to further pursue advanced courses in this domain.
5. Encourage the students to see women's writings as a distinct literary tradition that operate in interesting ways in the context of contemporary debates in feminism.
6. Develop critical thinking of students to be able to respond individually to the texts.
7. Enable the students to develop academic writing and research skills.

Course Contents

I. POETRY

1. "No Coward Soul is Mine" by Emily Bronte
2. "When I am Dead-My Dearest" by Christina Rossetti
3. "This is a Photograph of Me" by Margaret Atwood
4. "A Phenomenal Woman" by Maya Angelou
5. "Be Nobody's Darling" by Alice Walker
6. "Fearful Women" by Carolyn Kizer

II. NOVELS

1. Their Eyes were watching God (1937) by Zora Neale Hurston
2. Little Women (1868) by Louisa May Alcott
3. The Blue Room (2009) Nafisa Rizvi
4. How it happened Shazaf Fatima Haidar

III. SHORT STORIES

1. "The Yellow Wallpaper" by Charlotte Perkins Gilman
2. "I Stand Here Ironing" by Tillie Olsen

3. "The Gatekeeper's Wife" by Rukhsana Ahmed
4. "A Pair of Jeans" by Qaisra Shahraz
5. "The Optimist" by Bina Shah
6. "Rubies for a Dog: A Fable" by Shahrukh Hussain

Note: Two of the last four stories may be used for class assignments/presentations and the rest may all be taught.

Recommended Readings

1. Boland Eavan. *Object Lessons*. NY: W.W. Norton, 1996
2. *Outside History, Selected Poems 1980-1990*. NY, London: W.W. Norton, 1991
3. Davidson, Cathy N. and Linda Wagner Martin, *The Oxford Companion to Women's Writing in the United States*. N.Y. Oxford UP, 1995
4. Dicker, Rory and Alison Piepmeier. *Catching a Wave: Reclaiming Feminism for the 21st Century*. Northeastern University Press, 2003
5. Hooks, Bell. *Feminist Theory: From Margin to Center*. Pluto Press, 2000
6. Eagleton, Mary. *Feminist Literary Theory: A Reader*. WileyBlackwell, 2011
7. Gilbert, Sandra and Susan Gubar, *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. Yale Note: 2000
8. Kaplan, Cora. 'Language and Gender' in *Sea Changes: Essays on Culture and Feminism*. London: Verso, 1986
9. Ling, Amy. "I'm Here: An Asian American Woman's Response". *New Literary History*, Vol. 19, No. 1, *Feminist Directions* (Autumn,

1987), pp. 151-160. The Johns Hopkins University Press.

10. Robbins, Ruth. Literary Feminisms. St. Martin's Press, 2000

11. Woolf Virginia. A Room of One's Own. Penguin, 1979

	African Literature (Elective)	03 Cr. Hrs
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Course Description

The course introduces students to a range of African writers writing across Africa by highlighting the diverse historical, postcolonial, and political realities that helped shape current African literary discourse. The people of Africa and Europe met in an unequal situation, in which Africans were rendered materially inferior and subjugated through colonialism and slavery. This is the only form of modernity Africans have known so far. This course will explore issues of slavery, colonization and post-colony. In discussing literatures produced in various countries in Africa, it will be focusing on the distinctive characteristics of each text and how it is different and also very similar with other literary texts produced in Africa. This course will also focus on how various ethnicities, and the creation of borders by 'former imperial powers' have created problems for countries even after the independence, and how these conflicts are affecting and shaping the narratives by African writers, both male and female.

Course Objectives

This course will:

- augment students' understanding of commonalities and differences faced by individuals and nations attempting to articulate their complex identities in an era of postcolonial modernity.
- provide students with enough theoretical frameworks to take part in a constructive discourse on issues related to race, identity and gender.
- create an insight into the impact of colonialism, race, class, ethnicity and culture on the works of African writers.
- Improve key understanding of students who after the completion of the course will be in a position to understand multiple cultural viewpoints, sensibilities, and values through careful analysis of recommended course content.

Course Contents

- Achebe, Chinua, Anthills of the Savannah (London: Pan Books Ltd., 1987).
- Aidoo, Ama Ata, Our Sister Killjoy (Essex: Longman Group Limited, 1977).

- Coetzee, J.M., *Waiting for the Barbarians* (1983)
- Head, Bessie, *A Question of Power*
- Nadine Gordimer (selective short stories)
- Nwapa, Flora, *Efuru* (1966)
- Salih, Tayeb, *Season of Migration to the North* (London: Penguin Books Ltd., 2003).
- Sembène, Ousmane, *Xala*, trans. Clive Wake (Chicago: Lawrence Hill Books, 1976).
- Soyinka, Wole, *Death and the King's Horsemen* (1975)
- wa Thiong'o, Ngũgĩ, *A Grain of Wheat* (London: Heinemann Educational Books Ltd., 1967).

Suggested Reading

- Alfred, Obiora Uzokwe, *Surviving in Biafra: The Story of the Nigerian Civil War: Over Two Million Died* (New York: Writers Advantage, 2003).
- Allan, Tuzilyne Jita, ed. *Teaching African Literatures in a Global Literary Economy* (New York: The Feminist Press, 1997).
- Bekers, E., Helf, S., and Merolla, D., ed. *Transcultural Modernities: Narrating Africa* (Amsterdam: Rodopi, 2009).
- Birbalsingh, Frank, "Teaching African Literature Critically", *Canadian Journal of African Studies*. 16.3 (1962)
- Bohen, Adu Albert, *African Perspectives on Colonialism* (Baltimore: The Johns Hopkins UP, 1987).
- Drayton, Arthur D., and Ajayi-Soyinka, O., ed. *African Literatures at the Millennium* (Trenton, NJ: Africa World Press, 2007).
- Fanon, Frantz, *A Dying Colonisation*, trans. Haakon Chevalier (NY: Grove Press, 1965).
- Finnegan, Ruth, *Oral Literature in Africa* (Oxford: Oxford University Press, 1970).
- Irele, Abiola, *The African Experience in Literature and Ideology* (Indiana University Press, 1990)
- Ndlovu-Gatsheni, Sabelo J, *Empire, Global Coloniality and African Subjectivity*, (USA: Berghahn Books, 2013)

- Schipper, Mineke, ‘Mother Africa on a Pedestal: The Male Heritage in African Literature and Criticism’, African Literature Today, 15 (1987), 35-54.
- Stratton, Florence, Contemporary African Literature and the Politics of Gender (London & New York: Routledge, 1994).

	Postcolonial Women’s Writing (elective)	03 Cr. Hrs
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Course Description

This course introduces students to postcolonial women authors and their politics of gender and identity. The main corpus of Postcolonial writing has mostly been focused on the work of male authors; however, in order to understand the aesthetics and politics in the field of Post-colonial, it is extremely important to take into consideration the work of female author. This course will explain that how gender and class as separate and important categories affect the creative process of women writers and consequently, how their work distinguishes from the work of postcolonial male authors. This course will further elaborate that the creative work of Postcolonial women authors negotiate between their indigenous traditions and modernity, and how this negotiation becomes an important and integral element of their feminist discourses.

Course Objectives

This course will accomplish the following goals:

- It will enable students to construct a literary framework for the analysis of Post-colonial women’s literature and theories in order to understand varied female experiences.
- Students will be in a better position to engage critically with the work of Post-colonial women writers within their distinctive sociocultural context.
- It will encourage them to observe the diversity and uniqueness of women experiences and hence contesting the concept of universal sisterhood.
- It will further enable them to acknowledge ‘female literary tradition’, and engage with it on both personal and political level.

Course Contents

1. Adichie, Chimamanda Ngozi: Purple Hibiscus
2. Aboulela, Leila : The Translator
3. Emecheta, Buchi: The Joys of Motherhood
4. Abouzaid, Leila: The Year of Elephant

5. El Saadawi, Nawal: Woman at Point Zero
6. Gauhar, Feryal: No Space for Further Burials
(2010)
7. Roy, Arundhati: The God of Small Things (1997)
8. Mosteghanemi, Ahlam: Memory in the Flesh (2003)
9. Shadab Zeest Hashmi: (selected poems)
10. Kamla Das: (selected poems)
11. Aidoo, Ama Ata: Anowa (1970)
12. Gupta, Tanika: Skeleton (1997)
13. Ahmad, Rukhsana: River on the Fire (2000)

Suggested Readings

- Arndt, Susan, ‘Boundless Whiteness? Feminism and White Women in the Mirror of African Feminist Writing’, Journal for African Culture and Society, 29-30 (2005), 157-72.
- Boehmer, Elleke, Stories of Women: Gender and Narrative in the Postcolonial Nation (Manchester: Manchester University Press, 2005).
- Gauch, Suzanne, Liberating Shahrazad: Feminism, Postcolonialism, and Islam (Minneapolis: University of Minnesota Press, 2007).
- hooks, bell, Ain’t I a Woman: Black Women and Feminism (London: Pluto Press, 1982).
- Lewis, R., and Mills, S., ed. Feminist Postcolonial Theory: A Reader (Edinburgh: Edinburgh University press, 2003)
- Loomba, Ania, Ritty A. Lukose, ed. South-Asian Feminisms
(Durham & London: Duke University Press, 2012)
- Mernissi, Fatima, Scheherazade Goes West: Different Cultures,
Different Harems (New York: Washington Square Press, 2001).

	Postmodern Fiction (elective)	03 Cr. Hrs
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Course Description

Postmodern fiction has an important place in literature so the course aims at explaining concepts of postmodernism through seminal works of renowned postmodern authors. The course will look at a range of texts of various writers from different parts of world and see how they are closely linked and identified under one concept, postmodernism. The design and content of the course reflect postmodern philosophy that how literature serves to reveal the world's absurdities, countless paradoxes and ironies. The instructor will direct students to use conceptions of the postmodernism to analyze fictional texts, and to use those fictional texts to interrogate the truths of life.

Course Objectives

- To introduce the concept of postmodernism and postmodernity
- To make students aware of new narrative techniques and familiarize them with devices used in postmodern literature
- To encourage students to think critically and find new meanings of life and societies through postmodern fiction

Course Contents

1. Gabriel Garcia Marquez – One Hundred Years of Solitude, Love in the Time of Cholera, No one Writes to the Colonel, The General in his Labyrinth
2. Mohsin Hamid- Reluctant Fundamentalist, Moth Smoke
3. Toni Morrison- The Bluest Eye, Sula
4. Thomas Pynchon- Gravity's Rainbow, Slow Learner (Short Stories Collection)
5. Samuel Beckett- Watt
6. Jorge Luis Borges- The Aleph (short story)
7. Graham Swift- Waterland
8. Margaret Atwood- The Handmaid's Tale
9. Italo Calvino- If on a Winter's Night a Traveller

Suggested Readings

- Arac, Jonathan, ed. Postmodernism and Politics. (google books)
- Bertens, Hans. The idea of the postmodern: A History. New York: Routledge, 1995.
- Couturier, Maurice. Representation and Performance in Postmodern Fiction. Université Paul Valéry, 1983.
- Fokkema, Douwe Wessel. Literary History, Modernism, Postmodernism.

- Gregson, Ian. Postmodern Literature. Bloomsbury Academic, 2004.
- Harvey, David. The Condition of Postmodernity. Wiley, 1992.
- Hogue, W. Lawrence. Postmodern American Literature and its other.
- Hoover, Paul. Postmodern American Poetry: A Norton Anthology
- Hutcheon, Linda. Politics of Postmodernism. New York: Routledge, 2002.
- Lyotard, Jean-Francois. The Postmodern Condition.
- McHale, Brian. Postmodernist Fiction. (Available on google books)
- McHale, Brian, and Len Platt, ed. The Cambridge history of Postmodern Literature. New York: Cambridge University Press, 2016

	Islam and Western Literature	03 Cr. Hrs
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Course Description

What does it mean to be a Muslim in this world, in these deeply transformative time? Today, when the Islam-West binary is collapsing and "the West" as a construct no longer holds the same normative hegemony, stereotypes and prejudices, doubtless, play a certain role in every representation or vision of the Other—Islam. Regarding Islam, such biases are, however, of a particularly long and rich history. Only after a century since its emergence, Islam was seen as a danger to Christianity. John of Damascus had already given in 8th century a complete, though totally ignorant, view of the Muslim civilization. This course presents variety of approaches to the multiple and changing ways Islam has been presented and discussed in the Western literatures. The present course takes into consideration how Islam has been viewed and alluded to in the literary narratives of the West. A critical assessment of the tenets of Islam embedded in the European texts is part of the course.

Course Objectives

1. To acquaint students with the discussions of and allusions to Islam in the Western literatures.
2. To enable students to appreciate the Western literary treatment of the Islamic resources.
3. To engage students in a fruitful and mutually productive dialogue between Islam and the West.
4. To appreciate the efforts of the European writers and scholars who dealt with Islam with intellectual integrity and great literary prowess.

Course Contents

- Islam and the West: conciliation and confliction
- A legacy of stereotypes and strictures

- Coleridge and Islam
- Islamic influence of Ralph Waldo Emerson's thought
- Romanticism and Orientalism: A relatively amicable companionship.
- Islam in an age of postcolonialism
- Islam and the West: The ideas of the renewed contemporary Muslim intellectuals: Tariq Ramadan, Seyyed Hossein Nasr, Hamid Dabashi
- George Sale's Preface to the translation of the Quran
- Robert Southey's Thalaba the Destroyer (to be discussed selectively)
- Lord Byron's Turkish Tales (to be discussed selectively)
- Stanley Lane-Poole's Saladin and the Fall of the Kingdom of Jerusalem (to be discussed selectively)
- Walter Savage Landor's Gebir (to be discussed selectively)
- William Beckford's Vathek (to be discussed selectively)

Recommended Readings

- Garcia, Humberto. Islam and the English Enlightenment, 1670–1840. JHU Press, 2012.
- Lewis, Bernard. Islam and the West. Oxford University Press, 1994.
- Malak, Amin. Muslim narratives and the discourse of English. SUNY Press, 2004.
- Ramadan, Tariq. Islam, the West and the Challenges of Modernity. Kube Publishing Ltd, 2009.
- Said, Edward. Orientalism: Western Representations of the Orient. London: Penguin.
- Salama, Mohammad. Islam, Orientalism and Intellectual History: Modernity and the Politics of Exclusion Since Ibn Khaldun. Vol. 22. IB Tauris, 2011.
- Turner, Bryan S. Orientalism, postmodernism and globalism. Routledge, 2002.

	Pakistani Folk Literature	03 Cr. Hrs
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Course Description

Culturally, Pakistan is stunningly rich in diversity. Besides, Sindhi, Punjabi, Balochi, Pashto, Hindko, Kashmiri, Shina, and Burshuski literatures, there are Khowar, Kalasha, Bashgali, Gawarbati, Madaklashti, and Wakhi folktales and songs only in one district, Chitral in KP. Based upon the availability of written sources, local colleges and universities are encouraged to develop courses on the locally available

materials, especially folk tales and songs. This course is focused on Khowar folktales and songs found in district Chitral.

Course Objectives

The core objectives of the course are to

1. Familiarize students with the contents Khowar folktales and songs
2. Encourage students for research on local literary resources
3. Bring local literatures into the mainstream of academic study

Recommended Readings

1. The Bird's Tale (Khowar Nursery Rhyme)
2. The Barn Owl's Tale (do)
3. The Goat's Tale
4. Wakhi Songs/Tales
5. Nuristani/Bashgali Tales
6. Kalasha Songs and Tales
7. Gawar Bati Songs and Tales

Pakistan Academy of Letters has been publishing a bi-annual journal titled Pakistani literatures in English 1992. It is a good index of literary trends in the country and covers all Pakistani languages. A section is also specified to Pakistani English writers. Teachers are advised to consult it for selections.

Suggested Readings

- Abbasi, Muhammad Yusuf. 1992. Pakistani Culture: A Profile. Historical studies (Pakistan) series, 7. Islamabad: National Inst. of Historical and Cultural Research.
- Abbas, Zainab Ghulam. 1960. Folk Tales of Pakistan. Karachi: Pakistan Publications.
- Banuazizi, Ali and Myron Weiner (eds.). 1994. The Politics of Social Transformation in Afghanistan, Iran, and Pakistan (Contemporary Issues in the Middle East), Syracuse University Press. Hanaway, William L., and Wilma Louise Heston. 1996. Studies in Pakistani Popular Culture. Lahore: Sang-e-Meel Publications, Lok Virsa Pub. House.
- Kamalu, Lachman, and Susan Harmer. 1990. Folk Tales of Pakistan. Basingstoke: Macmillan Education
- Knowles, James Hinton. 1981. Kashmiri Folk Tales. Islamabad: National Institute of Folk Heritage.
- Korom, Frank J. 1988. Pakistani Folk Culture: A Select Annotated

Bibliography. Islamabad: Lok Virsa Research Centre.

	Emerging Trends in Sociolinguistics (elective)	03 Cr. Hrs
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ELECTIVE SUBJECTS -BS ENGLISH (LINGUISTICS)

Course Description

The course aims at bringing about awareness of the dynamics of language and its social operations. The course will focus on the contemporary developments in sociolinguistics and the new dimensions of research in the area.

Course Contents

- Societal multilingualism
- Language varieties: language and culture
- Bilingualism, diglossia
- Linguistics and social inequality
- The ongoing linguistic processes, controversies, and implications of language modernization
- Language planning
- language conflicts and politics in south Asia

Suggested Readings

- Chaika, E. (1994). Language: The social mirror (3rd Edition). Boston, MA: Heinle & Heinle Publishers
- Chambers, J. K. (1995). Sociolinguistic theory: Linguistic variation and its social significance. Oxford: Blackwell.
- Chambers, J.K. (1994). Sociolinguistic theory: Language variation and its social significance. Oxford: Blackwell.
- Coulmas, F. (ed.) (1998). The Handbook of Sociolinguistics.

Oxford: Blackwell.

- Fasold, R. (1987). The Sociolinguistics of society. Oxford:

Blackwell.

- Fasold, R. (1990). The sociolinguistics of language. Oxford:

Blackwell.

- Gumperz, J. (1986). Directions in sociolinguistics. Oxford:

Blackwell.

- Hudson, R.A. (1980). Sociolinguistics. Cambridge: CUP.

- Lantolf, J. P. (Ed.) (2000). Sociocultural theory and second

language learning. Oxford University Press.

- Trudgill, P. (1983). Sociolinguistics: An introduction to language

and society. Harmondsworth: Penguin.

- Wardhaugh, R. (1997). An introduction to sociolinguistics (3rd ed.).

Oxford: Blackwell.

	Introduction to Computational Linguistics	03 Cr. Hrs
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Course Objectives

The course aims to give theoretical grounds introducing the contemporary work in computational linguistics, human language technology and artificial intelligence to understand how human and machine communication works in the modern world. The objectives of the course are given as under:

- understand important concepts and issues of computational linguistics
- know applications of computational linguistics
- To introduce standard methods for processing words/ morphology
- To introduce standards for sentence processing/ parsing
- To introduce concepts of natural language processing, human language technology

Course Contents

1. Introduction

1.1 Computer in linguistics

- 1.2 Parsing and generation strategies
- 1.3 Implementation of strategies
- 1.4 Computational complexity
- 2. Computational phonetics and phonology
- 3. Computational Morphology
- 4. Computational Syntax
- 5. Computational Lexicology
- 5.1 Computational Semantics
- 5.2 Applications of computational linguistics

Recommended Readings

- Ahmad, Computers, Language Learning and Language Teaching CUP
- Brian K Williams, Sawyer and Hutchinson (1999) Using Information Technology, McGraw Hill
- Lyons, J. (2002) Language and Linguistics: An Introduction, CUP
- Martin Atkinson, David Britain, Herald Clahsen, Andrew Spencer (1999) Linguistics, CUP
- William O’Grady, et al., (1997) Contemporary Linguistics: An Introduction

	English for Specific Purposes (ESP)	03 Cr. Hrs
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Course Objectives

- 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.
 - To examine classroom practices for effective ESP instruction
 - Develop an understanding of the major issues of concern for ESP practitioners
 - Become aware of the methods currently practiced 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.

Course Contents

1. Introduction to ESP
2. Historical and theoretical perspectives on ESP
3. Conducting needs analysis (setting general goals and specific objectives) Course and Materials: evaluation, design and development
4. Assessment and Evaluation of ESP programmes
5. Issues in ESP
6. Approaches to text analysis (register, discourse, and genre analysis)

Recommended Readings:

- Barron, C. (2003). "Problem solving and ESP: Themes and Issues in a Collaborative Teaching Venture. In *English for Specific Purposes*, 22. 297-314.
- Dudley-Evans, T. & Bates, M. (1987). "The Evaluation of an ESP Textbook." In L. E. Sheldon. Ed. *ELT Textbooks and Materials: Problems in Evaluation and Development*. *ELT Documents* 126.
- Dudley-Evans, T. & St. John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: CUP.
- Fanning, P. 1993. "Broadening the ESP Umbrella." *English for Specific Purposes*. 12 (2).
- Holliday, A. and T. Cooke. 1982. "An Ecological Approach to ESP." In *Lancaster Practical Papers in English Language Education*. 5 (Issues in ESP). University of Lancaster.
- Johns, A. M and T. Dudley-Evans. 1991. "English for Specific Purposes: International in Scope, Specific in Purpose." In *TESOL Quarterly*. 25 (2).
- McDonough, J. 1984. *ESP in Perspective: A Practical Guide*. London: Collins.
- Okoye, I. 1994. "Teaching Technical Communication in Large Classes." *English for Specific Purposes*. 13 (3).
- Widdowson, H.G. 1981. *English for Specific Purposes: criteria for course design*. In L. Selinker, E. Tarone and V. Hamzeli (Eds.) *English for Academic and Technical Purposes*. Rowley, Mass: Newbury.
- Swales, J. (1990). *Genre Analysis*. Cambridge: Cambridge University Press.

4. Course Title: Introduction to Critical Pedagogy

Course Contents

1. Critical Pedagogy: Brief History of the Discipline

- Paulo Freire, Giroux, Ira Shor, Kinchloe

- Past, Present and future (with special reference to Pakistan)
2. The role of Critical Pedagogy in Education
 - In Curriculum Development
 - In Character Building
 3. The Need to develop Critical Pedagogy in Teacher education.
 4. The role of Critical Pedagogy in Literature.
 5. The role of Critical Pedagogy in Popular culture. (Film, media, print)
 6. The role of Critical Pedagogy in building international Culture.
 7. The role of Critical Pedagogy in Popular culture. (Film, media, print)
 8. Theoretical understanding in the following areas:
 - Critical Pedagogy and Ideology.
 - Critical Pedagogy and freedom of Individual thought.
 - Critical Pedagogy and Contemporary issues.
 - Critical Pedagogy and issues in language culture and identity.
 - Critical Pedagogy and Institutionalized Power (different types of power)
 - Critical Pedagogy and Popular culture
 - Critical Pedagogy and construction of an critical thought
 - Critical Pedagogy and issues of gender
 - Critical Pedagogy and our Limitations

Suggested Readings

- Apple,M. (2003). The State and the Politics of Knowledge. New York: Routledge/Falmer. Ch. 1 & 9. 1-24; 221-225. PDF
- Apple,M. (1979). On Analyzing Hegemony.Ideology and Curriculum. New York, NY: Routledge & Kegan Paul. 1-25. PDF

- Bartolomé, Lilia (2004). "Critical Pedagogy and Teacher Education: Radicalizing Prospective Teachers" (PDF). *Teacher Education Quarterly*. Winter: 97–122 – via teqjournal.
- Dewey, John. (1938). *Experience and Education*.
- Freire, Paulo (2009). *Pedagogy of the Oppressed*. New York, NY: The Continuum International Publishing Group Inc. ISBN 0-8264-1276-9
- George, Ann. "Critical Pedagogy: Dreaming of Democracy." *A Guide to Composition Pedagogies*. Gary Tate, Amy Ruppier, Kurt Schick. New York, New York: Oxford University Press, 2001.92-112. Print
- Giroux, Henry. "Beyond the Ethics of Flag Waving: Schooling and Citizenship for a Critical Democracy." *The Clearing House*, Vol.64, No. 5 (May - June., 1991): 305-308. Taylor & Francis,Ltd. JSTOR. 22 Oct. 2012."Ira Shor". English Department.Retrieved 2016-11-22.
- Giroux, H. (October 27, 2010) "Lessons From Paulo Freire", *Chronicle of Higher Education*. Retrieved 10/20/10.
- Glass, R.D. (2011). *Critical Pedagogy and Moral Education*.In Devitis & Yu (Eds.). *Character and Moral Education: A Reader*. New York: Peter Lang Publishers. PDF
- Glass, R.D. (2008). *Staying Hopeful*.In M. Pollock (Ed.), *Everyday AntiRacism*. New York: The New Press. 337-340. PDF.
- Glass, R.D (2006). *On Race, Racism, and Education*. (manuscript). PDF.
- Haymes.Pedagogy of Place for Black Urban Struggle.*Critical Pedagogy Reader*.(1st edition).211-237. PDF.
- Hicks, Stephen R.C. (2004) *Explaining Postmodernism: Skepticism and Socialism from Rousseau to Foucault*. Tempe, AZ: Scholargy Press, ISBN 1-59247-646-5
- Kincheloe, Joe (2008) *Critical Pedagogy Primer*. New York: Peter Lan
- Kincheloe, Joe; Steinberg, Shirley (1997). *Changing Multiculturalism*. Bristol, PA: Open University Press. p. 24. Critical pedagogy is the term used to describe what emerges when critical theory encounters education.
- Kincheloe, J. & Steinberg, S. (2008) *Indigenous Knowledges in Education: Complexities, Dangers, and Profound Benefits* in Ed Denzin, N. *Handbook of Critical and Indigenous Methodologies*
- Shor, I. (1980). *Critical Teaching and Everyday Life*. Boston, Massachusetts: South End Press.
- Weiler, K.(1991). *Freire and a Feminist Pedagogy of Difference*.*Harvard Educational Review*.61 (4). 449-474. PDF

	Pakistani English	03 Cr. Hrs
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Course Description

This course is an attempt to present a link between the link between English as lingua Franca and International Englishes. This course is an introductory course for the students of Linguistics to show the historical background of the phenomenon of World Englishes. The application of linguistic knowledge gives an equal status to all varieties of English in the modern world. The course introduces the practical important features of Pakistani English (PE) as an emerging variety. It will highlight the use of PE as a vehicle of formal and informal communication in Pakistan.

Course Contents

1. Introduction to the course & historical background
2. Language Variation
3. Levels of language variation
4. Language change and language contact
5. Ecology comes first
6. Categorizing World Englishes
7. Interrelationship of World Englishes to Sociolinguistics
8. Major Trends in World Englishes specifically in ESL situation
9. South Asian Englishes
10. Pakistani English: Introduction
11. Historical Background of Pakistani English
12. A Short survey of British colonization
13. Types of colonization
14. Motives and consequences for communicative patterns
15. Phonological variations in Pakistani English
16. Morphological variations in Pakistani English
17. Syntactic variations in Pakistani English
18. Semantic and Pragmatic variations in Pakistani English
19. Discoursal variations in Pakistani English
20. Stylistic variations in Pakistani English

21. Corpus based explorations of Pakistani English
22. Pakistani English and cultural context
23. Pedagogical impact of using Pakistani English in classroom
24. Discussion on the practicality of training in language teaching methods for teachers and learners with special reference to Pakistani English
25. Status of Pakistani English (Moag, Kachru, Schneider's Models)
26. Language policy and planning
27. Future prospectus
28. English as a Lingua Franca
29. International English (IE)
30. ELF- A Contact Language
31. Pakistani English (PE)
32. Pedagogical Norms in PE
33. Patterns in PE Pronunciation
34. Problems of PE Pronunciation
35. Vowel Restructuring
36. Vowel epenthesis in Pakistani English
37. Syllable Onset Clusters and Phonotactics
38. Vowel disappearance from middle syllables
39. Patterns in PE writing
40. Grammar
41. Lexis
42. Code switching
43. Borrowing
44. Code mixing

45. Conversions
46. Obsolete Vocabulary
47. PE as an independent variety
48. Fiction in Pakistani English
49. Poetry in Pakistani English
50. Journalistic Language of Pakistani News Papers

Suggested Readings

- Baumgardner, R.J. (ed.) (1993). *The English Language in Pakistan Karachi*: Oxford University Press.
- Baumgardner, Robert J. (1987). Utilizing Pakistani Newspaper English to teach Grammar'. *World Englishes* 6.3:241-252.
- Baumgardner, Robert J. (Eds). (1993). *The English Language in Pakistan*. Oxford: Oxford University Press.
- Baumgardner, Robert J. (Eds). (1996). *South Asian English: Structure, Use and Users* . Urbana and Chicago: University of Illinois Press .Kachru,B.B. (1983).
- *Constructing Meaning in World Englishes* (2010) by AhmarMahboob and Eszter Szenese
- Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge: Cambridge University Press.
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.
- *English Around The World: An Introduction* (2011) by Edgar W. Schneider
- *English as an Islamic Language: A Case Study of Pakistani English* (2009) by AhmarMahboob
- *English: The Industry* (2011) by AhmarMahboob *Pakistani English* (2014) by Tariq Rahman
- Graddol, D. (1997). *The future of English?: A guide to forecasting the popularity of English in the 21st century*. London: British Council.
- Kachru Braj B. (1983). *The Indigenization of English : The English Language of India* . Delhi: Oxford University Press.
- Kachru Braj B. , Yamuna, & Nelson, C.(2006). (Eds). *The Handbook of varieties of English* .Oxford: Blackwell.
- Mahboob, A. (2004). *Pakistani English: Morphology and Syntax*. In Kortmann, Bernd /Schneider, Edgar W. (eds.). *A Handbook of Varieties of English: Volume 2: Morphology and Syntax*, (pp. 1045-1057). Berlin: Walter de Gruyter.

- Mehmood, M. A. (2009). A Corpus Based Analysis of Pakistani English. Ph D Dissertation BZU multan
- Pakistani English: Phonology (2004) by Ahmar Mahboob and Nadra Huma Ahmar
- The Form and Functions of English in Pakistan (2002) Dr Mubina Talaat Ph D Dissertation
- The Routledge Handbook of World Englishes (2010) Edited by Andy Kirkpatrick

	Second Language Acquisition	03 Cr. Hrs
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Course Description

This course focuses on second language acquisition (SLA) aiming overall to introduce students to the major concepts and theories of SLA. It is divided into two parts. The first part outlines some general concepts concerning the field of SLA and the second part provides an overview of some of the most influential SLA theories.

Course Objectives

The objectives of the course are to:

- Enable the students to explore and evaluate SLA theories from the point of view of second language learners
- Develop students' understanding of the cognitive and social dimensions of SLA
- Enable the students to gain an understanding of basic concepts of SLA.

Course Contents

Basic Concepts of SLA

- Key issues in second language acquisition
- Language, acquisition and learning
- First language acquisition
- Comparing and contrasting first and second language acquisition
- Factors affecting second language acquisition
- Social factors and second language acquisition
- Cognitive factors and second language acquisition

- Individual differences and second language acquisition
- Classroom second language acquisition
- Formal instruction and second language acquisition
- Classroom interaction and second language acquisition
- Input, interaction and second language acquisition
- Error analysis and second language acquisition

Theories of SLA:

- The Monitor Model
- The Acquisition versus Learning Hypothesis.
- The Monitor Hypothesis.
- The Natural Order Hypothesis.
- The Input Hypothesis
- The Affective Filter Hypothesis

Interlanguage Theories

- Overgeneralization
- Transfer of Training
- Strategies of Second Language Learning
- Strategies of Second Language Communication
- Language Transfer
- Stabilization and Fossilization in Interlanguage
- Language Socialization in SLA
- Acculturation/Pidginization Theory
- Sociocultural Theory
- Processability Theory
- Cognitive approaches to second language acquisition
- Cognitive Processes in Second Language Learners

- Universal grammar
- Role of Universal Grammar in First and Second Language

acquisition

- Principle and Parameter Theory
- Projection Principle
- Language learning through association
- Connectionism

Recommended Readings

- Cook, V. (1993).Linguistics and Second Language Acquisition. London: MacMillan Cook, V.(1991).Second Language Learning and Language Teaching. London: Edward Doughty, C. J. &.
- Ellis, R. (1985).Understanding Second Language Acquisition. Oxford: Oxford University Press.
- Ellis, R. (1992).Second language acquisition and language pedagogy. Clevedon: Multilingual Matters.
- Ellis, R. (1994) The Study of Second Language Acquisition. Oxford: Oxford University Press.
- Ellis, R. (1997).Second language acquisition. Oxford: Oxford University Press.
- Gass, S. M. & Selinker, R. (2001) Second Language Acquisition:An Introductory Course. London: Routledge.
- Johnson, K. (2001) An Introduction to Foreign Language Learning and Teaching. London: Longman.
- Long, M.H. (2002).The Handbook of Second LanguageAcquisition. Oxford: Blackwell.
- McLaughlin, B. (1987) Theories of Second-Language Learning. London: Edward Arnold.
- Mitchell, R. & Myles, F. (1998) Second language learning theories. London: Arnold.
- Ortega, L. (2007) Understanding Second Language Acquisition. London: Hodder Arnold.

	Introduction to Syntax	03 Cr. Hrs
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Course Objectives

The course aims at helping students understand the basic concepts of sentence analysis. Taking examples from English, it guides students in analyzing constituents in a sentence and then sentence as a whole. Further, it gives an idea of basic syntactic analysis of Pakistani languages.The objectives of this course are to enable the student to:

- know internal sentence structure

- be familiar with basic concepts of syntactic analysis
- present sentence to the theory and practice of the structural grammar
- be able to do a detailed analysis of English sentences
- learn descriptive techniques, theoretical concepts, and styles of argumentation
- to apply theoretical concepts and rules to syntactic data from Pakistani languages

Learning Outcomes

After studying this course, the learners will be able to:

- i. have command on the tools of syntactic analysis
- ii. have understanding of syntactic theory
- iii. learn analyzing syntactic data
- iv. develop strong problem-solving skills in syntax.

Content List

- Introduction to Syntax
 - o Word Classes (parts of speech)
 - o Lexical Phrases and Functional Phrases
 - o Phrases and its types, NP, AP, PP, VP and Advp
 - o Basic Verb Phrase, Intransitive, Transitive, Ditransitive, Intensive, Complex Transitive
 - o Clauses, Sentences Types of sentences, Compound, Complex Sentences
- Analyzing Sentence Structure
- Basic Elements in Sentence Analysis: Constituents, Categories, Functions
 - o Functions: Subject, Predicate, Predicator, Direct/Indirect
 - o Complements and Adjuncts in the Verb Phrase
 - o Adjunct adverbials, Conjunct and Disjunct adverbials
 - o Relation, Dependency- Subject, Predicate, Modifier, Head,

Complement)

- Sentence Analysis through Phrase Marker/Tree Diagram
- The basic NP configuration, Determiner and Pre Determiner,

Possessive NPs as Determiner

- The Verb Group
- Sentences within Sentences- Recursion, Subordinate clause,

Complementiser, That clause, Adverbial clause

- Subordinate Wh-Interrogative Clauses- Wh-questions and interrogative clauses.

- X-bar Syntax

Recommended Readings

1. Baker, L. C. (1995). English Syntax. The MIT Press.
2. Burton, N. (1998). Analyzing Sentences: An Introduction to English Syntax- Longman.
3. Carnie, A. (2006) Syntax. Blackwell. Arizona
4. Moravcsik(2006). An Introduction to Syntax. Continuum. London
5. Tallerman, M. (2015). Understanding Syntax Rutledge, London.
6. Radford, A. (1997). Syntax: A Minimalist Introduction. Cambridge University Press, London.
7. Aarts, B. (1997). English Syntax and Argumentation. Palgrave.
8. Chomsky, N. (2004). Beyond Explanatory Adequacy. Structures and Beyond. In Belletti Adriana (Ed.), The Cartography of Syntactic Structure. Vol 3: Oxford University Press, Oxford.(104-131).

Philadelphia

9. Hagmann, L. (1994). An Introduction to Government Binding Theory. Blackwell.
10. Junior. R. D. V. V., (2004). An Introduction to Syntax. Cambridge University Press

11. Kroeger, P. R. (2005). Analyzing Grammar: An Introduction
12. Poole, G. (2002). Syntactic Theory. Palgrave. New York.
13. Radford, A. (1988). Transformational Grammar. Cambridge University Press, London.
14. Radford, A. (1981). Transformational Syntax. Cambridge University Press, London.

	Introduction to Forensic Linguistics	03 Cr. Hrs
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Course Description

This course aims to present and identify the interface between linguistics and law. This course is an introductory course for the students of Linguistics. The application of Linguistic knowledge to help law officials is appreciated all over the world. The Text and process of law are very complex. This complexity is not only due to its procedures, but also due to its language. Keeping this in mind, this course investigates the use of Forensic Linguistics from Pedagogical point of view. It will help not only the students of language to find out new prospects of investigation other than language teaching, but will also benefit law students by making them understand the intricacies of the English language.

Course Objectives

At the end of the course, students are expected to understand:

- The link between Language and Law
- The historical background of Forensic Linguistics
- The role of linguists in law
- The use of Forensic linguistics, some benchmark studies
- The need of Forensic Linguistics in Pakistan

Course Contents

- Applied Linguistics and its diversity, Application of linguistics in the field of law
- Introduction to Forensic Linguistics
- Definition, Description of Forensic linguistics
- Forensic Linguistics as an important branch of Applied Linguistics

- Brief History of Forensic Linguistics
- The role of Linguistics in Law, in Text Analysis as well as in Process analysis.
- The application of skills in different branches of Linguistics in Law
- The application of the knowledge of Phonetics and Phonology in Forensic analysis.
- The application of the knowledge of Morphology and Syntax in Forensic analysis.
- The application of the knowledge of Semantics and Discourse Analysis
- Some benchmark studies around the world
- Benchmark studies of linguists like Labov, Roger Shuy, Olsson, Mcmenamin, Tierisma, Leonard, Chaski.
- The need of developing forensic linguistics in Pakistan

Suggested Readings

1. Austin, J. L. (1975). *How to Do Things with Words*. 2d ed. Oxford: Oxford University Press.
2. Coulthard, M., and Johnson, A. (2007). *An Introduction to Forensic Linguistics: Language in Evidence*. London: Routledge.
3. Coulthard, M., & Johnson, A. (2007). *An introduction to forensic linguistics: Language in evidence*. Abingdon, UK: Routledge.
4. Coulthard, M. (2008). *By Their Words Shall Ye Know Them: On Linguistic Identity*. In: C. R. Caldas-Coulthard and R. Iedema, eds. *Identity Trouble*. London: Palgrave Macmillan, pp. 143–155.
5. Coulthard, M. (2005). *The Linguist as Expert Witness*. *Linguistics and the Human Sciences*, no. 1 (1), pp. 39–

58.<http://dx.doi.org/10.1558/lhs.2005.1.1.39>

6. Eades, D. (2010). *Sociolinguistics and the Legal Process*. Bristol: Multilingual Matters.

7. Gibbons, J. P. (2003). *Forensic linguistics: An introduction to language in the legal system*. Malden, MA: Blackwell.

8. Grice, H. P., 1989. *Studies in the Way of Words*.

Cambridge: Harvard University Press

<http://dx.doi.org/10.1177/14614456020040010201>

9. Labov, W., and Harris, W. A. 1994. *Addressing Social Issues Through Linguistic Evidence*. In: John Gibbons, ed. *Language and the Law*. Harlow: Longman, pp. 265-305

10. McMenamin, G. (2002). *Forensic Linguistics: Advances in Forensic Stylistics*. Boca Raton: CRC Press.

<http://dx.doi.org/10.1201/9781420041170s>

11. Olsson, J. (2004). *Forensic linguistics: An introduction to language, crime, and the law*. London: Continuum. Staff: Dr David Deterring

12. Shuy, R. W. (1993). *Language Crimes: The Use and Abuse of Language Evidence in the Courtroom*. Oxford: Blackwell.

13. Tiersma, P. M. (1999). *Legal Language*. Chicago: University Of Chicago Press.

	Clinical Linguistics	03 Cr. Hrs
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Course Description

This course is intended for graduates in linguistics, clinical linguistics, psychology, speech and language therapy or a related discipline with an interest in research in speech, language pathology, biomedical (Neurosciences), communication and language impairment.

Course Objectives

The objectives of the course are given as below:

- To enable students working or wishing to work with acquired communication disorders to have opportunity to further their career
- To understand acquired communication disorders, impact of these disorders on everyday life and how interaction can assist the person with disorders and their significant others
- To access research findings and methods and engage with evidence based practice
- To enhance skills in the assessment teaching and management of people with the acquired communication disorders
- To maintain an interaction and cross linguistic perspective

Course Contents

1. Language storage in brain
2. Children's Learning
3. Spoken and Written Language Disorders
4. Developmental Disorders
5. Specific language impairment
6. Autistic spectrum disorders
7. Learning difficulties
8. Behavioural difficulties
9. Auditory processing difficulties
10. Dyslexia
11. Adolescence,
12. Dysarthria
13. Early years
14. Aphasia
15. Dementia
16. Pragmatic impairment
17. Acquired Language Disorders
18. Acquired Speech Disorders

- Methods in Clinical Linguistics
- Early Years
- Cleft Lip and Palate
- Developmental Communication Sciences
- Speech Difficulties – assessment and intervention

Recommended Readings

- Ball, M. J. (2005). *Clinical sociolinguistics* (Vol. 36). John Wiley & Sons.
- Ball, M. J., Perkins, M. R., Müller, N., & Howard, S. (Eds.). (2008). *The handbook of clinical linguistics*. Oxford: Blackwell.
- Ben Maassen, & Paul Groenen (Eds.). (1999). *Pathologies of speech and language: advances in clinical phonetics and linguistics*. John Wiley & Sons.
- Crystal, D. (2013). *Clinical linguistics* (Vol. 3). Springer Science & Business Media.
- Crystal, David, and Rosemary Varley. *Introduction to language pathology*. John Wiley & Sons, 2013.
- Cummings, L. (2008). *Clinical linguistics*. Edinburgh University Press.
- Cummings, L. (2009). *Clinical pragmatics*. Cambridge University Press.
- Cummings, L. (2013). *Pragmatics: A multidisciplinary perspective*. Routledge.
- Cummings, L. (2014). *The Cambridge Handbook of Communication Disorders*. Cambridge University.
- Maassen, B., Kent, R., & Peters, H. (2007). *Speech motor control*:

In normal and disordered speech. Oxford University Press.

- Watzlawick, P., Bavelas, J. B., Jackson, D. D., & O'Hanlon, B. (2011). Pragmatics of human communication: A study of interactional patterns, pathologies and paradoxes. WW Norton & Company.

	Language Testing & Assessment	03 Cr. Hrs
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Course Description

Since language testing is essential to know whether students learn that they are expected to. This course therefore, aims at educating students about authentic, valid, and reliable assessment tools. In addition, this course focuses on providing students the basics of theoretical background and relevant practice via available assessment tools and resources. This course will serve as a introduction to basic concepts of language testing and assessment.

Course Objectives

The objectives of the course are:

- Familiarize students with the key concepts of language testing and assessment
- Comprehend, interpret, and develop critical approach to testing and assessment materials
- Evaluate particular testing materials with regard to the purpose and context of assessment.

Course Contents

1. Language Assessment in context;
2. Concepts, Principles and Limitations of Measurement;
3. Scope of language assessment in education and Research;
4. Interrelationship of language abilities and Language Assessment Instruments;
5. Characteristics of Assessment Methods affecting Performance on Language Assessment Instruments;

6. Reliability and validity of Assessment;
7. Current Issues in Language Assessment and Language Assessment Research.
8. Designing Tests for Assessing Language Skills.

Recommended Readings

1. Alderson, J. C. (2000). *Assessing Reading*. Cambridge Language Assessment. CUP.
2. Brown, J. D. (1996). *Testing in language programs*. New York: Prentice-Hall Regents.
3. Brown, D. & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices*. (Second edition). Longman.
4. Buck, G. (2001). *Assessing Listening*. Cambridge Language Assessment. CUP.
5. Chapelle, A.C. and Brindley, G. (2001). *Assessment*. In Schmitt. N. (Ed.), *An Introduction to Applied Linguistics*. Arnold, London.
6. Heaton, B. J. (1988). *Writing English Language Tests. A practical guide for teachers of English as a second or foreign language*. (Second edition). Longman.
7. Hughes, A. (2003). *Testing for language teachers*. (Second edition). Cambridge: Cambridge UP.
8. Luoma, S. (2004). *Assessing Speaking*. Cambridge Language Assessment. CUP.
9. Madsen, S.H. (1983). *Techniques in Testing*. O.U.P.
10. McNamara, T. (2000). *Language Testing*. Oxford. O.U.P.
11. Purpura, E. J. (2004). *Assessing Grammar*. Cambridge Language Assessment. CUP.

12. Read, J. (2000). *Assessing Vocabulary*. Cambridge Language Assessment. CUP.
13. Weigle, S. C. (2002). *Assessing Writing*. Cambridge Language Assessment. CUP.
14. Weir, C. J. (1993). *Understanding and developing language tests*. NY: Prentice Hall.
15. Weir, C. J. (1990). *Communicative Language Testing*. Hemel Hempstead: Prentice Hall.

	Language and Education	03 Cr. Hrs
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Course Objectives

The course aims to introduce students to broad issues in language and education to enable them to make informed decisions as future researchers and policy makers. By the end of the courses the students will:

- have got an overview of the language in education policies of Pakistan
- be able to compare language in education policies of Pakistan with other countries
- be able to give their opinion on medium of instruction controversy
- be able to develop a range of perspectives to review the language in education situation in a country and its possible impacts on prospective socio-economic status of students

Course Contents

- Language Policies of Pakistan: Historical Perspective
- An Overview of the Language Policies of Selected Countries
- Medium of Instruction Issue in Bilingual and Multilingual Communities
- Role of Majority and Minority Languages
- Issue of Placement of Vernacular Languages and English in Education
- Linguistic Rights
- Language and Literacy

Recommended Readings

1. Bisong, J. (1995). Language Choice and Cultural Imperialism: A Nigerian Perspective. *ELT Journal* 49:2. 122-132.
2. Pennycook, A. (1996). English in the world/The world in English. In Tollefson, W. J (Ed.), *Power and Inequality in Language Education*.(34-58). Cambridge: Cambridge University Press.
3. Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
4. Platt, J., Weber, H., & Ho, M. (1984). *The New Englishes*. London: Routledge.
5. Ricento, T. & Hornberger, N. (1996). Unpeeling the Onion: Language Planning and Policy and the *ELT Professional*. *TESOL Quarterly* 30:3, 401-428.
6. Schiffman, H. E. (1996). *Linguistic Culture and Language Policy*. London: Routledge.
7. Smith, L. (Ed.), (1981). *English for Cross-cultural Communication*. New York: Macmillan.
8. Strevens, P. (1982). World English and the World's Englishes or, Whose Language is it Anyway? *Journal of the Royal Society of Arts*. June, 418-31.

12. Course Title: Language and Gender

Course Code: ELL427

Course Objectives

The course aims to develop analytical thinking about gender, language and relations between them. It also aims to expose students to facts, theory and analytic tools to analyze issues related to gender and their relation to language. It is likely to provide an overview of gender related linguistic, social, political and moral issues. By the end of the course, the students will have learnt

- how members of each gender use language differently
- how culturally enshrined ideas about gender affect language and its use
- how linguistic conventions reinforce these ideas for the expression

of gender differences

- what structure and usage patterns in language are exhibited by men and women

- how language treat the genders differently

Course Contents

- Relationship between language, gender and society

- In what ways do men and women use language differently?

- How do these differences reflect and/or maintain gender roles in society?

- The primary linguistic approaches to gender and language

- Historical and contemporary issues and controversies in the field of language and gender

- Different perspectives on language and gender: linguistic, anthropological, sociological, psychological, feminist.

Recommended Readings

1. Coates, J. (1986). *Women, Men and Language*. Longman: London.

2. Eckert, P. & McConnell, G. S. (2003). *Language and Gender*. CUP.

3. Graddol, D. and J. Swann. (1989). *Gender Voices*. Blackwell: Oxford, UK.

4. Johnson, S. & Ulrike, H. M. (1997). *Language and Masculinity*. Oxford: Blackwell. (LAM).

5. King, R. (1991). *Talking Gender: A Guide to Non-Sexist Communication*. Copp Clark Pitman Ltd.: Toronto.

6. Litosseliti, L. (2006). *Gender and Language: Theory and Practice*. London: Hodder Arnold.

7. Tannen, D. (1990). *You Just Don't Understand*. New

York: Ballantine Books (YJDU)

8. Tannen, D. (Ed.), (1993). Gender and Conversational Interaction.

New York: OUP

	Corpus Linguistics	03 Cr. Hrs
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Course Description

This course will provide a general overview of Corpus Linguistics, focusing on contemporary approaches. It also provides a historical overview of the discipline. The main theoretical issues in the discipline will be discussed. The qualitative vs. quantitative; diachronic vs. synchronic; monolingual vs. multilingual perspectives will be introduced. Examples and techniques for analysis at different levels will be given. Students will learn how to use some of the most common techniques, tools and software packages in corpus linguistics

Course Objectives

The main objectives of the course are

- To introduce corpus Linguistics as an emerging branch of linguistics
- To introduce to different perspectives in the corpus-based analysis of language.
- To teach how to use some of the most common techniques, tools and software packages in corpus linguistics.
- To get familiar with corpus tools in research

Course Contents

- Define and describe the main perspectives on the analysis of language from the point of view of corpus linguistics.
- Describe the difference between quantitative and qualitative corpus linguistics.
- Describe the difference between diachronic and synchronic corpus-based research.
- Identify the differences in conducting corpus research on monolingual vs. multilingual corpora.
- Identify the different levels of analysis in corpus linguistics (phonetic/phonological, morphological, lexical, syntactic/pragmatic, discourse).
- Critically evaluate different theoretical perspectives in corpus linguistics.

- Explain what it means for corpus linguistics to be a theory or a method.
- Describe the recent history of corpus linguistics.
- Compare Neo-Firthian corpus linguistics to corpus-based linguistics.
- Analyze applications of corpus linguistics (dictionary/grammar creation, education, writing, language acquisition, language teaching).
- Evaluate the limitations on the generalizations derived from data.
- Recognize and develop strategies and practices to deal with the issues surrounding corpus collection, storage, annotation and analysis.
- Manipulate the most commonly-used tools in corpus linguistics.
- Develop skills in corpus collection, searching, annotation and analysis.
- Apply basic statistical techniques to corpus analysis.

Recommended Readings

1. Biber, D., S. Conrad and R. Reppen. (1998). *Corpus Linguistics: Investigating Language Structure and Use*. Cambridge: Cambridge University Press
2. Granger, S. and Petch-Tyson, S. (2003). *Extending the scope of corpus-based research: New applications, new challenges*. Rodopi.
3. Hunston, S. (2002). *Corpora in applied linguistics*. Cambridge University Press. *
4. McEnery, T. and Wilson, A. 2001. *Corpus Linguistics*. (2nd Ed.) Edinburgh: Edinburgh University Press. *
5. McEnery, T., Xiao, R. and Tono, Y. (2006). *Corpus-based language studies: An advanced resource book*. Routledge.
6. McEnery, Tony and Andrew Hardie (2012) *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press. ISBN: 9780521547369.
7. Sinclair, J. (1991). *Corpus, concordance, collocation*. Oxford: Oxford University Press.
8. Sinclair, J. (2004). *How to use corpora in language teaching*. John Benjamins.
9. Stubbs, M. (1996). *Text*

POLS-311	Public Administration	03 Cr. Hrs
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Objectives:

The course is designed to familiarize the students with the fundamentals of government and administration. Students will thus gain knowledge regarding the practical working of government as the functional arm of the state. This will also enable the students to become successful managers regardless of the fields they opt for as their future careers.

Course Contents:

Definition, Scope, Relationship with other Social Sciences, Public and Private Administration; Approaches: Traditional, Behavioural and Post Behavioural; Rise of Big Government and the Contributory Factors; Bureaucracy: Concept, Nature and Functions, Max Weber's Ideal type, Criticism and the Changing View of Bureaucracy; Functional Elements of administration (Organization: its types, principles and theories: Planning, Rationale and Principles; Personnel Administration: its techniques and functions; Communication: types and channels); Decision Making: Models and Processes; Administrative Accountability: the role of legislature, judiciary, public advocacy groups, ombudsman and the media; Financial Administration: Budgeting, Auditing and the problems of financial discipline; Public Policy Making with reference to the policy making structures in Pakistan; Administrative Structure of Pakistan: Nature, Organization & Management Processes in the Centre and the Provinces; Public – Private Collaboration, and the role of NGOs)

Recommended Books:

1. A. R. Tyagi, *Public Administration: Principles and Practices*, Lahore, Naeem Publishers, 1990.
2. Felix A. Nigro, and Llyod Nigro, *Modern Public Administration* (7th ed.), New York, Harper and Row/Collins, 1988.
3. Harold Koontz and Cyril O'Donnell, *Principles of Management: AN Analysis of Managerial Functions*, New York, McGraw-Hill, 1972.
4. James E. Morgan, *Administrative and Supervisory Management*, London, Prentice-Hall, 1982.
5. John McDonald Pfiffner, *Public Administration*, New York, John Wiley & Sons, 1975.
6. Marshall E. Dimock, *Public Administration*, Holt, Rinehart and Winston, 1953.
7. Raymond W. Cox III, et. al., *Public Administration in Theory and Practice*, New Delhi, Pearson Education, Inc., 1994.
8. Richard J. Stillman, *Public Administration, Concepts and Cases*, London, Houghton Mifflin, 1976
9. Shahid Ali Rizvi, *Nazmiyat –e-Amma* (Urdu), Karachi, Maktaba-e-Faridi, 1982.

POLS-	Local Government in Pakistan	03 Cr. Hrs
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Objectives:

The main objective of this course is to generate awareness among the students about the significance of Local Government and basic dynamics of the system. It will provide to the students the parameters and

analytical framework for study of any individual system or comparison among various systems of local governments.

Contents of the Course:

- Meaning, Nature and Scope of Local Government
- Difference between Local Government and Local self-government
- Approaches to the study of Local Government
- Historical Perspectives of Local Government in Pakistan
- Theoretical framework of local government in Pakistan
- Central-Local Government Relations and its implications on the performance of Local Institutions in Pakistan
- Kinds of transfer of powers at the local level in Pakistan:
 - Decentralization
 - Devolution;
- Local Government Finance in Pakistan
- Problems of Local Government in the Developing Countries including Pakistan

Suggested Readings:

1. Shah. Anwar, Local Governance in Developing Countries, Washington, The World Bank, 2006.
2. M. A. Muttalib and Muhammad Akbar Ali Khan, *Theory of Local Government*, New Delhi, Sterling Publishers, 1983.

Decision:

Any Other Item

Decision:
