BS/AD ENGLISH CURRICULUM
2024 ONWARDS

DEPARTMENT OF ENGLISH

SHAHEED BENAZIR BHUTTO UNIVERSITY

SHERINGAL UPPER DIR, KPK, PAKISTAN

DETAIL OF COURES

S. No	Categories	No of Courses	Cr. Hours
1	General	12	30
2	Allied Courses	04	12
3	Major Courses	28	84
4	Research project	01	3
5	Internship	01	3
Total		**46**	**132**

SCHEME OF STUDIES FOR BS 4-YEAR PROGRAM BS- ENGLISH

1st Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 311	Intro to Language Studies	Major	03
ENG 312	Intro to Literary Studies	Major	03
ENG 313	Islamic History	General (Arts and Humanities)	02
GE 315	Functional English	General	03
GEQ 311	Quantitative Reasoning I	General	03
SOC 101	Sociology	General (Social Sciences)	02
PS 311	Ideology & Constitution of Pakistan	General	02
			18

2nd Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 321	Phonetics and Phonology	Major	03
ENG 322	Literary Forms and Movement	Major	03
GE 324	Expository Writing	General	03
GEQ 321	Quantitative Reasoning II	General	03
IS 322	Islamic Studies	General	02
PS 425	Civics & Community Engagement	General	02
MGT 403	Entrepreneurship	General	02
			18

3rd Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 431	Short Fictional Narratives	Major	03
ENG 432	Intro to Morphology	Major	03
ENG 433	Intro to Philosophy or any other from the approved list	Allied	03
ENG 434	Study Skills	Allied	03
CS 301	ICT	General	03 (2+1)
LLB 315	Intro to Law	Allied	03
			18

4th Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 441	Classical & Renaissance Drama	Major	03
ENG 442	Classical Poetry	Major	03
ENG 443	Semantics	Major	03
ENG 444	Rise of the Novel (18th & 19th Century)	Major	03
ENG 445	Human Rights & Citizenship	Allied	03
ENG 446	Everyday Science	General (Natural Science)	03 (2+1)
			18

5th Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 551	Romantic and Victorian Poetry	Major	03
ENG 552	Foundations of Literary Theory and Criticism	Major	03
ENG 553	Sociolinguistics	Major	03
ENG 554	Grammar and Syntax	Major	03
ENG 555	Discourse Studies	Major	03
			15

6th Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 561	Modern Poetry	Major	03
ENG 562	Modern Drama	Major	03
ENG 563	Modern Novel	Major	03
ENG 564	Literary Theory and Practice	Major	03
ENG 565	Research Methods and Term Paper Writing	Major	03
			15

7th Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 671	Applied Linguistics	Major	03
ENG 672	Second Language Acquisition	Major	03
ENG 673	Pakistani Literature in English	Major	03
ENG 674	Post-Colonial Literature	Major	03
ENG 675	Internship	Major	03
ENG 676	Global Poetry	Major	03
			18

The given courses in the seventh semester may be replaced with courses from the list given below, provided the required expertise is available in the department.

Course Code	Course Title	Course Type	Cr Hrs
ENG 677	Emerging Trends in Sociolinguistics	Major	03
ENG 678	Introduction to Syntax	Major	03
ENG 679	African Literature	Major	03

8th Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 681	American Literature	Major	03
ENG 682	Introduction to Women's Writing	Major	03
ENG 683	Language Testing and Assessment	Major	03
ENG 684	World Englishes	Major	03
ENG 685	Research/Capstone Project	Major	03
			15

The given courses in the eighth semester may be replaced with courses from the list given below, provided the required expertise is available in the department.

Course Code	Course Title	Course Type	Cr Hrs
ENG 686	Clinical Linguistics	Major	03
ENG 687	Pakistani English	Major	03
ENG 688	Post Modern Fiction	Major	03
ENG 689	Pakistani Folk Literature	Major	03

1st Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 311	Intro to Language Studies	Major	03
ENG 312	Intro to Literary Studies	Major	03
ENG 313	Islamic History and Culture	General (Arts and Humanities)	02
GE 315	Functional English	General	03
GEQ 311	Quantitative Reasoning I	General	03
SOC 101	Sociology	General (Social Sciences)	02
PS 311	Ideology & Constitution of Pakistan	General	02
			18

Course Title: Introduction to Language Studies
Course Type: Major
Credit Hours: 03
Level: BS 1st
Course Code: ENG 311

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.

Course Title: Introduction to Literary Studies
Course Type: Major
Credit Hours: 02
Level: BS 1st
Course Code: ENG 312

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

- Brief Study of Literary Genres and their Subtypes in English Literature
- Literature as a Discipline
- Function/Scope of Literature
- Brief History of English Literature with Focus on the following Periods:
  i.   Anglo Saxon
  ii.   Anglo Norman
  iii.   Renaissance
  iv.   Restoration
  v.   Neo Classical
  vi.   Romanticism
  vii.   Victorian
  viii. Modern

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.

<div align="center">

Course Title: Islamic History
Course Type: General (Arts and Humanities)
Credit Hours: 02
Level: BS 1st
Course Code: ENG 313

</div>

DESCRIPTION

This course introduces students to the political, social, intellectual, and cultural history of the central Islamic lands, particularly Arabia. It provides them insights into the dynamic leadership of the Prophet Muhammad, the pious Caliphs, and the new Islamic pattern of administration that transformed the nomadic Bedouin life of Arabs into an Islamic civilized social system, polity, economic prosperity and a flourishing culture. The course makes known to the students the Abbasside and Umayyad caliphates and socio-economic, political, cultural and art developments during these periods, including the Islamic disintegration of Spain and the crusades against Islam. It familiarizes students with the rise and fall of the Ottoman Turks, *Sufism and its contribution to the Muslim civilization, and* highlights the emergence of Islamic modernism and its intellectual, political, economic, social and cultural aspects.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

1. Have an understanding of the major concept of historical knowledge.

2. Make out different aspects of Islamic history, its origin, evolution, and influence on society.

3. Familiarize with a solid foundation in understanding and evaluating the history of Islam,

different developments, and the spread and growth of Islamic civilization.

4. Recognize the concepts of Sufism and Islamic modernism and their impacts on Muslim Society.

SYLLABUS

1. Pre-Islamic Arabia

- Geography, socio- economic and religious conditions of pre-Islamic Arabia: An overview

2. The Dawn of Islam: The Prophetic Age (570-632)

- Biography of the Prophet Muhammad (PBUH): A chronology of the major events in his life, the Prophet Muhammad's mission, His achievements and *as a Head of the Islamic state.*

3. The Caliphate period (632-660)

- Caliph Abu Bakr (632-34): Early life and succession, Apostasy wars and consolidation of Islam

- Caliph Umar Bin Khattab (634-44): Early life and succession, establishment of administrative system and expansion of Muslim empire

- Caliph Uthman Bin Affan (644-56): Early life and succession, problems and issues in the Muslim community

- Caliph Ali Bin Talib (656-660): Early life and succession, rise of factionalism, abdication of Imam Hassam and establishment of Umayyad dynasty

4. Institutional Development in the early Muslim Civilization: (622-660)

- Administration and structure of government under the pious Caliphs: administrative, financial and judicial systems under the Pious caliphs, social life of the Muslims: An overview of the Khalifat-i-Rashida.

- Heritage and Culture

5. The Umayyad in Power (660-749)

- Political history of the Umayyad dynasty, statecraft and administration under the Umayyads, society and the development of Arabic literature, and cultural achievements.

6. The Abbasids of Baghdad (749-1258)

- The Abbasid revolution and the establishment of the Abbasid Dynasty, administrative structure under the Abbasids, development of scientific knowledge, and Muslim philosophy and cultural achievements under the Abbasids.

7. Spain under the Muslim Rule

- Spain under the rule of the Arabs and Moors (711-1492), political fragmentation and the fall of Granada (1492), Muslim contribution in the realm of culture and arts.

8. The Crusades against Islam

- Major encounters and actors (1092-1228), impact of the Crusades on Muslim-Christian relations

9. The Ottoman Empire

- Rise and fall of the Ottoman Turks (1299-1923), state, society and economy under the Ottomans, treatment with the religious minorities, contribution towards culture and arts.

10. Sufism as an Institution of the Muslim Society

- Origin and development of Sufism, contribution of the Sufism to the Muslim civilization, relationship of the Sufis with the state and political authorities, a critical look at Sufism.

11. Islam and Modernity in Contemporary World

- The Emergence of Islamic Modernism, intellectual, political, economic, social and educational aspects of Islamic modernism, dissemination of Muslim learning in the West

SUGGESTED READINGS

1. Rice, M. (1994). *The Archaeology of the Arabian Gulf. Cambridge University Press.*
2. Lings, M. (1983). *Muhammad: His Life Based on the Earliest Sources. Inner Traditions.*
3. Kennedy, H. (2004). *The Prophet and the Age of the Caliphates: The Islamic Near East from the 6th to the 11th Century. Pearson Education Limited.*
4. Shoemaker, S. J. (2017). *The Umayyad Caliphate 661-750: A Political History. Routledge.*
5. Kennedy, H. (1986). *The Abbasid Caliphate. Routledge.*
6. Tyerman, C. (2005). *The Crusades: A Very Short Introduction. Oxford University Press.*
7. Finkel, C. (2005). *Osman's Dream: The Story of the Ottoman Empire, 1300-1923. Basic Books.*

8. *Shah, I. (1999). The Sufis. Octagon Press.*

9. *Kenney, J. T., &Moosa, E. (2013). Islam in the Modern World. Routledge.*

Course Title: Functional English
Course Type: General
Credit Hours: 03
Level: BS 1st
Course Code: GE 315

Course Description

This course is designed to equip students with essential skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking, and everyday conversation, ensuring that students are equipped for both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness in their language use. Additionally, the course will enable them to navigate the globalized world with ease efficacy, making a positive impact in their functional interactions.

Course Learning Outcomes

By the end of the course, students will be able to:

1. Apply enhanced English communication skills through effective use of word choices, grammar and sentence structure.
2. Comprehend a variety of literary/non-literary written and spoken texts in English.
3. Effectively express information, ideas and opinions in written and spoken English.
4. Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

Course Contents

1. Foundations of Functional English

- Vocabulary Building (contextual usage, synonyms, antonyms, and idiomatic expressions).
- Communicative grammar (subject-verb agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.)
- Word formation (affixation, compounding, clipping, back formation etc.).
- Sentence structure (simple, compound, complex and compound complex)
- Sound production and pronunciation.

2. Comprehension and Analysis

- Understanding purpose, audience and context
- Contextual interpretations (tones, biases, stereotypes, assumptions, inferences, etc.)

- Reading strategies (skimming, scanning, SQ4R, critical reading etc.)
- Active listening (overcoming listening barriers, focused listening, etc.)

3. Effective Communication
- Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)
- Structuring documents (introduction, body, conclusion, formatting)
- Inclusively in communication (gender-neutral language, stereotypes, cross-cultural communication etc.)
- Public Speaking (overcoming stage fright, voice modulation and body language)
- Presentation skills (organization content, visual aids and engaging the audience)
- Informal communication (small talk, networking and conversational skills)
- Professional writing (business e-mails, memos, reports, formal letters, etc.)

Suggested Practical Activities (Optional)

As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays, and real-life scenarios and will be required to apply skills acquired throughout the course in the form of the final project.

Suggested Instructional/Reading Materials

1. Understanding and using English Grammar by Betty Schrampfer Azar
2. English in Use by Raymond Murphy
3. The Blue Book of Grammar and Punctuation by Jane Straus
4. English for Specific Purposes: A Learning Centered Approach by Tom Hutchinsin and Alan Waters
5. Cambridge English for Job-hunting by Calm Downes
6. Practical English Use by Micheal Swan
7. Reading Literature and Writing Argument by Missay James and Alan P Merickel
8. Improving Reading: Strategies, Resources, and Common Core Connections by Jerry Jones and Susan Lenski
9. Comprehension: A Paradigm for Cognition by Walter Kintsch
10. Communication Skills for Business Professionals by J.P. Verma and Meenakshi Raman

Course Title: Quantitative Reasoning I
Course Type: General
Credit Hours: 02
Level: BS 2nd
Course Code: GEQ 311

Course Description

Quantitative Reasoning (I) is an introductory level undergraduate course that focuses on the fundamentals related to the quantitative concepts and analysis. The course is designed to familiarize students with the basic concepts of mathematics and statistics and to develop students' abilities to analyze and interpret quantitative information. Through a combination of

theoretical concepts and practical exercises, this course will also enable students cultivate their quantitative literacy and problem-solving skills while effectively expanding their academic horizon and breadth of knowledge of their specific major / field of study.

Course Objectives

By the end of this course, students shall have:

1. Fundamental numerical literacy to enable them work with numbers, understand their meaning and present data accurately;
2. Understanding of fundamental mathematical and statistical concepts;
3. Basic ability to interpret data presented in various formats including but not limited to tables:

Course Contents

1. Numerical Literacy

- Number system and basic arithmetic operations;
- Units and their conversions, dimensions, area, perimeter and volume;
- Rates, ratios, proportions and percentages;
- Types and sources of data
- Measurement scales;
- Tabular and graphical presentation of data;
- Quantitative reasoning exercises using number knowledge.

2. Fundamental Mathematical Concepts

- Basics of geometry (lines, angles, circles, polygons etc.);
- Sets and their operations;
- Relations, functions, and their graphs;
- Exponents, factoring and simplifying algebraic expressions;
- Algebraic and graphical solutions of linear and quadratic equations and inequalities;
- Quantitative reasoning exercises using fundamental mathematical concepts.

3. Fundamental Statistical Concepts

- Population and sample;
- Measures of central tendency, dispersion and data interpretation;
- Rules of counting (multiplicative, permutation and combination);
- Basic probability theory;
- Introduction to random variables and their probability distributions;
- Quantitative reasoning exercises using fundamental statistical concepts.

Suggested Instructional/ Reading Materials

1. "Quantitative Reasoning: Tools for Today's Informed Citizen" by Bernard L. Madison. Lynn and Arthur Steen.
2. "Quantitative Reasoning for the Information Age" by Bernard L. Madison and David M. Bressoud.
3. "Fundamentals of Mathematics" by Wade Ellis.
4. "Quantitative Reasoning" Thinking in Numbers" by Eric Zaslow.

5. "Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis" by Ethan Bueno de Mesquita and Anthony Fowler.
6. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W.L., & Badalamenti, A.
7. "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
8. "Statistics for Technology: A Course in Applied Statistics" by Chatfield, C.

"Statistics: Unlocking the Power of Data" by Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, and Eric F. Lock.

Course Title: Introduction to Sociology
Course Type: General (Social Sciences)
Credit Hours: 02
Level: BS 1st
Course Code: SOC 101

Course Title: Ideology and Constitution of Pakistan
Course Type: General
Credit Hours: 02
Level: BS 1st
Course Code: PS 321

Course Description

This course is introduced to familiarize students with the historical events that shaped the ideology of Pakistan and expound on them the nexus between the Two Nation theory, the Ideology of Pakistan, and the creation of Pakistan. The course tracks down the evolution trajectory of Pakistan's constitution and provides students with insights into the fundamental rights and responsibilities of the citizens enshrined in the constitution. It highlights key changes and amendments in the constitutional history of Pakistan and explains to students the structure of the government, its key institutions under the constitution, and their obligations and roles subject to this system of laws and basic principles.

Course Learning Outcomes

By the end of this course, students will be able to:

1. Demonstrate a fundamental understanding of the ideology, its origin, history and significance.
2. Make out the two-nation theory, the foundation of ideology of Pakistan, and the aims and objectives of the creation of Pakistan.
3. Realize the meaning of the constitution, forms and functions of the constitution, constitutional history of Pakistan, and core provisions of Pakistan's constitution.

4. Recognize the constitutional amendments, the structure of the government, its key institutions, and their obligations and roles within the parameters of the constitution.

2nd Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 321	Phonetics and Phonology	Major	03
ENG 322	Literary Forms and Movement	Major	03
GE 324	Expository Writing	General	03
GEQ 321	Quantitative Reasoning II	General	03
IS 322	Islamic Studies	General	02
PS 425	Civics & Community Engagement	General	02
MGT 403	Entrepreneurship	General	02
			18

Course Title: Phonetics and Phonology
Course Type: General
Credit Hours: 03
Level: BS 1st
Course Code: ENG 321

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.

Course Title: Literary Forms and Movement
Course Type: Major
Credit Hours: 03
Level: BS 2nd
Course Code: ENG 322

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. Arefence 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.

Course Title: Expository Writing
Course Type: General
Credit Hours: 03
Level: BS 2ⁿᵈ
Course Code: GE 324

Course Description

Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of pre-requisite course, Functional English, this course will enhance students' abilities of producing clear, concise, and coherent written texts in English. This course will also enable students to dissect intricate ideas to amalgamate information and to express their views and opinion through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.

Course Learning Outcomes

By the end of the course students will be able to:

- Understand the essentials of writing process integrating pre-writing, drafting, editing and proof reading to produce well-structured essays.
- Demonstrate mastery of diverse expository type to address different purposes and audiences.
- Uphold ethical practices to maintain originality in expository writing.

Course Contents

1. Introduction to Expository Writing
   - Understanding Expository Writing (definition, types, purpose, and applications)
   - Characteristics of effective expository writing (clarity, coherence and organization)
   - Introduction to paragraph writing

2. The Writing Process
   - Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.)
   - Drafting (three stage process of drafting techniques)
   - Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.)
   - Proof reading (fine-tuning of the draft)
   - Peer review and feedback (providing and receiving technique)

3. Essay Organization and Structure
   - Introduction and hook (engaging the readers and introducing the topic)
   - Thesis statement (crafting a clear and focused central idea)
   - Body paragraphs (topic sentences, supporting evidence and transitional devices)
   - Conclusion (type of concluding paragraphs and leaving an impact)

- Ensuring cohesion and coherence (creating seamless connections between paragraphs)

4. Different Types of Expository Writing
- Description
- Illustration
- Classification
- Cause and effect (exploring causal relationship and outcomes)
- Process analysis (explaining step-by-step procedures)
- Comparative analysis (analyzing similarities and differences)

5. Writing for Specific Purposes and Audiences
- Different types of purposes (to inform, to analyze, to persuade, to entertain etc.)
- Writing for academic audiences (formality, objectivity, and academic conventions)
- Writing for public audiences (engaging, informative and persuasive language)
- Different tones and styles for specific purposes and audiences

6. Ethical Considerations
- Ensuring original writing (finding credible sources, evaluating information etc.)
- Proper citation referencing (APA, MLA, or other citation styles)
- Integrating quotes and evidences (quoting, paraphrasing and summarizing)
- Avoiding plagiarism (ethical considerations and best practices)

Suggested Practical Activities (Optional)

As part of the overall learning requirements, students will be required to build a portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

Suggested Instructional/Reading Materials
1. The St. Martin' Guide to Writing by Rise B. Axelrod and Charles R. Cooper
2. They Say /I Say: The Moves that Matter in Academic Writing by Gerald Graff and Cathy Birkenstein
3. Writing Analytically by David Rosenwasser and Jill Stephen
4. Style: Lessons in Clarity and Grace by Joseph M. Williams and Joseph Bizup
5. The Elements of Style by Willaim Strunk Jr. and E.B. White
6. Good Reason with Contemporary Arguments by Lister Faigly and Jack Selzer
7. Writing to Learn: How to Write - and Think – Clearly About Any Subject at All by William Zensser
8. The Norton Field Guide to Writing by Richard Bullock, Maureen Daly Goggin and Francine Weinberg
9. The Art of Styling Sentences by Ann Longknife and K.D. Sullivan

Writing Today by Richard Johnson-Sheehan and Charles Paine

Course Title: Quantitative Reasoning II
Course Type: General

Description:

Quantitative Reasoning (II) is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling/ analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigate the complexities of the modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interpret and analyze numerical data and to inculcate ability in students the logical reasoning to construct and evaluate arguments, indentify fallacies, and think systematically. Keeping the pre-requisite course of Quantitative Reasoning (I) as its base, this course will enable students further their quantitative, logical and critical reasoning abilities to complement their specific major/ field of study.

Course Learning Outcomes

By the end of this course, students shall have:

1. Understanding of logic and logical reasoning;
2. Understanding of basic quantitative modeling and analyses;
3. Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments;
4. Ability to critically evaluate quantitative information to make evidence based decisions through appropriate computational tools.

Syllabus:

1. Logic, Logical and Critical Reasoning
   - Introduction and importance of logic;
   - Inductive, deductive and adductive approaches of reasoning;
   - Propositions, arguments (valid, invalid), logical connectives, truth tables and propositional equivalences;
   - Logical fallacies;
   - Venn Diagrams;
   - Quantitative reasoning exercises using logical reasoning concepts and techniques.

2. Mathematical Modeling and Analyses
   - Introduction to deterministic models;
   - Use of linear functions for modeling in real-world situations;
   - Modeling with the system of linear equations and their solutions;
   - Elementary introduction to derivatives in mathematical modeling;
   - Linear and exponential growth and decay models;
   - Quantitative reasoning exercises using mathematical modeling.

3. Statistical Modeling and Analysis
   - Introduction to probabilistic models;
   - Bivariate analysis, scatter plots;
   - Simple linear regression model and correlation analysis;
   - Basics of estimation and confidence interval'

- Testing of hypothesis (z-test; t-test);
- Statistical inference in decision making;
- Quantitative reasoning exercises using statistical modeling.

Suggested Instructional / Reading Materials
1. "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
2. "Discrete Mathematics and its Application" by Kenneth H. Rosen.
3. "Discrete Mathematics with Applications" by Susanna S. Epp.
4. "Applied Mathematics for Business, Economics and Social Sciences" by Frank S Budnick.
5. "Elementary Statistics: A Step by Step Approach" by Allan Bluman.
6. "Introductory Statistics" by Prem S. Mann.
7. "Applied Statistical Modeling" by Salvatore Babones.
8. "Barrons Sat" by Sharvon Weiner Green, M.A and Ira K. Wolf.

Course Title: Islamic Studies
Course Type: General
Credit Hours: 02
Level: BS 2nd
Course Code: IS 322

Course Description
Islamic studies provides an introduction to Islamic teachings, history in classical and modern periods, and contemporary thought.
Course Objective
● To enhance understanding of issues related to faith and religious life.
Course Contents
1. Introduction to Quranic Studies
●Basic Concepts of Quran
●History of Quran
●Uloom-ul -Quran
2. Study of Selected Text of Holy Quran
● Verses of Surah Al-Baqarah Related to Faith(Verse No-284-286)
● Verses of Surah Al-Hujurat Related to Adab Al-Nabi
3. Verse No-1-18
Verses of Surah Al-Muminoon Related to Characteristics of faithful
4. 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)
5. Study of Selected Text of Holy Quran
● Verses of Surah Al-Ahzab Related to Adab al-Nabi (Verse No.6, 21, 40, 56, 57, 58.)

- Verses of Surah Al-Hashr (18,19, 20) Related to thinking, Day of Judgment
- Verses of Surah Al-Saff Related to Tafakur, Tadabbur (Verse No-1,14)
6. Seerat of Holy Prophet (PBUH) SECTION ONE
- Life of Holy Prophet (PBUH) in Makkah
- Important Lessons Derived from the life of Holy Prophet (PBUH) in Makkah
7. Seerat of Holy Prophet (PBUH) SECTION TWO
- Life of Holy Prophet (PBUH) in Madina
- Important Events of Life Holy Prophet (PBUH) in Madina
- Important Lessons Derived from the life of Holy Prophet (PBUH) in Madina
8. Introduction to Sunnah
- Basic Concepts of Hadith
- History of Hadith
- Kinds of Hadith
- Uloom-ul-Hadith
- Sunnah & Hadith
- Legal Position of Sunnah
9. Introduction to Islamic Law & Jurisprudence
- Basic Concepts of Islamic Law & Jurisprudence
- History & Importance of Islamic Law & Jurisprudence
- Sources of Islamic Law & Jurisprudence
- Nature of Differences in Islamic Law
10. Islam and Sectarianism
11. Islamic Culture & Civilization
- Basic Concepts of Islamic Culture & Civilization
- Historical Development of Islamic Culture & Civilization
- Characteristics of Islamic Culture & Civilization
- Islamic Culture & Civilization and Contemporary Issues
12. Islam & Science
- Basic Concepts of Islam & Science
- Contributions of Muslims in the Development of Science
- Quranic & Science
13. Islamic Economic System
- Basic Concepts of Islamic Economic System
- Means of Distribution of wealth in Islamic Economics
- Islamic Concept of Riba
- Islamic Ways of Trade & Commerce
14. Political System of Islam
- Basic Concepts of Islamic Political System
- Islamic Concept of Sovereignty
- Basic Institutions of Govt. in Islam
15. Islamic History
- Period of khilafat-e-rashida
- Period of Umayyads
- Period of Abbasids
16. Social System of Islam

● Basic concepts of social system of Islam
● Elements of family
● Ethical values of Islam

Recommended Readings

● Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic
Research Institute, International Islamic University, Islamabad (1993)
● Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia"
Allama Iqbal Open University, Islamabad (2001)
● H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep &
Deep Publications New Delhi (1989)
● Hameed ullah Muhammad, 'Introduction to Islam Maulana Muhammad Yousaf Islahi,"
● Hameed ullah Muhammad, "Emergence of Islam" , IRI, Islamabad
● Hameed ullah Muhammad, "Muslim Conduct of State"
● Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" Leaf Publication Islamabad, Pakistan.
● Mir Waliullah, "Muslim Jurisprudence and the Quranic Law of Crimes" Islamic Book Service (1982)

Course Title: Entrepreneurship
Course Type: General
Credit Hours: 02
Level: BS 2nd
Course Code: MGT 403

Course Description

Starting & operating a new business involve considerable risk & effort to overcome the inertia against something new. In creating and growing a new venture, the entrepreneur assumes the responsibility and risks for its development & survival and enjoys the corresponding rewards. At the end the students will be able to develop business plan to start and initiate their own ventures.

Course Contents
Nature & Importance of Entrepreneur & Entrepreneurship:
• Conceptualizing the term Entrepreneurship & Entrepreneur
• Nature & Development of Entrepreneurship
• Role of Entrepreneurship in Economic Empowerment /Development/Upliftment
• Distinction between an Entrepreneur & a Manager
• Term Entrepreneur & Entrepreneur
The Entrepreneurial Mind (Achievement Motivation):
• Assessment
• Self-Assessment & feed back
• Personal Entrepreneurial Characteristics / Competencies (PECs)
• Successful Entrepreneur & Reasons for starting own Business
Creating & Starting the Venture:

- Creativity & the sources of new business idea
- Assessing business opportunities
- Methods of generating ideas
- SWOT frame & analysis
- PLC, Product Life Cycle (Conceptual point of view)
- E-Commerce, Business Startup & Growth

Business plan development:
- What is Business Plan
- Scope & Value of Business Plan

The Marketing Prospects & its Planning:
- Purpose & timing of the Marketing Plan
- Marketing research for new Ventures
- Understanding the Marketing Plan
- Characteristics of Marketing Plan
- The Marketing Mix
- Steps in preparing Marketing Plan

The Production / Technical Planning:
- Purpose & timing of the Production Plan
- Understanding the Production Plan
- Characteristics of Production Plan
- Costing & Pricing of products
- Operations Management
- Steps in preparing Production Plan

The Organizational Structure & its Planning:
- Developing a Management Team
- Lea gal form of businesses
- Designing the Organization
- Building the successful organization
- Operations Management
- Steps in Organizational Plan

The Financial Structure & its Planning:
- Operating & Capital Budgeting
- Income Statement
- Cash Flow
- Balance Sheet
- Break Even Analysis
- Sources & Uses of Funds
- Steps involved in Financial Plan

Recommended Textbooks
- Robert D.Hisrich & Michael P.Peter "*Entrepreneurship*" (McGraw Hill) 5th Edition International edition
- Bruce A.Kirchott "*Entrepreneurship & Dynamic Capital*"
- Zafar Altaf (Croom Helm) "*Entrepreneurship in the third world*"
  Robert J. Calvin "*Entrepreneurial Management*" (tata McGraw Hill Edition)

Course Title: Civics and Community Engagement
Course Type: General
Credit Hours: 02
Level: BS 4th
Course Code: PS 425

Course Description

This course is designed to provide students with fundamental knowledge about civics, citizenship and community engagement. In this course, students will learn about the essentials of civil society, government, civic responsibilities, inclusivity, and effective ways to participate in shaping the society which will help them apply theoretical knowledge to the real world situations to make a positive impact on their communities.

Course Objectives

By the end of this course, students will be able to:

Demonstrate fundamental understanding of civics, government, citizenship and civil society.

Understand the concept of community and recognize the significance of community engagement for individuals and groups.

Recognize the importance of diversity and inclusivity for social harmony and peaceful co-existence.

Course Contents

1. Civics and Citizenship
   - Concepts of civics, citizenship, and civic engagement.
   - Foundations of modern society and citizenship.
   - Types of citizenship: active, participatory, digital, etc.

2. State, Government and Civil Society
   - Structure and functions of government in Pakistan.
   - The relationship between democracy and civil society.
   - Right to vote and importance of political participation and representation.

3. Rights and Responsibilities
   - Overview of fundamental rights and liberties of citizens under constitution of Pakistan 1973.
   - Civic responsibilities and duties.
   - Ethical consideration in civic engagement (accountability, non-violence, peaceful dialogue, civility etc.)

4. Community Engagement
   - Concept, nature and characteristics of community.
   - Community development and social cohesion.
   - Approaches to effective community engagement.
   - Case studies of successful community driven initiatives.

5. Advocacy and Activism

- Public discourse and public opinion.
- Role of advocacy in addressing social issues.
- Social action movements.

6. Digital Citizenship and Technology
   - The use of digital platforms for civic engagement.
   - Cyber ethics and responsible use of social media.
   - Digital divides and disparities (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship.

7. Diversity Inclusion and Social Justice
   - Understanding diversity in society (ethic, cultural, economic, political, etc.).
   - Youth, women and minorities' engagement in social development.
   - Addressing social inequalities and injustices in Pakistan.
   - Promoting inclusive citizenship and equal rights for societal harmony and peaceful co-existence.

Suggested Practical Activities (Optional)

As part of overall learning requirements, the course may have one or combinations of the following practical activities.

1. Community Story Telling: Students can collect and share stories from community members. This could be done through oral histories, interviews, or multimedia presentations that capture the lived experiences and perspectives of diverse individuals.
2. Community Event Planning: Students can organize a community event or workshop that addresses a specific issue or fosters community interaction. This could be a health fair, environmental cleanup, cultural festival or educational workshop.
3. Service-Learning: Students can collaborate with a local nonprofit organization or community group. They can actively contribute by volunteering their time and skills to address a particular community need, such as tutoring, mentoring, or supporting vulnerable populations.
4. Cultural Exchange Activities: Students can organize a cultural exchange event that celebrates the diversity within the community. This could include food tastings, performances and presentations that promote cross-cultural understanding.

Suggested Instructional/Reading Materials

1. Civics Today: Citizenship, Economics, & You by McGraw-Hill Education.
2. Citizenship in Diverse Societies by Will Kymlicka and Wayne Norman.
3. Engaging Youth in Civic Life by James Youniss and Peter Levine.
4. Digital Citizenship in Action: Empowering Students to Engage in Online Communities by Kristen Mattson
5. Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education by Graham Pike and David Selby.
6. Community Engagement: Principles, Strategies, and Practices by Becky J. Feldpausch and Susan M. Omilian.
7. Creating Social Change: A Blueprint for a Better World by Matthew Clarke and Marie-Monique Steckel.

Course Code	Course Title	Course Type	Cr Hrs
ENG 431	Short Fictional Narratives	Major	03
ENG 432	Intro to Morphology	Major	03
ENG 433	Intro to Philosophy or any other	Allied	03
ENG 434	Study Skills	Allied	03
CS 301	ICT	General	03 (2+1)
LLB 315	Intro to Law	Allied	03
			18

Course Title: Short Fictional narratives
Course Type: Major
Credit Hours: 03
Level: BS 3rd
Course Code: ENG 431

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 Short Stories: 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. *Guy De 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 Short Stories*. 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

Course Title: Introduction to Morphology
Course Type: Major
Credit Hours: 03
Level: BS 3rd
Course Code: ENG 432

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)
o free morphemes: roots and stems
o bound morphemes: affixes: prefixes, suffixes, infixes, interfixes, circumfixes
omorphological productivity: productivity of affixes, prefixes, suffixes, infixes
● Basics of Phonetic Transcription of Words
● Inflectional Morphology
 o 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.

Course Title: Introduction to Philosophy
Course Type: Allied
Credit Hours: 03
Level: BS 3rd
Course Code: ENG 433

Course Description

The course introduces undergraduate students to some of the main concerns in philosophy concentrating on the works of major thinkers such as Plato, Aristotle, Descartes, Hume, Kant, Hegel, Marx, Kierkegaard, Husserl, Sartre, Foucault, and Derrida, to name a few The class discussions will center on broad philosophical concerns: the nature of philosophy, the nature and limits of human knowledge, the scope and limits of human freedom, the differences between right and wrong conduct, the nature of good life, and the meaning and the value of human existence. The students will thus be given introductory overview of different areas of philosophy beginning with Plato. The topics for discussion will include: Morality, Free Will, Metaphysics and Knowledge. The basic principles and methods of logical reasoning will be introduced and students will be given opportunity to participate actively in class discussions.

Course Objectives

● Understanding basic concepts of philosophy in the fields of metaphysics, axiology, and epistemology.

● Understanding of philosophical terms.

Course Contents

1. A review of the history of philosophy

2. A discussion on the major problems and methods of philosophy

3. Studying the work of at least two philosophers from each of the following groups:

1. Greco-Roman Philosophers

Plato, Aristotle, Democritus, Pythagoras, Heraclitus, Protagoras, Epicurus, Seneca, and Epictetus

2. Medieval Religious Philosophers Avicenna, Averroes, St. Thomas Aquinas

3. Renaissance Philosophers Machiavelli, Erasmus, Thomas More

4. Enlightenment and Sui Generis Philosophers Copernicus, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant

5. Idealists

Fichte, Schelling, Schiller, Hegel

6. Utilitarian Philosophers Jeremy Bentham, J.S. Mill

7. Romantic Reactionaries

Rousseau, Schopenhauer, Kierkegaard,

8. Materialist Philosophers Feuerbach, Marx

9. The Irrational Philosophers Bergson, Freud

10. Phenomenologists and Existentialists Husserl, Heidegger, Sartre, Camus, Fanon

11. Marxist Philosophers

Lukacs, Gramsci, Croce, Althusser

12. Linguists, Semiotician, Structuralist, and Deconstructionists

Saussure, Levi-Strauss, Lacan, Barthe, Foucault, Derrida

N.B. Since it is not likely for the teacher to discuss all philosophers in details, he/she is supposed to give an outline of this long trajectory of philosophical concepts, and exercise his discretion in making a proper selection of philosophers for class discussions. A choice of philosophers that helps the students enhance their understanding of complex philosophical concepts usually incorporated in literary texts would be very useful.

The course may be presented as an historically-ordered study of the writings of major philosophers, or as a topically-ordered study of the ways in which ancient, modern, and contemporary philosophers have approached the major issues of philosophy.

Suggested Readings

1. Adorno, T.W., *Aesthetic Theory.* Tr. By C. Lenhardt. London: Routledge & Kegan Paul,1984

2. Ahmad, Absar, *Concept of Self and Self-Identity in Contemporary Philosophy.* Lahore: Iqbal Academy,1986

3. Aldrich , Virgil., *Philosophy of Art,* New Jersey: Prentice Hall,1963

4. Anne, Bruce, *Metaphysics: The Elements.* Oxford: Basil Blackwell,1986

5. Aristotle, *The Works of Aristotle,* edited by W.D. Ross. Vol x. Politica, translated by Benjamin Jowett. Oxford: Clarendon Press 1921

6. Ayer , A. J. , *Central Questions of Philosophy* London: Penguin Books,1973

7. Cairns, Huntington, *Legal Theory from Plato to Hegel.* Baltimore: John Hopkins Press. 1967.

8. Copleston, Frederick, *A History of Philosophy.* 9 vols New York: Image Books 1962

9. Frankena , William , K. *Ethics* Prentice Hall, Inc.

10. Hurley, Patrick, J, *A Concise Introduction to Logic,* Belmont: Wadsworth Publishing Co. 1988

11. James Rachels [1995] *the Elements of Moral Philosophy,* McGraw Hill inc.

12. John F. Post [1991] *Metaphysics: A Contemporary Introduction.* Paragon House NY

13. Russell, Bertrand, *A History of Western Philosophy.* London: George Allen and Unwin, 1961

14. Russell, Bertrand, *Problems of Philosophy.* Oxford University Press, 1959

15. Passmore, J., *A Hundred Years of Philosophy.* Penguin Books, 1966

Course Title: Study Skills
Course Type: Allied
Credit Hours: 03
Level: BS 1st
Course Code: ENG 434

Course Description

The main purpose of this course is to guide students in their first year of learning and impart

basic study skills. It is designed with the view to enable them to take immediate control of their learning. The course will enable students to devise and follow "study systems" and equip them with the ability to think critically and adopt effective learning strategies. With the help of various study techniques and styles and other available resources, the students will be able to improve their academic performance.

Course Objectives

● To help students learn basic self-management and study skills
● To enable them to use combination of skills to minimize risks of failure
● To make them become confident and successful in the new learning environment

Course Contents

1. Seeking Success in University
● Knowing your campus and its resources
● Form An Academic Support Group
● Know Where to Find Help
● Stay Informed
● Get Involved

2. Motivating Yourself to Learn
● Assess Academic Strengths and Weaknesses
● Discover and use your learning style
● Develop Critical Thinking & Study Skills
● Adapt learning style to teaching method

3. Using Critical Thinking Strategies
● Examine Your Assumption
● Make Predictions
● Read With A Purpose
● Sharpen Your Interpretations
● Find Implications in What You Learn
● Read and Understand Graphics
● Evaluate what you learn

4. Setting Goals and Solving Problems
● Set goals for success in college
● How to develop a positive attitude

5. Sharpening Your Classroom Skills
● Prepare for Class
● Become an Active Listener
● Develop A Personal Note-Taking System
● Guidelines for Note Taking
● The Informal Outline/Keywords System
● The Cornell Method
● Matching Note-Taking Style and Learning Style
● Learn To Make Effective Presentations

6. Making the Most of Your Time
● How to GRAB Some Time
● Scheduling Your Time
● Time Management and Learning Style
● Procrastination

7. Creating Your Study System
- SQ3R: The Basic System
- Devising Your Study System
8. Organizing Information for Study
- Memorization
- Concept or Information Maps
- Comparison Charts
- Timelines
- Process Diagrams
- Informal Outlines
- Branching Diagrams
9. Controlling Your Concentration
- Concentrations
- Eliminate Distractions
- Use A Study System
- Strategies to Improve Concentration
10. Preparing for Tests
- How To Prepare for Tests: Three Steps
- Develop a Test-taking Routine
- Master Objective Tests
- Know How to Answer Essay Questions
11. Becoming an Active Reader
- Reading Actively
- Find the Main Idea, Details, and Implications
- Using a Textbook Marking System
12. How to use a dictionary
13. Building Career Skills
- Working in the New Economy
- Where the Jobs will be
- Choosing Your Future
- Your course of Study
- Your Plan
- What Employers Want?
- Career Skills to Develop
- Workplace Ethics
- From University to Work
- Your Resume and Cover Letter
- The Interview

Recommended Readings
- Bain, Ken. (2012). *What the best college students do*.
- Kanar, Carol C. (2001). *The Confident Student*. Houghton Mifflin Co.
- Mcmillan, Kathleen. (2011). *The Study skills book*. Pearson.
- Pauk, Walter. *How to Study in College*.
- Wallace, M.J. (1980). *Study Skills in English*.

<div align="center">

Course Title: Introduction to Information and Computer Technology
Course Type: General
Credit Hours: 03 (2+1)
Level: BS 3rd
Course Code: ICT 301

</div>

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, and 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. 0. Box 64526, St. Paul, MN 55164.
● *Computer Applications for Business,* 2nd Edition, DDC Publishing, 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 and Technology,* 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.

Course Title: Introduction to Law
Course Type: Allied
Credit Hours: 03
Level: BS 3rd
Course Code: LLB 315

Course Contents

This will be an introductory course for newly admitted students about the nature and sources of law, both Western and Islamic. It will cover definitions, functions and purposes of law, territorial nature of law, legal concepts of rights, property, persons etc.

Suggested Readings

1. Denning, Lord. The Discipline of Law. London: Butterworths, 1979
2. Dworkin, Ronald. Taking Rights Seriously. London: Duckworth, 1977
3. Fuller, Lon L. The Morality of Law, (re). Delhi: Universal, 2009
4. Harris, Phil. An Introduction to Law. 7th ed. Cambridge: Cambridge University Press, 2007
5. Hart, H L A. The Concept of Law, 2nd ed. Oxford: OUP, 1997
6. Posner, Richard A. Overcoming Law. Delhi: Universal, 2007

4th Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 441	Classical & Renaissance Drama	Major	03
ENG 442	Classical Poetry	Major	03
ENG 443	Semantics	Major	03
ENG 444	Rise of the Novel (18th & 19th Century)	Major	03
ENG 445	Human Rights & Citizenship	Allied	03
ENG 446	Everyday Science	General (Natural Science)	03 (2+1)
			18

Course Title: Classical and Renaissance Drama
Course Type: Major
Credit Hours: 03
Level: BS 4th
Course Code: ENG 441

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
4. Seneca – Hercules Furens (The Mad Hercules)

5. Plautus – The Pot of Gold

6. Shakespeare – King Lear, Hamlet, Julius Caesar

7. Marlowe – Dr. Faustus

8. 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 Our-selves*. Berkley: 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.

<div align="center">

Course Title: Classical Poetry
Course Type: Major
Credit Hours: 03
Level: BS 4th
Course Code: ENG 442

</div>

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 bench marks 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

Geoffrey Chaucer

Prologue to the Canterbury Tales

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.

Course Title: Semantics
Course Type: Major
Credit Hours: 03
Level: BS 4ᵗʰ
Course Code: ENG 443

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). *LinguisticSemantics*.Cambridge:Cambridge UniversityPress.
● 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: UniversityofCambridge.
● 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*. Wilsey-Blackwell.

Course Title: Rise of the Novel (18ᵗʰ & 19ᵗʰ century)
Course Type: Major
Credit Hours: 03
Level: BS 4ᵗʰ
Course Code: ENG 444

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 in-depth 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 Great Expectations (1860)
● George Eliot *The Mill on the Floss* (1860)
● Thomas Hardy Tess of d'Urbervilles (1891)
● Emily Bronte Wuthering Heights (1847)

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). Ca*mden 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)

Course Title: Human Rights and Citizenship

Course Description

This particular course deals with good citizenship values and human rights components. Although the course does not strictly or necessarily fall under the category of English curriculum and syllabi, the contents/ topics designed for this course must be studied and used by the teachers of English language and literature to offer a comparative study with the textbooks they use for their classes.

Course Objectives

● To promote human values, in particular religious tolerance for others
● To promote HR, in particular those of the minorities and ethnic groups
● To develop a cross-cultural understanding, to recognize the value of difference
● To relate human progress through a sense of diversity, good citizenship & tolerance for social harmony.

Course Contents

● The Last address of the Holy Prophet (Peace be upon Him)
● The United Nations Human Rights Charter.
The above may be studied for the understanding of the following:
● What is Human Rights (HR)?
● Evolution of the Concept of HR
● Four Fundamentals in HR: freedom, equality, justice, and human dignity
● Universal Declaration of HR
● Three Key Principles in HR: inalienability, indivisibility and universality
● Are HR Universal? (debate/ discussion etc.)
● HR in South Asia: Issues
● Rights of Women
● Rights of Children (debate/ discussion on child labour, etc.)

Recommended Readings

1. Dean, B. Joldoshalieva, R. & Sayani, F. (2006). *Creating a Better World*. Karachi, Pakistan: Aga Khan University, Institute for Educational Development.
2. Ed. Williams, Isabel. (2008). *Teaching Human Rights through English Education*. Karachi: Oxford University Press.

Course Title: Everyday Science
Course Type: General (Natural Sciences)
Credit Hours: 03 (2+1)
Level: BS 3rd
Course Code: ENG 446

Objectives:
To provide the students basic knowledge about science.
Science:

Introduction: History of Science, Achievements of some giants of science in the chronological disorder, Islamic Science, Some famous Muslim scientists (Al Khwarzmi, Jabir bin Hayan, Bu Ali Seena, Ibn Al Hatham) Nature of Science, Impact of Science on Society (Importance, scope, Applications, Horrors, Limitation of Science)

The Universe:
The Origin, The Bag Bang, The Structure, Galaxies, The future of the Universe, Solar System and their characteristics , The Sun , Moon, Earth (structure and Layers of Earth, Atmosphere composition, The most amazing objects (Asteroids, Meteorites, comets), The Green House effects (Earth thermostat, Global warming, Ozone's depletion, Acid rain) Earthquakes and their causes, Eclipses (solar and Lunar)

Energy:
Energy, Units of Energy, Inter convertible form of Energy, Sources of Energy (Primary and secondary)

The Communication System (radio, Television, Telephone), Fertilizers, pesticides, Camera, Plastic, Computers, Medicines, Vaccines.

Living Things:
Introduction, classification: Oland kingdom, non-green plants, Animal kingdom, invertebrates (insects), vertebrates (Fishes, Birds, Dolphins, Porpoises, Reptiles, Amphibians, Birds, Mammals), Origin of Life, Cells and different parts of cells, Diseases; introduction, infectious diseases (cholera, Malaria, Typhoid, pertussis), Bacteria, Viruses, Antibiotics, Chromosomes, Genes, Balance Food (Carbohydrates, Proteins, Fats, Minerals, Water), Vitamins.

Human phycology:
System of the human body, skeletal, Muscular, Digestive, Excretory, Circulatory Nervous System.

Recommended Books:
1. "Every Day Science" by Prof Dr M. Akram Kashmiri (A.H Publishers)
2. "Every Day Science Advanced" by Imtiaz Shahid (Advance AP Publishers)

5ᵗʰ Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 551	Romantic and Victorian Poetry	Major	03
ENG 552	Foundations of Literary Theory and Criticism	Major	03
ENG 553	Sociolinguistics	Major	03
ENG 554	Grammar and Syntax	Major	03
ENG 555	Discourse Studies	Major	03
			15

<p style="text-align:center">Course Title: Romantic and Victorian Poetry
Course Type: Major
Credit Hours: 03
Level: BS 5th
Course Code: ENG 551</p>

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)

Course Title: Foundations of Literary Theory and Criticism
Course Type: Major
Credit Hours: 03
Level: BS 5ᵗʰ
Course Code: ENG 552

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.

Course Title: Sociolinguistics
Course Type: Major
Credit Hours: 03
Level: BS 5th
Course Code: ENG 553

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.

Course Title: Grammar and Syntax
Course Type: Major
Credit Hours: 03
Level: BS 5th
Course Code: ENG 554

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.

<div align="center">

Course Title: Discourse Studies
Course Type: Major
Credit Hours: 03
Level: BS 5th
Course Code: ENG 555

</div>

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
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 Analysi*s. 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

6th Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 561	Modern Poetry	Major	03
ENG 562	Modern Drama	Major	03
ENG 563	Modern Novel	Major	03
ENG 564	Literary Theory and Practice	Major	03
ENG 565	Research Methods and Term Paper Writing	Major	03
			15

Course Title: Modern Poetry
Course Type: Major
Credit Hours: 03
Level: BS 6th
Course Code: ENG 561

Course Description

This course aims at teaching critical analysis of modern poetry and, thus, developing an understanding of the aesthetic and intellectual contexts in which it was produced. The beginning and ending of modernist period are arbitrary, however, it is generally agreed that works written between 1890 and 1950 in North America and Western Europe follow the modernist tradition. The course will examine the roles of poets like T.S. Eliot and Ezra Pound, who are credited with radical shifts in style and content from their predecessors, to introduce modernist aesthetics in poetry. The students will do close reading of poems to discern differences in poetic style and

idiom of authors.

Course Objectives:
● to identify and critically examine form, style and themes in modernist poetry.
● to study historical and cultural developments in which modernist poetry evolved and later gave way to confessional and other forms of poetry.

Course Contents:
1. T S Eliot
   The Hollow Men, The Waste Land, The Love Song of J. Alfred Prufrock
2. Ezra Pound
   In a Station of the Metro, A Girl, An Immortality
3. W.B Yeats
   Among School Children, Second Coming, Easter 1916
4. W.H Auden
   Sep 1st 1939, As I walked Out One Morning, The Unknown Citizen
5. Ted Hughes
   Hawk Roosting, Thought Fox, Hawk's Monologue
6. Philip Larkin
   Mr. Bleaney, Church Going

Further Readings:
1. Blair, John G. *The Poetic Art of W.H. Auden* (n.p., n.d.).
2. Drew, Elizabeth *T.S. Eliot: The Design of his Poetry.*(London, 1950)
3. Gardener, Helen. *The Art of T.S. Eliot*. (London, 1968)
4. Jeffares, A.N. *W.B. Yeats, Man and Poet.*(London, 1949)
5. Leavis, F.R. *New Bearings in English Poetry.* (London 1961 ed)
6. Macneice, Louis *The Poetry of W.B. Yeats.*(London, 1967)
7. Spears, Monroe K. *The Poetry of W.H. Auden.* (New Jersey, 1981)
8. Unterecker, J. *W.B. Yeats: A Reader's Guide* (London, 1988).
9. Ferguson, M. Salter, M. J., Stallworthy, J. (2005). *The Norton Anthology of Poetry*. New York: W.W. Norton & Co.

<div align="center">

Course Title: Modern Drama
Course Type: Major
Credit Hours: 03
Level: BS 6th
Course Code: ENG 562

</div>

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.*

Course Title: Modern Novel
Course Type: Major
Credit Hours: 03
Level: BS 6th
Course Code: ENG 563

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)
● John Steinbeck The Pearl (1947)

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.

Course Title: Literary Theory
Course Type: Major
Credit Hours: 03
Level: BS 6th
Course Code: ENG 564

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,

Suassure'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 oppostions, the Derridean argument of phonocentrism as propounded in *Of Grammatology*, Metaphysics of Presence, Arché Writing, Supplemtation 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

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 Dvelopment
b. Major assumptions
c. Major theorists (Homi Bhabha, Gayatri Spivak, Frantz Fanon, Edward Said, Aijaz Ahmed, Sarah Ahmed, Talal
Asad, 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 Post-Colonial 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.

Course Title: Research Methods and Term Paper Writing
Course Type: Major
Credit Hours: 03

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

● Bhattacherjee, 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.

7th Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 671	Applied Linguistics	Major	03
ENG 672	Second Language Acquisition	Major	03
ENG 673	Pakistani Literature in English	Major	03
ENG 674	Post-Colonial Literature	Major	03
ENG 675	Internship	Major	03
ENG 676	Global Poetry	Major	03
			18

The given courses in the seventh semester may be replaced with courses from the list given below, provided the required expertise is available in the department.

Course Code	Course Title	Course Type	Cr Hrs
ENG 677	Emerging Trends in Sociolinguistics	Major	03
ENG 678	Introduction to Syntax	Major	03
ENG 679	African Literature	Major	03

Course Title: Applied Linguistics
Course Type: Major

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
    GTM, The Direct Method, The Audio-lingual Method, The Natural Approach, CLT
    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, Selecting and grading contents, Criticism, Notional
    Functional Syllabus, Theoretical bases, Selecting and grading contents, Criticism
9. Process Oritented 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. (1 986). *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 leaching*. Cambridge: CUP.

Course Title: Second Language Acquisition
Course Type: Major
Credit Hours: 03
Level: BS 7th
Course Code: ENG 672

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 Language Acquisition*. 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.

Course Title: Pakistani Literature in English
Course Type: Major
Credit Hours: 03
Level: BS 7th
Course Code: ENG 673

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
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*
● NadeemAslam: *The Blind Man's Garden*

2. Poetry:
● Zulfiqar 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

3. Screen Plays
● 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*
● BapsiSidhwa: *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. R*ethinking Identities in Contemporary Pakistani Fiction. Beyond 9/11.* (Plagrave 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*(Palgrave Macmillan 2016)
● Rehman, Tariq. *A History of Pakistani English Literature* (Lahore, 1991)
● Shamsie, Muneeza. *A Dragonfly in the Sun: An Anthology Of Pakistani writing in English* (Oxford 1998)

Course Title: Post-Colonial Literature
Course Type: Major
Credit Hours: 03
Level: BS 7ᵗʰ
Course Code: ENG 674

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.
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.

Course Title: Internship

Course Description

Course Title: Global Poetry
Course Type: Major
Credit Hours: 03
Level: BS 7th
Course Code: ENG 676

Course Description

This course covers the body of contemporary poetry, its techniques, thematic concerns, and theoretical viewpoints. By focusing on salient aspects of contemporary poetics this course aims to accomplish among students a habit of alternative interpretations of contemporary intercontinental cultural and political ethos under transition. Because literary modernism brushes shoulders with colonial, postcolonial, transnational, and cosmopolitan discourses therefore this course aims to identify an emergent, contemporaneous and eclectic poetic aesthetics. Ezra Pound's call to *Make it New* remains a trusted creed of experimentation which lately has found its global adherents from Caribbean, Africa, South Asia, Ireland, and in other regions.

Course Objective

The main objectives of this course are to:

● Employ diverse methods of literary criticism such as historical, biographical, and gender criticism, and to do close reading of some of the foundational modern poets but at the same time to identify a poetic constellation comprising extensively wide-ranging voices of poetry.

● Glimpse the production of poetic discourse in places and regions where poetry in major Europe languages is no more a mere imitative exercise and the local and indigenous poets have added their voice of alterity.

Course Contents

Selected Readings (subject to eliminations)

1. Ezra Pound: A Girl, In the Station of a Metro
2. Robert Frost: *Home Burial, A Late Walk*
3. W.H. Auden: *In Memory of W. B. Yeats*
4. W.B. Yeats: *Leda and Swan, Easter 1916*
5. Marianne Moore: *Marriage*
6. e e cummings *: Let's Live Suddenly Without Thinking*
7. Adrienne Rich*: Living in Sin*
8. Anne Sexton*: After Auschwitz*
9. John Ashbery*: Some Trees*
10. Rita Dove
11. Martha Collins
12. Langston Hughes

13. Charles Bukowski: *Poetry Reading, Goading the Muse*
14. Hart Crane: *To Brooklyn Bridge*
15. Ruth Padel
16. Carol and Duffy
17. Seamus Heaney: *North (1976) selections*
18. Paul Muldoon : *Meeting the British*
19. Ted Hughes: Horses
20. Philip Larkin: Going Going
21. Dylan Thomas
22. Nissim Ezekiel
23. Imtiaz Dharker: *Purdah 1, Terrorist at My table*
24. Moniza Alvi: *At the Time of Partition (selections)*
25. Agha Shahid Ali: *Call Me Ishmael (selections)*
26. Pablo Neruda
27. Octavio Paz
28. Taufiq Rafat
29. Faiz Ahmed Faiz
30. John Ashbery*: Some Trees, Just Walking Around*
31. Don Paterson*: The Dead, Poetry*
32. Carol Duffy*: Ship, Havisham*
33. Derek Walcott*: A Far Cry From Africa, Love after Love*
34. Paul Muldoon *: The Frog, Hedgehog*
35. Simon Armitage: *I am very bothered*
36. Sujata Bhatt: A different History
37. Moniza Alvi*: At the Time of Partition (selections)*
38. Mahmood Dervish : *If I were Another*

Recommended Readings

● Bloom, Harold. *Contemporary Poets. Yale:* Bloom's Literary Criticism. 2010.

● Edmond, Jacob. *A Common Strangeness: Contemporary Poetry,*
Cross-Cultural Encounter, Comparative Literature, NY: Fordham University Press, 2012.

● *Pinsky, Robert. The Situation of Poetry; Contemporary poetry and its Traditions, Princeton*
University Press: New Jersey, 1976.

● Ramazani, Jahan. *Poetry and Its Others: News, Prayer, Song, and the Dialogue of Genres,*
University of Chicago Press: Chicago. 2013.

● Trawick, Leonard. Ed. *Word, Self, Poem; Essays on Contemporary Poets from the*
"Jubilations of poets", The Kent State University Press, Kent, 1990.

● Williamson, Alan. *Introspection and Contemporary Poetry*, *Massachusetts: Harvard*
University Press. 1984.

Course Title: Emerging Trends in Sociolinguistics
Course Type: Major
Credit Hours: 03
Level: BS 7th

Course Code: ENG 677

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.

Course Title: Introduction to Syntax
Course Type: Major
Credit Hours: 03
Level: BS 7th
Course Code: ENG 678

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.

Course Title: African Literature
Course Type: Major
Credit Hours: 03
Level: BS 7ᵗʰ
Course Code: ENG 679

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, Tuzyline 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).

8ᵗʰ Semester

Course Code	Course Title	Course Type	Cr Hrs
ENG 681	American Literature	Major	03
ENG 682	Introduction to Women's Writing	Major	03
ENG 683	Language Testing and Assessment	Major	03
ENG 684	World Englishes	Major	03
ENG 685	Research/Capstone Project	Major	03
			15

The given courses in the eighth semester may be replaced with courses from the list given below, provided the required expertise is available in the department.

Course Code	Course Title	Course Type	Cr Hrs
ENG 686	Clinical Linguistics	Major	03
ENG 687	Pakistani English	Major	03
ENG 688	Post Modern Fiction	Major	03
ENG 689	Pakistani Folk Literature	Major	03

Course Title: American Literature
Course Type: Major
Credit Hours: 03
Level: BS 8ᵗʰ
Course Code: ENG 681

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 Message
Portrait D'une Femme In a Station of the Metro The River-Merchant'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 Taken
Birches 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 Douglass

● **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' Neil**l(1888-1953) Long Day's Journey into Night
● **Arthur Miller** (1915-2005) Death of a Salesman/The Crucible

Course Title: Introduction to Women's Writing
Course Type: Major
Credit Hours: 03
Level: BS 8ᵗʰ
Course Code: ENG 682

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*. Wiley-Blackwell, 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

Course Title: Language Testing and Assessment
Course Type: Major

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.

Course Title: World Englishes
Course Type: Major
Credit Hours: 03
Level: BS 8th
Course Code: 684

Course Description

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.

Course Title: Research Project/Capstone Project
Course Type: Major
Credit Hours: 03
Level: BS 8th
Course Code: 685

Course Description

Course Title: Clinical Linguistics
Course Type: Major
Credit Hours: 03
Level: BS 8ᵗʰ
Course Code: 686

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 (Neuro-sciences), 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.

Course Title: Pakistani English
Course Type: Major
Credit Hours: 03
Level: BS 8th
Course Code: 687

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 EszterSzenese
● 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 AhmarMahboobPakistani 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

Course Title: Post Modern Fiction
Course Type: Major
Credit Hours: 03
Level: BS 8th
Course Code: 688

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, Brain. Postmodernist Fiction. (Available on google books)
● McHale, Brian, and Len Platt, ed. The Cambridge history of Postmodern Literature. New York: Cambridge University Press, 2016

Course Title: Pakistani Folk Literature
Course Type: Major
Credit Hours: 03
Level: BS 8th
Course Code: 689

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.