

**Mirpur University of Science and Technology (MUST), Mirpur
AJ&K**



Scheme of Studies for BS English Effective from Fall 2020

Department of English

**Mirpur University of Science and Technology (MUST), Azad Jammu &
Kashmir**

Abbreviations

A	Allied
BS English	Bachelor of Studies in English
C	Compulsory/Core
E	Elective
ENG	English
F	Fundamental
G	General
M	Major



Department of English

Mirpur University of Science & Technology (MUST), Mirpur

Approval Form

Minutes of the 2nd Board of Studies Meeting of BS English 4 Year

Sr.#	Name/Designation	Status	Signature
1	Prof.Dr. Maqsood Ahmed Dean Faculty of Arts MUST, Mirpur, AJK.	Convener	
2	Prof.Dr. Raja Nasim Akhter Dean Arts & Social Sciences, HoD English, Foundation University, Rawalpindi.	Member	Absent
3	Prof.Dr. Ayaz Khan <i>Ar-SAR</i> Department of English, International Islamic University, Islamabad.	Member	
4	Dr. Riaz Ahmed Mangrio Assistant Professor, Department of English UOG Gujrat	Member	
5	Mirza Naeem Iqbal Principal Boys Post Graduate College Bhimber AJK	Member	
6	Miss. Qudsia Ghauri Associate Professor, HoD, Department of English, Govt. Post Graduate College of Girls Mirpur	Member	
7	Dr. Schrish Shafi, Lecturer/Coordinator, Department of English, MUST	Member	
8	Ms. Saima Yasmin, Lecture, Department of English, MUST	Member	
9	Registrar/Nominee MUST, Mirpur, AJ&K	Observer	
10	Controller of Examinations, MUST, Mirpur, AJ&K	Member	
11	Director QEC/Nominee MUST, Mirpur, AJ&K	Observer	
12	Mr. Farooq Ahmed, Lecturer, Department of English, MUST	Secretary	

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Item No. 1: Opening of 4th Departmental Council Meeting of English Department

The 4th Departmental Council meeting of English department was held in November, 2020. The meeting was convened and chaired by Dean Faculty of Arts; Professor Dr. Maqsood Ahmed. The meeting was started with the recitation of Holy Quran., Dean Faculty of Arts, Professor Dr. Maqsood Ahmed propounded the importance of departmental council meeting and introduced the participants. Later, Dr. Sehrish Shafi, Coordinator English Department was asked to present the meeting agenda formally for discussion. Registrar, Engineer Muhammad Waris concluded the meeting by appreciating the efforts that are made preparing the agenda and conducting successful meeting. Following member participated in the meeting:

Sr#	Name/Designation	Status
1.	Prof. Dr. Maqsood Ahmed, Dean Faculty of Arts	Convener
2.	Engr. Muhammad Waris Registrar MUST	Observer
3.	Assistant Prof. Dr. Arshad Butt, Controller of Examination, MUST	Observer
4.	Majid Qureshi Assistant Director QEC	Observer
5.	Expert from the relevant discipline: Professor Dr. Raja Nasim Akhtar from Foundation University (RWP)	Member
6.	Dr. Sehrish Shafi, Lecturer/ Coordinator Department of English MUST.	Member
7	Mr. Farooq Ahmed, Lecturer Department of English, MUST	Secretary

AGENDA

The Agenda of the meeting that was approved during departmental council meeting is as follows

Item No.2:

Item #01: Course Fixation

Since the course codes of the allied/non-English courses were not fixed in the previous Academic Council Meeting held on September 03, 2019, and these courses has been offered in any of the first four semesters as per availability of the faculty members. The flexibility rouse problems for the

controller office to notify results, thereby, English department requests for the approval for the fixation of the courses once for all. Illustrated in table 01:

Table 01: Detail of the allied courses as per offered according to the sequence of the semesters:

SEMESTER	Course Code	CR.HRS.
Semester -1		
Islamic Studies	ISL-1112	02
Introduction to Sociology	SOC-1121	03
Semester-2		
Study Skills	ENG-1201	03
Pakistan Studies	PS-1217	02
International Relations	IR-1210	03
Semester-3		
Introduction to Computer	COM-2105	03
Introduction to Statistics	STA-2120	03
Introduction to Psychology	PSY-2119	03
Semester-4		
Introduction to Every Day Science	EDS-2204	03
Introduction to Education	EDU-2205	03
Introduction to Mass Communication	MC-2214	03
Total		31

Item #02 Approval for the Revised Course Codes

Course Codes of the two allied courses have been revised according to the sequence of the courses offered in each semester, since, these courses are not included in the list of the courses’ notification issued by the registrar office, However, these courses were approved in the 2nd BOS (2016) of the department. Illustrated in table 02

SEMESTER	Course Code	CR.HRS.
Semester -04		
Introduction to Every Day Science	EDS-2204	03
Introduction to Education	EDU-2205	03

Item #03 Approval for the Replacement of the Allied/Non-English Courses

The Course Introduction to Computing and IT has been replaced with Introduction to Computer, and Introduction to Law has been replaced with Mass Communication. The rationale behind the replacement is that basics of the computer are relatively more important as compared to IT and knowledge of Mass Communication pertains more value due to recent development in this discipline and is relevant to our language specific courses due to its inter-disciplinary nature.

Table: 03

Courses	Codes	Replaced with	
Introduction to Computing and IT	COM-4102	Introduction to Computer	COM-2105
Introduction to Law	LAW-3204	Introduction to Mass Communication	MC-2214
Human Rights and Citizenship	HRC-2202	Introduction to Everyday Science	EDS-2204

Item No.4 Departmental Council Meeting Approved the following scheme of studies for BS English 4-Years Program:

Table 4. Semester-Wise Breakup

YEAR ONE - SEMESTER ONE			
Codes	Course Title	Course Type	CR.HRS
ENG-1101	English Language in Use	Foundational	3+0
ENG-1102	Academic Reading and Writing	Foundational	3+0
ENG1103	Introduction to English Literature	Subject Specific Foundational	3+0
ENG-1104	Introduction to Linguistics	Subject Specific Foundational	3+0
ISL-1112	Islamic Studies	Compulsory	2+0
SOC-1121	Introduction to Sociology	General	3+0
	Total		17
YEAR ONE – SEMESTERTWO			
ENG-1201	Study Skills	Compulsory General	3+0
ENG-1202	Advanced Academic Reading and Writing	Foundational	3+0
ENG-1203	Introduction to Phonetics & Phonology	Subject-Specific Foundational	3+0
ENG-1204	History of English Literature	Subject –Specific Foundational	3+0
PS-1217	Pakistan Studies	Compulsory	2+0
IR-1210	International Relations	General	3+0
	Total		17
YEAR TWO - SEMESTER THREE			

ENG-2101	English Communication Skills	Foundational	3+0
COM-2105	Introduction to Computer	Foundational	3+0
STA-2120	Introduction to Statistics	General	3+0
PSY-2119	Introduction to Psychology	General	3+0
ENG-2102	Classics in Drama	Subject-Specific	3+0
ENG-2103	Introduction to Morphology	Subject-Specific	3+0
	Total		18
YEAR TWO - SEMESTER FOUR			
ENG-2201	Introduction to English Novel	Subject-Specific	3+0
ENG-2202	Introduction to Short Stories	Subject-Specific	3+0
ENG-2203	Introduction to Syntax	Subject-Specific	3+0
EDS-2204	Introduction to Everyday Science	Compulsory General	3+0
EDU-2205	Introduction to Education	General	3+0
MC-2214	Introduction to Mass Communication	General	3+0
	Total		18
YEAR THREE - SEMESTER FIVE			
ENG-3101	Introduction to Sociolinguistics	Subject Specific	3+0
ENG -3102	Literary Criticism-I	Subject Specific	3+0
ENG -3103	Testing and Evaluation	Subject Specific	3+0
ENG -3104	Introduction to Prose	Subject Specific	3+0
ENG -3105	Research Methodology	Subject Specific	3+0
ENG -3106	Introduction to Semantics	Subject Specific	3+0
	Total		18
YEAR THREE - SEMESTER SIX			
ENG-3201	Literary Theories	Subject Specific	3+0
ENG-3202	Modern Drama (19 th Century)	Subject Specific	3+0
ENG-3203	Classics in Poetry-I (14 th -18 th Century)	Subject Specific	3+0
ENG-3204	Stylistics	Subject Specific	3+0
ENG-3205	Pragmatics	Subject Specific	3+0

ENG-3206	Psycholinguistics	Subject Specific	3+0
	Total		18
YEAR FOUR - SEMESTER SEVEN: LITERATURE			
Core Courses			
ENG-4101-a	Classics in Poetry-II (19 th Century)	Subject Specific	3+0
ENG-4102-a	American Literature	Subject Specific	3+0
ENG-4103-a	South Asian Literature	Subject Specific	3+0
ENG-4104-a	Literary Theories	Subject Specific	3+0
Elective Courses (A minimum of 1 course is to be selected from the list)			
ENG-4105-a	American Drama	Subject Specific	3+0
ENG-4106-a	Afro-American Literature	Subject Specific	3+0
ENG-4107-a	Continental Literature	Subject Specific	3+0
ENG-4108-a	Pakistani Literature in English	Subject Specific	3+0
	Total		15
LINGUISTICS			
Core Courses			
ENG-4101-b	Language Teaching Methodologies	Subject Specific	3+0
ENG-4102-b	Discourse Analysis	Subject Specific	3+0
ENG-4103-b	Second Language Acquisition	Subject Specific	3+0
ENG-4104-b	World Englishes	Subject Specific	3+0
Elective Courses (A minimum of 1 course is to be selected from the list)			
ENG-4105-b	Media Discourse Analysis	Subject Specific	3+0
ENG-4106-b	Translation Studies	Subject Specific	3+0
	Total		15
YEAR FOUR - SEMESTER EIGHT: Literature			
Core Courses			
ENG-4201-a	20 th Century Fiction	Subject Specific	3+0
ENG-4202-a	Literary Criticism-II	Subject Specific	3+0
ENG-4203-a	Postcolonial Literature	Subject Specific	3+0
Elective Courses (A minimum of 2 courses are to be selected from the list)			

ENG-4204-a	Literary Movements	Subject Specific	3+0
ENG-4205-a	Literary Stylistics	Subject Specific	3+0
ENG-4206-a	Emerging Forms of Literature	Subject Specific	3+0
ENG-4207-a	Term Paper	Subject Specific	6+0
	Total		15
Linguistics			
Core Courses			
ENG-4201-b	Creative Writing	Subject Specific	3+0
ENG-4202-b	Language and Gender	Subject Specific	3+0
ENG-4203-b	Language Culture & Identity	Subject Specific	3+0
Elective/Major Courses (A minimum of 2 courses are to be selected from the list)			
ENG-4204-b	Genre Analysis	Subject Specific	3+0
ENG-4205-b	English for Specific Purpose	Subject Specific	3+0
ENG-4206-b	Anthropological Linguistics	Subject Specific	3+0
ENG-4207-b	Term Paper	Subject Specific	6+0
	Total		15

Courses Detail as per offered

YEAR-1: SEMESTER ONE

Course Title: English Language in Use

Course Code: ENG-1101

Credits: 3+0

Semester: BS English 1st Semester

Course Objectives:

The rationale behind this course is to help students to demonstrate an understanding of the way in which words and sentences are constructed. To familiarise them to break sentences down into their constituent parts and this will enable them to analyse naturally occurring English texts (speech and writing). In addition, to enable students to learn and teach basic concepts of Grammar of modern English and acquaint them with functional English.

Course Content:

- Introduction to English grammar
- Parts of Speech
- Common errors in use of Parts of Speech
- Sentence Structure: Phrases, Clauses and sentences
- Sentence Element: Grammatical Functions of Subjects, Objects, Complements, etc.
- Sentence Types: structure and Function
- Conditional Sentences
- Double Negatives
- Tag Questions
- Idioms and Phrasal Verb
- Phrases in Apposition
- Performative Verbs: Expressions for promising, apologizing, predicting, requesting etc.
- Verb Forms
 - Verb Tenses and Aspects
 - The Future
 - Be, have and Do

- Modal Verbs
- Passivation
- Infinitive, gerund and Participles
- Narration
- Punctuation

Indicative Reading:

Prescribed Books

- Cuts, M. (2013). *Oxford guide to plain English*. OUP Oxford.
- Eastwood, John. *Oxford Practice Grammar*, Pakistan, New Ed, O.U.P, 2006
- Fisher, A. *Critical Thinking*, C.U.P, 2001
- Hewing, M. *Advance Grammar in Use*, New Ed, C.U.P, 1997
- Murphy, Raymond. *Grammar in Use*, C.U.P, 1998
- Thomson, A.J and Martinet, A.V. *Practical English Grammar*, London, O.U.P, 1991
- Eppler, E.D and Oz³n, G. (2013). *English Words and Sentences: An introduction*. Cambridge Introductions to the English Language. Cambridge: Cambridge University Press

Suggested Readings

- Borjars, K. & Burridge, K. (2010). *Introducing English Grammar*. Hodder Education. UK.
- Celce-Murcia, & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. (Second edition). Boston, MA: Heinle and Heinle.
- Harmer, J. (1993). *Teaching and Learning Grammar*. London: Longman.
- Huddleston, R. & Pullum, G. (2005). *A Students' Introduction to English Grammar*. Cambridge: Cambridge University Press.
- Huddleston, R. (2002). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.
- Jespersen, O. (2003). *Essentials of English Grammar: 25th impression, 1987*. Routledge.
- Leech, G. (1988). *Meaning and the English Verb*. London: Longman.
- Leech, G. & Svartvik, J. (2003). *A Communicative Grammar of English* (Third edition). London: Longman.
- McKay, S. (1990). *Teaching Grammar: Form, Function and Technique*. New York: Prentice Hall.
- Odlin, T. (Ed.), (1994). *Perspectives on Pedagogical Grammar*. Cambridge: Cambridge University Press.

- Swan, M. (2005). *Practical English usage*. Oxford Univ. Press.
- Thomson, A. J., Martinet, A. V., & Draycott, E. (1986). *A practical English grammar*.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book

Course Title: English for Academic Reading and Writing

Course Code: ENG-1102

Credit Hours: (3+0)

Semester: BS English 1stSemester

Course Objectives:

To enable the students to read the text for a literal understanding, interpretation and the general assimilation & integration of knowledge. Furthermore, it will help students to develop writing skills so that they can write well organized academic texts including argumentative essays and course assignments.

Course Content:

Reading and Critical Thinking

- Read academic texts effectively by using different Study Skills i.e. Skimming, Scanning, Intensive and Extensive Reading
- Speed Reading and avoiding faulty reading habits
- identifying the main points supporting details, conclusions in a text of intermediate level
- identifying the writer’s intent such as cause and effect, reasons, comparison and contrast, exemplification

Interpreting charts and diagrams

- making appropriate notes using strategies such as mind maps, tables, lists, graphs.
- Reading and carrying out instructions for tasks, assignments and examination questions

Writing Academic Texts

- Plan their writing: identify audience, purpose and message (content)
- Collect information in various forms such as mind maps, tables, charts, lists
- Order information such as: Writing Stages and Tips to Improve Writing

Paragraph Writing:

- Components of Paragraph □ Practice in writing a composed paragraph

Essay Writing:

- Definition and steps of writing a good essay
- Major types of essay, i.e. Argumentative, Discursive, Expository, Narrative and descriptive Essays.
- Practice in writing good essay

Grammar in Context

- Phrase, clause and sentence structure
- combining sentences
- Reported Speech

Indicative Reading

Suggested Books

- Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
- Fisher, A. (2001). *Critical Thinking*. C UP
- Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis.
- Hacker, D. (1992). *A Writer's Reference*. 2nd Ed. Boston: St. Martin's
- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for Undergraduates*. Karachi: Oxford University Press.
- Idrees, Muhammad (2010). *Guide for GAT General Test. SMART BRAIN. GRE (General, Local) 2010-2011 Ed.* Lahore: Dogar Brother Publishers.
- L.G. Kirszner and S.R. Mandell. (2016). *Patterns of College Writing, 13th Edition*, Bedford/St. Martin's.
- Murphy, R. (2003?). *Grammar in Use*. Cambridge: Cambridge University Press.
- Smazler, W. R. (1996). *Write to be Read: Reading, Reflection and Writing*. Cambridge: Cambridge University Press.
- Wallace, M. (1992). *Study Skills*. Cambridge: Cambridge University Press.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book

Course Title: Introduction to English Literature

Course Code: ENG-1103

Credits: 3+0

Semester: BS English 1st Semester

Course Objectives:

This introductory course is designed to ensure that students with no acquaintance with Literature as well as those who have received some exposure to the discipline feel at home. It seeks to introduce students to the distinguishing features of the principal genres of poetry, the novel, and drama through a close and sustained engagement with poems, plays, novels, and short stories drawn from a wide range of historical periods within the field of English studies. “Non-fictional” genres like biographies, autobiographies, letters, diaries, speeches, and documents will also receive some attention. To equip students with the critical skills and interpretive tools necessary to pursue more advanced courses in Literature.

Course Content:

- Introduction: What is Literature, main Concepts and Function
- The Literary Canon; Introduction to Literary Genres: the Narrative, the Lyric and the Dramatic

1) Narrative Fiction

- Elements of Fiction, Organization of Events, Kinds of Fiction
- Novel, Kinds of Novel
- Plot: Types of Plot, Story and Plot
- Style, Tone, and Irony
- Narrator and perspective -Point of View: Third Person Narrator, First Person Narrator, Narrator and Focalizer
- Characterization
- Setting
- Theme
- Symbolism

2) Poetry: Forms Rhythm, Verse

- Reading and Responding to Poetry

- Forms of Poetry
- Prosody
- Principles of Meter, Types of Meter: Iambic, Trochaic, Anapestic, Dactylic, Spondee, Blank Verse
- Patterns of Rhythm, Stanza patterns
- Poetic Forms/Open Forms: i) Sonnet a) Italian sonnet, Petrarchan sonnet b) English or Shakespearean sonnet,
- Octave, sestet, caesura, volta
- ii) Ballad a) Popular or Traditional Ballad b) Literary Ballad
- iii) Ode a) Pindaric ode b) Horatian or homostrophic ode c) Irregular Ode
- Tone, Speaker, Situation, and Setting/Word Choice, and Word Order
- Imagery, Figures and Tropes
- Symbol, Allegory, and Irony, Myth

3) Introduction to Drama

- Origin of Dram
- Elements of Drama
- Kinds of drama – several classifications are possible
 - A) based on which element is emphasized
 - Plot: One Act three- or five-act plays; single or double plot etc.
 - characters: psychological or analytical drama is concerned with the emotional, spiritual and mental lives and with the analysis of the characters
 - Diction: lyric or verse plays with poetic elements + closet drama
 - theme: drama of ideas centered around a basic theme
 - Music: Opera
 - spectacle: in pantomime costume, silent gestures and motions express emotional states and narrative situations (special form of it: dumb show e.g. in *Hamlet*)

B) based on periods

- Classical and neo-classical drama
- Elizabethan drama
- Restoration drama
- modern theatre e.g. theatre of the absurd: 1950s, with existentialism in the background

C)most often used:

- high forms: tragedy and comedy
- Tragedy: What is tragedy, elements of tragedy
- low or mixed forms e.g. tragicomedy, melodrama, farce,
- Tragedy
 - elements of tragedy
 - Types of tragedy with examples from famous works
 - Low Forms of tragedy: Tragi-comedy, Melodrama, Masque, Farce
 - Comedy, Irony, Allegory, Parody and Satire

***Note.** Teachers must introduce the genres by giving examples from major literary works.

Indicative Reading

- Abrams, M. H. (1988). *A Glossary of Literary Terms*. Fifth ed. New York: Holt, Rinehart, and Winston, 1988.
- Aristotle. *Poetics*. Introduction to Aristotle. Trans. Ingram Bywater. Ed. Richard McKeon. New York: The Modern Library, 1947.
- Cuddon, J.A. (2000) *The Penguin Dictionary of Literary Terms and Literary Theory*. 4th edition. New York: Penguin.
- Guerin, Wilfred, Labor, Earle, Morgan, Lee, Reesman, Jeanne & Willingham, John. (2010) *A Handbook of Critical Approaches to Literature*. 6th edition. New York: Oxford University Press.
- Harmon, William & Holman, Hugh. (2008) *A Handbook to Literature*. 11th edition. New York: Prentice Hall.
- Kennedy, X.J. & Gioia, Dana. (2009) *Literature: an Introduction to Fiction, Poetry, Drama, and Writing*. London: Longman.
- Meyer, Michael. (2002) Ed. *The Bedford Introduction to Literature: Reading, Thinking, Writing*. 6th edition. Boston: St. Martin's.
- Miller, Hillis J. (2002) *On Literature*. London & New York: Routledge.
- Ryah, Michael. (1999) *Literary Theory: A Practical Introduction*. Malden, Mass.: Blackwell Publishers.
- Schilb, John & Clifford, John. (2009) *Making Literature Matter: an Anthology for Readers and Writers*. 4th edition. Boston: St. Martins.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book

Course Title: Introduction to Linguistics

Course Code: ENG-1104

Credits: 3+0

Semester: BS English 1st Semester

Course Objectives

The aim of this course is to introduce students to the basic concepts of linguistics which have immediate relation to their ordinary as well as academic life, and to sensitize students to the various shades & aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. Serious theoretical discussions about these aspects have been deferred to subsequent studies of language at advanced level. The core components of linguistics like phonology, morphology, syntax, semantics, discourse and pragmatics will also be introduced through this course.

Course Content:

- Basic terms and concepts in Linguistics
- What is language (e.g. design features, nature and functions of language)?
- What is Linguistics (e.g. diachronic/synchronic; paradigmatic/syntagmatic relations)?
- Branches of Linguistics:
 - Phonetics & Phonology
 - Morphology
 - Syntax
 - Semantics
 - Psycholinguistics
- Discourse Analysis (Difference between Spoken and Written discourse, conversational structure, turn-taking, coherence/cohesion)
- Language variation and change (sociolinguistics)
- Forensic Linguistics
- Scope of Linguistics: an introduction to major branches of linguistics
- Schools of Linguistics (Mentalism, Behaviorism, Generativism, Structuralism, Functionalism, Historicism)

Indicative Reading

Prescribed Books

- Yule, G. (2010). *The Study of language*. Cambridge University Press.

Suggested Readings

- Aarts, B., & McMahon, A. (2006). *The handbook of English linguistics*. Blackwell Publishing Ltd.
- Aitchison, J. (2000). *Linguistics*. Teach Yourself Books.
- Akmajian, A., Demers, R. A., Farmer, A. K. & Harnish, R. M. (2001). *Linguistics: An Introduction to Language and Communication*. (Fourth edition). Massachusetts: MIT.
- Burridge, K., & Stebbins, T. N. (2015). *For the love of language: An introduction to linguistics*. Cambridge University Press.
- Crystal, D. (1997). *The Encyclopedia of Language*. Cambridge: CUP.
- Coulthard, M., & Johnson, A. (2010). *The Routledge handbook of forensic linguistics*. Routledge.
- Farmer, A. K., & Demers, R. A. (2005). *A Linguistics Workbook*. M. I. T Press.
- Finch, G. (2004). *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave.
- Finegan, Edward. (2014). *Language: Its structure and use*. Cengage Learning.
- Fromkin, V., Rodman, R., & Hyams, V. (2011). *An Introduction to language*, 9th Ed. Boston, MA: Wadsworth, Cengage Learning.
- Olsson, J., & Luchjenbroers, J. (2013). *Forensic linguistics*. A&C Black.
- McGregor, W. B. (2015). *Linguistics: an introduction*. Bloomsbury Publishing.
- Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: an introduction*. Cambridge University Press.
- Todd, L. (1987). *An Introduction to Linguistics*. Moonbeam Publications.
- Trask, R. L. (2007). *Language and linguistics: The key concepts*. Routledge.
- Yule, G. (2016). *The study of language*. Cambridge university press.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book.

Course Title: Academic Reading & Writing

Course Code: ENG-1202

Credit Hours: (3+0)

Semester: BS English 2nd Semester

Course Objectives:

To enable the students to read the text for a literal understanding, interpretation and the general assimilation & integration of knowledge. Furthermore, it will help students to develop writing skills so that they can write well organized academic texts including argumentative essays and course assignments.

Course Content:

Reading and Critical Thinking

- Read academic texts effectively by using different Study Skills I.e. Skimming, Scanning, Intensive and Extensive Reading
- Speed Reading and avoiding faulty reading habits
- identifying the main points supporting details, conclusions in a text of intermediate level
- identifying the writer's intent such as cause and effect, reasons, comparison and contrast, exemplification

Reading selection

- Preview and predict the content by considering the title, headings and subheadings
- Identifying the arrangement of topic, and subtopic through outlining
- Discussing previous knowledge on the subject
- Asking questions that might be answered in the reading

Skimming

- Identifying introduction and conclusion
- Understanding paragraph structure
- Recognizing topic sentences
- Recognizing when the main idea has been rephrased
- Being able to distinguish between the main idea and supporting details
- Listing and writing the main ideas
- Making a story outline or a time line.

Scanning

- read for specific information and answer specific information questions in a limited amount of time at an advanced level.
- Read a text and answer basic comprehension questions about main idea, vocabulary, and important details in the form of multiple choice, true/false, and short answer questions at an advanced level.

Guess vocabulary from context

- By recognizing clues (punctuation, example, comparison or contrast, definition, description, series, cause and effect, setting, and synonyms);
- Recognizing prefixes, suffixes, and roots and discerning their meanings (mis-, pre-, im-, poly, etc.).

Expand active vocabulary

- Writing definitions
- Using the words in a sentence;
- Looking up words in a monolingual dictionary;
- Recognizing that a word can have more than one meaning;
- Recognizing that certain suffixes give clues as to the part of speech.
- Make inferences and be able to answer inference questions through multiple choice, true/false, and short answer formats at an advanced level.

Content analysis and evaluation

- Difference between Fact and Opinion
- Distinguishing vocabulary associated with fact from vocabulary associated with opinion (objective: scientific, fact, evidence, prove, certain; subjective: think, believe, agree, disagree, possible, theorize, etc.)
- Recognizing stated or implied facts
- Recognizing stated or implied opinions.
- Determining the author's purpose
- Analysing tone and point of view

Summarizing Text

- Making a story outline and/or a time line
- Listing ideas
- Writing margin notes
- Recognizing and rewording main ideas
- Writing a 2-3 sentence summary statement.

B. Writing

- Developing proofreading skills by applying knowledge of grammatical structures.
- Developing effective introductory and concluding paragraphs
- Effectively using a thesis statement
- Framing paragraphs around one concept

- Moving from generalizations to specific supporting information
- Developing main ideas with adequate and convincing detail, examples, and Illustrations
- Using facts to support opinions
- Ordering paragraphs logically
- Distinguishing between significant and insignificant ideas
- Using an appropriate argument organizational pattern
- Determining what to do by recognizing terms that frequently appear in essay Tests (illustrate, explain, classify, compare, define, contrast, discuss, evaluate, Argue, analyze, etc.

Interpreting charts and diagrams

- making appropriate notes using strategies such as mind maps, tables, lists, graphs.
- Reading and carrying out instructions for tasks, assignments and examination questions

Writing Academic Texts

- Plan their writing: identify audience, purpose and message (content)
- Collect information in various forms such as mind maps, tables, charts, lists
- Order information such as: Writing Stages and Tips to Improve Writing

Paragraph Writing:

- Components of Paragraph □ Practice in writing a composed paragraph

Essay Writing:

- Definition and steps of writing a good essay
- Major types of essay, i.e. Argumentative, Discursive, Expository, Narrative and descriptive Essays.
- Practice in writing good essay

Grammar in Context

- Phrase, clause and sentence structure
- combining sentences
- Reported Speech

Indicative Reading

Suggested Books

- Barnet, S. and Bedau, H. 2004. Critical Thinking, Reading and Writing: A Brief Guide to Writing. 6th Ed.

- Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
- Fisher, A. (2001). *Critical Thinking*. CUP
- Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis.
- Grellet, F., *Writing for Advanced Learners of English*. CUP.
- Hacker, D. (1992). *A Writer's Reference*. 2nd Ed. Boston: St. Martin's
- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for Undergraduates*. Karachi: Oxford University Press.
- L.G. Kirszner and S.R. Mandell. (2016). *Patterns of College Writing, 13th Edition*, Bedford/St. Martin's.
- Murphy, R. (2003?). *Grammar in Use*. Cambridge: Cambridge University Press.
- Murphy, Herta A. (2009). *Effective Business Communication*. 7th Ed. New Delhi: Tata McGraw-Hill Publishing Company Limited, 384-399.
- Smith, L. C. (2003). *Issues for Today: An Effective Reading Skills Text* Withrow, J., *Effective Writing*. CUP
- Smazler, W. R. (1996). *Write to be Read: Reading, Reflection and Writing*. Cambridge: Cambridge University Press.
- Wallace, M. (1992). *Study Skills*. Cambridge: Cambridge University Press.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book.

Course Title: Introduction to Phonetics and Phonology

Course Code: ENG-1203

Credits: 3+0

Semester: BS English 2nd Semester

Course Objectives

The aim of this module is to enable students to the study of phonetics and phonology—the study of the sounds and sound patterns of human language. This module provides training in the skill of transcribing spoken languages particularly English; & examine cross-linguistic similarities & variation in sounds particularly English. The phonetics part covers the basics of articulatory and impressionistic phonetics. The phonology part covers the

position of phonology within the human linguistic system, recurrent phonological phenomena in the world's languages and the phonological notation most commonly used by linguists.

Course Content

Introduction to Phonetics & Phonology

- Introduction to Phonetics & Phonology
- Branches of Phonetics
- Difference between Phonetics and Phonology

The anatomy of speech

- Speech organs
- Manner of articulation
- Place of Articulation

Segmental Phonology

- a) Phonemes and allophones
 - Consonants
 - Vowels
 - Diphthongs and triphthongs
- b) Syllable and syllabic structure
 - Consonant clusters
 - Word stress: nouns, verbs, and adjectives

Suprasegmental Phonology

- a) Sounds in connected speech
 - Weak forms
 - Assimilation, elision
 - Intonation
- b) Sentence stress and intonation

Contrastive Phonology

Teaching of pronunciation

Phonological Rules

Phonetic & Phonemic Transcription

Indicative Reading

Prescribed Books

- Burquest, D. A. (2001). *Phonological analysis: A functional approach*. Dallas: SIL International.
- Davenport, M. & Hannahs, S. J. (2011). *Introducing phonetics and phonology*. London: Hodder.
- Ladefoged, P. & Johnson, K. (2010). *A Course in Phonetics*, 6th edn. Boston, MA: Wadsworth/Cengage Learning. (esp. Chapter 8).
- Nathan, G. (2008). *Phonology: a cognitive grammar introduction*. John Benjamins.
- Ogden, Richard (2017) *An introduction to English phonetics. 2nd edition*. Edinburgh University Press.
- Reed, M., & Levis, J. (2019). *The handbook of English pronunciation*. John Wiley & Sons.
- Roach, P. (2000). *English Phonetics and Phonology: A Practical Course*. Cambridge.
- van Oostendorp, M., Ewen, C. J., Hume, E. V., & Rice, K. (Eds.). (2011). *The Blackwell Companion to Phonology, 5 Volume Set* (Vol. 1). John Wiley & Sons.
- Yallop, C., & Fletcher, J. (2007). *An introduction to phonetics and phonology*.

Suggested Readings

- Celce-Murcia, M., Brinton, D. & Goodwin, J. (1996). *Teaching Pronunciation: reference for Teachers of English to speakers of Other Languages*. Cambridge: CUP.
- Cruttenden, A. (1994). *Gimson's Pronunciation of English*. Oxford: Edward Arnold.
- Giegerich, H. (1992). *English Phonology: An Introduction*. Cambridge: Cambridge University Press.
- Gimson, A. C. (1984). *An Introduction to the Pronunciation of English*. London
- Edward Arnold., Goldsmith, J. A., Riggle, J., & Alan, C. L. (Eds.). (1995). *The handbook of phonological theory* (pp. 550-569). Cambridge, MA: Blackwell.
- Hogg, R & Mc Cully, C.B. (1987). *Metrical Phonology: A Course Book*. Cambridge. CUP.
- Kenworthy, J. (1987). *Teaching English Pronunciation*. London: Longman.
- Knowles, G. (1987). *Patterns of Spoken English*. London: Longman.
- Kreidler, C. W. (1989). *The Pronunciation of English*. Oxford: Basil Blackwell.
- Rocca, I & Johnson, W. (2005). *A Course in Phonetics*. Oxford: Basil Blackwell

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Course Title: History of English Literature

Course Code: ENG-1204

Credit Hours: (3+0)

Semester: BS English 2nd Semester

Course Objectives:

One of the objectives of this course is to inform the readers about the influence of historical and socio-cultural events on literature. Although the scope of the course is quite expansive, the readers shall focus on early 14th to 19th century literature written during Romantic Movement. Histories of literature written by some British literary historians will be consulted to form some socio-cultural and political cross connections. In its broader spectrum, the course covers a reference to the multiple factors from economic theories to religious, philosophical and metaphysical debates that overlap in these literary works of diverse nature and time periods under multiple contexts.

The reading of literature in this way i.e. within socio-cultural context will help the readers become aware of the fact that literary works are basically a referential product of the practice that goes back to continuous interdisciplinary interaction.

Course Content:

- Anglo Saxon and Anglo Norman
- Medieval Literature
- The Renaissance and the Elizabethan Periods
- The Age of Neo-Classicism
- The Romantic Age
- The Victorian Age
- 19th Century Realism
- Modernism and 20th century
- Post-Modernism and the Contemporary

Indicative Reading

Suggested Books:

- 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.
- Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge. (For Postcolonial Theory)
- 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.
- Dachies, David. (1961). *A Critical History of English Literature*. Vol. 1-4. London: Secker & Warburg (latest edition).
- Docherty, Thomas. Ed. (1992). *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)
- Evans, Ifor. (1976). *A Short History of English Literature*. London: Penguin
- Fletcher, R. H. (1919). *A History of English Literature*. Boston: R. G. Badger.
- Ford, Boris. (1990). *The New Pelican Guide to English Literature*. Vol. 1-9. London: Penguin.
- Legouis, E., & Cazamian, L. (1960). *A History of English Literature*. London: J. M. Dent and Sons.
- Lodge, David. Ed. (1972). *Twentieth Century Literary Criticism*. London: Longman. (For Introduction)
- Sanders, Andrew. (2002). *The Short Oxford History of English Literature*. Oxford University Press, USA.
- T. C. and E. C. Jack. Daiches, D. (1968). *A Critical History of English Literature*. London: Martin Secker and Warburg Ltd.

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YEAR-2: SEMESTER-THREE

Course Title: English Communication Skills

Course Code: ENG-2101

Credit Hours: (3+0)

Semester: BS English 3rd Semester

Course Objectives:

To enable students to meet their real-life communication needs. To enable students to communicate properly as a social participant in the field of education or otherwise. To develop positive awareness and interest in language use. To tap on the interest of the learners in new technology and/or develop further oral and written academic proficiency in English, in order to sustain learning and professional training and to enhance their social integration in the local and global world.

Course Content:

- Role of communication in Society and Business
- Linguistic means of communication: functions and importance in the world of communication
- Types of Communication
- Barriers to Communication
- 7Cs of Communication
- Personality Development (emphasis on content, style and pronunciation)
- Oral presentation skills (prepared and unprepared talks)
- Strategies for Improving Oral presentations
- Developing skills for communication in social life:
 - Communication in social life
 - Verbal and non-verbal communication-based activities
- Preparing for interviews (scholarship, job, placement for internship, etc.)
- Writing formal letters
- Writing different kinds of applications (leave, job, complaint, etc.)
- Employment Communication: Preparing a Curriculum Vitae (CV)
- Writing memos/reports.

Indicative Reading

Suggested Books

- Ellen, K. 2002. *Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top*. New York: Crown Publishing Group.
- Hargie, O. (ed.) *Hand book of Communications Skills*. Sussex: Routledge,2006.
- Mandel, S. 2000. *Effective Presentation Skills: A Practical Guide Better Speaking*
- Powell, Mark. *Presenting in English*. Butch: Language Teaching Publications. USA: Thomson Heinle,2003.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book.

Course Title: Classics in Drama

Course Code: ENG- ENG-2102

Credit Hours: (3+0)

Semester: BS English 3rd Semester

Course Objectives:

The course will present some classic plays which have influenced the development of English drama. It will represent various forms for example tragedy, comedy, tragi-comedy and their variations. The course is designed to impart, discuss, evaluate, and above all enjoy the spirit of classics in drama. The socio-cultural aspects of society reflected in the drama of the selected ages will also be highlighted. Students will be able to apply their knowledge of the elements of drama to their critical reading.

Course Content:

- Oedipus Rex by *Sophocles*
- Dr Faustus by *Christopher Marlowe*
- Hamlet by *Shakespeare*
- Twelfth Night re by *Shakespeare*
- Doll's House by *Ibsen*
- Arms and the Man by *G.B. Shaw*

Indicative Reading

Suggested Books

1. Barber, C. L. (1959) Shakespeare's Festive Comedy. Princeton.
2. Bloom, Harold. S (1999) Shakespeare: The Invention of the Human. London.
3. Bradley, A. C. (1929) Shakespearean Tragedy (22nd Ed.). London.
4. Chambers, E. K. (1925) Shakespeare: A Survey. New York: Hill and Wang, Macmillan.
5. Constance B. Kuriyama. (2002) Christopher Marlowe: A Renaissance Life Ithca: Cornell University Press.
6. Danby, John F. (1949) Shakespeare's Doctrine of Nature. London.
7. Eagleton, Terry. (1986) William Shakespeare. New York: Blackwell.
8. Elliot, G. R. (1953) Flaming Minister. Durham, NC.
9. Erikson, Peter. (1991) Rewriting Shakespeare, Rewriting Our-selves. Berkley: UCP
10. H. D. F. (2005) Kitto, Greek Tragedy, London and New York: Routledge.
11. Justina Gregory, (2005). A Companion to Greek Tragedy, Blackwell.
12. Patrick Cheney. (2004) The Cambridge Companion to Christopher Marlowe, Cambridge: CUP.
13. Shawn O' Bryhim. (2002). Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays, University of Texas Press.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book.

Course Title: Introduction to Morphology

Course Code: ENG-2103

Credits: 3+0

Semester: BS English 3rdSemester

Course Objectives:

The rationale of this course is to identify the meaningful subparts of words and perform morphological analysis on Pakistani languages and then any language in the world, e.g. English. This course will help students to identify some of the major structural and functional categories of morphemes and words to assess cross-linguistic variation and claims for theoretical constructs.

Course Content:

- Introduction to Morphology
- Word Structure: Morpheme, Morph and Allomorph
- How Morphemes are Formed
- Morpheme Types: (Lexical, Functional, Derivational, Inflectional)
- Derivation by Modification of Base
- Grammatical Functions
- Inflection
- Derivational Processes
- The Lexicon
- Productivity
- Reduplication
- Compound
- Morpho-Semantics- semantic change in word formation processes
- Morphology Interface with Phonology and Syntax
- Morphology-Syntax Interface

Indicative Reading

- **Recommended Books**
- Aronoff, M. (1994). *Morphology by itself*. MIT Press, Cambridge.
- Bauer, L. (2003). *Introducing Linguistic Morphology*--Edinburgh University Press
- Booij, G. (2005) *The Grammar of Words--An Introduction to Linguistic Morphology*
- David et al. (2009). *Urdu Morphology*. Oxford University Press, London
- Mangrio, R. A. (2016). *The Morphology of Loanwords in Urdu: the Persian, Arabic and English Strands*, Cambridge Scholars Publishing, Newcastle upon Tyne.
- McCarthy, A. C (2002). *An Introduction to English Morphology-Words and their Structure*, Edinburgh University Press. Edinburgh
- Plag, I. (2002). *Word Formation in English* -Cambridge University Press. Cambridge
- **Further Readings:**
- Ayto, J. (1999). *Twentieth Century Words, Oxford: OUP*.
- Bauer, L. (2001). *Morphological Productivity*, Cambridge University Press
- Halpern, A. (1995). *On the placement & morphology of clitics*. CSLI Publications, Stanford
- Yu, A. C (2006) *A Natural History of Infixation*. Oxford University Press, Chicago

- Zwicky, A. (1985b). 'How to Describe Inflection.' Proceedings of the Berkeley Linguistics Society 11: 372-386. Berkeley, California.
- Zwicky, A and Pullum, G. (1992). A misconceived approach to morphology. In the Proceedings of WCCFL 91, ed. D. Bates. CSLI, Palo Alto, 387-398.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book.

Course Title: Introduction to the English Novel

Course Code: ENG-2201

Credit Hours: (3+0)

Semester: BS English 4thSemester

Course Objectives:

To introduce readers to fiction. It will prepare them for the reading of full-length texts of novels with an understanding of the elements of the novel such as plot, character, vision etc.

Course Content:

- Daniel Defoe: Robinson Crusoe
- George Eliot: The Mill on the Floss
- Charles Dickens Great Expectations

Indicative Reading

- Baym, Nina. (2002). The Norton Anthology of American Literature. Vol. D. W. W. Norton & Company.
- Defoe, D. (2010). *Robinson Crusoe*. Bur.
- Ellis, F. H., & Ellis, F. H. (Eds.). (1969). *Twentieth century interpretations of Robinson Crusoe: a collection of critical essays* (p. iii). Prentice-Hall.
- Martin, Brian. (1989). Macmillan Anthology of English Literature. Vol. 4. Macmillan Pub Co.
- Forster, E. M. (1956). Aspects of the Novel. Harvest Books.

- Bloom, Harold. (1988) *George Eliot's the Mill on the Floss* (Bloom's Modern Critical Interpretations). Chelsea House Pub.
- Dickens, C. (1993). *Great expectations*. Oxford University Press.
- Meckier, J., 1993. Charles Dickens's "Great Expectations": A Defense of the Second Ending. *Studies in the Novel*, 25(1), pp.28-58.
- Neill, Edward. (1999). *Trial by Ordeal: Thomas Hardy and the Critics* (Literary Criticism in Perspective). Camden House.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book

Course Title: Introduction to Short Stories

Course Code: ENG-2202

Credit Hours: (3+0)

Semester: BS English 4th Semester

Course Objectives:

This course is designed as an introduction to the craft and culture of short fiction and creative non-fiction. Students will be introduced to a range of significant English short stories. The course aims to broaden students' understanding of different literary cultures. Students will be expected to apply their understanding of short story forms, contexts and techniques through a series of creative exercises and the production of a short story for assessment.

Course Content:

- Introduction: Elements of Short Stories
- Reading response Theory
- Selected Short Stories:
 - Kathrine Mansfield: Gift of Magi by
 - Oscar Wild: Devoted Friend
 - Nadine Gordimer: Once Upon a Time
 - Jack London: To Build a Fire

- Ambros Bearson: One Summer Night
- Naguib Mahfouz: The Mummy Awakens
- H.G. Wells: The Moonlight Fable by
- Mark Twain: A Dog's Tale
- Edgar Allan Poe: The Black Cat
- Franz Kafka: Description of Struggle

Note: Teachers need to discuss all the elements of short stories, how to do an argumentative and critical analysis. Also encourage students to write an argumentative story review to evaluate the texts. Students will also be asked to write Critical analysis of the short stories (3-4 pages) taught in class or may be the stories selected by teachers for practice.

Indicative Reading

- Charters, A. (1987). *The story and its writer: An introduction to short fiction*. A. Charters (Ed.). St. Martin's Press.
- Dana, G., & Gwynn, R. S. (2006). *The art of the short story. New York, Boston and others*.
- Schoenberg, Thomas J. (2005). *Twentieth Century Literary Criticism: Criticism of the Short Story Writers, and Other Creative Writers Who Lived between 1900 and 1999, from the First. Curr (Twentieth Century Literary Criticism)*. Gale Cengage

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book

Course Title: Introduction to Syntax

Course Code: ENG-2203

Credit Hours: (3+0)

Semester: BS English 4th Semester

Course Objectives:

The aim of this course is to familiarizes students with core syntactic concepts and train them to Identify the lexical category of English wordsand grammatical and thematic relations of English sentence.

Course Content:

- Introduction to Syntax
- Analysing Sentence Structure
- Basic Elements in Sentence Analysis:
- Constituents
- Categories/ Word Classes (Parts of Speech): N, A, Adv, V, PP
 - Lexical Phrases and Functional Phrases
 - Phrases and its types, NP, AP, PP, VP and Adv.P
 - Basic Verb Phrase, Intransitive, Transitive, Ditransitive, Intensive, Complex Transitive
- Functions
 - Functions: Subject, Predicate, Predicator, Direct/Indirect Object
 - Complements and Adjuncts in the Verb Phrase
 - Adjunct adverbials, Conjunct and Disjunct adverbials
 - Relation, Dependency- Subject ~ Predicate - Modifier ~ Head
 - Head ~ Complement)
 - Clauses, Sentences Types of sentences, Compound, Complex Sentences
 - 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, Complementizer,
 - *That* clause, Adverbial clause
- Subordinate Wh-Interrogative Clauses- Wh-questions and interrogative clauses.
- X-bar Syntax

Indicative Reading

Recommended Books:

- Baker, L. C. (1995). *English Syntax*. The MIT Press.
- Burton, N. (1998). *Analyzing Sentences: An Introduction to English Syntax*- Longman.
- Carnie, A. (2006) *Syntax*. Blackwell. Arizona
- Moravcsik (2006). *An Introduction to Syntax*. Continuum. London
- Tallerman, M. (2015). *Understanding Syntax* Rutledge, London.
- Radford, A. (1997). *Syntax: A Minimalist Introduction*. Cambridge University Press, London.

Further Reading

- Aarts, B. (1997). *English Syntax and Argumentation*. Palgrave.
- 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).
- Givón., T. (2001) *Syntax: An Introduction*. 2 vols. John Benjamins. Amsterdam & Philadelphia
- Haegmann, L. (1994). *An Introduction to Government Binding Theory*. Blackwell.
- Junior. R. D. V. V., (2004). *An Introduction to Syntax*. Cambridge University Press
- Kroeger, P. R. (2005). *Analyzing Grammar: An Introduction*
- Miller, J. (2008). *An Introduction to English Syntax*. Edinburgh Textbooks on the English Language.
- Poole, G. (2002). *Syntactic Theory*. Palgrave. New York.
- Radford, A. (1988). *Transformational Grammar*. Cambridge University Press, London.
- Radford, A. (1981). *Transformational Syntax*. Cambridge University Press, London.
- Radford, A. (1997). *Syntactic Theory and the Structure of English: A Minimalist Approach*. Cambridge University Press.

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YEAR-III: SEMESTER FIVE

Course Title: Introduction to Sociolinguistics

Course Code: ENG-3101

Credit Hours: (3+0)

Semester: BS English 5th Semester

Course Objectives:

The rationale of this module is to familiarize students with key concepts, terminology and theories in sociolinguistics, particularly those pertaining to linguistic variation and language change. This module also covers the basics of sociolinguistics, the sub discipline of linguistics which deals with linguistic variability and the social use of language, as well as the relationship between different variables (external factors) that interact with the language and society and cause language change.

Course Content:

- Introduction to sociolinguistics
- Variation and linguistic theory
- Regional & social varieties; style; speech communities; networks.
- Dialectology: Types of dialects, regional variation
- Linguistic variables; social variation.
- Multilingualism and Bilingualism
- Dimensions of bilingualism
- Variation studies: theory & methods (e.g. Fischer and Labov, Trudgill, Cheshire, Milroy, Wolfram)
- Mechanism of language change.
- Language contact phenomena
- Pidgins & creoles, Diglossia, bilingualism & code-switching, code-mixing, language maintenance and shift
- Language & culture; ethnography of communication
- Language & gender; language & disadvantage.
- National and official languages, planning for a national official language, the linguist's role in planning, Language policies and planning in Pakistan
- Attitudes to language, Socio linguistics and education, Socio linguistic Universals, Language and worldview, Language, power and identity.

Indicative Reading

Essential preliminary reading

- Kerswill, Paul (2004). Social dialectology/Sozialdialektologie. In Klaus Mattheier, Ulrich Ammon & Peter Trudgill (eds.) *Sociolinguistics/Soziolinguistik*. An international handbook of the science of language and society, 2nd edn., Vol 1. Berlin: De Gruyter. 2233. [A introduction to Labovian sociolinguistic theory]
- Meyerhoff, Miriam (2007). *Introducing sociolinguistics*. Abingdon: Routledge.

- Meyerhoff, Miriam. (2011). *Introducing Sociolinguistics* (2nd edition). London: Routledge.
- Milroy, L. & Gordon, M. (2003) *Sociolinguistics. Method and Interpretation*. Oxford: Blackwell.
- Tagliamonte, S. A. (2011). *Variationist sociolinguistics: Change, observation, interpretation*. John Wiley & Sons.
- Trudgill, P. (2002.). *Introduction to Language and Society*, OUP
- Wardhaugh, R. (2011). *An introduction to sociolinguistics* (Vol. 28). John Wiley & Sons.

Suggested Books:

- Chambers, J.K. (2002). *Sociolinguistic theory: linguistic variation and its social significance* (2nd edition). Oxford: Blackwell.
- Foulkes, P. & Docherty, G.J. (2007). Phonological variation in England. In Britain, D. (ed.) *Language in the British Isles*. Cambridge: Cambridge University Press. pp. 52-74.
- Holmes, J. (1992). *An introduction to sociolinguistics*. London and New York: Longman
- Hudson, R. A. (1996). *Sociolinguistics*. Cambridge university press.
- Labov, William (2007). Transmission and diffusion. *Language* 83: 344-387.
- Labov, W. (2011). *Principles of linguistic change, volume 3: Cognitive and cultural factors* (Vol. 36). John Wiley & Sons.
- Mesthrie, R., Swann, J., Deumert, A., & Leap, W. (2009) (2nd edition). *Introducing sociolinguistics*. Edinburgh University Press.
- Rehman, T. (2002). *Language, Ideology and Power*. London: OUP.
- Romaine, S. (2008). *Language in society: An introduction to sociolinguistics*. New York: Oxford University Press.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book.

Course Title: Literary Criticism-I

Course Code: ENG -3102

Credit Hours: (3+0)

Semester: BS English 5th Semester

Course Objectives:

The course traces the history of literary criticism in English literature from the Greek critics and theorists to the time of the Renaissance. The study of Aristotle and Longinus who came to second life in the 18th century England helps us see that the roots of critical thought in English literature lie in the ancient Greeks. The views of the English critics from Sidney to Dr. Johnson provide landmarks in the development of critical ideas about art and literature. This course particularly aims at equipping the students with the tools of criticism and providing them skills to critically evaluate the works of art as mature critics.

Course Content:

- The Republic by *Plato*
- The Poetics by *Aristotle*
- Preface to Lyrical Ballads by *William Wordsworth*
- Biographia Literaria: Chapters -XVII and XVIII by *S.T. Coleridge*

Indicative Reading

Suggested Books

- Bloom, A., & Kirsch, A. (2016). *The republic of Plato*. Basic Books
- Bloom, A. (1968). trans. *The Republic of Plato*.
- Butcher, S.H. (ed): *Aristotle Theory of Poetry and Fine Art*.
- Coleridge, S. T. (1971). *Biographia Literaria* (p. 167). Scholar Press.
- Coleridge, S. T. (1984). *Biographia Literaria, or, Biographical sketches of my literary life and opinions* (Vol. 7). Princeton University Press.
- Daiches, D. (1967): *Critical Approaches to Literary*. London: Longman.
- Halliwell, S. (1998). *Aristotle's poetics*. University of Chicago Press.
- Hwang, P. H. (1981). Poetry in Plato's Republic. *Apeiron*, 15(1), 29-37.
- Lucas, F. L. (1981). Tragedy in Relation to Aristotle's "Poetics" (revise edn). *London: Chatto & Windus*.
- Prickett, S. (1975). *Wordsworth and Coleridge: the lyrical ballads*. E. Arnold
- Wimsatt & Brooks: *Literary Criticism, A Short History*
- Wordsworth, W. (2009). Preface to Lyrical ballads. *Poetry and Cultural Studies: A Reader*, 21.
- Wordsworth, W., & Coleridge, S. T. (2013). *Lyrical ballads*. Routledge.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book.

Course Title: Testing & Evaluation

Course Code:ENG -3103

Credits: 3+0

Semester: BS English 5th Semester

Course Objectives:

The course will provide students with an overview of the goals, concepts, principles and concerns of assessment and its research. The course will also offer practice in designing and constructing useful classroom tests.

Course Content:

- Assessment and Testing
- Language Assessment in Context
- Concepts, Principles and Limitations of Measurement
- Language assessment instruments
- Current issue in Language Assessment.
- Classification of Assessment: Informal and Formal Assessment, Formative and Summative Assessment, Norm-referenced and Criterion-Referenced Assessment, Discrete-Point and Integrative Assessment
- Principles of Language Assessment
- Practicality, Reliability, Validity, Authenticity, Wash back
- Test Types
- Aptitude Tests, Proficiency Tests, Placement Tests, Diagnostic Tests, Achievement Tests
- Drawing up Test Specifications
- Devising Test Tasks
- Designing Multiple Choice Test Items
- Scoring
- Grading

- Feedback

Recommended Books

- Brown, H. D. (2004) *Language Assessment: Principles and Classroom Practices*. Pearson: Longman
- Burton J. et al (1991) *How to Prepare Better Multiple-Choice Test Items: Guidelines for University Faculty*. Provo, UT: Brigham Young University Testing Services
- Hughes, A. 2003. *Testing for language teachers*. (2nd ed). Cambridge: Cambridge UP
- Weir, C. J. 1993. *Understanding and developing language tests*. NY: Prentice Hall.
- Weir, C. J. 1990. *Communicative Language Testing*. Hemel Hempstead: Prentice Hall.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book.

Course Title: Introduction to Prose

Course Code: ENG -3104

Credits: 3+0

Semester: BS English 5th Semester

Course Objectives:

The aim behind the selection of prose texts is to make the readers understand distinct features of prose. The course will also help the students in providing them with first class models of essays to improve their writing skills.

Course Content:

Francis Bacon:	Of Youth and Age Of Friendship
Jonathan Swift:	Gulliver's Travels (Part 1)
Bertrand Russell:	Eastern and Western Ideals of Happiness

Authority versus Freedom in Education

Indicative Readings:

- Walker, Hugh. The English Essays and Essayists. Delhi: S. Chand & Co., 1959.
- Grivil, Richard, ed. Gulliver's Travels (Case-book Series). USA: Macmillan, 1974.
- Schoeman, R. (ed.) Bertrand Russell, Philosopher of the Century. London: Allen & Unwin, 1967.
- Lewis, John. Bertrand Russell, Philosopher and Humanist. New World Paperbacks. USA: International Publishers, 1968.
- Coleridge, Stephen. The Glory of English Prose. Tutis Digital Publishing Pvt. Ltd. 2008.
- Yu, Margaret M. Two Masters of Irony: Oscar Wilde and Lytton Strachey. New York: AMS Press, 2008.
- Coote, Stephen. The Penguin Short History of English Literature (Penguin Literary Criticism). USA: Penguin, 1994.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Research Methodology

Course Code: ENG-3105

Credits: 3+0

Semester: BS English 5th Semester

Course Objectives:

The course is designed to give basic introduction of Research Methodology to enable students to select their own topic, to collect, analyze and prepare their own research topics for dissertation independently. This course will enable the students to familiarize themselves with the different research methodologies used in literature.

Course Content:

- What is research?
- Qualitative and quantitative research approach/paradigm
- Research in applied linguistics and social sciences
- Research Types

- Identifying and defining a research problem
- Ethical Considerations
- Sampling Techniques
- Tools for Data Collection: Questionnaires, Interviews, Observation & Documents
- Some Aspects of Research Report: a. Review of literature b. Transcription and Transliteration c. Referencing and Citation
- Plagiarism
- Writing a proposal (assignment)

Indicative Readings:

- Allwright, D. & Bailey, K. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: CUP.
- Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. (Fifth edition.) Boston: Pearson Education, Inc.
- Brown, D. (2004). *Doing Second Language Research*. Oxford: OUP.
- Brown, D. (1988). *Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design*. Cambridge: CUP.
- Brown, J. D. & Rogers, T.S. (2002). *Doing Second Language Research*. Oxford: OUP.
- Bryman, A. (2004). *Research Methods for Social Sciences*. Second edition. Oxford: Oxford University Press.
- Cohen, L., Manion, L, and Morrison, K. (2001). *Research Methods in Education*. London: Routledge.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. (Second edition). Thousand Oaks: Sage Publications.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: OUP.
- Drever, E. (1995). *Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide*. Edinburgh: Scottish Council for Research in Education.
- Fraenkel, J. & Wallen, N. (1995). *How to Design and Evaluate Research in Education* (Second edition). New York: McGraw Hill.
- Hammersley, M. & Atkinson, P. (1995). *Ethnography: Principles in Practice*. (Second edition). New York: Routledge.
- Miles, M. & Huberman, M. (1994). *Qualitative Data Analysis*. CA: Sage.

- Munn, P. & Drever, E. (1995). Using Questionnaires in Small- Scale Research. Edinburgh: Scottish Council for Research in Education.
- Nunan. David. (1992). Research Methods in Language Learning. Cambridge: CUP.
- Robson, C. (2002). Real world research Malden, MA: Blackwell Publishing.
- Schofield, J. W. (2007). Increasing the generalizability of qualitative research. In M. Hammersley. (Ed.), Educational research and evidence-based practice. Thousand Oaks, CA: Sage. (181-203).
- Silverman, D. (Ed.), (1998). Qualitative Research: Theory, Method and Practice. London: Sage.
- Silverman, D. (Ed.), (2002). Interpreting Qualitative Data: Text, Context and Talk. London: Sage.
- Wallace, M.J. (1998). Action Research for Language Teachers. Cambridge: Cambridge University Press.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book.

Course Title: Introduction to Semantics

Course Code: ENG-3106

Credit Hours: (3+0)

Semester: BS English 5th Semester

Course Objectives:

This course introduces students to the basic principles of modern linguistic semantics and explains how languages organize and express meaning through words, parts of words, sentences, and discourse.

Course Content:

- Meaning and Language
- Early theories of meaning (Ogden and Richards; Ferdinand de Saussure)
- Lexical and Compositional Meaning
- Meaning and Truth Conditions
- Semantics and Semiotics
- Semantic Roles
- Lexical versus Compositional Semantics
- Componential Analysis
- Fields and Collocation

- Sense Relations
- **Sense Inclusion**
 - Semantic fields
 - Collocations
 - Hyponymy
 - Synonymy
 - Polysemy
 - **Sense Exclusion**
 - Antonymy
 - Homonymy
- Componential analysis
- **Syntactic Semantics**
 - Contradiction
 - Ambiguity
 - Semantic Anomaly
 - Entailment
 - Presupposition
- **Reference**
 - Denotation
 - Connotation
 - Synthetic Sentence
 - Prototype
 - Stereotype
 - Extension
 - Context

Indicative Reading

Suggested Books

- Allan, Keith. (1986). *Linguistic Meaning*. London: Routledge
- Cruse, D. Alan. (1986). *Lexical semantics*. Cambridge: Cambridge University Press. Eimas, P.
- Cruse, A. (2011). *Meaning in language: An introduction to semantics and pragmatics*.

- Chierchia, G., & McConnell-Ginet, S. (2000). *Meaning and grammar: An introduction to semantics*. MIT press.
- F. R. Palmer. (1976). *Semantics*. Cambridge: Cambridge University Press.
- Frawley, William. (2002). *Linguistic Semantics*. Cambridge: Cambridge University Press.
- Fuchs, Catherine and Victorri, Bernard. (1994). *Continuity in Linguistic Semantics*. Amsterdam; Philadelphia: J. Benjamins.
- Geeraerts, D. (2010). *Theories of Lexical Semantics*. Oxford University Press.
- Grice, H.P. (1989) *Studies in the Way of Words*, Harvard University Press
- Leech, Geoffrey N. (1969). *Towards a Semantic Description of English*. London: Longman.
- Lyons, John. (1977). *Semantics*, 2 vols. Cambridge: Cambridge University Press.
- Lyons, J., & John, L. (1995). *Linguistic semantics: An introduction*. Cambridge University Press.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

YEAR THREE - SEMESTER SIX

Course Title: Literary Theories

Course Code: ENG- ENG-3201

Credit Hours: (3+0)

Semester: BS English 6th Semester

Course Objectives:

To familiarize students with texts that deal with theories about criticism, where they would encounter philosophical and critical thoughts on selected topics. This course in line with the topics taken up in literary movements would prepare the students for critical and analytical analysis of texts and will help them in their research work.

Course Content:

- Oscar Wilde: *The Critic as an Artist* (Norton, 900-913)
- Plotinus: *On the Intellectual Beauty* (Norton, 174-185)
- Horace: *ArsPoetica* (Norton, 124-135)
- David Hume: *Of the Standard of Taste* (Norton, 486-499)
- NgugiWaThiongo: *On Abolition of the English Department* (Norton, 2092-2097)
- Ronald Barthes: *From Mythologies* (Norton, 1461-1470)

- G. W. Friedrich Hegel *Lectures on Fine Arts* (Norton, 636-645)
- Mary Wollstonecraft *A Vindication of the Rights of Woman* (Norton 586-594)
- Terry Eagleton: *Introduction to Literary Theory: An Introduction*
- John Crowe Ransom: *Criticism* (Norton, 1108-1118)
- Sigmund Freud: *The Interpretation of Dreams* (Norton, 919-956)
- Charles Baudelaire: *he Painter of Modern Life* (Norton, 792-802)

Indicative Reading

Suggested Books

- Vincent B. Leitch (General Editor). (2001) *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company.
- K. M. Newton, ed. (1998) *Twentieth Century Literary Theory: A Reader. Second Edition*. New York: St. Martin's.
- Prince, G. (2012). *Narratology: The form and functioning of narrative* (Vol. 108). Walter de Gruyter
- Raman Selden & Peter Widdowson. (1993) *A Reader's Guide to Contemporary Literary Theory*. 3rd Edition. Kentucky: Univ. of Kentucky
- Selected Terminology *from any Contemporary Dictionary of Literary Terms*.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Modern Drama (19th Century)

Course Code: ENG- ENG-3202

Credit Hours: (3+0)

Semester: BS English 6th Semester

Course Objectives:

The plays selected for this course were published between the years 1924 and 1960, a period of much experimentation in the theatre and a resulting proliferation of isms. This course will introduce students to a broad variety of modern dramatists from across Europe and the United States foregrounding issues of form and technique, dramatists' aesthetic goals and the political implications.

Course Content:

Arthur Miller:	The Death of a Salesman
T. S. Eliot:	Murder in the Cathedral
Samuel Beckett:	Waiting for Godot
Harold Pinter:	Care Taker
Sean's O Casey:	Juno and the Paycock

Indicative Reading:

- Lumley, Fredrik. (1956). Trends in 20th Century Drama. Fairlawn: revised 1960.
- Gassner, John. Form and Idea in Modern Theatre. New York: 1954.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Classics in Poetry-I (14th-18th Century)**Course Code: ENG-3203****Credit Hours: (3+0)****Semester: BS English 6th Semester****Course Objectives:**

The aim of this course is to focus on a genre-specific historical development in poetry. This will give an insight to the students to understand the literary, cultural norms and trend of relevant era. Also, to familiarize the usage of language and aesthetic tone of its time

Course Content:

- Chaucer: Prologue to the Canterbury Tales (first 200 lines)
- Spenser: The Faerie Queen (Book 1. Canto 1)
- Milton: Paradise Lost (Book-1) (280-795)

- John Donne: Love & Divine Poems (Max 6)
- Alexander Pope: Rape of the Lock (Canto II to V)

Indicative Reading

Suggested Books

- Bowden, Muriel. (1960) A Commentary on the General Prologue to the Canterbury Tales, New York: Macmillan
- Chaucer, G. (2012). *The Canterbury Tales*. Broadview Press.
- Coghill, Nevil. (1948) The Poet Chaucer. Oxford.
- Donne, J. (1990). *John Donne: Selections from divine poems, sermons, devotions, and prayers* (Vol. 69). Paulist Press
- Donne, J. (1966). *John Donne's Poetry* (p. 86). New York: Norton.
- Gardner, H. (1962). John Donne: A Collection of Critical Essays. Twentieth Century Views Series.
- Milton, J. (2005). *Paradise lost*. Hackett Publishing.
- Milton, J., & Willoughby, E. F. (1879). *Paradise Lost: Book I*. E.
- Pearsall, D. (2013). *The Canterbury Tales*. Routledge.
- Pope, A. (1979). *Rape of the Lock*. Orient Blackswan
- Roberts, G. (1992). *The Faerie Queene*. Open University Press.
- Spens, Janet. (1934) Spenser's Faerie Queene: An Interpretation, London.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Stylistics

Course Code: ENG-3204

Credit Hours: (3+0)

Semester: BS English 6th Semester

Course Objectives:

The aim of the course is to familiarize the participants with the message inherent in a piece of literature could be achieved by looking at the linguistic patterns and deviations adopted by the writer, and specific stylistic

clothing various types of writing (such as news reports, columns, drama, and nursery rhymes) are clad in. The goal is two-fold: to enable the participants draw stylistic comparison between the types of writing mentioned above and meaning beyond the words.

Course Content:

- What is Style? Style and meaning
- How Stylistics is a bridge between language and Literature?
- Introduction to some important branches (applications) of stylistics
 - discourse stylistics, feminist stylistics, social stylistics, comparative stylistics
- Levels of language
- Usage of literary devices in stylistics analysis
- What is poetic license?
- Patterns, deviations and linguistic choice
- Linguistic Analysis of literature
- Discourse analysis of literature---structure and point of view
- The intricate relationship between sender/addresser and receiver/addressee in literature
- Typical and stylistic features of news reports, nursery rhymes, and the language of advertisement
- Define the concept of foregrounding
- Concept of Defamiliarization and Foregrounding
- Explain the lexico-semantic level of language description
- Stylistics Analysis (any three love poems of John Donne, first two Acts of Hamlet)
- Carry-out a lexico-semantic analysis of a text (any three love poems of John Donne, first two Acts of Hamlet)

Indicative Reading

- Leech, Geoffrey. (2002). *A Linguistic Guide to English Poetry*
- Fowler, R. (1996). *Linguistic Criticism*
- Thomas, Jenny. (1995). *Meaning in Interaction*. London: Longman
- *Introductory Reader in Discourse Stylistics*. London: Routledge, 1995
- Carter, Ronald, & P. Simpson, eds. *Language, Discourse, and Literature: An*
- Haynes, J. *Introducing Stylistics*. London: Routledge, 1993

- Widdowson, H. G. (1992). Practical Stylistics: An Approach to Poetry.
- Halliday, M. A. K. (1990). Spoken and Written Language.
- Leech, Geoffrey and Short, Michael. (1986). Style in Fiction
- Carter, R. (1982). Language and Literature: An Introductory Reader in Stylistics.
- Chapman, R. (1975). Linguistics and Literature.
- Crystal, D and Davy, D. (1969). Investigating English Style.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Pragmatics

Course Code: ENG-3205

Credit Hours: (3+0)

Semester: BS English 6th Semester

Course Objectives:

The course intends to introduce the students with the meaning as it is constructed by communicators under conditions of actual language use, largely by viewing meaning as arising from an interaction of literal or semantic factors with psycholinguistic processes of presupposition, inference, anaphora, and speech acts, as well as contextual factors represented in co-text, situation, and beliefs about the world.

Course Content:

- Introduction to Pragmatics
- Relationship between Pragmatics, Semantics and Discourse
- Difference between sentence and utterance
- Using and understanding language
- Deixis – the relation of reference to the point of origin of the utterance
- Types of Deixis, Functions of Deixis
- Reference and Inference
- Linguistic Community: Pragmatic competence and offense
- Presupposition and Entailment
- Implicature, Grice’s Theory of Implicatures

- Cooperative Principle and Conversational Maxims
- Grice's Maxims and Leech's Maxims
- Speech Act theory
- Relevance Theory
- Politeness theory
- Empirical pragmatics, interactive pragmatics, talk-in-interaction

Indicative Readings

Essential Readings

- Grundy, P. (2013). *Doing pragmatics*. Routledge.
- Leech, G.N (1983) *Principles of Pragmatics*, Longman
- Levinson, S. (1983) *Pragmatics*, Cambridge University Press
- Yule, G. (2000) *Pragmatics*. Oxford: OUP
- Archer, D., Wichmann, A., & Aijmer, K. (2013). *Pragmatics: An advanced resource book for students*. Routledge.

Other Suggested Books

- Eelen, G. (2014). *A critique of politeness theory* (Vol. 1). Routledge.
- Leech, G. N. (2014). *The pragmatics of politeness*. Oxford University Press, USA.
- Levinson, S. (2000) *Presumptive Meanings: The Theory of Generalized Conversational Implicature*, MIT Press
- Spencer-Oatey, H. (Ed.). (2008). *Culturally Speaking Second Edition: Culture, Communication and Politeness Theory*. Bloomsbury Publishing.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Psycholinguistics

Course Code: ENG-3206

Credit Hours: (3+0)

Semester: BS English 6th Semester

Course Objectives

This is a course in the psychology of language that addresses questions related to the language comprehension (including speech perception, lexical knowledge, and sentence and discourse comprehension), language

production (including lexical access, sentence planning, conversational interaction, and speech errors), and first language acquisition (a brief general introduction to the acquisition of phonology, morphology, and syntax and to word learning).

Course Content:

- What is psycholinguistics and what do psycholinguists study?
- The scope of Psycholinguistics
- The connection between Psycholinguistics & Neurolinguistics
- Describing language: From sounds to sentences
- Biological foundations of language: general brain structure and function, language areas in brain and function, localization and lateralization.
- Language disorders: Aphasias and dyslexias. Other language disorders. Sign language
- The “Critical Period” Hypothesis
- Language development: the cognitive basis of language—how children learn language, the nature vs nurture debate: behaviorism or an innate capacity for acquisition
- Language Comprehension: Lexical processing, perception
- Krashen’s theory of second language acquisition
- Language and memory
- Models of lexical access
- Speech Perception
- Speech production: Articulation, monitoring and self-repair
- Language Production
- Individual Learner Factors: Age, Affective and personality factors, Cognitivestyles, Motivation, LearnerStrategies

Indicative Reading

Essential Readings:

- Field, John. 2004. *Psycholinguistics: The Key Concepts*. Routledge
- Harley, T. 2014. *The Psychology of Language*, 4th edition.

Suggested Readings

- Aitchison, J. (1998). *The Articulate Mammal: An Introduction to Psycholinguistics*. Routledge.
- Miller, J. L., & Eimas, P. D. (Eds.). (1995). *Speech, language, and communication*. London: Academic Press.

- Brown, H. D. (2007). *Principles of language learning and teaching*, (Fifth edition). New York: Longman.
- Brown, G. (1994). *Language and Understanding*. Oxford University Press, Walton St., Oxford, OX2 6DP, England, United Kingdom (ISBN-0-19-437191-3).
- Chomsky, N. (2006). *Language and mind*. Cambridge University Press.
- Cutler, A. 1995. Auditory word comprehension. In: P. Eimas & J. Miller (eds.), *Speech, Language and Communication*. Orlando: Academic Press, 97136.
- Field, J. (2004). *Psycholinguistics: The key concepts*. Psychology Press.
- Jackendoff, R., & Jackendoff, R. S. (2002). *Foundations of language: Brain, meaning, grammar, evolution*. Oxford University Press, USA.
- Lightbown, P., & Spada, N. (2006). *How languages are learned*, 3rd edition. New York: Oxford University Press.
- McLaughlin, B. (1987). *Theories of Second-language Learning*. London: Edward Arnold.
- Richards, J. (1993). *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman.
- Steinberg, D. & Sciarini, N. (2006). *Introduction to Psycholinguistics*. (Second edition). London: Longman.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

YEAR FOUR - SEMESTER SEVEN: LITERATURE

Core Modules

Course Title: Classics in Poetry-II (19th Century)

Course Code: ENG-4101-a

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

This course enables students to identify elements of poetic experimentation in form, style and theme. The period of romantic aesthetics covered under this course starts from 1789 with the advent of Blake's work. This is the romantic revival period in which Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, Lamb etc. established its immense poetic and prosaic richness. The aim of this course is to develop in the reader and awareness of the second wave of the Romantics and to enable them to distinguish between the poets of the age keeping in mind the similarities that group them together.

Course Content:

- William Blake: Selections from Songs of Innocence and Songs of Experience
- William Wordsworth: "The Thorn", "Old Cumberland Beggar", "Lines Written in Early Spring", "Lucy Poems", "Lines", "Lucy Gray", "Ruth".
- S.T. Coleridge: "Kubla Khan", "Dejection: An Ode"
- John Keats: "Ode to Nightingale", "Ode on a Grecian Urn"
- P.B. Shelley: "Ode to the West Wind", "Hymn to Intellectual Beauty".
- Browning: "My Last Duchess", "Fra Lippo Lippi", "Last Ride Together", "Precipice".
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Indicative Reading

Suggested Books

- Dowden, Edward. The French Revolution and English Literature. New York: C. Scribner's Sons, 1897.
- Robertson, J. G. Studies in the Genesis of Romantic Theory in the Eighteen Century. New York: Russell and Russell, 1962.

- Leavis, F. R. *Revaluation: Tradition and Development in English Poetry*. New York: W. W. Norton, 1963.
- Brooks, Cleanth. *The Well-Wrought Urn: Studies in the Structure of Poetry*. New York: Reynal and Hitchcock, 1947.
- Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and Critical Tradition*. New York: Oxford University Press, 1953.
- Abrams, M. H. ed. *English Romantic Poets Modern Essays in Criticism*. New York: Oxford University Press, 1960.
- Erdman, David V. ed. *The Poetry and Prose of William Blake*. Berkeley: University of California Press, 1982.
- Damon, S. F. *William Blake: His Philosophy and Symbolism*. Gloucester, Mass: P. Smith, 1958.
- Baker, J. V. *The Sacred River: Coleridge's Theory of Imagination*. Baton Rouge: Louisiana State University Press, 1957.
- Beer, J.B. *Coleridge the Visionary*. Tirril, Penrith: Humanities-ebooks, 2007.
- Bate, W. J. ed., *Keats: A Collection of Critical Essays*. Englewood Cliff: Prentice-Hall, 1964.
- Barnett, George, *Charles Lamb: The Evolution of Elia*. New York: Haskell House, 1973.
- Ridenour, G. M. *Shelley, A Collection of Critical Essays*. Englewood Cliffs: Prentice-Hall, 1965.
- Weaver, Bennett. *Wordsworth: Poet of the Unconquerable Mind*. Ann Arbor, Mich: G. Wahr Pub., 1965.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: American Literature

Course Code: ENG-4102-a

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

This course surveys the origins of American literary movements with reference to the representative writers chosen. It sets some direction to the study of specific trends in the American Novel. This course also stresses the diversity and uniqueness of the American character and experience, and the foundational voices of self-acclaimed Puritan holiness along with the revolutionary expansions of the so-called patriots. It also highlights various phases of the American Renaissance, Romantic awareness and Transcendentalism, the Civil War and scientific progress, dreams of American success and several voices of social protest.

Course Content:

A. Poetry

- Walt Whitman: Selections from *Leaves of Grass* (*Song of Myself, No Labor Saving Machine, When I read the Book*)
- Ralph Waldo Emerson: *The Humble Bee, The Apology, Give all to Love*
- Robert Frost: *Mending Wall, Acquainted with the Night, Tree at my Window*
- Langston Hughes: *The Negro Speaks of Rivers, The Weary Blues, Refugee in America*
- Emily Dickinson: *I cannot live with You, The Brain - is wider than the Sky, We play at Paste, Before I got my eye put out.*

Indicative Reading

- Arsenberg, Mary (1986). *The American Sublime*. State University of New York Press.
- Bloom, H. (1976). *Figures of Capable Imagination*.
- Emerson, R. W. (1990). *Selected essays, lectures, and poems*. Bantam Classics.
- Emerson, R. W. (2015). *Essays of Ralph Waldo Emerson-Poetry and Imagination* (Vol. 1). Editora Dracaena.
- Haugen, Brenda. (2006) *Langston Hughes: The Voice of Harlem*. Compass Print Books.
- Stanlis, Peter James. (2007). *Robert Frost: The Poet as Philosopher*. ISI Books.

- Waggoner, H.H. (1984). *American Poetry from the Puritans to the Present, 1968*, Rev.
- Walker, Alice. (2005) *Langston Hughes: American Poet*. HarperCollins
- Whitman, W. (1986). *The complete poems*. Penguin.
- Wolff, Cynthia Griffin. (1988). *Emily Dickinson*. Addison-Wesley.

B. Novel (any two)

- Nathaniel Hawthorne: *The Scarlet Letter*
- Earnest Hemingway: *A Farewell to Arms*
- William Faulkner: *Absalom*

Recommended Readings:

- Bloom, Harold. ed. (1987) *Modern Critical Views: William Faulkner*.
- Bradbury, M. (1983) *Modern American Novel*.
- Chase, R. (1958) *The American Novel and its Traditions*.
- Colourise, J. Michel. (1983) *New Essays on The Scarlet Letter*, Cambridge University Press.
- Gray, R. (1983) *American Fiction: New Reading*.
- Hemingway, E. (2012). *A farewell to arms: The Hemingway library edition*. Simon and Schuster.
- Monteiro, G. (Ed.). (1994). *Critical Essays on Ernest Hemingway's A Farewell to Arms*. GK Hall.

C. Drama (any two)

- Tennessee Williams: *Cat on A Hot Tin Roof*
- Ed Bullins: *Goin'a Buffalo*
- Luis Valdez: *The Dark Root of a Scream*

Indicative Reading

- Bigsby, C. W. E. (2000). *Modern American Drama 1945-2000*. Cambridge: Cambridge University Press.
- Bigsby, Christopher. (1999). *Contemporary American Playwrights*. Cambridge: Cambridge University Press.
- Bullins, E. (2004). *Goin'a Buffalo*. Alexander Street Press.
- Cohn, Ruby. (1982). *New American Dramatists. 1960-1990*. Hampshire: Macmillan.
- Krasner, David. (2005). *A Companion to 20th Century Drama*. Oxford: Blackwell.
- Pfister, Manfred. (1993). *The Theory and Analysis of Drama*. Cambridge: Cambridge University Press.
- Valdez, L. (1973). The Dark Root of a Scream. *West Coast Plays 19, 20*, 1-19.
- Williams, T. (2014). *Cat on a hot tin roof*. Bloomsbury Publishing.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: South Asian Literature

Course Code: ENG-4103-a

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

The aim of the course is to familiarize the students with the facility that South Asian Writers have with the English language and the regional flavor that they lend to it. It will help to generate a debate on the context of a work of literature through representation of the region by its people.

Course Content:

A. Drama (any two)

- Tariq Ali: Iranian Nights
- Vijay Tendulkar: Silence! The Court in Session
- Girish Karnad: The Dreams of Tipu Sultan

B. Fiction (any two)

- Kamila Shamsi: Salt and Saffron
- Khalid Hosseini: The Kite Runner
- Anita Desai: The Inheritance of Loss

C. Poetry (any two poets)

- Zulfikar Ghose: *Flying Over India, This Landscape, Empty Cribs*
- NaseemEzekial: *Night of the Scorpion, A time to Change*
- Sujata Bhatt: *Search for My Tongue, The Peacock*

Indicative Reading

- Bhatt, S. (2012). *Point no point: selected poems*. Carcanet.
- Bhatt, S. (1994). from " Search for my Tongue". *PN Review*, 21(2), 157.
- Ghose, Zulfikar. (1965). *Confessions of a Native-Alien*. Routledge & Kegan Paul.

- Ghose, Zulfikar (1991). *Selected Poems*. Oxford UP, 1991, Print.
- Ghose, Zulfikar. (2010). *50 Poems: 30 Selected 20 New*. Oxford UP, Print.
- G. N. Devy. (2002). *Indian Literary Criticism Theory and Interpretation*. Hyderabad: Orient Longman.
- Mirza, Shafqat Tanveer. (1992). *Resistance Themes in Punjabi Literature*. Lahore: Sang-e-meel.
- Rahman, A. (1981). *Form and value in the poetry of Nissim Ezekiel*. Abhinav Publications.
- Ranjit Guha. (1984). *Subaltern studies Writings on South Asian History and Society*. Delhi: Oxford University Press.
- Singh, B. P. (1998). *The State, The Arts and Beyond*. Delhi: Oxford University Press.
- William Hanaway. *Studies in Pakistani Popular Culture*. Lahore: Lok Virsa Publishing House.
- Zaheer, R., & Akhtar, R. *Alien Voices and Dialogic Discourse in Zulfikar Ghose's Poetry*.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Course Title: Literary Theories

Course Code: ENG-4104-a

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

To familiarize students with texts that deal with theories about criticism, where they would encounter philosophical and critical thoughts on selected topics. This course in line with the topics taken up in literary movements would prepare the students for critical and analytical analysis of texts and help them in their research work.

Course Content:

- Oscar Wilde: *The Critic as an Artist* (Norton, 900-913)
- Plotinus: *On the Intellectual Beauty* (Norton, 174-185)
- Horace: *Ars Poetica* (Norton, 124-135)
- David Hume: *Of the Standard of Taste* (Norton, 486-499)
- Ngugi Wa Thiongo: *On Abolition of the English Department* (Norton, 2092-2097)
- Ronald Barthes: *From Mythologies* (Norton, 1461-1470)

- G. W. Friedrich Hegel *Lectures on Fine Arts* (Norton, 636-645)
- Mary Wollstonecraft *A Vindication of the Rights of Woman* (Norton 586-594)
- Terry Eagleton: *Introduction to Literary Theory: An Introduction*
- John Crowe Ransom: *Criticism* (Norton, 1108-1118)
- Sigmund Freud: *The Interpretation of Dreams* (Norton, 919-956)
- Charles Baudelaire: *he Painter of Modern Life* (Norton, 792-802)

Indicative Reading

Suggested Books

- Vincent B. Leitch (General Editor). (2001) *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company.
- K. M. Newton, ed. (1998) *Twentieth Century Literary Theory: A Reader. Second Edition*. New York: St. Martin's.
- Prince, G. (2012). *Narratology: The form and functioning of narrative* (Vol. 108). Walter de Gruyter
- Raman Selden & Peter Widdowson. (1993) *A Reader's Guide to Contemporary Literary Theory*. 3rd Edition. Kentucky: Univ. of Kentucky
- Selected Terminology *from any Contemporary Dictionary of Literary Terms*.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Elective/Optional Course-Literature

Course Title: American Drama

Course Code: ENG-4105-a

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

This course is specifically concerned with American drama to enhance readers' overall understanding of American drama. It contains major dramatic voices in American literature that have played a great role in determining the distinctive American strengths in modern theatre.

Course Content:

- Eugene O'Neill: *Mourning Becomes Electra/ Long Day's Journey into Night*
- Arthur Miller: *Death of a Salesman*
- Tennessee Williams: *The Glass Menagerie*
- Edward Albee: *The American Dream*

Indicative Reading

- Bigsby, C. W. E., & Bigsby, C. W. E. (1985). *A Critical Introduction to Twentieth-Century American Drama: Volume 3, Beyond Broadway* (Vol. 3). Cambridge University Press.
- Bloom, H. Ed. (1980) Modern Critical Interpretation on each dramatist and work.
- Bottoms, S. (Ed.). (2005). *The Cambridge Companion to Edward Albee*. Cambridge University Press.
- Miller, A. (1996). *Death of a Salesman: Revised Edition*. Penguin.
- Murphy, B. (2001). *O'Neill: Long Day's Journey Into Night*. Cambridge University Press.
- O'Neill, E., Alexander, J., & Kahn, M. (1972). *Mourning Becomes Electra* (p. 688). Caedmon.
- O'Neill, E. (2012). *Mourning Becomes Electra*. Random House.
- O'Neill, E. (2014). *Long Day's Journey into Night: Critical Edition*. Yale University Press.
- Stroupe, J. H. (Ed.). (1988). *Critical approaches to O'Neill*. AMS Press.
- Wilmeth, D. B., & Bigsby, C. (Eds.). (1998). *The Cambridge history of American theatre* (Vol. 3). Cambridge University Press.
- Williams, T. (2011). *The glass menagerie*. New Directions Publishing.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Afro-American Literature

Course Code: ENG-4106-a

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

Some of the most powerful voices in American literature belong to African-American background. The aim of the course is to familiarize the students with some of these voices across the specific genre and to demonstrate their powerful impact on American culture and heritage. Importantly these writers also reflect and highlight the socio-psychological concerns of the suppressed class at the macro level.

Course Content:

A. Drama

- Lorraine Hansberry: *A Raisin in the Sun*
- Adrienne Kennedy: *Funny House of a Negro*

B. Novel

- Zora Neale Hurston: *Their Eyes were Watching God*
- Tony Morrison: *Jazz*

C. Poetry

- Langston Hughes: *The weary blues, Mother to Son*
- Maya Angelou: *Still I rise, When Great Trees Fall*

Indicative Reading

- Brown, L. W. (1974). Lorraine Hansberry as Ironist: A Reappraisal of a Raisin in the Sun. *Journal of Black Studies*, 4(3), 237-247.
- Curb, R. K. (1980). Fragmented Selves in Adrienne Kennedy's "Funnyhouse of a Negro" and "The Owl Answers". *Theatre Journal*, 32(2), 180.
- Folks, J. J. (1999). Language and cultural authority in Toni Morrison's *Jazz*. *Journal of Literary Studies*, 15(1-2), 146-159.
- Gates, H. L., & McKay, N. Y. (1997). *The Norton Anthology of African American literature*.
- Hansberry, L. (1984). *Lorraine Hansberry's A Raisin in the Sun*. Samuel French, Inc.
- Hughes, L. (1994). Mother to son. *The collected poems of Langston Hughes*, 30.
- Hughes, L. (2015). *The weary blues*. Knopf.
- Hurston, Z. N. (1991). *Their eyes were watching God*. University of Illinois Press.
- Kennedy, A. (2001). *Funny House of a Negro*. *The Adrienne Kennedy Reader*, 11-26.

- Morrison, T. (1993). *Jazz*. 1992. *London: Picador*.
- Yarborough, R. (2005). *The Heath Anthology of American Literature*.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Continental Literature

Course Code: ENG-4107-a

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

The aim is to encourage the readers to discover the dominant dramaturgical traditions in the history of Western drama and performance and to explore how modernist experiments with the constituent elements of plot, characterization, language, setting, movement, or theme challenge these traditions.

Course Content:

A. Drama (any two)

- Henrik Ibsen: *Pillars of Society*
- August Strindberg: *Ghost Sonata*
- Garcia Lorca: *Blood Wedding*

B. Poetry

- Charles Baudelaire: *Meditations, The Albatross, I am like the King of Rainy Country*

C. Short Stories

- Franz Kafka: *A Dream, First Sorrow, give it up, Letter to his Father translated as Dearest Father*

D. Essays

- Herman Hesse: *Essays translated from Sight of Chaos: Thoughts on The Idiot of Dostoevsky, The Downfall of Europe*

Indicative Reading

- Bishop, Thomas. (1961) Pirandello and the French Theatre. New York.
- Benjamin, W. (1973). *Charles Baudelaire: A lyric poet in the era of high capitalism* (p. 55). London:nlb.
- Campbell, George A. (1933) Strindberg. New York.
- Clark, Barrett H. Ed. (1947) European Theories of the Drama. New York: Crown.
- Gassner, John. (1954) Form and Idea in Modern Theatre. New York.
- Gray, Ronald. (1961) Bertolt Brecht. New York.
- Hesse, H. In Sight of Chaos, trans. S. Hudson (*Zurich: VerlagSeldwyla, 1923*), 14.
- Kafka, F. (2012). *The complete stories*. Schocken.
- Lumley, Fredrik. (1960) Trends in 20th Century Drama. Fairlawn.
- Mihailovich, V. D. (1967). Hermann Hesse as a critic of Russian literature. *Arcadia*, 2(1), 91.
- Preece, J. (Ed.). (2002). *The Cambridge Companion to Kafka*. Cambridge University Press.
- Scott, M. Ed. (1986) The Birthday Party, The Caretaker, The Homecoming: A Casebook. London: Macmillan.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Course Title: Pakistani Literature in English

Course Code: ENG-4108-a

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

English language is now a major world language from a vast array of countries. South Asia has a strong tradition of writing in English and owing to its geographical location. It is appropriate to study and respond to this literary heritage. After studying the course, the students will be introduced to literature from the region. They will be able to appreciate the Pakistani literary experience and the impact of cultural exchange towards its enrichment.

Course Content:

- History of Pakistani Literature
- A. Novel (any one)

- Bapsi Sidhwa: *Ice-Candy Man* (Novel)
- Mohsin Hamid: *Reluctant Fundamentalist*

B. Poetry (any two)

- Aamir Hussain: *Sweet Rice* (poem)
- Tahira Naqvi: *Attar of Roses* (poem)
- Daud Kamal: *An Ode to Death*

C. Short Stories (any three writers)

- Taufiq Rafat: Selections from *Arrival of the Monsoon* (*Loneliness, Touch of winter, Mediation and Prayers*)
- Alamgir Hashmi: *Birds in a Tree, Burial, The precious thing*
- Muneza Shamsie: Selection of Essays from *And the World Changed*
- Talat Abbasi: *Bitter gourd, Simple Question*

Indicative Reading

- Abbasi, T. (2001). *Bitter Gourd and Other Stories*. Oxford University Press, USA.
- Afzal-Khan, Fawzia. *Cultural Imperialism and the Indo-English: Genre and ideology in R. K. Narayan, Anita Desai, Kamla Das and Markandaya*. Pennsylvania State University Press, 1993
- Bose, Sujata & Jalal Ayesha, *Modern South Asia: History, Culture, Political, Economy*. Oxford U P (2nd Ed), 2004
- Hashmi, Alamgir. *Kamal Daud's Entry in Encyclopaedia of Post-Colonial Literatures in English*. Vol 1. Ed Benson E. & Connolly, L W. London: Routledge, 1994
- Hashmi, A. (1986). *The literature of Pakistan*.
- Jameson, Fredric. *Third-World Literature in the Era of Multinational Capital* in *Social text* 15, Fall 1986
- Khawaja Waqas A, *Morning in the Wilderness: Reading in Pakistani Literature*. Sang-e-Meel Publications, Lahore
- Raffel, B. (1994). *The Poems of Alamgir Hashmi*. *The Literary Review*, 37(4), 705.
- Rafi, M. S., & Moghees, A. (2012). *Pakistani Variety of English: Its Forms and Functions*. *Language in India*, 12(3).
- Rahman, T. Shamsie, M. *A Fly in the Sun*
- Rahman, Tariq A, *History of Pakistani Literature in English*. Vanguard Press (Pvt) Ltd, Lahore 1991
- Said Edward W, *Culture and Imperialism*, Vintage London 1993

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Core Modules-Linguistics

Course Title: Language Teaching Methodologies

Course Code: ENG-4101-b

Semester: BS English 7th Semester

Course Objectives:

This course focuses on the key concepts involved in teaching language. It also highlights different approaches, methods and skills involve while lesson planning which will enable students to learn and devise activities to plan and construct lessons in classrooms independently.

Course Content:

- Introduction to teaching methodologies
- Teaching Methods: Various aspects (theoretical underpinnings, principles, activities, merits, and demerits) of approaches and methods in teaching Second/Foreign languages, such as Grammar-Translation Method, Direct Method, Audiolingual Method, Communicative Language Teaching, Situational Language Teaching.
- Teaching Aids: How to Use Audio-Visual Aids in Teaching of English as a Second/Foreign Language

- Classroom Organization (Pair work, Group work and Related Problems)
- Student centered classrooms and Teacher centered classrooms
- Explicit and implicit instructions
- Task based learning
- Teaching Listening: What is listening?, Purposes, listening comprehension process (sensory memory--short term memory---long term memory), transactional and interactional listening, listening processes (bottom-up, top-down, interactive), listening strategies (prediction, listening for main idea, details, inference, guessing meaning from context, listening and note-taking, etc.), intensive and extensive listening, listening problems, activities for teaching listening (pre, during, and post listening activities)
- Teaching Speaking: What is speaking? Purposes, what is involved in speaking (communicative competence)? teaching pronunciation (segmental and suprasegmental features of conversation (turn taking, back channeling, pausing, etc.), speaking problems, criteria for selecting speaking activities (fluency vs. accuracy, open-ended vs. close-ended, etc.), activities for teaching speaking (Role play, dialogue, discussion, speech (prepared and impromptu), presentation, summarizing, etc.)
- Teaching Reading: What is reading? purposes, reading comprehension process, reading processes (bottom-up, top-down, interactive), reading strategies (prediction, reading for main idea, details, inferencing, guessing meaning from context, summarizing, graphic organizers, etc.), intensive and extensive reading, fluency reading, reading problems, reading and vocabulary, activities for teaching reading (pre, during, and post reading activities)
- Teaching Writing: What is writing?, Purposes, difference between speech and writing, the process of writing, organization of paragraph/essay, writing different types of paragraphs, characteristics of a good piece of writing (unity, cohesion, coherence, etc.), types of writing (descriptive, narrative, expository) and their characteristics, Communicative writing and its features, writing problems, activities for teaching writing (controlled, guided, and free writing activities), writing and error correction
- Difference between syllabus and Curriculum
- Lesson Planning
- Student learning outcomes (SLO)
- Teaching Language through Literature
- Testing and Assessment: Testing vs. Assessment, Types (Formative, Summative, Diagnostic, Proficiency, Achievement, etc.) and purposes of tests, Criteria for test usefulness (Reliability, Validity,

Practicality, Interactiveness, Authenticity, and Impact), types of score interpretation (norm-referenced and criterion-referenced), constructing objective and subjective tests, types of scoring.

Indicative Reading

Suggested Books

- Alderson, J. C., & Urquhart, H. A. (Eds.) (1984). *Reading in a Foreign Language*. London: Longman.
- Bachman, L., & Palmer, A. (1996). *Language testing in practice*. New York: Oxford University Press.
- Brookes, A. & Grundy, P. (1990). *Writing for Study Purposes*. Cambridge: CUP.
- Brown, G. & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: CUP.
- Brumfit, J. C. (1985). *Language and Literature Teaching: From Practice to Principle*. Pergamon Press
- Byrne, D. (1988). *Teaching Writing Skills*. London: Longman.
- Carter, R. & McCarthy. (1997). *Exploring Spoken English*. Cambridge: CUP.
- Celce-Murcia, M. (Ed.). *Teaching English as a second or foreign language*. Boston: Heinle & Heinle.
- Collie, J. & Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: CUP.
- Grabe, W. & Kaplan, R. (1996). *Theory and Practice of Writing*. London: Longman.
- Harmer, J. (2003). *Practice of English Language Teaching*. London: Longman.
- Harmer, J. (1998). *How to Teach English*. London: Longman. Hedge, T. (2005). *Writing*. (Second edition). Oxford: OUP.
- Hughes, R. (2002). *Teaching and Researching Speaking: Applied Linguistics in Action*. Harlow: Longman.
- Miller, M. D., Linn, R., & Gronlund, N. (2009). *Measurement and evaluation in teaching*. (Tenth Edition). Upper Saddle River, NJ: Merrill, Prentice Hall.
- Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language*. (Second edition). London: Heinemann.
- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (Second edition). Cambridge: CUP.
- Stern, L. S. (1987). Expanded dimensions to Literature in ESL/ EFL: An Integrated Approach. *Forum*. Vol: xxv, No: 4, 47-55.

- Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: CUP.
- Wallace, C. (1992). *Reading*. Oxford: OUP.
- White, R & Arndt, V. (1991). *Process Writing*. London: Longman.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Course Title: Discourse Analysis

Course Code: ENG-4102-b

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

This course aims to explain the theory of discourse analysis and to demonstrate its practical relevance to language learning and teaching.

Course Content:

- What is Discourse?
- Role of Context in Discourse?
- Identities (intimates, associates, strangers).
- Observing the Human Use of Language through Discourse Analysis.
- Critical Discourse Analysis (CDA)
- Fair Clough’s model for CDA.
- Difference between Text and Discourse
- Text as a communication event-- seven criteria: cohesion, coherence, intentionality, acceptability, informatively, situationality, intertextuality
- Text in relation with Co-text and context.
- Approaches to the phenomenon of discourse.
- What do Discourse Analysis do?
- Foucault’s concept of power.
- Multimodal Discourse Analysis.
- Conversational Analysis.

- Semiotics (Study of signs)
- Feminist Post Structural Discourse Analysis.
- Discourse Analysis is significant for the study of advertisement.

Indicative Reading

- Brown, G. and Yule, G. (1983). *Discourse Analysis*. Cambridge: CUP
- Cook, G. (1989). *Discourse*. Oxford: OUP.
- Coulthard, M. (1985). *An Introduction to Discourse Analysis*. (Second edition). London: Longman
- Edmondson, Willis. (1981). *Spoken Discourse: A Model for Analysis*. London: Longman.
- Gee, J. P. (2005). *An Introduction to Discourse Analysis: Theory and Method*. London: Routledge.
- Grice, H P. (1975). Logic and Conversation. In P. Cole & J. L. Morgan. (Eds.), *Syntax and Semantics 3: Speech Acts*. London: Academic Press.
- Johnstone, B. (2002). *Discourse Analysis*. Oxford: Blackwell
- Leech, G. & Thomas, J. (1988). *Pragmatics: The State of the Art*. Lancaster Papers in Linguistics. University of Lancaster.
- Leech, G. (1983). *Principles of Pragmatics*. London: Longman.
- Levinson, S. (1983). *Pragmatics*. Cambridge: CUP.
- McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge: CUP.
- Poole, B. (2010). Commitment and criticality: Fairclough's critical discourse analysis evaluated. *International Journal of Applied Linguistics*, 20(2), 137-155.
- Richards, J. & Schmidt, R. (1983). *Language and Communication*. London: Longman.
- Schiffrin, D. (2001). *Approaches to Discourse*. Oxford: Blackwell.
- Stubbs, M. (1983). *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*. Oxford: Basil Blackwell.
- Van Dijk, T. A. (2001). *Critical discourse analysis. The handbook of discourse analysis*, 349-371.
- Wardhaugh, R. (1985). *How Conversation Works*. Oxford: Basil Blackwell

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Course Title: Second Language Acquisition

Course Code: ENG-4103-b

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

The course intends to acquaint students with the theory and practices of Second Language Acquisition (SLA).

Course Content:

- Introduction to SLA
- Theoretical issues in SLA
- Language Learning Theories
- Contrastive Analysis
- Error Analysis
- Individual Difference in second language learner
- Socio-cultural factors in an outside the classroom
- Developmental sequences in classroom
- Inter and intra-language factors in SLA
- Language transfer
- Impact of motivation in language learning
- L2 development and Processing
- Language Learning Strategies
- Language Input/ Output & LAD
- Social and Psychological aspects of Interlanguage
- Age in SLA
- Individual differences & SLA
- Language and Anxiety

Indicative Reading

Suggested Books

- Archibald, J. (ed.) 2000: Second language acquisition and linguistic theory. Oxford: Blackwell.
- Doughty, C. and M. Long (eds.) 2003: Handbook of second language acquisition. (2nd edition) Oxford: Blackwell.
- Ellis, R., & Ellis, R. R. (1994). The study of second language acquisition. Oxford University.
- Ellis, R. 1997: Second language acquisition and language teaching. Oxford: OUP.
- Frerch, C. and G. Kasper, (1983). On identifying communication strategies. In C. Frerch and G. Kasper (Eds.) Strategies in Interlanguage Communication London: Longman.
- Gass, S. and L. Selinker 2001: Second language acquisition. An introductory course. (2nd edition) Mahwah, NJ: Lawrence Erlbaum.
- Hawkins, R. 2001: Second language syntax. A generative introduction. Oxford: Blackwell.
- Herschensohn, J. 2000: The second time round: minimalism and SLA. Amsterdam: JohnBenjamins.
- Klein, E.C. and G. Martohardjono (eds.) 1999: The development of second language grammars. Amsterdam: John Benjamins.
- Long, M.H. (1983). Native speaker/non-native speaker conversation and the negotiation of comprehensible input. Applied Linguistics 4: 126-41.
- Long, M.H. (1981). Input, interaction and second language acquisition. In H. Winitz (Ed.) Native Language and Foreign Language Acquisition. Annals of the New York Academy of Sciences 379.
- Mitchell, R. and F. Myles 1998: Second language learning theories. London: Arnold.
- Ritchie, W.C. and T.K. Bhatia (eds.) 1996: Handbook of second language acquisition. San Diego: Academic Press.
- Robinson, P. (ed.) 2001: Cognition and second language instruction. Cambridge: CUP.
- Skehan, P. 1998: A cognitive approach to language learning. Oxford: OUP.
- Tarone, E. (1982). Systematicity and attention in interlanguage. Language Learning 32: 69-82.
- Tarone, E. (1983). On the variability of interlanguage systems. Applied Linguistics 4: 146-63.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: World Englishes

Course Code: ENG-4104-b

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

The course aims to make students familiar with the different varieties of the English language, and how the concept of Standard English is changing. The module is mainly sociolinguistic in approach, in that it deals with variation (both diachronic and synchronic) in each variety considered.

Course Content:

- Introduction to World Englishes
- Importance of English
- Historical, social and political contexts
- Native and Non-Native Speakers of English
- Classification of Englishes
- Postcolonial Englishes, New Englishes, Asian Englishes, African Englishes
- Pidgins and Creoles
- Inner Circle & Outer Circle Englishes
- English as an International Language
- New Englishes in education: teaching and testing
- New Englishes in a new age: call centres, sms, hip-hop
- Linguistic Imperialism/Linguistic Hegemony

Indicative Reading

- Britain, D. (ed.) (2007). *Language in the British Isles*. CUP.
- Cheshire, J. (1991). *English around the world: Sociolinguistic perspectives*. Cambridge: Cambridge University Press.
- Jenkins, Jennifer. (2003). *World Englishes: A Resource Book for Students*. London and New York: Routledge.
- Foulkes, P. & G. Docherty (eds.) (1999). *Urban voices*. Arnold.
- Kachru, B. B. (1992). *The other tongue: English across cultures*. (2nd ed.). Urbana: University of Illinois Press.

- Kachru, B., Y. Kachru & C. Nelson (2009). *The handbook of World Englishes*. Blackwell.
- Karshner, R., & Stern, D. A. (1990). *Dialect monologues* [Audio cassette]. Rancho Mirage, CA: Dramaline.
- Karshner, R., & Stern, D. A. (1994). *Dialect monologues*. Volume 2 [Audio cassette]. Toluca Lake, CA: Dramaline
- Kirkpatrick, A. (2010). *Routledge handbook of World Englishes*. Routledge.
- Melchers, G. & P. Shaw (2011). *World Englishes (2nd edition)*. Arnold.
- Schneider, E. W. (2007). *Postcolonial English*. CUP.
- Schneider, E. W. (2011). *English around the world: an introduction*. CUP.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Elective/Optional Courses-Linguistics

Course Title: Media Discourse Analysis

Course Code: ENG-4105-b

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

This course will provide students with an insight into the socio-political influence and the cultural power of the mass media in the modern world. The learners are expected to study the role that the language of media is playing in globalization. At the end of the course the students to will be able to respond to the media texts (written and spoken).

Course Content:

- Introduction to mediation Sign and meanings
- Inter-textuality, Narrative, Cultural studies
- Representation of social identities and social relations in Text and Talk
- Voices and dialogues, footing, entitlement, authority and re-contextualization
- Montage/Hybridization: interaction in media genres; interviews in hybrid talk forms

- Language of Propaganda and Sabotage
- Language of Politics (Newspeak and Binary Discourse)
- Interpellation: Modes of address (e.g. direct address in broadcasting and TV advertising Genre and Ideology (e.g. femininity as an ideology)
- Regime of Broadcasting
- Roles of producers and receivers of speech acts
- Language of Documentary
- Multimodal discourse analysis
- Copy-writing
- Journalistic writing
- Media and Globalization
- Deconstruction of Media texts

Indicative Reading

- Allen, R. (Ed.), (1992). Channels of Discourse Reassembled. New York: Rutledge.
- Bell, A. (1991). The Language of News Media. Oxford: Blackwell.
- Cormack, M. (1992). Ideology. London: Batsford.
- Edginton, B. & Montgomery, M. (1996). The Media. The British Council.
- Fairclough, N. (1990). Critical Discourse Analysis. London: Longman.
- Fiske, J. (1990). Introduction to Communication Studies. London: Routledge.
- Fowler, R. (1991). Language in the News - discourse and ideology in the press. London: Routledge.
- O’Sullivan, T., Dutton, B. & Rayner, P. (1994). Studying the Media - an introduction. London: Arnold.
- Tolson, A. (1996). Mediations, Text and Discourse in Media Studies. London: Arnold.
- Tomlinson, A. (1990). Consumption, Identity and Style marketing Meanings and the Packaging of Pleasures. London: Routledge.
- Tomlinson, J. (1991). Cultural Imperialism. London: Pinter.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Translation Studies

Course Code: ENG-4106-b

Credit Hours: (3+0)

Semester: BS English 7th Semester

Course Objectives:

After completing the course students will be able to understand the complexities of translation from one language to the other in this case from English to Urdu and from Urdu to English through studying translations. They will be expected to demonstrate their knowledge and skills in translation.

Course Contents:

- Language, culture and society
- The concept of universe of discourse
- Linguistic relativity
- Semantic competence
- Comparative Morphology, Syntax, and Semantics
- Translatability, Expressibility and Effability

Indicative Readings:

- Armstrong, N. (2005). Translation, Linguistics, Culture. Multilingual Matters Limited.
- Baker, Mona. (1992). In Other Words: A Coursebook on Translation. London: Routledge.
- Bell, R, T. (1994). Translation and Translating. London: Longman.
- Bermann, S. & Wood, M. (2005). Nation, Language, and the Ethics of Translation. Princeton University Press.
- Catford, J. C. (1965). A Linguistic Theory of Translation: an Essay on Applied Linguistics. London: Oxford University Press.
- de Beaugrande, Robert-Alain & Dressler, W. 1983. Introduction to Text Linguistics. London: Longman.
- Duff, A. (2004). Translation. Oxford: Oxford University Press.
- Fawcett, P. (1997). Translation and Language: Linguistic Theories Explained. Manchester: St Jerome Publishing.

- Kenny, Dorothy. (1998). 'Equivalence'. In Baker, M. (ed.), *Routledge Encyclopaedia of Translation Studies*, (77-80). London and New York: Routledge.
- Kress, G. (1989). *Linguistic Process in Sociocultural Practice* (Second edition). Oxford: Oxford University Press.
- Kussmaul, P. (1995). *Training the Translator*. John Benjamins Publishing Co.
- Newmark, P. (1995). *A Textbook of Translation*. Library of Congress 74 Cataloging-in-Publication Data.
- Robinson, D. (2007). *Becoming a Translator: An Introduction to the theory and practice of Translation*. (second edition). Routledge.
- Rubel, G.P. & Roseman, A. (Eds.). (2003). *Translating Cultures: Perspectives on translation & Anthropology*. Berg.
- Sameulsson-Brown, G. (2004). *A Practical Guide for Translators*. Multilingual Matters Ltd.

YEAR FOUR - SEMESTER EIGHT: LITERATURE

Course Title: 20TH Century Fiction & Nonfiction

Course Code: ENG-4201-a

Credit Hours: (3+0)

Semester: BS English 8th Semester

Course Objectives:

The students will be able to recognize the characteristics of 20th century present in literary works. The students will also be able to recognize the development of character and plot in the novel and will be able to identify specific connections between characters and other elements such as setting. Students will learn a method of analyzing

novels by starting with characters and moving outward to other elements and will identify the most effective elements of selected novels.

Course Content:

- Joseph Conrad: *Heart of Darkness*
- D.H. Lawrence: *Sons & Lovers*
- Virginia Woolf: *To the Lighthouse*
- William Golding: *Lord of the Flies*

Indicative Reading

- Allen, W. (1954). *The English Novel: A Short Critical History*. Penguin.
- Allot, M. (1959). *Novelists on the Novel*. Routledge and Kegan Paul.
- Bradbury, M. (1973). *Possibilities: Essay on the State of Novel*. OUP.
- Dyson, A.E. (ed). (1976). *Sense and Sensibility, Pride and Prejudice and Mansfield Park*. The Anchor Press Ltd.
- Karl, F.R. (1975). *A Reader's Guide to the Development of English Novels in the Eighteenth Century*. Thomas & Hudson.
- Kennedy, A. (1979). *Meaning and Signs in Fiction*. McMillan.
- Mansell, D. (1973). *The Novels of Jane Austen: An Introduction*. McMillan.
- Peck, J. (1983). *How to Study a Novel*. McMillan.
- Foster, E.M. (1956). *Aspects of English Novel*.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Literary Criticism-II (Modern Critical Theories)

Course Code: ENG-4202-a

Credit Hours: (3+0)

Semester: BS English 8th Semester

Course Objectives:

The aim of this course is to introduce the trends of criticism in 19th and 20th century. The works of representative critics have been prescribed for the understanding of the dominant parameters in the critical theory of the respective centuries. The course especially focuses on the aspects of practical criticism for the training of the students.

Course Content:

- Structuralism
- Russian Formalism
- Post Structuralism
- Marxism
- Reader response criticism
- Psychoanalytical criticism
- Deconstruction
- Feminism
- New historicism
- Post-colonialism
- Modernism
- Post Modernism

Indicative Reading

- Arnold, M. (1966). *Essays in Criticism*, Second Series. McMillan
- Abrams, M.H. (1977). *The Mirror and the Lamp*, OUP
- Buckley, V. (1968). *Poetry and Morality: Students in the Criticism of Arnold. Eliot and Leavis*.
- Daiches, D. (1967). *Critical Approaches to Literature*, Longman.
- Eliot, T.S. (1986). *The use of Poetry and the Use of Criticism*. Faber and Faber.
- Richards, I. A. (2017). *Principles of literary criticism*. Routledge.
- Read, H.E. (1951). *Collected Essays in Literary Criticism*. Faber and Faber
- Selden, R., Widdowson, P., & Brooker, P. (2013). *A reader's guide to contemporary literary theory*. Routledge.
- Turner, B. S. (1990). *Theories of modernity and postmodernity*.
- Tyson, L. (2014). *Critical theory today: A user-friendly guide*. Routledge.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Postcolonial Literature

Course Code: ENG-4203-a

Credit Hours: (3+0)

Semester: BS English 8th Semester

Course Objectives:

This course aims to introduce students to a selection of literature and criticism generated by the colonizers and the colonized. Students will be able to participate meaningfully in the debate inaugurated by Post-Colonial literary studies. They will be able to identify the common thematic concerns and stylistic features in the cross-continental voices of the empire. They will also be able to recognize post-colonial literature and criticism as a distinct and significant addition to English literary studies.

Course Content

- General Introduction to Post-Colonial Theory
- Chinua Achebe: *Things Fall Apart*
- Joseph Conrad: *Heart of Darkness*
- Ben Okri: *The Famished Road*
- Hanif Kureishi: *Buddha Suburbia*
- Derek Wallcott: *Dream on a Monkey Mountain*
- Derek Wallcott: Selected Poems: *Dark August, A City's Death by Fire, A Far Cry from Africa*
- Agha Shahid Ali: *Country without a Post Office* (Poem)

Indicative Reading:

- Achebe, Chinua, (1964). "The Role of a Writer in A New Nation." *Nigeria Magazine*. No 81.
- Ashcroft, B. Griffiths, G. and Tiffin, H. Eds. (1995). *The Post-Colonial Studies Reader*, London: Routledge.
- Belsey, C. (1980). *Critical Practice*, London: Methuen.
- Boehmer, Elleke. (1995). *Colonial and Postcolonial Literature*. Oxford: Oxford UP.
- Loomba, Ania. (1998). *Colonialism/ Postcolonialism*. London: Routledge.
- Peck, J. Ed. (1995). *New Casebook on Post-colonial Literatures*. Macmillan.
- Smith, H. (2002). *Beyond the Post-Modern Mind*. Lahore: Suhail Academy.
- Burnett, Paula. (2000). *Derek Walcott: Politics and Poetics*. University of Florida Press.

- Hamner, Robert. D. (1997). *Critical Perspectives on Derek Walcott*. Lynne Rienner Publishers
- Thieme, John. (1999). *Derek Walcott*. Manchester UP.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Elective/Optional Courses: Literature

Course Title: Literary Movements

Course Code: ENG-4204-a

Credit Hours: (3+0)

Semester: BS English 8th Semester

Course Objectives:

The aim of this course is to keep the historical spirit of Classical and Romantic literatures in the center. This course will focus on some of the major literary movements of the 20th Century. The students are to explore the history of Modern literature from the perspective of overlapping major literary trends and tradition of the time. For example, at its core, the course will explore the changing forms of Realism as a literary requirement during the 20th century. It will get into exploring some of the divergent offshoots of Realism like Naturalism, Symbolism, Existentialism, Absurdism, Surrealism, and many others. This suggested course becomes even more important because on the one hand it supplements historical survey while on the other it offers an exposure to forms of modern drama, fiction, and poetry, the courses to be offered in the coming semesters. Thus, having background knowledge to the literary trends of the time this way becomes a prerequisite and a context for introducing the writers and artists associated with the suggested movements below.

Course Content

- Introduction to literary movements
- Realism
- Naturalism
- Symbolism
- Expressionism
- Existentialism
- Absurdism

- Surrealism
- Feminism
- Post-Feminism
- Modernism
- Post-Modernism

Note. These topics need to be taught by illustrating examples from various genres of literature.

Indicative Reading

- Docherty, Thomas. Ed. *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf, 1992. (For Postmodern Theory)
- Lodge, David. Ed. *Twentieth Century Literary Criticism*. London: Longman, 1972. (For Introduction)
- Vincent B. Leitch (General Editor). *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company, 2001 (or later editions). (For all the various approaches, and topic and author wise selections)

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Literary Stylistics

Course Code: ENG-4205-a

Credit Hours: (3+0)

Semester: BS English 8th Semester

Course Objectives:

This course introduces the modern concepts of style in both literary and nonliterary discourses. The course also includes a comparison in the context of literary genre leading to identification of different syntactical, phonological and semantic levels in a literary text. Raising the initial question, what is stylistics, the course trains the students to explore branches of stylistics and the levels of analyses. It then, through reading of diverse literary texts, helps students trace the application of figurative language, foregrounding techniques, parallelism, norm and deviation, point of view, speech and thought presentations, pragmatic analysis of speech acts and such other related complexities used by the literary authors. In spirit, the aim of the course is to study features of situational distinctive varieties of literary language by discovering and describing the reasons for choices made by individual authors in their use of language.

Course Content:

- Stylistics as a branch of linguistics
- Style and register
- Linguistic description
- Conversational style
- Scripted speech
- Stylistic analysis of a variety of written and spoken literary texts of choice and need
- Methodologies for stylistic analysis: practices and pedagogies
- Analyzing literature through language (one Hamlet's speech)
- The stylistic of drama- universal elements
- The stylistic of poetry
- The stylistic of narrative fiction
- Stylistic analysis of a variety of written and spoken literary texts of choice and need

Indicative Reading

- Barry, P. (1995). An introduction to literary and cultural theory. *Beginning Theory*.
- Chapman, R. (1975). Linguistics and Literature.
- Carter, R. (1982). Language and Literature: An Introductory Reader in Stylistics.
- Carter, R. (2010). Methodologies for stylistic analysis: Practices and pedagogies. *Language and style*, 55-68.
- Crystal, D and Davy, D. (1969). Investigating English Style.
- Crystal, D. (2004). *The Cambridge encyclopedia of the English language*. Ernst KlettSprachen.
- Fowler, R. (1996). Linguistic Criticism.
- Halliday, M. A. K. (1990). Spoken and Written Language.
- Leech, Geoffrey and Short, Michael. (1986). Style in Fiction.
- Leech, Geoffrey. (2002). A Linguistic Guide to English Poetry.
- Madden, F. (2002). *Exploring Poetry: Writing and Thinking about Poetry*. Recording for the Blind & Dyslexic.
- Thomas, Jenny. (1995). Meaning in Interaction. London: Longman.
- Verdonk, P. (2002). *Stylistics*. Oxford University Press.
- Widdowson, H. G. (1992). Practical Stylistics: An Approach to Poetry.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Course Title: Emerging Forms of Literature

Course Code: ENG-4206-a

Credit Hours: (3+0)

Semester: BS English 8th Semester

Course Objectives:

This course focuses on the emerging forms of literature. Literature for long has been considered as a powerful representation of life through words, while in terms of new ways of living the modes of representation have also transformed. Limiting our question about the representation of literary texts through changing modes like film or video or other screen and sonic technologies, the debate here initiates a higher critical level of understanding. Students opting for this course will comprehend the growing combinations of screen reading, media forms, literature and literary criticism.

Course Content:

- **Section-I:** Literature: Some Ways of Studying Literature, literature and Literary Study, The Nature of Literature, The Function of Literature, Literary Theory, Criticism and History, Comparative and National Literatures, Extrinsic Approaches to the Study of Literature.
- **Section-II:** What is Film or Cinema: The Language and Semiotics of Cinema, the Cinematographic Principles.
- **Section-III:** Film Theory, Criticism, and Technology: Film Language and Reality, Film Narratives, Film Genres, Film Psychology, Film Ideology and Technology, Digital Images and Film Theory, Semantic/Syntactic Approaches to TV and Film, The Work of Art in the Age of Mechanical Reproduction, Literature and Science, Children's Films and Literature, Visual Pleasure and Narrative Cinema, Colonialism and Representation, Digital Cinema, Multimedia and Technological Change.

- **Section-IV:** Narration and Adaptation: Literature as Film: Structuring the Scene, Documentary Storytelling, Screen Writings and Adaptations (Shorts, Soaps, Series, Sitcoms, etc)

Indicative Reading

Note. Selected chapters from any of the suggested books or other resources

- Arnheim, R. (1957). *Film as Art: 50th Anniversary Printing*. Univ of California Press.
- Ellis, J. (2002). *Visible fictions: Cinema: television: video*. Routledge.
- Hudson, W. H. (2006). *An introduction to the study of literature*. Atlantic Publishers & Dist.
- Metz, C. (1991). *Film language: A semiotics of the cinema*. University of Chicago Press.
- Schatz, T. (1981). *Hollywood genres: Formulas, filmmaking, and the studio system*. McGraw-Hill Humanities/Social Sciences/Languages.
- Wellek, R., & Warren, A. (1956). *Theory of literature* (p. 78). New York: Harcourt, Brace.

Suggested videos and films but NOT ALL of them:

- Robinson Crusoe, My Fair Lady, A Farewell to Arms, Romeo and Juliet, Much Ado about Nothing, Henry V, Hamlet, Bleak House, Man with a Movie Camera, Crooked House, Gosford Park, and Tess (or any other as required)

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Course Title: Term Paper

Course Code: ENG-4207-a

Credit Hours: (6+0)

Semester: BS English 8th Semester

Course Objectives:

Students will be required to undertake a small-scale investigation on a topic of individual interest in their area of

specialization in literature. The aim of this component is to encourage the students to develop the ability to collect, analyze and interpret data, apply theories and methods practiced worldwide in literary research. It also presents the research in a coherent and well-organized manner in up to 10-12 thousand words. Each student will be provided individual supervision and guidance in the proposed research that he or she undertakes to conduct.

Note. Only those students can conduct research who meet the minimum eligibility criterion of 3CGPA.

Evaluation

The research thesis will be assessed by two examiners (one of them will be the supervisor and the second will be an external examiner preferably from another university). The thesis will be considered equivalent to a 6-credit hour course.

Core Modules: Linguistics

Course Title: Creative Writing

Course Code: ENG-4201-b

Semester: BS English 8th Semester

Course Objectives:

The students of literature, after discovering the writer in them, can appreciate literature more and its implication to life in a better way. The understanding of literary genres will enable the students to pick from a variety of genres of their own choice to give vent to their feelings. The course will help them to form their own peculiar literary style, and the art of rhetoric will enable them to use language with a subtle sophistry.

Course Content:

- Introduction to creative writing
- Characteristics of good writing
- Types of creative writing
- Creative writing techniques: think about your reader, three act structure (set-up, confrontations and resolution), attention-seeking opening, extended metaphors, setting description, editing, record your ideas.)

- How to use figurative language
- Literary and Figurative Devices: Symbolism, Imagery, Metaphor & Simile, Irony, Satire, Humor, Others
- Sensory details
- Understanding Literary Genres-Novel, Drama, One Act Play, Prose, Poetry, Monologue / Dramatic Monologue, Short Story
- Creative Writing Process: thinking, questioning, free-writing (looping), listing, clustering of ideas, outlining
- Developing a Style: Word choices, cohesion, coherence, character, setting, plot
- Where to Get Ideas from? Personal Experience, Glimpse into the Past, What We Already Know, Funny Moments as Inspiration, Identification, Parody
- Writing as Therapy

Note: Students should be given writing assignments to enhance their creative writing skills. Teachers also need to design different writing activities in the classroom e.g. doing group writing exercises, writing games etc.

Indicative Readings

Suggested Books

- Anderson, L., & Neale, D. (2013). *Writing fiction*. Routledge.
- Anderson, Linda. (2013) *Creative Writing: a workbook with readings*. Routledge.
- Morley, D., & Neilsen, P. (Eds.). (2012). *The Cambridge companion to creative writing*. Cambridge University Press.
- Sternberg, R. J. (Ed.). (1999). *Handbook of creativity*. Cambridge University Press.
- Sternberg, R. J., & Lubart, T. I. (1999). The concept of creativity: Prospects and paradigms. *Handbook of creativity, 1*, 3-15.
- Rickards, T., Runco, M. A., & Moger, S. (Eds.). (2008). *The Routledge companion to creativity*. Routledge.
- King, S. (2002). *On writing*. Simon and Schuster.
- Mills, P. (2006). *The Routledge creative writing coursebook* (p. 39). New York: Routledge.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Course Title: Language and Gender

Course Code: ENG-4202-b

Credit Hours: (3+0)

Semester: BS English 8th Semester

Course Objectives:

The course aims to introduce students to a wide range of linguistic analyses of language used by and used about women and men; examine models of explanation for gender differences, enabling students to explore gender in the structure and use of language at different levels of linguistic analysis (speech style/pronunciation, vocabulary, sentence construction, discourse) and in different social and cultural contexts.

Course Contents:

- The relationships between language, gender, and society:
- In what ways do men and women use language differently?
- How do these differences reflect and/or maintain gender roles in society?
- The primary linguistic approaches to gender and language
- Historical and contemporary issues and controversies in the field of language & gender
- Different perspectives on language and gender: linguistic, anthropological, sociological, psychological, feminist.

Indicative Reading

- Coates, J. (1986). *Women, Men and Language*. Longman: London.
- Eckert, P. & McConnell, G. S. (2003). *Language and Gender*. CUP.
- Ember, R. C & Ember, M. (Eds.), (2004). *Encyclopedia of Sex and Gender: Men and Women in the world's cultures*. Kluwer Academic/Plenum Publishers
- Graddol, D. and J. Swann. (1989). *Gender Voices*. Blackwell: Oxford, UK.
- Johnson, S. & Ulrike, H. M. (1997). *Language and Masculinity*. Oxford: Blackwell. (LAM).
- King, R. (1991). *Talking Gender: A Guide to Non-Sexist Communication*. Copp Clark Pitman Ltd.: Toronto.
- Litosseliti, L. (2006). *Gender and Language: Theory and Practice*. London: Hodder Arnold.
- Tannen, D. (1990). *You Just Don't Understand*. New York: Ballantine Books (YJDU)
- Tannen, D. (Ed.), (1993). *Gender and Conversational Interaction*. New York: OUP

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Course Title: Language, Culture and Identity

Course Code: ENG-4203-b

Credit Hours: (3+0)

Semester: BS English 8th Semester

Course Objectives:

This module explores the role of language in the construction of identities and the significance of identity construction to language variation. The concept of identity is investigated on various levels, and the focus of the course is on how these multi-levelled identities are realised through the use of language. The course will enable students to develop a better understanding of what constitutes identity and how it is related to language and culture.

Course Content

- Relationship between language and culture
- Linguistic Relativity
- Language Policy
- Role of language and culture in the formation of identity
- Types of identity: Religious; Ethnic; Linguistic; Cultural; National, The issue of identity in multicultural societies
- Identity Crisis
- Language Attitudes: Ethnic conflicts, Linguistic conflicts
- Problems of linguistic inequality
- Endangered Languages and cultures in Pakistan
- Linguistic imposition
- Cross-cultural communication
- Culture shock

Indicative Reading

- Agnihotri, K. R. (2007). Identity and Multilinguality: The Case of India. In Tsui, M. B. A. &Tollefson, W.

J. (Eds.). *Language Policy, Culture, and Identity in Asian Contexts*.

- Bucholtz, M., & Hall, K. (2004). Language and identity. *A companion to linguistic anthropology, 1*, 369-394.
- Lawrence Earlbaum Associates, Publishers. Mahwah, New Jersey. (185-204).
- Chick, K. J. (1996). Intercultural Communication. In Mc Kay L. S. and Hornberger, H.N (Eds.), *Sociolinguistics and Language Teaching*. CUP, (329-350).
- Edwards, J. (1985). *Language, Society and Identity*. Oxford: Basil Blackwell.
- Joseph, John, E. (2004). *Language and identity: national, ethnic, religious*. New York: Palgrave Macmillan.
- Gumperz, J. J. (1997). Interethnic communication. In *Sociolinguistics* (pp. 395-407). Palgrave, London.
- Hussain, N; Ahmed, A & Zafar, M. (Eds.). *English and Empowerment in the Developing World*. New Castle Upon Time: Cambridge Scholars Publishing. (191-198).
- Kiesling, S. F., & Paulston, C. B. (2005). Intercultural discourse and communication. *The Essential Readings. Malden: Blackwell*.
- Khan, R. K. (2009). *Two Languages with One Culture: Problems in Communication*. In
- Ochs, E. (2005). Constructing Social Identity: A Language Socialization Perspective. In Kiesling F. S. & Paulston, B. C. (Eds.). *Intercultural Discourse and Communication: The Essential Readings*. Blackwell Publishing. (78-91).
- Paul Kroskrity. (2000). Identity. *Journal of Linguistic Anthropology*, 9(12), (111-114).
- Richards, J. C., & Schmidt, R. W. (2014). *Language and communication*. Routledge.
- Royce, A. P. (1982). *Ethnic Identity: Strategies of Diversity*. Bloomington: Indiana.
- Riley, P. (2007). *Language, culture and identity: An ethnolinguistic perspective*. A&C Black.
- Tsui, A. B., & Tollefson, J. W. (Eds.). (2017). *Language policy, culture, and identity in Asian contexts*. Routledge.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Elective/Optional Courses-Linguistics-8th Semester

Course Title: Genre Analysis

Course Code: ENG-4204-b

Credit Hours: (3+0)

Semester: BS English 8th Semester

Course Objectives:

This course aims at introducing the theories and procedures of genre analysis and its applications in second language teaching. The students will be introduced to different genres for analysis and will practically engage in analyzing some important genres.

Course Content:

- Defining Genre
- Approaches to genre and genera analysis
- Types of Genre
- Genre analysis: Swales' model of genre analysis
- Procedures involved genre analysis
- Academic Genre
- Professional Genre
- Genre analysis in second language teaching

Indicative Reading

- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153-160.
- Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
- Basturkmen, H. (2009). Commenting on results in published research articles and master's dissertations in language teaching. *Journal of English for Academic Purposes*, 8, 241-251.
- Bhatia, V. K. (1993). *Analyzing Genre*. London: Longman.
- Biber, D., Connor, U., & Upton, T. A. (2007). *Discourse on the Move: Using a corpus to describe discourse structure*. Amsterdam: Benjamins Publishing Company.
- Connor, U., & Mauranen, A. (1999). Linguistic analysis of grant Proposals: European Union research grants. *English for Specific Purposes*, 18(1), 47-62.
- Ding, H. (2007). Genre analysis of personal statements: Analysis of moves in application essays to medical and dental schools. *English for Specific Purposes*, 26, 369-392.
- Dudley-Evans, T. (1994). Variations in the discourse patterns favored by different disciplines and their pedagogical implications. In J. Flowerdew (Ed.), *Academic listening: Research perspectives* (pp. 146-158).

Cambridge: CPU.

- Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different Disciplines and their pedagogical implications. In J. Flowerdew (Ed.), *Academiclistening: Research perspectives* (pp. 146-158). Cambridge: CUP.
- Firth, D. R., & Lawrence, C. (2003). Genre analysis in information systems research. *TheJournal of Information Technology Theory and Application*, 5(3), 63-77.
- Flowerdew, J., & Wan, A. (2006). Genre analysis of tax computation letters: How and whytax accountants write the way they do. *English for Specific Purposes*, 25, 133-153.
- Flowerdew, J., & Wanb, A. (2010). The linguistic and the contextual in applied genre analysis: The case of the company audit report. 29, 78-93.
- Hopkins, A., & Dudley-Evans, T. (1988). A genre-based investigation of the discussionsections in articles and dissertations. *English for Specific Purposes*, 7, 113-121.
- Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching*,41(4), 543-562.
- Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL, Quarterly*, 30(4), 693-622.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Course Title: Anthropological Linguistics

Course Code: ENG-4206-b

Credit Hours: (3+0)

Semester: BS English 8th Semester

Course Objectives:

The course aims to familiarize students with the ways people negotiate, contest, and reproduce cultural forms and social relations through language, and the ways in which language provides insights into the nature andevolution of culture, cognition, and human society. The course integrates traditional

anthropological concerns with the relations among language, culture, and meaning.

Course Content:

- Introduction to Linguistic Anthropology
- Language as a cultural resource
- Linguistic diversity
- Linguistic relativity
- Cultural and linguistic constraints on mind
- Cultural and linguistic practices
- Metaphor and embodied experience
- Cultural construction of gender
- Kinship terms, Color terms
- Gestures across culture

Indicative Reading

- Bradd, S. (1996). Culture in mind: cognition, Culture and the problem of meaning. OUP.
- Brenneis, L. D., & Macaulay, S. K. R. (1996). The Matrix of Language: contemporary Linguistic Anthropology. West view Press.
- Duranti, A. (Ed.), (2004). A companion to Linguistic Anthropology. Blackwell Publishing.
- Duranti, A. (Ed.), (2009). Linguistic Anthropology: A Reader. (Second Edition) Blackwell Publishing.
- Foley, A. W. (2004). Anthropological Linguistics: an introduction. Blackwell Publishing.
- Gumperz, J. J. (1996). Rethinking linguistic relativity. Cambridge University Press.
- Ottenheimer, J. H. (2008). The Anthropology of Language: An Introduction to Linguistic Anthropology. Wadsworth.
- Stroinska, M. (2001). Relative Points of View: linguistic representation of culture. Berghahn Books.
- Verspoor, M. (2000). Explorations in linguistic relativity. Benjamin Publishing Company.
- Wilson, C. J. & Lewiecki-Wilson, C. (Ed.), (2001). Embodied Rhetoric: Disability in Language and Culture. Southern Illinois University. USA.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Course Title: English for Specific Purposes (ESP)

Course Code:ENG-4205-b

Credit Hours: (3+0)

Semester: BS English 8th Semester

Course Objectives:

The basic aim of this course is to teach the learners how to design and implement ESP program for a group of students in an occupational or an academic setting. Another aim is to examine classroom practices for effective ESP instruction. By the end of the course, the students will develop an understanding of the major issues of concern for ESP practitioners.

Course Content:

- Introduction to ESP
- The Basic Concepts and Principles in ESP
- Historical and Theoretical Perspectives on ESP
- Programme Design
- Conducting needs analysis (setting general goals and specific objectives)Course and Materials: evaluation, design and development
- The Current Issues in ESP Course Design
- The World of Work
- Conducting Needs Analysis
- Assessment of evaluation of ESP programs
- English for Science and Technology (EST)
- Issues in ESP

Indicative Reading

- Benesch, S. “Needs Analysis and Curriculum Development in EAP: An Example of a Critical Approach.” *TESOL Quarterly* 30.4 (1996): 723-738.
- Drew, P., and J. Heritage, eds. *Talk at Work: Interaction in Institutional Settings*. Cambridge: Cambridge University Press,1992.
- Holliday, A., and T. Cooke. *An Ecological Approach to ESP: Issues in ESP*. Ed. A. Waters.
- Hemel Hempstead: Prentice Hall,1983.

- Hyland, K. "ESAP: Specialist English in a University Environment." Paper given at the
- BALEAP PIM, Durham, 2006.
- Kirkpatrick, D. L. *Evaluating Training Programs: The four levels*. San Francisco: Don
- Berrett-Koehler, 1994.
- Koester, A. *Investigating Workplace Discourse*. London: Routledge, 2006.
- Munby, J. *Communicative Syllabus Design*. Cambridge: Cambridge University
- Press, 1978.
- Rea-Dickins, P., and K. Germaine. *Evaluation*. Oxford: Oxford University Press, 1992.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books

Course Title: Term Paper

Course Code: ENG-4207-b

Credit Hours: (6+0)

Semester: BS English 8th Semester

The students can opt for conducting research which they are required to write in the form of a Term Paper. The word limit is between 10-12 thousand words.

Course Objectives:

The aim of this module is to make the students develop their own research project and lead it to its successful completion. This will be carried out under the supervision of an allotted supervisor/ supervisors.

Evaluation

The research thesis will be assessed by two examiners (one of them will be the supervisor and the second will be an external examiner preferably from another university). The thesis will be considered equivalent to a 6-credit hour course.

Note. Only those students can conduct research who meet the minimum eligibility criterion of 3 CGPA.

Item No 7b: The division of courses (compulsory, general etc.) must be followed as per HEC rules, i.e. to include 80% course types. The current BS program follows the recommended criteria (see Table 8)

Table 8. Course Types and credit hours in BS English Program

Course Types	Proposed Number of Courses	Proposed CR.HRS.
Compulsory	02	04
Compulsory General	01	03
General	06	18
Foundational	07	21
Subject-Specific Foundational	05	15
Subject Specific	26	78
Total	47	139

Item No 8 Approval for BA/BSc, ADE and MA private courses:

BA/BSc Session 2016-18, 2017-19,2018-20 and ADE Session, 2019-21, 2020-22, along with M.A session 2016-18, 2017-19, 2018-20, 2019-21,2020-22 are approved.

Item No. 9Discussion for proposed design for Entry test for BS 4-Year and MA English Program

Entry Test for BS and MA English Program

Screening tests will be conducted for the admission to BS & MA Programs. Only those candidates who qualify the said departmental screening test with at least 50 % score and declared passed will be considered for the determination of merit allocation for admission purposes. However, the test score will not contribute to the order of merit of the applicants. The following is the proposed format of the test:

Time: 1:30 Hours

Marks: 50

- a. Composition Writing (250-300 words) on any one of two given topics: 15 Marks
- b. Reading Comprehension Passage : 10 Marks
- c. Multiple Choice Questions (MCQs) 25 items : 25 Marks

Appendix Letter is attached herewith:



Registrar Office

NOTIFICATION:

No./Registrar/2290-2317 /2018 dated: 16-04-2018 The Vice Chancellor on the recommendation of the Deans of the Faculties and Controller of Examinations, subject to the approval of Academic Council, has approved the following codes for BS degree Programs. These codes give full freedom to Chairperson/ Coordinators of the departments to adjust the courses under codes as per approved scheme of studies by respective Departmental Councils.

Course Codes of Compulsory Subjects for BS-Programs		
Sr. No.	Subject	Course Code
1	Arabic	ARA-0001
2	Biotechnology	BIOT-0002
3	Botany	BOT-0003
4	Chemistry	CHE-0004
5	Computer	COM-0005
6	Economics	ECO-0006
7	English	ENG-0007
8	Entrepreneurship	ETRE-0008
9	Human Resource Management	HRM-0009
10	International Relations	IR-0010
11	Introduction to Management	ITM-0011
12	Islamic Studies	ISL-0012
13	Kashmir Studies	KS-0013
14	Mass Communications	MC-0014
15	Mathematics-I	MAT-0015
16	Organizational Behavior	OB-0016
17	Pakistan Studies	PS-0017
18	Physics	PHY-0018
19	Psychology	PSY-0019
20	Statistics	STA-0020
21	Sociology	SOC-0021
22	Urdu	URD-0022
23	Zoology	ZOO-0023

If there is more than one course of a subject under same course code the course numbers are assigned as under:

1 st Semester:	ENG-1107	English-I
2 nd Semester:	ENG-1207	English-II
3 rd Semester:	ENG-2107	English-III
4 th Semester:	ENG-2207	English-IV

The four digits of the course number denotes from left: first digit reflects the academics year, second the semester and third and fourth the course number.

No. R/Gen./2290-2317/2018
 copy to:-

Dated: 16-04-2018

Registrar

1. The Senior Private Secretary to the Vice Chancellor
2. All Deans of the Faculties
3. The Treasurer
4. The Controller of Examinations
5. All Chairpersons/ Coordinator/ Head of Departments (English)
6. Master File

Assistant Registrar
 (General)

Detail of Allied Courses is attached herewith. Course Codes of these courses will be allocated according to the sequence of semester in which they are offered i.e

The four digits of the course number denotes from left: first digit reflects the academics year, second the semester and third and fourth the course number. (refer to letter attached above)

Islamic Studies

Course Code: ISL-1112

Credit Hours: (2+0)

Aims & Objectives:

- 1 To provide Basic information about Islamic Studies
- 2 To enhance understanding of the students regarding Islamic Civilization
- 3 To improve Students skill to perform prayers and other worships
- 4 To enhance the skill of the students for understanding of issues related to faith and religious life.

Contents:

Introduction to Quranic Studies

Basic Concepts of Quran

History of Quran

Uloom-ul-Quran

Study of Selected Text of the Holy Quran

Verses of Surah Al-Baqra Related to Faith (Verse No-284-286)

Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)

Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11) Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)

Verses of Surah Al-Inam Related to Ihkam (Verse No-152-154)

Study of Selected Text of Holy Quran

Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6, 21, 40, 56, 57, 58.) Verses of Surah Al-Hashar (18,19, 20) Related to thinking, Day of Judgment Verses of Surah Al-Saf Related to Tafakar, Tadabar (Verse No-1,14)

Seerat of Holy Prophet (S.A.W) I

Life of Muhammad Bin Abdullah (Before Prophet Hood) Life of Holy Prophet (S.A.W) in Makkah

Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W) II

Life of Holy Prophet (S.A.W) in Madina Important Events of Life

Holy Prophet in Madina

Important Lessons Derived from the life of Holy Prophet in Madina

Introduction to Sunnah

Basic Concepts of Hadith

History of Hadith

Kinds of Hadith

Uloom-ul-Hadith

Sunnah & Hadith

Legal Position of Sunnah

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 Islam and

Sectarianism

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

Islam & Science

Basic Concepts of Islam & Science

Contributions of Muslims in the Development of Science Quranic & Science

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

Political System of Islam

Basic Concepts of Islamic Political System Islamic Concept of

Sovereignty

Basic Institutions of Govt. in Islam

Islamic History

Period of khilafat-e-rashida
of Abbasids

Period of Umayyads Period

Social System of Islam

Basic concepts of social system of Islam
of Islam

Elements of family Ethical values

Recommended Readings:

1. Hameed ullah Muhammad, “**Emergence of Islam**”, IRI, Islamabad
2. Hameed ullah Muhammad, “**Muslim Conduct of State**”
3. Hameed ullah Muhammad, „**Introduction to Islam**
4. Mulana Muhammad Yousaf Islahi,”
5. Hussain Hamid Hassan, “**An Introduction to the Study of Islamic Law**” leaf Publication Islamabad, Pakistan
6. Ahmad Hasan, “**Principles of Islamic Jurisprudence**” Islamic Research Institute, International Islamic University, Islamabad (1993)
7. Mir Waliullah, “**Muslim Jurisprudence and the Quranic Law of Crimes**” Islamic Book Service (1982)
8. H.S. Bhatia, “**Studies in Islamic Law, Religion and Society**” Deep & Deep Publications New Delhi (1989)
9. Dr. Muhammad Zia-ul-Haq, “**Introduction to Al Sharia Al Islamia**” Allama Iqbal Open University, Islamabad (2001)

Introduction to Sociology

Course Code: SOC-1121

Credit Hours : 03

COURSE OBJECTIVES

This course meets the General Education requirement for the social sciences. The objectives for this requirement are:

1. To provide students with an introductory level of understanding regarding the nature of social scientific research.
2. To help students understand the sociocultural dimension of human existence as a fundamental reality.
3. To make an understanding with the social research methods.
4. To provide some opportunity for students to begin the process of considering one or more social problems/issues.

Course Contents:

1. Introduction to Sociology:

- a. Origin of sociology
- b. Scope and significance
- c. Sociology and science
- d. Methods of sociological research
- e. Sociology and other social sciences

2. Sociological perspective

- a. functional perspective
- b. conflict perspective
- c. Symbolic interactionism

3. Interaction and social structure

- a. Basis of social interaction,
- b. Processes of social interaction,
- c. Social status,
- d. Role,
- e. Power and authority.

4. Concept of society and community

- a. Nature and types of society
- b. Difference between society and community

5. Culture

- a. Meaning and nature of culture,
- b. Elements of culture, norms, values, beliefs, sanctions, customs.
- c. Cultural concepts; cultural lag, ethnocentrism, cultural relativism, cultural pluralism, cultural integration
- d. Diversity and culture
- e. High culture and popular culture
- f. Subculture
- g. Multiculturalism
- h. Counter culture

6. Socialization a lifelong process

- a. Agents of socialization
- b. Concept of personality
- c. Role of socialization in personality development
- d. Definition, meaning of social groups, types and functions of social group,

7. Social institutions

- a. Nature and types,
- b. Family institutions,
- c. Religious institutions
- d. Educational institutions,
- e. Economic institutions,
- f. Political institutions.

8. Social Stratification

- a. Dimension of Social Stratification
- b. Class and Cast Systems
- c. Social Class, Status, Power
- d. Social Mobility and its types
- e. Poverty, economic inequality

9. Deviance and social control

- a. Deviance and conformity,
- b. Mechanism and techniques of social control,
- c. Agencies of social control.

10. Collective Behaviour

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

Recommended Books:

1. Ritzer, G. 2013. Introduction to Sociology. Sage Publication, Inc. California.
2. Spurling, D. 2016. An Introduction to Sociology and the Real World. Author House.UK.
3. Neulreck, Kenneth, J. 2005. Sociology: Diversity, Conflict and Change, Boston.
4. Barnard, Andy. 2004. Sociology. Cambridge University Press.
5. Giddens, Anthony. 2004, SOCIOLOGY. 4th edition, Cambridge Polity Press.
6. Albrow, Martin. 2003. Sociology. London, Routledge.
7. Richard, T. Schaefer. 2003. Sociology 5th edition. McGraw-Hill College

Pakistan Studies

Course Code: PS-1217

Credit Hours: (2+0)

Aims & Objectives:

- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Contents:

1. Historical Perspective

- Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-i-Azam Muhammad Ali Jinnah.
- Factors leading to Muslim separatism
- People and Land
- Indus Civilization
- Muslim advent Location and geo-physical features.

2. Government and Politics in Pakistan

Political and constitutional phases:

- 1947-58 1958-71 1971-77 1977-88 1988-99 1999 onward

3. Contemporary Pakistan

- Economic institutions and issues Society and social structure
- Ethnicity Foreign policy of Pakistan and challenges
- Futuristic outlook of Pakistan

Recommended Readings:

1. Burki, Shahid Javed. *State & Society in Pakistan*, The Macmillan Press Ltd 1980.
2. Akbar, S. Zaidi. *Issue in Pakistan's Economy*. Karachi: Oxford University Press, 2000.
3. S. M. Burke and Lawrence Ziring. *Pakistan's Foreign policy: An Historical analysis*. Karachi: Oxford University Press, 1993.
4. Mehmood, Safdar. *Pakistan Political Roots & Development*. Lahore, 1994.
5. Wilcox, Wayne. *The Emergence of Bangladesh.*, Washington: American Enterprise, Institute of Public Policy Research, 1972.
6. Mehmood, Safdar. *Pakistan Kayyun Toota*, Lahore: Idara-e-Saqafat-e-Islamia, Club Road,
7. Amin, Tahir. *Ethno - National Movement in Pakistan*, Islamabad: Institute of Policy Studies, Islamabad.
8. Ziring, Lawrence. *Enigma of Political Development*. Kent England: WmDawson & sons Ltd, 1980.
9. Zahid, Ansar. *History & Culture of Sindh*. Karachi: Royal Book Company, 1980.
10. Afzal, M. Rafique. *Political Parties in Pakistan*, Vol. I, II & III. Islamabad: National Institute of Historical and cultural Research, 1998.
11. Sayeed, Khalid Bin. *The Political System of Pakistan*. Boston: Houghton Mifflin, 1967.
12. Aziz, K. K. *Party, Politics in Pakistan*, Islamabad: National Commission on Historical and Cultural Research, 1976.
13. Muhammad Waseem, *Pakistan Under Martial Law*, Lahore: Vanguard, 1987.
14. Haq, Noor ul. *Making of Pakistan: The Military Perspective*. Islamabad: National Commission on Historical and Cultural Research, 1993.

International Relations

Course Code: IR-1210

Credit Hours: (3+0)

Objective:

The objective of this course is to highlight the significance and to introduce the fundamentals of International Relations to the students.

Contents:

1. Meaning, Definition and Scope of International Relations
2. Nature, Evolution and Significance of International Relations' concepts and Ideas

3. Nation State: Sovereignty and Security
4. System and Sub-Systems
5. Foreign Policy, National Interest, and Diplomacy
6. Power and Balance of Power
7. Regionalism and Globalization
8. State and Non-state Actors
9. Human Rights and International Relations.
10. Religion, Ethics, Morality and Justice in International Relations

Core Books:

1. Columbus, Theodore. *Introduction to International Relations: Power and Justice*. New Delhi: Prentice Hall,1992.
2. Goldstine, Josha. *International Relation*; Washington DC: Pearson Education,2003
3. Lawson, Stephanie. *International Relations*; Cambridge; Polity,2003.

Recommended Books:

1. Amstutz,MarkR.*InternationalConflictandCooperation: AnIntroductiontoWorldPolitics*. (Chicago: Brown & Benchmark, 1995)
2. Griffiths, Martin, and Callaghan, Terry O'. *International Relations: The Key Concepts*. London, Routledge,2003.
3. Henderson,ConwayW.*InternationalRelations: Conflict&CooperationattheTurnofthe 21 Century* Boston: McGraw-Hill, 1998.
4. Jackson, Robert and Sorensen; Georg, *Introduction to International Relations Theories and Approaches*, Oxford: Oxford University Press,2003.
5. Papp, Denial S; *Contemporary International Relations*. (2ed.New York: Macmillan, 1988)
Pearson. Frederic S., & Rochester, J. Maertu; *International Relations: The Global Conditions in the Late Twentieth Century*. New York: Random House,19

Course Title: Study Skills

Course Code: ENG-1201

Credits: 3+0

Course Objectives

The aim of this course is to enable students to know and apply self-management skills to direct their academic performance and choices. To understand the ways in which they learn most easily and use the vital study skills and strategies they need to become confident and successful professionals. In addition, to enable them to create and use study systems, think critically, concentrate, read and listen with understanding, develop and implement strategies to manage their time effectively, develop effective test and examination taking skills use skills to continue life-long learning on their own.

Course Content:

Knowing your campus/college and its resources

- Form an Academic Support Group
- Embrace Diversity
- Know Where to Find Help
- Stay Informed
- Get Involved

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

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

Setting Goals and Solving Problems

- Set goals for success in college

- How to develop a positive attitude?
- Use the COPE Method to Solve Problems

Sharpening Your Classroom Skills

- Prepare for Class
- Become an Active Listener
- Develop A Personal Note-Taking System
- Guidelines for Note Taking
- The Informal Outline/Key Words System
- The Cornell Method
- Matching Note-Taking Style and Learning Style
- Learn to Make Effective Presentations

Making the Most of Your Time

- How to GRAB Some Time?
- Scheduling Your Time
- Time Management and Learning Style
- Procrastination

Maintaining Your Health and Well-Being

- Health, Well-being, and Success in College
- Managing Stress
- Avoiding Harmful Substances
- Your Emotions
- Your Interpersonal Skills

Creating Your Study System

- The Basic System
- Devising Your Study System

Organizing Information for Study

- Memorization
- Concept or Information Maps
- Comparison Charts
- Time Lines
- Process Diagrams
- Informal Outlines
- Branching Diagrams

Controlling Your Concentration

- Concentrations
- Eliminate Distractions
- Use A Study System
- Strategies to Improve Concentration

Improving Learning and Memory

- How Memory Works
- Increase Your Memory Power

Preparing for Tests

- How To Prepare for Tests: Three Steps
- Develop a Test-taking Routine
- Master Objective Tests
- Know How to Answer Essay Questions

Reducing Test Anxiety

- Eliminate the Causes of Test Anxiety
- Learn to Relax
- Face Your Fears
- Talk Positively to Yourself
- Find Your Best Solution

Becoming an Active Reader

- Reading Actively
- Find the Main Idea, Details, and Implications
- Using a Textbook Marking System

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 College to Work
- Your Resume and Cover Letter
- The Interview

Review for Exam

Indicative Reading:

Prescribed Books

- Kanar, Carol C., *The Confident Student*, (2001), Houghton Mifflin Co.
- Tom Burns, Sandra Sinfield, *Essential Study Skills: The Complete Guide to Success at University*, Sage Publisher.
- Abby Marks, *Study Skills: The Tools for Active Learning*, (1994), Delmar Publisher.

Note. The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text book.

Credit Hours: (3+0)

Aims & Objectives

Describe psychology with major areas in the field, and identify the parameters of this discipline. Distinguish between the major perspectives on human thought and behavior. Appreciate the variety of ways psychological data are gathered and evaluated. Gain insight into human behavior and into one's own personality or personal relationships. Explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.

Contents:

1. **Introduction to Psychology**
 - a. Nature and Application of Psychology with special reference to Pakistan.
 - b. Historical Background and Schools of Psychology (A Brief Survey)

2. **Methods of Psychology**

Observation, Case History Method Experimental Method, Survey Method, Interviewing Techniques

3. **Biological Basis of Behavior**

Neuron: Structure and Functions, Central Nervous System and Peripheral Nervous System, Endocrine Glands

4. **Sensation, Perception and Attention**
 - a. Sensation
 - (I) Characteristics and Major Functions of Different Sensations
 - (II) Vision: Structure and functions of the Eye.
 - (III) Audition: Structure and functions of the Ear.

 - b. Perception
Nature of Perception, Factors of Perception: Subjective, Objective and Social, Kinds of Perception; Spatial Perception (Perception of Depth and Distance), Temporal Perception; Auditory Perception.

 - c. Attention
Factors, Subjective and Objective, Span of Attention, Fluctuation of Attention, Distraction of Attention (Causes and Control)

5. **Motives**
 - a. Definition and Nature,
 - b. Classification

6. **Emotions**

Definition and Nature, Physiological changes during Emotions (Neural, Cardial, Visceral, Glandular), Galvanic Skin Response; Pupillometrics, Theories of Emotion, James Lange Theory; Cannon-Bard Theory, Schachter –Singer Theory

7. **Learning**

Definition of Learning, types of Learning: Classical and Operant Conditioning Methods of Learning: Trial and Error; Learning by Insight; Observational Learning

8. **Memory**
Definition and Nature, Memory Processes: Retention, Recall and Recognition, Forgetting: Nature and Causes
9. **Thinking**
Definition and Nature, Tools of Thinking: Imagery; Language; Concepts, Kinds of Thinking, Problem Solving; Decision Making; Reasoning
10. **Individual differences**
Definition concepts of Intelligence, personality, aptitude, achievement

Recommended Books

- Atkinson R. C., & Smith E. E. (2000). *Introduction to psychology*(13thed.). Harcourt Brace College Publishers.
- Fernald, L.D.,& Fernald, P.S. (2005). *Introduction to Psychology*. USA: WMC Brown Publishers.
- Glassman, W. E. (2000). *Approaches to psychology*. Open University Press.
- Hayes, N. (2000). *Foundation of psychology* (3rded.). Thomson Learning.
- Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). McGraw-Hill Companies, Inc.
- Leahey, T. H. (1992). *A history of psychology: Main currents in psychological thought*. New Jersey: Prentice-Hall International, Inc.
- Myers, D. G. (1992). *Psychology*. (3rd ed.). New York: Wadsworth Publishers.
- Ormord, J. E. (1995). *Educational psychology: Developing learners*. Prentice- Hall, Inc.

Introduction to Computer

Course Code: COM-2105

Credit Hours: 3+0

Aims & Objectives

This course is aimed at equipping the students with the basic concepts and skills that will help them organizing their work, make classroom assignments and term papers, and prepare power point presentations.

Word Processors (Microsoft Word):

Introduction to Microsoft word, creating, saving, closing and opening a file, Save and save as difference, Moving through the word document, Selecting text, using cut copy and paste through shortcuts and edit menu, Undo and repeat, Word menu bar and drop down menu, tools bar and status bar, Word font formatting using menu and formatting bar, Bookmarks, Hyperlink, Using Advanced Formatting Features, Using and customizing bullets and numbering from format menu and format tools bar, Using Find, replace, and Go to, Header and Footer, Page Layout, Inserting Page breaks, page numbers, date and time, symbols and comments, Inserting clips from file and clip arts, Word arts, Auto shapes, word art and formatting objects, Paragraph formatting, Styles, borders and shading, columns, drop cap, change case, Spell checking and thesaurus, Creating table, table manipulation, inserting / deleting rows and columns, Merging / splitting cells, Viewing and printing your Work , Mail merge.

Spreadsheets (Microsoft Excel):

Introduction to Excel, advantages of using Excel, Workbook and worksheet, Creating / saving, closing and opening a worksheet, Entering data, Selecting an item in the excel sheet, Inserting and deleting rows and columns, Standard and formatting tools bar, Using Excel Formulas and Functions, Using basic formulas, Introduction to charts, manipulating charts, Creating Excel Charts, Using the Excel Chart Wizard, Understanding Chart Type, Exploring Chart Options, Adding Text to Your Chart, Adding a New Series to Your Chart, Saving and Printing Your Work.

Presentations Graphics (Microsoft Power Point):

Introduction to power point, Power point presentations, Creating a new blank presentation, Presentation type, different view Icons, Slide show, Text and clip arts, Organization chart, Selecting a slide layout, Inserting and deleting slides, re-ordering slides, title / footer and slide number, Formatting option, Text formatting, Picture and backgrounds, Drawing tools bar, Auto shapes, using clip arts , selecting object, grouping and ungrouping, resizing and rotating objects, Cutting, coping, pasting , duplicating slides, Appling and creating colors schemes, Navigating through a slide show, slide transitions, Slide timings, slide animations, animation effect, Understanding the Masters, The Slide Master, The Outline Master, The Handout Master, The Notes Master.

Evolution of the Internet, Definition of Internet, Basic internet terms, Web and websites, Browsers, searching engines, Famous search engines.

What is an E-mail, create and email account, send and receive emails, How to send and attachment, difference between Cc and Bcc.

Note: The contents related to IT can be added by the concerned teacher.

Recommended Books:

Computing Essentials 2008, Complete Edition by Timothy J. O'Leary, Linda I. O'Leary

ISBN-10: 0073516708; ISBN-13: 978-0073516707

Intro to Computers 6/e by Peter Norton

Discovering Computers 2008 by Shelly Cashman

Any book on Microsoft office XP / 2002-2003 series

Introduction to Statistics

Course Code: STA-2120

Credit Hours. 03+0

Note. This course is fully online

Learning Outcomes:

By the end of the course, students will be able

- To draw conclusions about population based on sample data,
- Understand techniques of sampling, estimation, hypotheses testing, experimental design
- Analyze the techniques of statistical inference.

Instructional Resources:

Book 1: Anderson, Sweeney and Williams, Statistics for Business and Economics, Cengage Learning.

Book 2: Wonnacott, T. H. and Wonnacott, R. J, Introductory Statistics, John Wiley & Sons.

Macroeconomics :Introduction: Introduction to sampling, Sampling design sample survey sampling frame sampling error, Probability & Non Probability Sampling, **Macroeconomics :Introduction**, Stratified & Systematic Sampling Numerical Question of Sampling with replacement of Sample size, Cluster sampling Numerical of sampling with replacement of sample size,**Macroeconomics :Introduction**, Numerical question of Sampling without replacement of Size

Purposive sampling ,quota sampling, Numerical of sampling, Quota sampling, Sampling distribution of sample proportions, Statistical inference, Point and interval estimate, Unbiasedness, consistency, efficiency and sufficiency, Introduction to testing of hypothesis, Acceptance and rejection region, Type I and Type II error, One sided and two sided test, level of significance and test of significance, Numerical questions of Z test, Testing hypothesis about difference between two population means, Testing hypothesis about difference between two population means (Large sample test), Testing hypothesis about difference between two population means for a non-normal population when sample size is large
Testing hypothesis about population proportion, Testing hypothesis about population proportion, Testing hypothesis about difference between two population proportions for large samples.

Introduction to t test, Testing hypothesis about population mean for small samples. Testing hypothesis about population mean for small samples. Testing hypothesis about difference between two population means for independent small samples Testing hypothesis about difference between two population means for independent small samples, Testing hypothesis about difference between two population means for dependent small samples. Application of paired sample t test Testing hypothesis about difference between two population means, when population standard deviations are not equal. Introduction to Chi-squares test, Contingency tables. Chi-square test of independence of attributes, Chi-square test of independence of attributes.
Introduction to ANOVA, One way ANOVA, Twoway ANOVA, Testing hypothesis about Intercept coefficient in simple linear regression, Testing hypothesis about regression coefficient in simple linear regression.
Introduction to Experimental Design, CR, RCBD, Latin square Design
Factorial Design, Introduction to non-parametric tests, Sign and Wilcoxon signed rank test, Kruskal wallis test

Introduction to Everyday Science

Course Code: EDS-2204

Credit Hours:(3+0)

Aims & Objectives

1. Introduction

- Nature of Science;
- Brief History of Science with special reference to contribution of Muslims in the evolution and development of science;
- Impact of science on society.

2. The Physical Sciences

- (a) Constituents and Structure: “Universe, Galaxy. Solar system, Sun, Earth.Minerals;
- (b) Processes of Nature —Solar and Lunar Eclipses Day and Night and their variation;
- (c) Energy :- sources and resources of Energy Energy conservation
 - (i) Ceramics, Plastics, Semiconductors
 - (ii) Radio. Television, Telephones, Camera, Laser, Microscope.
 - (iii) Computers, Satellites;
 - (iv) Antibiotics, Vaccines, Fertilizers, Pesticides,

3. Biological Sciences

- The basis of life - the cell, chromosomes, genes, nucleic acids.
- The building blocks - Proteins. Hormones and other nutrients Concept of balanced diet. Metabolism.
- Survey of Plant and Animal Kingdom - a brief survey of plant and animal kingdom to pinpoint similarities and diversities in nature.
- The Human body - a brief account of human Physiology, Human behaviour.

Recommended Reading:

Turber, Kilburn & Howell, Exploring life Sciences Turber, Kilburn & Howell, Exploring Physical Sciences Isaac Asimov, Guide to Science

Cassidy, Science Restated

Khan, M. Rafiq, Principles of Animal Biology

Introduction to Education

Course Code: EDU-2205

Credit Hours: (3+0)

Aims & Objectives

At the end of the course, the students will be able to explain the basic concept of education, describe the importance of education, describe and explain different theories of Muslim and western philosophers, elaborate the importance of psychology, philosophy, learning and curriculum in educational process.

Contents:

- **Introduction**

What is education? Significance, Objectives, Source of education

- **Islamic concept of education**

Importance of Islamic education, Elements, Quran, Hadis

- **Philosophy of education**

Perennialism, Essentialism, Progressivism, Reconstructionism

- **Muslim philosophers**

Allama Muhammad Iqbal, Sir Syed Ahmed Khan, Ibn-e-Khuldoon, Imam Ghazali

- **Western philosopher**

John Dewey, John Locke, Rousseau, Aristotle, Plato

- **Education and Ideology**

Education and ideology of Pakistan, Present status of education in Pakistan, Education and social development

- **Curriculum**

Concept of curriculum, Significance of curriculum, Objective of curriculum, Foundations of curriculum

- **Educational psychology**

Concept of psychology, Significance, Objectives, Growth and development, Steps of growth

- **Learning**

What is learning? Elements of learning (Goal, Readiness, Situation, Interaction, Response, Consequences)

- **Evaluation**

Evaluation and its types, Measurement, concept, significance, objectives

Recommended Books

Foundation of Education (Professor Dr. Muhammad Rashid)

Islamic system of education (AIOU)

Ilm-o-Taleem (AIOU)

Introduction to Mass Communication

Course Code: MC-2214

Credit Hours: 3+0

Course Objectives:

This course is aimed at introducing the students with basic concept of communication and mass communication. This course further enables the students to understand the communication process and distinguish among various mass media.

Course Contents

Definitions, types and significance. Process of Communication: source; message; channel; noise; destination; encoding; decoding; and COMMUNICATION feedback. Barriers in communication. Essentials of effective communication. Dimensions of mass communication: mass media, advertising, public relations, blogging, new media etc. and Functions of mass communication. (Information, Education, Opinion Formation, Entertainment and Development.) MEDIA OF MASS COMMUNICATION Print Media: newspapers, magazines, periodicals, books, pamphlets, etc. Broadcast media: Radio, TV, film. New Media: (Internet)–On-line journalism. Traditional/Folk-Media. Comparative study of mass media, their components, functions and effects.

Recommended Books:

1. Dominick, J.R.(2006).Dynamics of Mass Communication(8 th ed.)New York. McGraw-Hill
2. Merrill, J.C., Lee, J., Friedlander, E.J., (1994). Modern Mass (2 nd ed). New York. Harper Collins College Publishers
3. Straubhaar, LaRose. (2002). Media Now: Communication Media Information Age (3 rded.). USA. Wadsworth

