

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



Scheme of Studies for BS & M.A English

DEPARTMENT OF ENGLISH
MIRPUR UNIVERSITY OF SCIENCE AND TECHNOLOGY (MUST), Mirpur
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Mirpur University of Science & Technology (MUST), Mirpur

The 2nd meeting of the board of studies in the department of English was held on Monday, December 21, 2015 at 10:30 am at Mirpur University of Science & Technology (MUST), Mirpur AJ&K.

Agenda of the meeting is as follows:-

Item No. 1

Approval of scheme of studies for 4 year BS English Programme.

Item No. 2

Approval for the changes in MA English (Semester System) 2 year Programme.

Item No. 3

Approval for the syllabus of B.A/BSc annual system of examination

Item No. 4

Approval for the syllabus of MA English 2 year annual system of examination

Item No. 5

Approval of the list of examiners for BS and MA English

Item No. 6

Any other item.

Item No. 1

Scheme of Studies for BS English

Sr. No		Contents	
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		Duration of the Programme	04
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03	Detail of Courses	Semester-I	10
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		Semester-VII	46
		Semester-VIII	58
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Curriculum for the BS English programme

The curriculum of BS English 4-year programme is in the light of guidelines of Higher Education Commission of Pakistan for the session 2016 onward. A total of 136 credit hours are required for BS English degree. The structure of the program comprises of: 09 compulsory, 08 general, 10 foundation, and 13 major and 5 elective courses. A comprehensive oral examination on satisfactory and unsatisfactory basis is compulsory for the award of BS degree in English.

In the first two years of the program, the students will study compulsory, foundation, and general courses; whereas, in years two and three, the students take elective/major courses, and in the final year of their study, the students are offered specialization in Literature or Linguistics. The details of the curriculum are as follows:

Content		Description		
1	Title of the Degree	Bachelor Studies in English (BS in English) Or as per the University Policy		
2	Objective of the Program	The BS English program aims to: <ul style="list-style-type: none"> ➤ produce well-rounded young professionals with sound knowledge of linguistics and literature. ➤ develop a deep understanding of the contemporary issues in literature and linguistics ➤ serve as a nursery for the MPhil/MS programs at the university and across the country. 		
3	Entrance Requirement	Intermediate or equivalent qualification with at least 45% marks.		
4	Duration of the Programme	8-10 Semesters		
5	Credits (Credit Hours)	Total Credit Hours : 136 Credit Hours		
		Comprehensive Oral Examination: S/U		
6	Evaluation Criteria (Examination)	Sessional	Quizzes	5%
			Assignments & their presentations	15%
			Mid-Term	30%
		Terminal	50%	
7	Requirement for the Award of Degree	As per the university policy		

Scheme of Studies (Structure)

Sr. No.	Category	No. of Courses	Credits
01	Compulsory Requirements	09	25
02	General Courses	08	24
03	Foundation Courses	10	30
04	Major Courses	13	42
05	Elective Courses	05	15

Layout/Framework

Category		Course Title	Credits
Compulsory	01	English Language in Use	3+0
	02	English for Academic Reading & Writing	3+0
	03	English Communication Skills	3+0
	04	Pakistan Studies	2+0
	05	Islamic Studies	2+0
	06	Introduction to Computers	3+0
	07	Human Rights and Citizenship	3+0
	08	Advance Academic Reading and Writing	3+0
	09	Visionary Discourse	3+0
		Total	25
General Courses	01	Education (G)	3+0
	02	Kashmir Studies (G)	3+0
	03	Arabic for Understanding Quran (G)	3+0
	04	Introduction to Law (G)	3+0
	05	Everyday Science (G)	3+0
	06	Psychology (G)	3+0
	07	International Relations (G)	3+0
	08	Public Administration (G)	3+0
		Total	24
Foundation Courses	01	Introduction to English Poetry & Drama	3+0
	02	Introduction to Linguistics (F)	3+0
	03	Phonetics & Phonology (F)	3+0
	04	History of English Literature-I (Medieval to Romantics) (F)	3+0
	05	Introduction to English Novel, Short Story & Prose (F)	3+0
	06	Morphology (F)	3+0
	07	History of English Literature II (19th Century Realism up to Contemporary Times) (F)	3+0
	08	Semantics (F)	3+0
	09	Research Methodology (F)	3+0
	10	Stylistics (F)	3+0
		Total	30

	Literature		
Major Courses	01	Literary Criticism-I (M)	3+0
	02	Classics in Poetry (M)	3+0
	03	Classics in Novel (M)	3+0
	04	Literary Theory & Criticism (M)	3+0
	05	Classics in Drama (M)	3+0
	06	Modern Poetry (M)	3+0
	07	American Drama (M)	3+0
	08	Translation Studies & Literary Studies (M)	3+0
	09	American Literature (M)	3+0
	10	South Asian Literature (M)	3+0
	11	Pakistani Literature in English (M)	3+0
	12	Afro-American Literature (M)	3+0
	13	Literary Stylistics	3+0
	14	Postcolonial Literature (M)	3+0
	15	Continental Literature	3+0
	16	20 th Century Fiction and Nonfiction (M)	3+0
	17	Emerging Forms of Literature (M)	3+0
	18	Criticism II	3+0
	19	Literary Movements	3+0
	20	Thesis (M)	6+0
		Total	57
	Linguistics		
	01	Language Teaching Methodologies	3+0
	02	Pragmatics	3+0
	03	Second Language Acquisition	3+0
	04	Lexical Studies	3+0
	05	Translation Studies	3+0
	06	Language, Culture & Identity	3+0
	07	English for Specific Purposes	3+0
	08	Research Methods in Linguistics	3+0
	09	Anthropological Linguistics	3+0
	10	Discourse Analysis	3+0
	11	World English	3+0
	12	Applied Linguistics	3+0
	13	Media Discourse Analysis	3+0
	14	Testing and Evaluation	3+0
	15	Sociolinguistics	3+0
	16	Psycholinguistics	3+0
	17	Genre Analysis	3+0
	18	Thesis	6+0
		Total	57

Semester-Wise Breakup

YEAR ONE - SEMESTER ONE

Codes	Course Title	Credits
ENG-3101	English Language in Use (C)	3+0
ISD-3102	Islamic Studies (C)	2+0
EDU-3103	Education (G)	3+0
KAS-3104	Kashmir Studies (G)	3+0
ENG3105	Introduction to English Poetry & Drama (F)	3+0
ENG-3106	Introduction to Linguistics (F)	3+0
Total		17

YEAR ONE - SEMESTER TWO

Code	Course Title	Credits
ENG-3201	English for Academic Reading & Writing (C)	3+0
PKS-3202	Pakistan Studies (C)	2+0
AUQ-3203	Arabic for Understanding Quran (G)	3+0
LAW-3204	Introduction to Law (G)	3+0
ENG-3205	Phonetics & Phonology (F)	3+0
ENG-3206	History of English Literature-I (Medieval to Romantics) (F)	3+0
Total		17

YEAR TWO - SEMESTER THREE

Code	Course Title	Credits
ENG-4101	English Communication Skills (C)	3+0
COM-4102	Introduction to Computing & IT (C)	3+0
EDS-4103	Everyday Science (G)	3+0
PSY-4104	Psychology (G)	3+0
ENG-4105	Introduction to English Novel, Short Story & Prose (F)	3+0
ENG-4106	Introduction to Morphology (F)	3+0
Total		18

YEAR TWO - SEMESTER FOUR

Code	Course Title	Credits
ENG-4201	Advance Academic Reading and Writing (C)	3+0
HRC-4202	Human Rights and Citizenship (C)	3+0
IRS-4203	International Relations (G)	3+0
PAS-4204	Public Administration (G)	3+0
ENG-4205	History of English Literature II (19th Century Realism up to Contemporary Times) (F)	3+0
ENG-4206	Syntax (F)	3+0
Total		18

YEAR THREE - SEMESTER FIVE

Code	Course Title	Credits
ENG-5101	Visionary Discourse (C)	3+0
ENG -5102	Literary Criticism-I (M)	3+0
Major Courses: (A minimum of 4 courses are to be selected from the list)		
ENG -5103	Classical Poetry (M)	3+0
ENG -5104	Novel-I (M)	3+0
ENG -5105	Research Methodology (M)	3+0
ENG -5106	Testing & Evaluation (M)	3+0
ENG -5107	Sociolinguistics (M)	3+0
ENG -5108	Introduction to Semantics (M)	3+0
	Total	18

YEAR THREE - SEMESTER SIX

Code	Course Title	Credits
ENG-5201	Literary Theory & Criticism (M)	3+0
ENG-5202	Classics in Drama (M)	3+0
ENG-5203	Romantic & Victorian Poetry (M)	3+0
ENG-5204	Stylistics (M)	3+0
ENG-5205	Pragmatics (M)	3+0
ENG-5206	Psycholinguistics (M)	3+0
	Total	18

YEAR FOUR - SEMESTER SEVEN**Literature:**

Code	Course Title	Credits
Core Courses		
ENG-6101-a	Modern Poetry (M)	3+0
ENG-6102-a	American Literature (M)	3+0
ENG-6103-a	South Asian Literature (M)	3+0
ENG-6104-a	Translation theory & Literary Studies (M)	3+0
Elective Courses (A minimum of 1 course is to be selected from the list)		
ENG-6105-a	American Drama (M)	3+0
ENG-6106-a	Afro-American Literature (M)	3+0
ENG-6107-a	Continental Literature (M)	3+0
ENG-6108-a	Pakistani Literature in English	3+0
	Total	15

Linguistics:

Code	Course Title	Credits
Core Courses		
ENG-6101-b	Language Teaching Methodologies (M)	3+0
ENG-6102-b	Discourse Analysis (M)	3+0
ENG-6103-b	Second Language Acquisition (M)	3+0
ENG-6104-b	Research Methods in Linguistics (M)	3+0
Elective Courses (A minimum of 1 course is to be selected from the list)		
ENG-6105-b	Translation Studies (M)	3+0
ENG-6106-b	Media Discourse Analysis (M)	3+0
ENG-6107-b	World Englishes (M)	3+0
	Total	15

YEAR FOUR - SEMESTER EIGHT

Literature:

Code	Course Title	Credits
Core Courses		
ENG-6201-a	20 th Century Fiction & Nonfiction	3+0
ENG-6202-a	Literary Criticism II (M)	3+0
ENG-6203-a	Postcolonial Literature (M)	3+0
Elective Courses (A minimum of 2 courses are to be selected from the list)		
ENG-6204-a	Literary Movements (M)	3+0
ENG-6205-a	Literary Stylistics (M)	3+0
ENG-6206-a	Emerging Forms of Literature (M)	3+0
ENG-6207-a	Thesis (M)	6+0
Total		15

Linguistics:

Code	Course Title	Credits
Core Courses		
ENG-6201-b	Creative Writing	3+0
ENG-6202-b	Applied Linguistics (M)	3+0
ENG-6203-b	Language Culture & Identity (M)	3+0
Elective Courses (A minimum of 2 courses are to be selected from the list)		
ENG-6204-b	Genre Analysis (M)	3+0
ENG-6205-b	English for Specific Purposes (M)	3+0
ENG-6206-b	Anthropological Linguistics	3+0
ENG-6207-b	Thesis (M)	6+0
Total		15

Note: Thesis course in the last semester is equal to two courses. The students who have 3CGPA at the end of the 7th semester will be eligible to take Thesis course.

DETAILS OF THE COURSES

SEMESTER I

1. English Language in Use

Course Code: ENG-3101

Credit Hours: (3+0)

Aims & Objectives:

1. To develop the ability to communicate effectively
2. To enable the students to read effectively and independently any intermediate level text
3. To make the expe relevant and irrelevant information according to purpose for reading
 - recognize and interpret cohesive devices
 - distinguish between fact and opinion

C: Vocabulary Building Skills

To enable the students to:

- guess the meanings of unfamiliar words using context clues
- use word formation rules for enhancing vocabulary
- use the dictionary for finding out meanings and use of unfamiliar words

D: Writing skills

To enable students to write descriptive, narrative and argumentative texts with and without stimulus input

E: Grammar in context

- Tenses: meaning & use
- Modals
- Use of active and passive voice

Note: Listening and Speaking skills will be assessed informally only using formative assessment methods till such time that facilities are available for testing these skills more formally.

Methodology

The focus will be on teaching of language skills rather than content using a variety of techniques such as guided silent reading, communication tasks etc. Moreover, a process approach will be taken for teaching writing skills with a focus on composing, editing and revising drafts both individually and with peer and tutor support.

Recommended Readings:

1. Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for undergraduates*. Karachi: Oxford University Press.
2. Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
3. Murphy, R. (2003). *Grammar in use*. Cambridge: Cambridge University Press.

2. Islamic Studies

Course Code: ISD-3102

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
- Kinds of Hadith
- Sunnah & Hadith
- History of Hadith
- Uloom-ul-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 khlaft-e-rashida
- Period of Umayyads
- Period of Abbasids

Social System of Islam

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

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)

3. Education

Course Code: EDU-3103

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, Reconstructionsim

- **Muslim philosophers**

Allama Muhammad Iqbal, Sir Syed Ahmed Khan, Ibne-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)

IIm-o-Taleem (AIOU)

4. Kashmir Studies

Course Code: KAS-3104

Credit Hours: (3+0)

Aims & Objectives

At the end of the course, the students will be able to explain and discuss about the origin and history of Kashmir, early and later rulers, the foundation of modern state of Jammu & Kashmir, Kashmir as an issue and contemporary situation and solution.

Contents:

- **Introduction to Kashmir**
Origin, Geography, Demography, Language, Religion, Climate, Deserts, Mountains, Water bodies, Rivers, Soil, Flora & Fauna
- **The Early State**
Early settlers, The Maryans, The Kushans, The White Huns, Karkota dynasty, Mongol invasion
- **Introduction to Later Rulers of Kashmir**
Kashmir under Muslims, Kashmir under Mughals, Kashmir under Afghans, Kashmir under Sikhs
- **The formation of Modern State of Jammu & Kashmir**
Amritsar Treaty, Dogra rule, Growth of educational, social and political institutions, Martyr day, Muslim Conference, Formation of Kashmir Assembly
National Conference
- **Kashmir issue**
Indian partition plan, Boundary commission, Maharaja's trip to Poonch, Resolution of 19th July 1947, Standstill agreement, Enter the revolt, The Provisional Azad Kashmir Government, Boundary commission, Kashmir's accession to India, Pakistan's reaction on state's accession to India, Negotiations
- **Kashmir in United Nations**
Indian stand on Kashmir, Pakistan's stand on Kashmir, Resolutions of United Nations, United Nations military observer group for India and Pakistan (UNMOGIP), The McNaughton proposal, Sir Owen Dixon's plan, Graham's mediation, The mediation other than United Nations, Change in Indian stand on Kashmir, Soviet Union's veto on Kashmir, War of 1965 and Tashkent agreement, War of 1971 and Simla accord
- **Contemporary Kashmir**

Recommended Books:

Bamzai, P. N. K., [1962] *A History of Kashmir*: Metropolitan Book Co, Delhi.

Sufi, G. M. D., [1948] *Kashir*: Vol. I, University of Punjab, Lahore.

Azad, S. M., [1970] *Tarikh-i-Kashmir* (History of Kashmir): Tahmeer Printing Press, Rawalpindi.

Youngusband, F., [1991] *Kashmir*: Varinag Publishers, Mirpur.

Suharwardy, A. H., [1983] *Tragedy in Kashmir*: Wajidalis Limited, Lahore.

Shofield, V., [196] *Kashmir in the Crossfire*: I. B. Tauris Publishers, London.

5. Introduction to English Poetry & Drama

Aims & Objectives:

This course introduces various forms and styles of the genre of poetry, originally in English or translated. The main purpose of these readings is to highlight the variety of poetry worldwide and its possible inter-connection. The readers will find here a combination of elegy, ode, lyric, ballad, free verse, and many other types. As far as the aim of introducing one act and other plays is concerned, it is to familiarize the readers with fundamentals of drama i.e. character, plot, setting, dialogue. It would prepare them for a mature understanding of drama as a popular genre in literature.

1. Poetry

- Sonnet
- Milton: On His Blindness

Song

- Christina Rossetti: When I am Dead my Dearest

Dramatic Monologue (Any one)

- Robert Browning: My Last Duchess
- Alfred Tennyson: Ulysses

Elegy

- Dylan Thomas: A Refusal to Mourn the Death by Fire of a Child

Ballad (Any one)

- John Keats: La Belle Dame Sans Merci
- W. H. Auden: What Is That Sound

Ode (Any one)

- Percy B. Shelley: Ode to the West Wind
- John Keats: Ode to Autumn

Free Verse

- William Carlos Williams: Red Wheel Barrow

Epic (Any one)

- Lines from John Milton's Paradise Lost
- Lines from Alexander Pope's Rape of the Lock

2. Drama (Any two)

- Sophocles *Antigone*
- Eugene O'Neill: *Moon of the Caribbees*
- Anton Chekhov: *The Bear*
- Lady Gregory: *The Rising of the Moon*

Recommended Readings Poetry:

1. Abbs, P. & Richardson, J. (1995) *The Forms of Poetry*. Cambridge: Cambridge UP.
2. Barnet, Sylvan. (1996) *A Short Guide to Writing about Literature (7th Edition)*. New York: Harper and Collins.
3. Boulton, Marjorie. (1977) *The Anatomy of Poetry*. London: Routledge and Kegan Paul.
4. Kennedy, X. J. Gioia, D. (1994) *An Introduction to Poetry: (8th Edition)*. New York: Harper Collins College Publishers.

Recommended Readings Drama:

1. Litz, A. Walton, Menand, Louis and Rainey, Lawrence. (2006) *The Cambridge History of Literary Criticism, Vol. 7: Modernism and the New Criticism*. Cambridge University Press.
2. Chakraborty, Bhaktibenode. (1990) *Anton Chekov, The Crusader For A Better World*. K. P. Bagchi & Co.
3. Kopper Edward A. (1991) *Lady Gregory: A Review of the Criticism (Modern Irish Literature Monograph Series)*. E. A. Kopper, Jr.

4. Zinman, Toby. (2008) *Edward Albee (Michigan Modern Dramatists)*. University of Michigan Press. University of South Carolina Press.
5. Roudane, Matthew C. (1987) *Understanding Edward Albee (Understanding Contemporary American Literature)*.
6. Manheim, Michael. (1998) *The Cambridge Companion to Eugene O'Neill (Cambridge Companions to Literature)*. CUP.

6. Introduction to Linguistics

Course Code: ENG-3106

Credit Hours: (3+0)

Aims & Objectives:

The aim of this course is to introduce students to the basic concepts of language 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 differed 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.

Contents:

- 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)?

- Elements of Language**
- Phonology
- Morphology
- Syntax
- Semantics
- Scope of Linguistics: an introduction to major branches of linguistics
- Schools of Linguistics (Historicism, Structuralism, Generativism, Functionalism)
- Discourse Analysis (Difference between Spoken and Written discourse, conversational structure, turn-taking, coherence/cohesion)
- Stylistic variation and change

Recommended Readings:

1. Aitchison, J. (2000). *Linguistics*. Teach Yourself Books.
2. Akmajian, A., Demers, R. A., Farmer, A. K. & Harnish, R. M. (2001). *Linguistics: An Introduction to Language and Communication*. (Fourth edition). Massachusetts: MIT.
3. Crystal, D. (1997). *The Encyclopedia of Language*. Cambridge: CUP.
4. Farmer, A. K. & Demers, R. A. (2005). *A Linguistics Workbook*. M. I. T Press.
5. Finch, G. (2004). *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave.
6. Fromkin, V. A., Rodman, R. & Hymas, M. (2002). *Introduction to Language*. (Sixth edition). New York: Heinley.
7. Radford, A., Atkinson, M., Briatrain, D., Clahsen, H., Spencer, A. (1999). *Linguistics: An Introduction*. Cambridge: CUP.
8. Todd, L. (1987). *An Introduction to Linguistics*. Moonbeam Publications.
9. Yule, G. (2006). *The Study of Language*. CUP.

SEMESTER II

1. English for Academic Reading and Writing

Course Code: ENG-3201

Credit Hours: (3+0)

Aims & Objectives:

To enable the students to:

- read the text for:
 - a literal understanding , interpretation & the general assimilation & integration of knowledge
 - Write well organized academic texts including examination answers with topic/thesis statement & supporting details.
 - Write argumentative essays and course assignments

Reading and Critical Thinking

1. Read academic texts effectively by:

- Using appropriate strategies for extracting information and salient points according to a given purpose
 - 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
2. Enhance academic vocabulary using skills learnt in Compulsory English I course
3. Acquire efficient dictionary skills such as locating guide words, entry words, choosing appropriate definition, and identifying pronunciation through pronunciation key, identifying part of speech, identifying syllable division and stress patterns

Writing Academic Texts:

Students will be able to:

1. Plan their writing: identify audience, purpose and message (content)
2. Collect information in various forms such as mind maps, tables, charts, lists
3. Order information such as:
 - Chronology for a narrative
 - Stages of a process
 - From general to specific and vice versa
 - From most important to least important
 - Advantages and disadvantages
 - Comparison and contrast
 - Problem solution pattern
4. Write argumentative and descriptive forms of writing using different methods of developing ideas like listing, comparison, and contrast, cause and effect, for and against
 - Write good topic and supporting sentences and effective conclusions
 - Use appropriate cohesive devices such as reference words and signal markers
5. Redraft checking content, structure and language.
6. Edit and proof read

Grammar in Context

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

Methodology

In this curriculum, students will be encouraged to become independent and efficient readers using appropriate skills and strategies for reading and comprehending texts at intermediate

level. Moreover, writing is approached as a process. The students will be provided opportunities to write clearly in genres appropriate to their disciplines.

Recommended Readings:

1. Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
2. Fisher, A. (2001). *Critical Thinking*. C UP
3. Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis
4. Hacker, D. (1992). *A Writer's Reference*. 2nd Ed. Boston: St. Martin's
5. Hamp-Lyons, L. & Heasley, B. (1987). *Study writing: A course in written English for academic and professional purposes*. Cambridge: Cambridge University Press.
6. Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for Undergraduates*. Karachi: Oxford University Press.
7. Murphy, R. (2003?). *Grammar in Use*. Cambridge: Cambridge University Press.
8. Smazler, W. R. (1996). *Write to be Read: Reading, Reflection and Writing*. Cambridge: Cambridge University Press.
9. Wallace, M. (1992). *Study Skills*. Cambridge: Cambridge University Press.
10. Yorky, R. *Study Skills*.

2. Pakistan Studies

Course Code: PKS-3202

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.

3. Arabic for Understanding Quran

Course Code: AUQ-3203

Credit Hours: (3+0)

Aims and Objectives:

This course aims at preparing the students to understand the Holy Quran in such a way that they can contextualize in a proper way.

Contents:

Contents of this course will be developed by the concerned teacher.

Recommended Books:

Suggested by the relevant teacher

4. Introduction to Law

Course Code: LAW-3204

Credit Hours: (3+0)

Contents:

- **Introduction**
Meaning and Definitions of Law, Significance/Importance of Law, Scope of Law, Concept of State and Law, Concept of Rights and Law
- **Law as a Social Science**
Comparison of Jurisprudence with other disciplines of Social sciences, Law and morality
- **Western Sources of Law**
Legislation, Precedent
- **Western Sources of Law**
Customs, Agreements (conventional Law)
- **Islamic Sources of Law**
Primary sources, Secondary Sources, Quran, Sunnah

- **Islamic Sources of Law**
Ijma (legal Opinion), Qiyas (Analogy), Istihsan (Juristic Preference) etc
- **Kinds of Law**
Imperative law, Physical or Scientific law, Natural or moral law, Conventional law, Customary law, Practical law of Technical law, Civil law
- **Classification of Law**
Private law and Public law, General law and Special law, Common law and Equity law
- **Subjects of Law**
Persons, Corporations, Capacity of Persons, Immunities
- **Lawyers and Legal Practitioners**
Enrolment of Advocates, Qualification of Enrolment, Bar Councils, Right to Practice
- **Code of Conduct of Advocates**
Duty towards courts, Duty towards clients, Duty towards other Advocates, General Duties towards public at large

Recommended Books

1. Atul M. Setalvad, Introduction to Law (2005) Nexis Student Series Butterworth, India
2. Jurisprudence by John Salmond edited by Fitz Gerald (latest edition)
3. Jurisprudence by Hibbert (W.N. latest edition)
4. Jurisprudence by Dennis Lloyds (Steven and sons Ltd, London)
5. Jurisprudence by C.W Paton
6. Justice R ZA Channa, Precedents
7. First Book of Jurisprudence by Pollock, FA
8. English Jurisprudence by Sir Abdul Rahim

5. Phonetics & Phonology

Course Code: ENG-3205

Credit Hours: (3+0)

Aims & Objectives:

The course aims to build on the background knowledge of phonological description & theory in order to explain the theories & the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken languages particularly English; & examine cross-linguistic similarities & variation in sounds particularly English & Urdu.

Contents:

1. Introduction to Phonetics & Phonology

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

2. Stages in the production of speech

- Speech organs
- Manner of articulation
- Place of Articulation

3. Segmental Phonology

i. Phonemes and allophones

- Consonants
- Vowels

- Diphthongs and triphthongs
- ii. Syllable and syllabic structure
 - Consonant clusters
 - Word stress: nouns, verbs, and adjectives

4. Suprasegmental Phonology

- i. Sounds in connected speech
 - Weak forms
 - Assimilation, elision and liaison
 - Intonation

- ii. Sentence stress and intonation

5. Contrastive Phonology

- Teaching of pronunciation

6. Phonological Rules

7. Phonetic & Phonemic Transcription

Recommended Readings:

Recommended Readings:

1. Burquest, D. A. (2001). *Phonological analysis: A functional approach*. Dallas: SIL International.
2. Celce-Murcia, M., Brinton, D. & Goodwin, J. (1996). *Teaching Pronunciation: reference for Teachers of English to speakers of Other Languages*. Cambridge: CUP.
3. Cruttenden, A. (1994). *Gimson's Pronunciation of English*. Oxford: Edward Arnold.
4. Giegerich, H. (1992). *English Phonology: An Introduction*. Cambridge: Cambridge University Press.
5. Gimson, A. C. (1984). *An Introduction to the Pronunciation of English*. London: Edward Arnold.
6. Hogg, R & Mc Cully, C.B. (1987). *Metrical Phonology: A Course Book*. Cambridge. CUP.
7. Kenworthy, J. (1987). *Teaching English Pronunciation*. London: Longman.
8. Knowles, G. (1987). *Patterns of Spoken English*. London: Longman.
9. Kreidler, C. W. (1989). *The Pronunciation of English*. Oxford: Basil Blackwell.
10. Roach, P. (2000). *English Phonetics and Phonology: A Practical Course*. Cambridge.
11. Rocca, I & Johnson, W. (2005). *A Course in Phonetics*. Oxford: Basil Blackwell.

6. History of English Literature-I (Medieval to Romantics)

Course Code: ENG-3206

Credit Hours: (3+0)

Aims & 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.

Contents:

- Medieval Literature
- The Renaissance and the Elizabethan Periods
- The Age of Neo-Classicism
- The Victorian Age
- The Romantic Age

Recommended Readings:

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

SEMESTER III

1. English Communication Skills

Course Code: ENG-4101

Credit Hours: (3+0)

Aims & Objectives:

To enable the students to meet their real life communication needs

Contents:

- Oral presentation skills (prepared and unprepared talks)
- Preparing for interviews (scholarship, job, placement for internship, etc.)
- Writing formal letters
- Writing different kinds of applications (leave, job, complaint, etc.)
- Preparing a Curriculum Vitae (CV), (bio-data)
- Writing short reports

Recommended Readings:

1. Ellen, K. 2002. *Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top*
2. Hargie, O. (ed.) *Hand book of Communications Skills*
3. Mandel, S. 2000. *Effective Presentation Skills: A Practical Guide Better Speaking*
4. Mark, P. 1996. *Presenting in English*. Language Teaching Publications.

2. Introduction to Computing & IT

Course Code: COM-4102

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.

Reference Material:

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

3. Everyday Science

Course Code: EDS-4103

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

4. Introduction to Psychology

Course Code: PSY-4104

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.

5. Introduction to English Short Story, Novel & Prose

Course Code: ENG-4105

Credit Hours: (3+0)

Aims & Objectives:

To introduce readers to fiction and prose, however, instead of using full length texts of the novel, selected extracts will be chosen from the novels mentioned in the reading list below. 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.

A. Short Stories

- Oscar Wilde: The Nightingale and the Rose
- O' Henry: After Twenty Years
- Alexander Poe: The Fall of the House of Usher
- Nadine Gordimer: Once Upon a Time
- Naguib Mahfouz: The Mummy Awakens
- Guy de Maupassant: The String
- James Joyce: Araby
- Rudyard Kipling: The Man Who Would Be King
- Dorothy Parker: Arrangement in Black and White
- O'Conor: Everything that Rises Must Sink
- Kate Chopin: The Story of an Hour
- Ernest Hemingway: A Clean Well Lit Place

Note: At least five of the above mentioned stories must be selected

B. Novels

- Daniel Defoe: Robinson Crusoe
- George Eliot: The Mill on the Floss

Recommended Readings:

Baym, Nina. (2002). The Norton Anthology of American Lit. Vol. D. W. W. Norton & Company.

Martin, Brian. (1989). Macmillan Anthology of Eng Lit. 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.

Michie, Elsie B. (2006). Charlotte Bronte's Jane Eyre: A Casebook (Casebooks in Criticism). Oxford University Press, USA.

Bloom, Harold. (2005). John Steinbeck's The Grapes of Wrath (Bloom's Guides). Chelsea House Publications.

Gioia, Dana and Gwynn, R. S. (2005). The Art of the Short Story. Longman.

Brown, Julia Prewitt. (1999) Cosmopolitan Criticism: Oscar Wilde's Philosophy of Art University of Virginia Press.

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

Neill, Edward. (1999). Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective). Camden House.

C. Prose

- John Ruskin : War & Work
- Lytton Strachey: Dr Arnold or Florence Nightingale
- Russell: Selection from Skeptical Essays

Recommended Readings:

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

Note:

A minimum of 3 and maximum of 5 short stories are to be taught, while at least 3 extracts of the novels and two prose pieces should be taught. The selection of the novel-extracts is not strict and is left to the choice of the teacher concerned which is, however, not to exceed three chapters from one novel.

6. Introduction to Morphology

Course Code: ENG-4106

Credit Hours: (3+0)

Aims & Objectives

The course will:

- help students familiarize with the structure of a word and then a sentence in a language, specifically focusing on Pakistani languages and then any language in the world, e.g. English.

Contents:

- Introduction to Morphology
- Morpheme, Morph and Allomorph
- Derivational and Inflectional Morphology
- Derivational Processes
- Derivation by Affixation
- Derivation by Compounds
- Types of Compounds
- Derivation by Modification of Base
- Minor processes of Derivation
- Phrases, The Sentence Rank, Main and Subordinate Clauses
- Simple Sentences, Compound Sentences, Complex Sentences, Compound-Complex Sentences

Recommended Books

- 1. Bauer (2003) Introducing Linguistic Morphology--Edinburgh University Press

- 2. BASICS OF WORDS AND WORD FORMATION (MORPHOLOGY).
- 3. Booij (2005) The Grammar of Words--An Introduction to Linguistic Morphology
- 4. David et al (2009) Urdu Morphology
- 5. McCarthy (2002) An Introduction to English Morphology-Words and their Structure
- 6. Plag (2002) Word Formation in English -Cambridge University Press
- 7. Aronoff, Mark. 1994. Morphology by itself. MIT Press, Cambridge.

1. Advanced Academic Reading and Writing

Course Code: ENG-4201

Credit Hours: (3+0)

Aims & Objectives:

To enable the students to:

Read Academic text critically, Write well organized academic text e.g. assignments, examination answers, Write narrative, descriptive, argumentative essays and reports (assignments)

Contents:

- **Critical Reading**
Advanced reading skills and strategies building on Foundations of English I & II courses in semesters I and II of a range of text types e.g. description, argumentation, comparison and contrast.
- **Advanced Academic Writing**
Advanced writing skills and strategies building on English I & II in semesters I and II respectively Writing summaries of articles, report writing, Analysis and synthesis of academic material in writing, Presenting an argument in assignments/term-papers and examination answers.

Recommended Readings:

Aaron, J. 2003. *The Compact Reader*. New York: Bedford.

Axelrod, R. B and Cooper, C. R. 2002. *Reading Critical Writing Well: A Reader and Guide*.

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

Behrens & Rosen. 2007. *Reading and Writing Across the Curriculum*.

Gardner, P. S. 2005. *New Directions: Reading, Writing and Critical Thinking*.

George, D. and Trimbur, J. 2006. *Reading Culture: Context for Critical Reading and Writing*.

Goatly, A. 2000. *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis.

Grellet, F., *Writing for Advanced Learners of English*. CUP.

Jordan, K. M. and Plakans, L. 2003. *Reading and Writing for Academic Success*.

Jordon, R. R. 1999. *Academic Writing Course*. CUP.

Smith, L. C. 2003. *Issues for Today: An Effective Reading Skills Text*

Withrow, J., *Effective Writing*. CUP.

2. Human Rights & Citizenship

Course Code: HRC-4202

Credit Hours: (3+0)

Aims & Objectives

The major aims of this course should be to:

- Promote human values, in particular religious tolerance for others
- Promote HR, in particular those of the minorities and ethnic groups
- Develop a cross-cultural understanding, to recognize the value of difference
- Introduce the concept of good neighborhood and global citizenship, to accept socio-cultural harmony
- Relate human progress through a sense of diversity.

Contents:

Preferably, as required by the various universities and interdisciplinary programs, however as suggestion following topics are considered relevant in our context:

- What are human rights (HR)?
- Evolution of the concept of HR
- Four fundamentals in HR: freedom, equality, justice, and human dignity.
- Universal declaration of HR
- Three key principles in HR: Inalienability, indivisibility, and universality
- Human Rights in Islam
- The Last Sermon of the Holy Prophet (SA)
- Are HR universal? (Debate/discussion)
- HR in South Asia: Issues
- Rights of Women
- Rights of children (debate/discussion on child labour etc.)

Recommended Readings:

Dean, B. Joldoshalieva, R. and Sayani, F. *Creating a Better World*. Karachi, Pakistan: Agha Khan University, Institute for Educational Development. 2006

3. International Relations

Course Code: IRS-4203

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, Mark R. *International Conflict and Cooperation: An Introduction to World Politics*. (Chicago: Brown & Benchmark, 1995)
2. Griffiths, Martin, and Callaghan, Terry O'. *International Relations: The Key Concepts*. London, Routledge, 2003.
3. Henderson, Conway W. *International Relations: Conflict & Cooperation at the Turn of the 21st 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*. (2nd ed). New York: Macmillan, 1988.
6. Pearson. Frederic S., & Rochester, J. Maertu; *International Relations: The Global Conditions in the Late Twentieth Century*. New York: Random House, 1988.

4. Public Administration

Course Code: PAS-4204

Credit Hours: (3+0)

OBJECTIVES

The main purpose of this course to acquaint the students with the administrative structure of Pakistan and the contemporary issues and problems being faced today. They must also be equipped with the knowledge of means to overcome these obstacles.

CONTENTS

1. Administrative Structure in Pakistan
2. Administrative Reforms in Pakistan
3. Role of District Administration
4. Judiciary and the Executives
5. Criminal Justice Administration
6. Institution of Ombudsman
7. Public Service Accountability
8. Corruption in Public Administration
9. Administrative delay.

BOOKS RECOMMENDED:

1. Khan J.R., *Government and Administration in Pakistan*, Islamabad, 1987.
2. Kreesberg, M., *Public Administration in Developing Countries*, Washington, 1960.

3. Ahmed, Munir, *Civil Service in Pakistan*, Karachi: 1964
4. Ahmed, Mumtaz, i, Karachi: NIPA, 1974.
5. Kennedy, Charles, *Bureaucracy in Pakistan*, Karachi: Oxford University Press, 1987.
6. Lioyal, Philip, *Services Administration by Local Authorities*, Cambridge, ICSA, 1985.

5. History of English Literature II (Realism up to Contemporary Times)

Course Code: ENG-4205

Credit Hours: (3+0)

Aims & Objectives:

This course will focus on some of the major literary movements of the 20th Century. The spirit of the course should be taken as an extension of any of the previous courses suggested in the literary history; like the one in Year 01, Semester 1, but this time the historical topics are to be accessed a bit differently. Here 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 explore some of the divergent offshoots of Realism like Naturalism, Symbolism, Existentialism, Absurdism, Surrealism, and many others. By its extension, it will be very challenging for the teachers to tackle controversial debates such as seeing modern and 20th century “Romanticism” as types of Realism! This course on the one hand 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.

Contents:

- 19th Century Realism
- Modernism and the 20th Century
- Post-Modernism and the Contemporary

Recommended Readings:

1. Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge. (For Postcolonial Theory)
2. Belsey, Catherine. (1980). *Critical Practice*. London: Routledge. (For Marxist and Russian Formalist Theory)
3. Benvensite, Emile. (1971). *Problems in General Linguistics*. Miami: Miami UP. (For Linguistic, Structural, and Poststructuralist Theories)
4. Culler, Jonathan. (1981). *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge. (For Reader-oriented Theory)
5. Docherty, Thomas. Ed. (1992). *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)
6. Eagleton, Mary. Ed. (1991). *Feminist Literary Criticism*. London: Longman. (For Feminist Theory)
7. Eliot, T. S. (1965). *Selected Essays*. London: Faber. (For New Criticism, Moral Formalism, and F. R. Leavis)
8. Lodge, David. Ed. (1972). *Twentieth Century Literary Criticism*. London: Longman. (For Introduction)
9. Vincent B. Leitch (General Editor). (2001). *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company (or later editions). (For all the various approaches, and topic and author wise selections)
10. Wright, Elizabeth. (1984). *Psychoanalytic Criticism: Theory in Practice*. London. (For Psycho-analytic Theory)

6. Syntax

Course Code: ENG-4206-b

Credit Hours: (3+0)

Aims & Objectives:

- provide them with sufficient grounding in syntax to enable them to cope better with other courses (e.g. in Acquisition, Disorders or Psycholinguistics) which presuppose some background in syntax.
- help them understand and appreciate the relation between linguistic theory and data.

Contents:

- Introduction to Syntax
 - The Noun Phrase
 - The Verb Phrase
 - The Adjective Phrase
 - The Adverb Phrase
 - The Prepositional Phrase
 - Phrases in the sentence
 - Constituents, Categories, Functions
- Coordination of phrases and apposition
- Embedding and Tree diagrams
- The Clause Rank
- The five clause elements
- The functions of clauses
- Coordination and subordination
- Noun clauses
- Adjective clauses
- Adverb clauses
- The Adverbial and Adverbial Complement
- The Sentence Rank
- Main and Subordinate Clauses
- Simple Sentences
- Compound Sentences
- Complex Sentences
- Compound-Complex Sentences

Recommended Books:

1. Carnie, Andrew (2001) *Syntax*
2. Burton, N. (1998). *Analysing Sentences: An Introduction to English Syntax*- Longman.
3. Aarts, B. (1997). *English Syntax and Argumentation*. Palgrave.
4. A. Moravcsik (2006). *An Introduction to Syntax*. London. Continuum
5. Baker, L. C. (1995). *English Syntax*. The MIT Press.
6. Chomsky, N. (2004). Beyond Explanatory Adequacy. *Structures and Beyond*. In Belletti Adriana (Ed.), *The Cartography of Syntactic Structure*. Vol 3. Oxford: OUP. (104-131).
7. Haegmann, L. (1994). *An Introduction to Government Binding Theory*. Blackwell.
8. Miller, J. (2008). *An Introduction to English Syntax*. Edinburgh Textbooks on the English Language.
9. Poole, G. (2002). *Syntactic Theory*. Palgrave.
10. Radford, A. (1988). *Transformational Grammar*. Cambridge: CUP.
11. Radford, A. (1981). *Transformational Syntax*. Cambridge: CUP.
12. Radford, A. (1997). *Syntax: A Minimalist Introduction*. Cambridge: CUP.

Semester-V

1. Visionary Discourse

Course Code: ENG-5101

Credit Hours: (3+0)

Aims & Objectives:

To familiarize students with the concept of having a harmonizing vision for the future, to explore the subjects that great men have considered of value, to discover the coherence that makes for an effective discourse, To trace the common stylistic and thematic ground in the discourses taught

Contents:

- The Truce of Hudaibiya-a Case of Conflict Resolution. Causes & Consequences leading to battle of Khyber
- Allama M Iqbal: Khutba Allahbad & his last five letters to the Quaid.
- Quaid-e-Azam M. Ali Jinnah's Speeches; Transfer of Power June 1947, Pakistan Constitutional Assembly, August 14, 1947, Eid-ul-Az October 24, 1947, Radio Pakistan, Lahore, October 30, 1947, Quetta Municipality Address June 15, 1948 & Opening of State Bank July 1, 1948
- Abraham Lincoln: The Gattysberg address
- Chief Seattle's Speech of 1854
- Protocols of the Jewish Elders of Zion
- Nelson Mandela's Release speech

Note:

The length and number of discourses is to be decided upon by the individual universities according to the credit hour requirement of the course

Recommended Readings:

Cook, Guy. (1989). Discourse. Oxford: Oxford University Press.

Black, Elizabeth. (2006). Pragmatic Stylistics. Edinburgh: Edinburgh University Press.

Toolan, Michael. (1998). Language in Literature. New York: Arnold.

Crystal, David. (1998). Rediscover Grammar. London: Longman.

Jhonstone, Barbara. (2008). Discourse Analysis. Oxford: Blackwell.

2. Literary Criticism-I

Course Code: ENG-5102

Credit Hours: (3+0)

Aims & 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 16th 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.

Contents:

- Aristotle *The Poetics*
- Philip Sidney *An Apology for Poetry*
- William Wordsworth *Preface to Lyrical Ballads*
- S.T. Coleridge *Biographia Literaria Chapters XVII and XVIII*

Reading Reference

Wimsatt & Brooks: *Literary Criticism, A Short History*
Daiches, D. (1967): *Critical Approaches to Literary*. London: Longman.
Abrams, M.H. (1977): *The Mirror and the Lamp*. OUP.
Lucas, F.L. (1981): *Tragedy*. London: Chatto and Windus.
Butcher, S.H. (ed): *Aristotle Theory of Poetry and Fine Art*. N.p.

3. Classical Poetry

Course Code: ENG-5103

Credit Hours: (3+0)

Aims & Objectives:

To focus on a genre-specific historical development
To perceive Poetry as refined commentary on the aesthetic concerns of its time
To develop keen awareness of poetic language and tone.

Contents:

- Chaucer: Prologue to the Canterbury Tales
- Spenser: The Faerie Queen (Book 1. Canto 1)
- Milton: Paradise Lost (Book 1.)
- John Donne: Love & Divine Poems (Max 4)
- Alexander Pope: Rape of the Lock (Canto 1)

Recommended Readings:

Abrams, M. H, *The Mirror and the Lamp*.
Bowden, Muriel. (1960) *A Commentary on the General Prologue to the Canterbury Tales*,
New York: Macmillan.
Coghill, Nevil. (1948) *The Poet Chaucer*. Oxford.
Gardner, Helen, Ed. *John Donne: Twentieth Century View Series*
Spens, Janet. (1934) *Spenser's Faerie Queene: An Interpretation*, London.
Tillotson, G. *On the Poetry of Pope*

4. Novel-I

Course Code: ENG-5104

Credit Hours: (3+0)

Aims & Objectives:

The Aim of introducing this course is to enable the readers to have a full view of 18th to 19th century Novel which is rich in diversity, creativity and popular appeal.

Contents:

- Henry Fielding: Joseph Andrews
- Jane Austen: Pride and Prejudice
- Charles Dickens: Hard Times
- George Eliot: Silas Mariner
- Thomas Hardy: Tess of the D'Urbervilles

Recommended Readings:

Allen, Walter. The Rise of the Novel. London: Penguin.

Allen, Walter. The English Novel. London: Penguin.

Bloom Harold. (1987) Ed. Modern Critical Views: Thomas Hardy.

Bloom, Ed. (1987) Modern Critical Interpretations: Jane Austen.

Bloom, Ed. (1987) Modern Critical Views: Charles Dickens.

Kettle, Arnold. (1967) An Introduction to the English Novel. Vols. 1&2. 2nd ed. Hutchinson.

5. Research Methodology

Course Code: ENG-5105

Credit Hours: (3+0)

Aims & Objectives:

To enable students to conduct their own small scale research, to familiarize them with techniques and methods of selecting topics, developing questions, collecting and analyzing data and also and to to prepare the research report

Contents:

- Introduction: Qualitative and Quantitative Research Paradigms
- Identifying and Defining a Research Problem
- Ethical considerations
- Sampling Techniques
- Tools for Data Collection: Questionnaires, Interviews, Observations & Documents
- Data analysis and Interpretation
- Some Aspects of the Research Report
- Review of literature
- Transcription and Transliteration
- Referencing and Citation

Note: It is important for the literature majors to be trained into qualitative research methods. They shall follow the APA or other required style sheet prescribed by their university, but internationally acknowledged for the discipline of English literature. They shall base their learning on maximum literary and theoretical reading of the primary and secondary texts, classroom discussions and debates based on these readings, development of higher order critical thinking skills based on philosophical and other cross-disciplinary knowledge, presentations on the given topics, writing of sample papers for the courses, and above all following the parameters of publication for refereed and universally acknowledged literary journals and magazines.

Recommended Readings:

Allwright, Dick and Bailey, Kathleen. (1991). Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers. Cambridge: C UP.

Bogdan, R. C. & Biklen, S. K. (2007). Qualitative research for education. An introduction to theories and methods. (5th ed.) Boston: Pearson Education, Inc.

Brown, Dean. (2004). Doing Second Language Research. Oxford: OUP.

- Brown, Dean. (1988). *Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design*. Cambridge: CUP.
- Bryman, A. (2004). *Research Methods for Social Sciences*. Second edition. Oxford: Oxford University Press.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*(2nd ed.). Thousand Oaks: Sage Publications.
- Drever, Eric. (1995). *Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide*. Edinburgh: Scottish Council for Research in Education.
- Fraenkel, Jack and Wallen, Norman. (1995). *How to Design and Evaluate Research in Education* (2nd edition). New York: McGraw Hill.
- Hammersley, Martin and Atkinson, Paul. (1995). *Ethnography: Principles in Practice* (2nd edition). New York: Routledge.

6. Testing and Evaluation

Course Code: ENG-5106

Credit Hours: (3+0)

Aims & 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.

Contents:

- Assessment and Testing
- 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, Washback
- 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.

7. Sociolinguistics

Course Code: ENG-5107

Credit Hours: (3+0)

Aims & Objectives

The aim of the course is to develop an awareness and understanding of different variables among the students that interact with the language and society. This course will enable the students to develop an in depth understanding of the interaction between language and society.

Contents:

Introduction

Our knowledge of language, Language and variation, The scientific investigation of language, Relationship between language and society, Socio-linguistics and sociology of language, Language, Dialects and Varieties, Language and Dialects, Regional dialects, Social dialects, Styles and registers

Speech communities

Choosing your variety or code, Diglossia, Code-switching and code-mixing, Language maintenance and shift

Linguistic varieties and multilingual nations

National and official languages, Planning for a national official language, The linguist's role in planning, Language policies and planning in Pakistan

Language change

Traditional view, Some changes in progress, The mechanism of change

Language and culture

The Whorfian hypothesis, Kinship systems, Colour terminology, Prototype theory, Taboo and euphemisms

Attitudes and applications

Attitudes to language, Socio linguistics and education, Socio linguistic Universals, Language and worldview, Language and power

Recommended Readings

Holmes, J. (1992). *An introduction to sociolinguistics*. London and New York: Longman

Rehman, T. (2002). *Language, Ideology and Power*. London: OUP.

Wardhaugh, R. (2010). *An introduction to sociolinguistics*. Malden, MA: Blackwell.

Meyerhoff, M. (2006). *Introducing sociolinguistics*. New York: Routledge.

Romaine, S. (2008). *Language in society: An introduction to sociolinguistics*. New York: Oxford University Press.

Hudson, R. A. (1996). *Sociolinguistics*. London: CUP.

8. Introduction to Semantics

Course Code: ENG-4206

Credit Hours: (3+0)

Aims & Objectives

This course deals with approaches to the study of meaning. It intends to introduce the students with the linguistics meanings at the word and sentence level.

Contents:

Meaning and Language, Meaning, Grammar and Lexicon, Lexical and Compositional Meaning, Meaning and Truth Conditions, Semantics and Semiotics, Semantic Roles, Lexical versus Compositional Semantics, Sense, Reference, Denotation and Connotation, Extension and Intension, Theories of Meaning, Componential Analysis, Fields and Collocation, Semantic Fields, Collocations, Idioms, Sense Relations

Recommended Books

- Allan, Keith . 1986. *Linguistic Meaning*. London: Routledge
- Cruse, D. Alan. 1986. *Lexical semantics*. Cambridge: Cambridge University Press. Eimas, P. Miller, J. (eds.). 1995. *Speech, Language and Communication*. Orlando: Academic 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.
- 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.

Semester-VI

1. Literary Theory

Course Code: ENG-5201

Credit Hours: (3+0)

Aims & 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.

Contents:

- 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)

Recommended Readings:

1. Vincent B. Leitch (General Editor). (2001) *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company.
2. K. M. Newton, ed. (1998) *Twentieth Century Literary Theory: A Reader. Second Edition*. New York: St. Martin's.
3. Raman Selden & Peter Widdowson. (1993) *A Reader's Guide to Contemporary Literary Theory. 3rd Edition*. Kentucky: Univ. of Kentucky
4. Selected Terminology from any Contemporary Dictionary of Literary Terms.

2. Classics in Drama

Course Code: ENG-5202

Credit Hours: (3+0)

Aims & Objectives:

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

Contents:

- Sophocles: Oedipus Rex OR Aeschylus: Agamemnon

- Christopher Marlowe: Dr Faustus /Jew of Malta
- Shakespeare: Hamlet /Twelfth Night
- Sheridan: The Rivals
- Ibsen: Doll's House/ Ghosts
- G.B Shaw: Arms and the Man / Pygmalion

Recommended Readings:

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

3. Romantic and Victorian Poetry

Course Code: ENG-5203

Credit Hours: (3+0)

Aims & Objectives

The period 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, Keats, Shelley, Byron, Lamb etc establish its immense poetic and prosaic richness. The course is designed keeping in view the different tastes of the romantic revival period that save our bests with the poems selected for it. The influence of Romantic Poetry can be seen on Victorian poets, especially Tennyson. The model intends to help the students to understand the shift towards modern poetry.

Recommended Texts

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", and other small poems.
 S.T. Coleridge: "Kubla Khan", "Dejection: an Ode"
 John Keats: "Ode to Nightingale", "Ode on a Grecian Urn", "Poor Relations", "Old China"
 Shelley: "Ode to the West Wind", "Hymn to Intellectual Beauty".
 Tennyson: "Lady of Shallot", "Lotus Eater"
 Browning: "My Last Duchess", "Fra Lippo Lippi", "Last Ride Together", "Precipice".

Recommended Books

M.H. Abrams. *The Mirror and the Lamp: Romantic Theory and Critical Tradition*. 1954
 Cleanth Brooks. *The Well-Wrought Urn: Studies in the Structure of Poetry*. 1947
 F. R. Leavis. *Revaluation: Tradition and Development in English Poetry*. 1936
 Edward Dowden. *The French Revolution and English Literature*. 1987
 M. H. Abrams. ed. *English Romantic Poets Modern Essays in Criticism*. 1960
 J. B. Beer. *Coleridge the Visionary*. 1959
 G. M. Ridenour. *Shelley : A Collection of Critical Essays*. 1965
 W. J. Bate. ed. *Keats : A Collection of Critical Essays*. 1964
 Bennett Weaver. *Wordsworth: Poet of the Unconquerable Mind*. 1965
 Ricks, Christopher. *Tennyson 2nd ed*. University of California Press, 1989
 Brooke, Stopford A. *Tennyson: His Art and Relation to Modern Life*. Kessinger Publishing, 2006
 Bloom, Harold, ed. *Robert Browning*. Infobase Publishing, 2001
 Phelps, William Lyon. *Robert Browning: How to Know Him*. BiblioBazar, 2008

4. **Stylistics**

Course Code: ENG-5204

Credit Hours: (3+0)

Aims & Objectives

The aim of the course is to familiarize the participants with:

- How the message inherent in a piece of literature could be achieved by looking at the linguistic patterns and deviations adopted by the writer.
- What specific stylistic clothing various types of writing (such as news reports, columns, drama, and nursery rhymes) are clad in. The ultimate goal of the two-fold aim is to enable the participants draw stylistic comparison between the types of writing mentioned above.

Contents:

- What is Style? (An Overview of the Various Attempts at Defining Style from Ancient Times to the Present)
- Style and style variation
- Levels of language. Linguistic choice, style and meaning
- Patterns, deviations, style and meaning
- Linguistic Analysis of Literature, Discourse Analysis of Literature, Discourse structure and point of view
- The Intricate Relationship between Sender/Addresser and Receiver/Addressee in Literature
- Typical and Particular Stylistic Features of News Reports, Nursery Rhymes, and the Language of Advertisement
- Introduction to some Important Branches (Applications) of Stylistics
 Discourse Stylistics, Feminist Stylistics, Social Stylistics, Comparative Stylistics

Reference Books:

Carter, Ronald, & P. Simpson, eds. *Language, Discourse, and Literature: An Introductory Reader in Discourse Stylistics*. London: Routledge, 1995.
 Haynes, J. *Introducing Stylistics*. London: Routledge, 1993.
 Jucker, A. H. *Social Stylistics: Syntactic Variation in British Newspapers*. Berlin-New York: Moulon de Gruyter, 1992.

- Leech, G. *A Linguistic Guide to English Poetry*. London: Longman, 1988.
- Mills, S. *Feminist Stylistics*. London: Routledge, 1995.
- Peer, Van Willie, ed. *The Taming of the Text: Explorations in Language, Literature and Culture*. London & New York: Routledge, 1988.
- Short, Mick. *Exploring the Language of Poems, Plays, and Prose*. London: Longman, 1996.
- Short, Mick, ed. *Directions in the Teaching and Study of English Stylistics*. London & New York: Longman.
- Tanaka, K. *Advertising Language*. London: Routledge, 1994.
- Wales, Katie. *A Dictionary of Stylistics*. London: Longman, 1990.
- Weber, Jean Jacques, ed. *The Stylistics Reader: From Roman Jakobson to the Present*. London: Arnold, 1996.
- Widdowson, H.G. *Stylistics and the Teaching of Literature*. London: Longman, 1975.
- Widdowson, H.G. *Practical Stylistics: An Approach to Poetry*. Oxford: Oxford University Press, 1992.
- Wright, Laura, and Jonathan Hope. *Stylistics: A Practical Coursebook*. London: Routledge, 1996.

5. **Pragmatics**

Course Code: ENG-5205

Credit Hours: (3+0)

Aim and 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.

Contents:

Meaning and Context, Context and Context, Deixis and Meaning, Types of Deixis, Functions of Deixis, Reference and Inference, Presupposition, Entailment, Implicature, Grice's Theory of Implicatures, Cooperative Principle and Conversational Maxims, Speech Act Theory, Austin's Theory Of Speech Acts

Recommended Readings

Yule, G. (2000) *Pragmatics*. Oxford: OUP

Leech, G.N (1983) *Principles of Pragmatics*, Longman

Levinson, S. (1983) *Pragmatics*, Cambridge University Press

Levinson, S. (2000) *Presumptive Meanings: The Theory of Generalized Conversational Implicature*, MIT Press

6. **Psycholinguistics**

Course Code: ENG-5206

Credit Hours: (3+0)

Aims & Objectives:

The aim of the course is to develop in the students an awareness and understanding of different variables that interact with and upon the teaching and learning of language. This will enable the students to develop the theoretical background of learning and teaching.

Contents:

Introduction to Psycholinguistics:

The scope of Psycholinguistics, The connection between Psycholinguistics & Neurolinguistics, How does Psycholinguistics differ from Neurolinguistics?

The Psychology of Learning

Theories of language learning (Behaviourism, Mentalism, Interactionism), Memory, Interlanguage, Error Analysis

Individual Learner Factors

Age, Affective and personality factors, Cognitive styles, Motivation, Learner Strategies

Recommended Readings:

Aitchison, J. (1998). *The Articulate Mammal: An Introduction to Psycholinguistics*. Routledge.

Brown, H. D. (2007). *Principles of language learning and teaching*, (Fifth edition). New York: Longman.

Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. In N. Schmitt (Ed.). *An Introduction to Applied Linguistics*. London: Arnold. (170-190).

Lightbown, P., & Spada, N. (2006). *How languages are learned*, 3rd edition. New York: Oxford University Press.

Long, M. (2005). Methodological issues in learner needs analysis. In M. Long (Ed.). *Second language needs analysis*. Cambridge: Cambridge University Press. (19-76).

Long, M., & Robinson, P. (1998). Focus on form: Theory, research, practice. In C. Doughty and J. Williams (Eds.), *Focus on form in classroom second language acquisition*. New York: Cambridge University Press. (15-41).

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.

Semester-VII

1. Modern Poetry

Course Code: ENG-6101-a

Credit Hours: (3+0)

Aims & Objectives

This course aims to enable students to critically read and analyze poetry from the War and Post World War II era and Modern and Contemporary times. Students will examine the poetic response to developments in British and European history. They will also identify elements of poetic experimentation in form, style and theme.

Recommended Primary Reading (Poems):

- *W.B. Yeats: Byzantium Poems, Among School Children, Selection From Tower (In Memory of Major Robert Gregroy, A Prayer for My Daughter Nineteen Hundred and Nineteen, Meditation in Times of Civil War)*
- *T.S.Eliot: The Wasteland/Four Quartets*
- *W.H.Auden: The Unknown Citizen, Musee des Beaux Arts, In Praise of Limestone, Partition*
- *Philip Larkin: Mr Bleeney, Church Going, Ambulances*
- *Wilfred Owen: Selections (Max. Four)*
- *Ted Hughes: The Crow, Hawk Roosting, Thought Fox, That Morning*
- *Seamus Heaney: Digging, A Sofa in the Forties, Death of a Naturalist*

Recommended Readings:

1. Bloom, Harold, Ed., modern Critical Views: W.B.Yeats, 1987
2. _____, Ed., Modern Critical Interpretations: T.S.Eliot, 1987
3. _____, Ed., Modern Critical Interpretations: The Waste Land , 1987.
4. _____, Ed.,Modern Critical Views on Larkin, Auden, Heaney and Owen, 1980s.
5. Jaffres, Norman. W.B.Yeats: Man and Poet, 1949.

2. American Literature

Course Code: ENG-6102-a

Credit Hours: (3+0)

Aims & 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.

Recommended Texts

Poetry

- Walt Whitman: Selections from *Leaves of Grass*
- Emerson: Selections

- Robert Frost: Selections
- Langston Hughes: Selections
- Emily Dickinson: Selections

Recommended Readings

Bloom, H. *Figures of Capable Imagination*, 1976
 Waggoner, H.H. *American Poetry From the Puritans to the Present, 1968*, Rev. 1984
 Arsenberg, Mary. *The American Sublime*. State University of New York Press, 1986
 Stanlis, Peter James. *Robert Frost: The Poet as Philosopher*. ISI Books, 2007
 Haugen, Brenda. *Langston Hughes: The Voice of Harlem*. Compass Print Books, 2006
 Walker, Alice. *Langston Hughes: American Poet*. HarperCollins, 2005
 Wolff, Cynthia Griffin. *Emily Dickinson*. Addison-Wesley, 1988

B. Novel (any two)

- Nathaniel Hawthorne: *The Scarlet Letter*
- Mark Twain: *Huckleberry Fin*
- Fitzgerald: *The Great Gatsby*
- Earnest Hemingway: *A Farewell to Arms*
- William Faulkner: *Absalom Absalom*

Recommended Readings:

1. Bloom, Harold. ed. (1987) *Modern Critical Views: William Faulkner*.
2. Bradbury, M. (1983) *Modern American Novel*.
3. Chase, R. (1958) *The American Novel and its Traditions*.
4. Colourise, J. Michel. (1983) *New Essays on The Scarlet Letter*, Cambridge University Press.
5. Gray, R. (1983) *American Fiction: New Reading*.
6. Bloom, Harold Ed. (1980) *Modern Critical views and Interpretations*,

C. Drama (any One/extracts from any two)

- Arthur Miller: *All My Sons*
- Tennessee Williams: *Cat on A Hot Tin Roof*
- Bullins: *Goin' a Buffalo*
- Valdez: *The Dark Root of a Scream*

Recommended Readings:

1. Bigsby, C. W. E. (2000). *Modern American Drama 1945-2000*. Cambridge: Cambridge University Press.
2. Bigsby, Christopher. (1999). *Contemporary American Playwrights*. Cambridge: Cambridge University Press.
3. Pfister, Manfred. (1993). *The Theory and Analysis of Drama*. Cambridge: Cambridge University Press.
4. Cohn, Ruby. (1982). *New American Dramatists. 1960-1990*. Hampshire: Macmillan.
5. Krasner, David. (2005). *A Companion to 20th Century Drama*. Oxford: Blackwell.

3. South Asian Literature

Course Code: ENG-6103-a

Credit Hours: (3+0)

Aims & Objectives:

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

Contents:

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
- Bapsi Sidhwa: And American Brat
- Anita Desai: The Inheritance of Loss
- Daniyal Moeenudin: In Other Rooms Other people
- Mohammed Hanif: A Case of Exploding Mangoes

C. Poetry (selections)

- Zulfiqar Ghose
- Naseem Ezekial
- Maki Qureshi
- Sujata Bhatt

Recommended Readings:

Singh, B. P. (1998). *The State, The Arts and Beyond*. Delhi: Oxford University Press.

Mirza, Shafqat Tanveer. (1992). *Resistance Themes in Punjabi Literature*. Lahore: Sang-e-meel.

William Hanaway. *Studies in Pakistani Popular Culture*. Lahore: Lok Virsa Publishing House.

G. N. Devy. (2002). *Indian Literary Criticism Theory and Interpretation*. Hyderabad: Orient Longman.

Ranjit Guha. (1984). *Subaltern studies Writings on South Asian History and Society*. Delhi: Oxford University Press.

4. Translation Theory and Literary Studies

Course Code: ENG-6104-a

Credit Hours: (3+0)

Aims & Objectives

This course is aimed at familiarizing the students with fundamental concepts of translation procedure. The students will be provided with basic information about different techniques and methods of translation. Students, thus, will be able to understand the complexities of translation from one language to the other in this case from English to Urdu and from Urdu to

English through studying translated literary works from round the world, some classics in World Literature, but more from the regions they belong. This way they will be able to identify elements of universal literary merits and critically compare some of great works in translation.

Contents:

Some theories of translation, Some methods, procedures and principles of translation, Difference between semantic and communicative translation, Metaphors in translation, World literatures in translation, Regional literatures in translation, Suggested primary texts:

- Albert Camus (French and Algerian): The Outsider
- Cervantes, M (Spanish): Don Quixote (Part 1-Book1 & 2)
- Kafka, Franz (German): Metamorphosis
- Dostoevsky (Russian): Crime and Punishment
- Rumi (Persian): Selections from Mathnavi, Iqbal, Mohammad (Urdu) Faiz, Ahmed Faiz (Urdu)
- Others (Regional)

Recommended Readings:

Baker, Mona. (1992). In Other Words: A Course book on Translation. London: Routledge.

Bell, Roger T. (1994). Translation and Translating. London: Longman.

Catford, J. C. (1965). A Linguistics Theory of Translation. Hong Kong: OUP.

Duff, Alan. (2004). Translation. Oxford: OUP.

Newmark, Peter. (1981) Approaches to Translation, Pergamon Institute of English.

Nida, Eugene A. and C. R. Taber. (1982). The Theory and Practice of Translation. Leiden: E. J. Brill.

5. American Drama

Course Code: ENG-6105-a

Credit Hours: (3+0)

Aims & Objectives:

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

Contents:

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

Recommended Readings:

Bigsby, C.W.E. A Critical Introduction to Twentieth Century American Drama: I, 1900-1940; II Williams, Miller, Albee; III Beyond Broadway, 1982-85

Bloom, H. Ed. (1980) Modern Critical Interpretation on each dramatist and work.

6. Afro-American Literature

Course Code: ENG-6106-a

Credit Hours: (3+0)

Aims & 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.

Contents:

Lorraine Hansbury: A Raisin in the Sun (Drama)

Zora Neil Hurston: Their Eyes were Watching God (Novel), Ralph Ellison: Invisible Man (Novel), Tony Morrison: Jazz (Novel), Langston Hughes: Selections (Poems), Adrienne Kennedy: Funny House of a Negro/any other

Recommended Readings:

Heath Anthology of American Literature Vol. II

Norton Anthology of American Literature Vol. II

7. Continental Literature

Course Code: ENG-6107-a

Credit Hours: (3+0)

Aims & 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.

Contents: (any five)

- Henrik Ibsen: Pillars of Society, August Strindberg: Ghost Sonata, Luigi Pirandello: Six Characters in Search of an Author, Harold Pinter: The Caretaker, Garcia Lorca: Blood Wedding,
- Baudelaire: Any Five Poems
- Kafka: Any Three Short Stories/Letter to his Father translated as Dearest Father
- Herman Hesse: Sight of Chaos (Any of the essays) □ Bertold Brecht: Three penny Opera

Recommended Readings:

Bloom, H. Ed. (1980) Modern critical views and interpretation.

Bishop, Thomas. (1961) Pirandello and the French Theatre. New York.

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.

Kitchin, L. (1960) Mid-Century Drama. London (For Osborne)

Kritzer, Amelia Howe. (1991) The Plays of Caryl Churchill: Theatre of Empowerment.

London: Macmillan.

Lane, Richard. Ed. (2002) *Beckett and Philosophy*, Palgrave Macmillan.

Lumley, Fredrik. (1960) *Trends in 20th Century Drama*. Fairlawn.

Northam, John. (1953) *IBA/BSen's Dramatic Method*. London.

Pronko, Lenard Cabell. (1951) *The World of Jean Anouilh*. Berkeley.

Scott, M. Ed. (1986) *The Birthday Party, The Caretaker, The Homecoming: A Casebook*. London: Macmillan.

FRENCH

Artaud, Antonin. *The Theatre and Its Double*. Trans: Mary Caroline Richards. New York: 1958

GERMAN

Garten, H. F. *Modern German Drama*. Fairlawn: 1959

ENGLISH

Chothia, Jean. *English Drama of the Early Modern Period: 1890-1940*. New York: Longman, 1996.

8. Pakistani Literature in English

Course Code: ENG-6108-a

Credit Hours: (3+0)

Aims & 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.

Contents:

- History of Pakistani Literature
- Ahmed Ali: *Twilight in Dehli* (novel)/ *Our Lane* (Short Story)
- Bapsi Sidhwa: *Ice-Candy Man* (Novel)
- Mohsin Hamid: *Moth Smoke/Reluctant Fundamentalist*
- Aamir Hussain: *Sweet Rice* (poem)
- Tahira Naqvi: *Attar of Roses* (poem)
- Daud Kamal : *An Ode to Death*
- Taufiq Rafat: *Selections from Arrival of the Monsoon*
- Alamgir Hashmi: (*Selections*)
- Muneza Shamsie: *Selection of Essays from And the World Changed*
- Tariq Rehman: *Short Stories* (Any two)

Recommended Readings:

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
- 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
- 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

Linguistics:

1. Language Teaching Methodologies

Course Code: ENG-6101-b

Credit Hours: (3+0)

Aims & Objectives:

This introductory course on English Language Teaching (ELT) combines the principles of ELT with practice to enable students to see and perpetuate a model of classroom interaction and effective teaching. The aim is to enable students to understand the theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan.

Contents:

Methods of Language Teaching

Approach, Method and Technique

- Selected ELT Methods: Grammar-Translation, Direct, Audio- lingual, Communicative Language Teaching
- ELT models for Pakistan
- Theory and Practice of Teaching Oral Skills, Nature of Oral Communication
- Theory and techniques of teaching listening and speaking, Lesson Planning for Teaching Oral Skills
- Theory and Practice of Teaching Reading Skills, Nature of Reading, Theories of Reading Interactive and Schema, Designing activities for reading skills, Lesson Planning for teaching reading
- Theory and Practice of Teaching Writing Skills, Nature of Writing, Theories of Writing - Product and Process, Lesson Planning for teaching writing , Techniques for giving feedback and correcting written work
- Teaching Language through Literature
- Teaching language through Drama
- Teaching language through poetry
- Teaching language through prose

Recommended Readings:

Alderson, J. C., & Urquhart, H. A. (Eds.) (1984). *Reading in a Foreign Language*. London: Longman.

- Brookes, A. & Grundy, P. (1990). Writing for Study Purposes. Cambridge: C UP.
- Brown, G. & Yule, G. (1983). Teaching the Spoken Language. Cambridge: C UP.
- Brumfit, J. C. (1985). Language and Literature Teaching: From Practice to Principle. Pergamon
- Bygate, M. (2004). Speaking. (Second edition). Oxford; OUP.
- Byrne, D. (1986). Teaching Oral English. London: Longman.
- Byrne, D. (1988). Teaching Writing Skills. London: Longman.
- Carter, R. & R. McCarthy. (1997). Exploring Spoken English. Cambridge: C UP.
- Collie, J. & Slater, S. (1987). Literature in the Language Classroom: A Resource Book of Ideas and Activities. Cambridge: C UP.
- Davies, F. (1995). Introducing Reading. Harmonswoth: Penguin.
- Doughtyerty, Stahlka and McKenna, M. C. (Eds.). Reading Research at Work: Foundations of Effective Practice.
- Grabe, W. & Kaplan, R. (1996). Theory and Practice of Writing. London: Longman.
- Grellet, F. (1982). Developing Reading Skills. Cambridge: C UP.
- 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.
- Holliday, A. (1994). Appropriate Methodology and Social Context. Cambridge: CUP.
- Hughes, R. (2002). Teaching and Researching Speaking: Applied Linguistics in Action. Harlow: Longman.
- 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.

2. **Discourse Analysis**

Course Code: ENG-6102-b

Credit Hours: (3+0)

Aims & Objectives:

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

Contents:

- **What is discourse?**
Discourse and the sentence, Grammar within and beyond the sentence,
Language in and out of context, Spoken vs. written discourse
- **Formal & contextual links**
Parallelism, Referring expressions, Repetition and lexical chains, Substitution,
Ellipsis, Conjunction

- **Conversational principles**
Cooperative Principle, Politeness Principle, Speech Act Theory, Constatives and performatives, Pragmatics, discourse analysis and language teaching
- **Views on Discourse Structure**
Discourse as product, Discourse as process, Discourse as a Dialogue, Discourse in communicative development, Information structure in discourse

Recommended Readings:

- 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.
- 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.
- Wardhaugh, R. (1985). *How Conversation Works*. Oxford: Basil Blackwell.

3. Second Language Acquisition

Course Code: ENG-6103-b

Credit Hours: (3+0)

Aims & Objectives

The course intends to acquaint students with the theory and Practices of Second Language Acquisition.

Contents:

Introduction to SLA, Theoretical issues in SLA, Language Learning Theories, L2 development and Processing, Language Input/ Output & LAD, Social and Psychological aspects of Interlanguage, Age in SLA, Individual differences & SLA, Language and Anxiety, Language Learning Strategies

Reference Books

Archibald, J. (ed.) 2000: *Second language acquisition and linguistic theory*. Oxford: Blackwell.

Ellis, R. 1997: *Second language acquisition and language teaching*. Oxford: OUP.

Doughty, C. and M. Long (eds.) 2003: *Handbook of second language acquisition*. (2nd

- edition) Oxford: Blackwell.
- 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: John Benjamins.
- Klein, E.C. and G. Martohardjono (eds.) 1999: *The development of second language grammars.* Amsterdam: John Benjamins.
- 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.

4. Research Methods in Linguistics

Course Code: ENG-6104-b

Credit Hours: (3+0)

Aims & objectives:

To enable students to conduct their own small scale research; the main aim is to get them familiarized with the techniques and methods of selecting topics, developing questions, collecting and analyzing data and also preparing the research report.

Contents:

- Introduction:
- Qualitative and Quantitative Research Paradigms
- Identifying and Defining a Research Problem
- Ethical considerations
- Sampling Techniques
- Tools for Data Collection: Questionnaires, Interviews, Observation & Documents
- Some Aspects of the Research Report
 - a. Review of literature
 - b. Transcription and Transliteration
 - c. Referencing and Citation

Recommended 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.
- 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.

5. Translation Studies

Course Code: ENG-6105-b

Credit Hours: (3+0)

Aims & Objectives:

This course is aimed at familiarizing the students with the fundamental concepts of translation procedure. The students will be provided the detailed information about different techniques and methods of translation which they will practically employ in translating different texts.

Contents:

- History of Translation, What is source language? What is Receptor's language? What is Translation? Translation as an Interdisciplinary Field
- Types of Translation, Sub-types of Translation, *Theories of Translation*, Translation in the Western and Eastern World, Translation in the Sub-continent
- Scope of Translation Studies
- Major terms used in Translation Studies, Metaphors in Translation, Approaches of Translation, Methodology of Translation, A model for Shift Analysis in Translation, Barriers in Translation
- Principles of Translation, Difference between Semantic and Communicative Translation, Interface of Translation activities with other subjects, Methods of Translation, Comparison of Speech Acts in English and Urdu

Recommended Readings:

Baker, Mona. 1992. *In Other Words: A Coursebook on Translation*. London: Routledge.

Bar-Hillel, Y. 1964 *Language and Information*. Addeson-Wesley. Reading, Mass

Austin, J. L. 1962. *How to do things with word*. CUP: London

- Bell, Roger T. 1994. *Translation and Translating*. London: Longman.
- Catfor, J. C. 1965 A Linguistics Theory of Translation. Hong Kong: OUP
- Catford, John C. 1965. *A Linguistic Theory of Translation: an Essay on Applied Linguistics*. London: Oxford University Press.
- de Beaugrande, Robert-Alain and Dressler, Wolfgang. 1983. *Introduction to Text Linguistics*. London: Longman.
- Duff, Alan. 1991 (2004). *Translation*. Oxford: Oxford University Press.
- Fawcett, Peter. 1997. *Translation and Language: Linguistic Theories Explained*. Manchester: St Jerome Publishing. Page 60 of 124
- Guenther, F and Guenther-Reutter (eds). 1978. *Meaning and Translation: Philosophical and Linguistic Approaches*. London: Duckworth.
- Kenny, Dorothy. 1998. 'Equivalence', in the *Routledge Encyclopaedia of Translation Studies*, edited by Mona Baker, London and New York: Routledge, 77-80.
- Kussmaul, Paul. 1995. *Training the Translator*. John Benjamins Publishing Co.
- Munday, J. (2001). *Introducing Translation Studies: Theories and Application*. London: Routledge
- New Mark, P. 1981 *Approaches to Translation*, Pergamon Institute of English
- Newmark, Peter. 1995. *A Textbook of Translation*. Library of Congress Cataloging-in-Publication Data.
- Nida, Eugene A. 1964. *Towards a Science of Translatin*. Leiden: E. J. Brill.
- Nida, Eugene A. and C.R.Taber. 1982. *The Theory and Practice of Translation*. Leiden: E. J. Brill.

6. Media Discourse Analysis

Course Code: ENG-6106-b

Credit Hours: (3+0)

Aims & objectives:

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

Contents:

Introduction to mediation Sign and meanings, Inter-textuality, Narrative, Cultural studies, Montage/Hybridization, Language of Propaganda and Sabotage, Language of Politics (Newspeak and Binary Discourse), Interpellation: Modes of address (e.g. direct address in broadcasting and TV advertising Genre and Ideology (e.g. femininity as an ideology), Regime of Broadcasting and roles of producers and receivers of speech acts, Language of Documentary, Copy-writing, Journalistic writing, Media and Globalization, Deconstruction of Media texts

Recommended 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: Rutledge.
- Tomlinson, J. (1991). *Cultural Imperialism*. London: Pinter.

7. World Englishes

Course Code: ENG-6107-b

Credit Hours: (3+0)

Aims & 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.

Contents:

- Historical, social and political contexts
- Importance of English
- Native and Non-Native Speakers of English
- Classification of Englishes
- Postcolonial Englishes, New Englishes, Asian Englishes, African Englishes
- Pidgins and Creoles
- Corpus planning and status planning
- Standard language ideology
- Inner Circle & Outer Circle Englishes
- English as an International Language
- New Englishes in education: teaching and testing
- New Englishes in a new age: call centers, sms'es, hiphop
- Linguistic Imperialism/Linguistic Hegemony
- Question of Intelligibility
- Linguistic Positivism

Reference Books

- 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.
- Kachru, B. B. (1992). *The other tongue: English across cultures*. (2nd ed.). Urbana: University of Illinois Press.
- 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.

Semester-VIII

1. 20TH Century Fiction & Nonfiction

Course Code: ENG-6201-a

Credit Hours: (3+0)

Aims & Objectives

The students will be able to recognize the characteristics of major chronological eras and relate literary works and authors to major themes and issues related to literary devices such as irony, symbolism, etc. 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.

Contents:

- | | |
|-------------------|--------------------------|
| • Joseph Conrad | <i>Heart of Darkness</i> |
| • D.H. Lawrence | <i>Sons & Lovers</i> |
| • Virginia Woolf | <i>To the Lighthouse</i> |
| • William Golding | <i>Lord of the Flies</i> |

Recommended Books

- 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*.

2. Literary Criticism-II (Modern Critical Theories)

Course Code: ENG-6202-a

Credit Hours: (3+0)

Aims & 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.

Contents:

- Structuralism

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

Recommended Books

Read, H.E. (1951). *Collected Essays in Literary Criticism*. Faber and Faber
 Daiches, D. (1967). *Critical Approaches to Literature*, Longman,
 Arnold, M. (1966). *Essays in Criticism*, Second Series. McMillan
 Abrams, M.H. (1977). *The Mirror and the Lamp*, OUP
 Eliot, T.S. (1986). *The use of Poetry and the Use of Criticism*. Faber and Faber.
 Buckley, V. (1968). *Poetry and Morality: Students in the Criticism of Arnold. Eliot and Leavis*.

3. Postcolonial Literature

Course Code: ENG-6203-a

Credit Hours: (3+0)

Aims & 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.

Suggested Primary Reading:

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 Wallcot: *Dream on a Monkey Mountain*
 Derek Wallcot: Selected Poems: Dark August, A City's Death by Fire, A Far Cry from Africa
 Agha Shahid Ali: Country without a Post Office (Poem)

Suggested Secondary Reading:

Achebe, Chinua, "The Role of a Writer in A New Nation." *Nigeria Magazine*. No 81: 1964
 Ashcroft, B. Griffiths, G. and Tiffin, H. Eds. *The Post-Colonial Studies Reader*, London: Routledge, 1995
 Belsey, C. *Critical Practice*, London: Methuen, 1980

Boehmer, Elleke. *Colonial and Postcolonial Literature*. Oxford: Oxford UP, 1995
Loomba, Ania. *Colonialism/ Postcolonialism*. London: Routledge, 1998
Peck, J. Ed. *New Casebook on Post-colonial Literatures*. Macmillan, 1995
Smith, H. *Beyond the Post Modern Mind*. Lahore: Suhail Academy, 2002
Burnett, Paula. *Derek Walcott: Politics and Poetics*. University of Florida Press, 2000
Hamner, Robert. D. *Critical Perspectives on Derek Walcott*. Lynne Rienner Publishers
1997.
Thieme, John. *Derek Walcott*. Manchester UP, 1999

4. Literary Movements

Course Code: ENG-6204-a

Credit Hours: (3+0)

Aims & Objectives

Keeping the historical spirit of Classical and Romantic literatures in the centre, 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.

Contents:

- Realism
- Naturalism
- Symbolism
- Expressionism
- Existentialism
- Absurdism
- Surrealism
- Feminism
- Post-Feminism
- Modernism
- Post-Modernism

Recommended Readings:

1. Docherty, Thomas. Ed. *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf, 1992. (For Postmodern Theory)
2. Critical Idiom Series
 - Realism, Naturalism, Symbolism, Expressionism, Existentialism, Absurdism, Surrealism, Feminism, Post-Feminism, Modernism, Post-Modernism
3. Oxford Short Introductions

- Realism, Naturalism, Symbolism, Expressionism, Existentialism, Absurdism, Surrealism, Feminism, Post-Feminism, Modernism, Post-Modernism
4. Lodge, David. Ed. *Twentieth Century Literary Criticism*. London: Longman, 1972. (For
 - a. Introduction)
 5. 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)

5. Literary Stylistics

Course Code: ENG-6205-a

Credit Hours: (3+0)

Aims & 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 particular choices made by individual authors in their use of language.

Contents:

- 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

Recommended Reading:

- Chapman, R. (1975). *Linguistics and Literature*.
 Carter, R. (1982). *Language and Literature: An Introductory Reader in Stylistics*.
 Crystal, D and Davy, D. (1969). *Investigating English Style*.
 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*.
 Thomas, Jenny. (1995). *Meaning in Interaction*. London: Longman.
 Widdowson, H. G. (1992). *Practical Stylistics: An Approach to Poetry*.

6. Emerging Forms of Literature

Course Code: ENG-6206-a

Credit Hours: (3+0)

Aims & 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.

Contents:

- **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)

Selected chapters from any of the suggested books or other resources:

W. H. Hudson: An Introduction to the Study of Literature; R. Wellek and A. Warren: Theory of Literature Andre Bazin: What is Cinema? Christian Metz: Film Language Film Form Sergie Eisenstein Rudolf Arnheim: Film as Art; John Ellis: Visible Fictions, Thomas Schatz: Hollywood Genres; 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)

7. Thesis

Course Code: ENG-6207-a

Credit Hours: (6+0)

Students will be required to undertake a small scale investigation on a topic of individual interest in their area of specialization. The aim of this component is to encourage the students to:

- develop the ability to collect, analyze and interpret data;

- apply theories and methods practiced worldwide in Literary Research
- present the research in a coherent and well-organized manner in 10-15 thousand words.

Each student will be provided individual supervision and guidance in the proposed research that he or she undertakes to conduct.

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:

The minimum eligibility criterion for writing a research thesis is 3 CGPA.

Linguistics:

1. Creative Writing

Course Code: ENG-6201-b

Credit Hours: (3+0)

Aims & 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.

Contents:

- How to Be a Writer by John Milne
- Understanding Literary Genres such as Novel, Drama, One Act Play, Prose, Poetry, Monologue / Dramatic Monologue, Short Story
- Literary and Figurative Devices Symbolism, Imagery, Metaphor & Simile, Irony, Satire, Humour, Others
- Some Key Literary Concepts Beginning, Point of View, Mystery, Names, Stream of Consciousness, Interior Monologue, Defamiliarization, Introducing a Character, Repetition, Magic, Realism, Retrospection, Motif, Allegory, Epiphany, The Exotic, Coherence and Cohesion, Linking Words, Ending
- Creative Writing Process
- Developing a Style
- Where to Get Ideas from? Personal Experience, Glimpse into the Past, What We Already Know, Funny Moments as Inspiration, Identification, Parody
- Writing as Therapy
- Exercises Writing Games (Every Lecture)

Recommended Books

Morley, David and Philip Neilsen. *The Cambridge Companion to Creative Writing*.

Cambridge: CUP, 2012

Stenberg, Robert. J. *Handbook of Creativity*. Cambridge: CUP, 1999

Rickards, Tudor and Mark A. Runco, ed. *The Routledge Companion To Creativity*. NY: Routledge, 2008

Lodge David. *The Art of Fiction*. London: Penguin Books, 1992

2. Applied Linguistics

Course Code: ENG-6202-b

Credit Hours: (3+0)

Aims & Objectives

This course provides a general introduction to linguistics. After a brief history of the field and a general introduction to the area of language systems and theories, the core components of linguistics will be introduced-phonology, morphology, syntax, semantics, discourse, and pragmatics. Theoretical and applied issues will be discussed through the analysis of fragments of language is structured and used.

Contents:

- Language Learning Theories in Psycholinguistics
- Methods and Approaches (grammar-translation, direct method, communicative approach, electric approach, audio-lingual etc)
- Error Analysis
- Syllabus Design
- Testing and Evaluation
- Language Teacher Reduction

Recommended Books

Barber, C.L. (1974). *The story of Language*. Penguin.

Finch, G. (1998) *How to Study Linguistics?* McMillan

Radford, A, et al. (1999) *Linguistics? An Introduction*. CUP.

Widdowson, H.G. (1996), *Linguistics*. OUP.

Yule, G. (1996). *The study of Language*. CUP.

Lyon, J. (1988). *Language and Linguistics: An Introduction*. CUP.

Crystal, D. (1981). *Linguistics*. Penguin.

3. Language, Culture and Identity

Course Code: ENG-6203-b

Credit Hours: (3+0)

Aims & Objectives:

The course aims to develop a better understanding of what constitutes identity and how it is related to language and culture. The course also aims to reconceptualize views of language, literacy and cultural practices within different context and to value diversity and reject discrimination.

Contents:

- Relationship between language and culture, Role of language and culture in the formation of identity, Types of identity: Religious; Ethnic; Linguistic; Cultural; National, The issue of identity in multicultural

societies

- Identity Crisis, Language Attitudes Ethnic conflicts, Linguistic conflicts
- Problems of linguistic inequality, Linguistic imposition, Cross-cultural communication, Culture shock

Recommended 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*.

Lawrence Erlbaum Associates, Publishers. Mahwah, New Jersey. (185-204).

Chick, K. J. (1996). Intercultural Communication. In McKay 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. (2005). Interethnic Communication. In Kiesling F. S. & Paulston, B. C. (Eds.). *Intercultural Discourse and Communication: The Essential Readings*. Blackwell

Publishing. (33-44).

Khan, R. K. (2009). Two Languages with One Culture: Problems in Communication. In Hussain,

N; Ahmed, A & Zafar, M. (Eds.). *English and Empowerment in the Developing World*. New Castle Upon Tyne: Cambridge Scholars Publishing. (191-198).

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).

Royce, A. P. (1982). *Ethnic Identity: Strategies of Diversity*. Bloomington: Indiana.

4. Genre Analysis

Course Code: ENG-6204-b

Credit Hours: (3+0)

Aims & Objectives:

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

Contents:

Defining Genre, Approaches to genre & genre analysis, Swales' model of genre analysis Procedures involved genre analysis, Academic Genre, Professional Genre, Genre analysis in second language teaching

Recommended Readings:

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 masters

- dissertations in language teaching. *Journal of English for Academic Purposes*, 8, 241-251.
- Bhatia, V. K. (1993). *Analysing 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 favoured 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.), *Academic listening: Research perspectives*(pp. 146-158). Cambridge: CUP.
- Firth, D. R., & Lawrence, C. (2003). Genre analysis in information systems research. *The Journal of Information Technology Theory and Application*, 5(3), 63-77.
- Flowerdew, J., & Wan, A. (2006). Genre analysis of tax computation letters: How and why tax accountants write the way they do. *English for Specific Purposes*, 25, 133-153.
- 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 discussion sections 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.

5. English for Specific Purposes (ESP)

Course Code: ENG-6205-b

Credit Hours: (3+0)

Aims & 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 a particular occupational or 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.

Contents:

- Introduction to ESP
- The Basic Concepts and Principles in ESP
- Historical and Theoretical Perspectives on ESP
- Programme Design
- The Current Issues in ESP Course Design
- The World of Work
- Conducting Needs Analysis
- Evaluation
- English for Academic Purposes (ESP)
- English for Science and Technology (EST)

Reference Books:

- 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.

6. Anthropological Linguistics

Course Code: ENG-6206-b

Credit Hours: (3+0)

Aims & 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 and evolution of culture, cognition, and human society. The course integrates traditional anthropological concerns with the relations among language, culture, and meaning.

Contents:

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, the cultural construction of gender, Kinship terms, Colour terms, Gestures across culture

Recommended Readings:

- 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.

7. Thesis

Course Code: ENG-6207-b

Credit Hours: (6+0)

The students can opt for conducting research which they are required to write in the form of a research thesis.

Aims & 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:

The minimum eligibility criterion for writing a research thesis is 3 CGPA.

Item No. 2

Approval for the changes in MA English (Semester System) 2 year programme.

DEPARTMENT OF ENGLISH
Mirpur University of Science & Technology
Mirpur AJ&K

SYLLABUS AND COURSES OF READING FOR
M. A IN LINGUISTICS AND ENGLISH LITERATURE

(For Regular Students of Semester System)

EFFECTIVE FROM SESSION 2015-2017

SCHEME OF STUDIES

Duration	: 04 Semesters
Courses	: 60 Credit Hours
Thesis/ Optional Courses	: 06 Credit Hours
Comprehensive & Oral	: S/U Basis
Internship	: S/U Basis
Total Credit Hours	: 66

SYLLABUS AND COURSES OF READING FOR M. A IN LINGUISTICS AND ENGLISH LITERATURE

Suggestions

- The title of the course ‘**Phonology**’ in Semester-I needs to be changed and entitled as ‘**Phonetics and Phonology**’.
- The title of the course ‘**Criticism**’ in Semester-II needs to be changed and entitled as ‘**Literary Criticism**’.
- The title of Drama-I in Semester-I needs to be changed and entitled as **Classical Drama**. Similarly, Drama-II in Semester-IV needs to be changed and entitled as **Modern Drama**.
- The title of Novel-I in Semester-I needs to be changed and entitled as **Victorian English Novels**. Similarly, Novel-II in Semester-IV needs to be changed and entitled as **Modern English Novels**.
- Slight changes have been made in the courses of Classical Drama, Modern Drama, Victorian English Novels & Modern English Novels.
- The title of the course ‘**Research Methodology and Project of 5000 words**’ in Semester-III needs to be changed and entitled as ‘**Research Methodology**’
- Additions and omissions have been made in the recommended books for different courses. This has been done to introduce the latest books of the relevant field and keep our students abreast of the latest knowledge.
- A new course “Semantics” is included in semester 3.
- A new course “Introduction to Morphology & Syntax” is included in semester 4.

- The following is a proposed semester wise list of courses

Semester	Code	Course Title	Credit Hrs
1 st	ENG-5101	Academic Discourse	3
	ENG-5102	Phonetics and Phonology	3
	ENG-5103	Introduction to Language & Linguistics	3
	ENG-5104	History of English Literature	3
	ENG-5105	Poetry-I	3
2 nd	ENG-5201	Sociolinguistics	3
	ENG-5202	TESOL	3
	ENG-5203	Literary Criticism	3
	ENG-5204	Classical Drama	3
	ENG-5205	Victorian English Novels	3
3 rd	ENG-6301	Stylistics	3
	ENG-6302	Poetry-II	3
	ENG-6303	Shorter Fiction	3
	ENG-6304	Prose	3
	ENG-6305	Research Methodology	3
	ENG-6306	Semantics	3
4 th	ENG-6401	Pragmatics	3
	ENG-6402	Modern Drama	3
	ENG-6403	Modern English Novels	3
	ENG-6404	Introduction to Morphology & Syntax	3
	ENG-6405	Comprehensive Oral Examination	S/U
	ENG-6406	Internship	S/U
	ENG-6407	Thesis (optional)	6

N.B: Students may opt two elective courses in lieu of thesis from the following list.

ENG-6408	Psycholinguistics	3
ENG-6409	Discourse Analysis	3
ENG-6410	Creative Writing	3
ENG-6411	Post-Colonial Literature	3
ENG-6412	American Literature	3
ENG-6413	Pakistani English Literature	3

Semester -I

Course Title: Academic Discourse

Course Code: ENG- 5101

Objectives

- . To familiarize and enable students to learn and teach basic concepts of Grammar of modern English and acquaint them with functional English.

Course Outlines:

- i. Nouns and Nouns phrases.
- ii. Verb and Verb phrases. (Tense, Aspect, Modality and their Uses)
- iii. Adverb and adverbial phrases
- iv. Adjective and adjectival phrases.
- v. Sentence Analysis at Clause / Discourse Level
- vi. Direct / Indirect Speech at Sentence / Discourse Level
- vii. Voice (Active and Passive) Reasons for Passivization
- viii. Pakistani English Usage and Identification of Errors
- ix. Coordination, Subordination, Conjunctions.
- x. Grammatical Functions of Subjects, Objects, Complements, etc.
- xi. Cohesion (Cohesive Devices; Signposting) and Coherence
- xii. Semantic Roles; Agent, Patient, Theme, Instruments, Locatives
- xiii. Simple, compound, complex and compound complex sentences
- xiv. Verbal (Infinitives and Gerunds) and their Functions
- xv. Punctuation
- xvi. Conditional Sentences; Structure and Meaning

Recommended 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*.

Course Title: Phonetics and Phonology

Course Code: ENG- 5102

Aims & Objectives:

The course aims to build on the background knowledge of phonological description & theory in order to explain the theories & the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken languages particularly English; & examine cross-linguistic similarities & variation in sounds particularly English & Urdu.

Contents:

1. Introduction to Phonetics & Phonology

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

2. Stages in the production of speech

- Speech organs
- Manner of articulation
- Place of Articulation

3. Segmental Phonology

i. Phonemes and allophones

- Consonants
- Vowels
- Diphthongs and triphthongs

ii. Syllable and syllabic structure

- Consonant clusters
- Word stress: nouns, verbs, and adjectives

4. Suprasegmental Phonology

i. Sounds in connected speech

- Weak forms
- Assimilation, elision and liaison
- Intonation

ii. Sentence stress and intonation

5. Contrastive Phonology

- Teaching of pronunciation

6. Phonological Rules

7. Phonetic & Phonemic Transcription

Note: A Compulsory question requiring phonetic transcription of a given passage will be included in the question paper.

Recommended Readings:

Recommended Readings:

1. Burquest, D. A. (2001). *Phonological analysis: A functional approach*. Dallas: SIL International.
2. Celce-Murcia, M., Brinton, D. & Goodwin, J. (1996). *Teaching Pronunciation: reference for Teachers of English to speakers of Other Languages*. Cambridge: CUP.
3. Cruttenden, A. (1994). *Gimson's Pronunciation of English*. Oxford: Edward Arnold.
4. Giegerich, H. (1992). *English Phonology: An Introduction*. Cambridge: Cambridge University Press.
5. Gimson, A. C. (1984). *An Introduction to the Pronunciation of English*. London: Edward Arnold.
6. Hogg, R & Mc Cully, C.B. (1987). *Metrical Phonology: A Course Book*. Cambridge. CUP.
7. Kenworthy, J. (1987). *Teaching English Pronunciation*. London: Longman.
8. Knowles, G. (1987). *Patterns of Spoken English*. London: Longman.
9. Kreidler, C. W. (1989). *The Pronunciation of English*. Oxford: Basil Blackwell.
10. Roach, P. (2000). *English Phonetics and Phonology: A Practical Course*. Cambridge.
11. Rocca, I & Johnson, W. (2005). *A Course in Phonetics*. Oxford: Basil Blackwell.

Course Title: Introduction to Language and Linguistics

Course Code: ENG-5103

Objectives

- i. Introduction to language and its characteristics
- ii. Introduction to Basic Concepts in Linguistics.
- iii. Introduction to Socio, Psycho and Neuro- Linguistics

Course Outlines

- i. Language & its different Characteristics
- ii. The scientific nature of linguistics
- iii. Ferdinand de Saussure's Theory of Language: Language as a sign system; Differential relation Theory, Structure of language; Synchronic and Diachronic Description of Language; Syntagmatic and Paradigmatic Relation
- iv. Morpheme and Morphology; What is a Morpheme? Types of Morpheme: Affixes; Inflection and Derivational Morphemes; Compounding, Word Formation
- v. Syntax: Traditional Grammar; Chomsky's Finite State Grammar, Phrase Structure Grammar, Generative Grammar
- vi. Semantics: Introduction to Basic Concepts of Semantics ;Lexical Semantics (Polysemy, Synonymy etc.); Sentence and Utterance Semantics; Interpersonal Semantics; Speech Act Semantics.
- vii. Neurolinguistics: Language and Brain; the Concepts of Lateralization and Localization.
- viii. Psycholinguistics: 1st and 2nd Language Acquisition; Theory of Innateness, Behaviourism Language Universals; Krashen's Hypotheses of 2nd Language Acquisition.
- ix. Sociolinguistics: Linguistics Competence and Communicative Competence. Concepts as Speech Community; Standard and Dialect Varieties; language Variation; Code Switching; Language and Domain.

Recommended Readings:

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.

Crystal, D. (1997). *The Encyclopedia of Language*. Cambridge: CUP.

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.

Fromkin, V. A., Rodman, R. & Hymas, M. (2002). *Introduction to Language*. (Sixth edition). New York: Heinley.

Lyons, J. (1981). *Language and linguistics*. Cambridge University Press.

Radford, A., Atkinson, M., Briatrain, D., Clahsen, H., Spencer, A. (1999). *Linguistics: An Introduction*. Cambridge: CUP.

Todd, L. (1987). *An Introduction to Linguistics*. Moonbeam Publications.

Yule, G. (2006). *The Study of Language*. C.U.P.

Course Title: History of English Literature

Course Code: ENG- 5104

Objectives

To enable the students to know about the important developments in the history of English Literature

Course Outlines:

- Anglo Saxon Period.
- Anglo Norman Period
- Renaissance Age
- Restoration Period
- Metaphysical Poetry
- Romantic Age
- Victorian Age
- Neo-Classical Age
- Feminism
- Modernism
- Post colonialism
- Postmodernism

Recommended Readings:

1. Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge. (For Postcolonial Theory)
2. Belsey, Catherine. (1980). *Critical Practice*. London: Routledge. (For Marxist and Russian Formalist Theory)
3. Benveniste, Emile. (1971). *Problems in General Linguistics*. Miami: Miami UP. (For Linguistic, Structural, and Poststructuralist Theories)
4. Compton-Rickett, A. *A History of English Literature*. Thomas-Nelson & Sales, 1940 (latest edition).
5. Culler, Jonathan. (1981). *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge. (For Reader-oriented Theory)
6. Dachies, David. (1961). *A Critical History of English Literature*. Vol. 1-4. London: Secker & Warburg (latest edition).
7. Docherty, Thomas. Ed. (1992). *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)
8. Eagleton, Mary. Ed. (1991). *Feminist Literary Criticism*. London: Longman. (For Feminist Theory)
9. Eliot, T. S. (1965). *Selected Essays*. London: Faber. (For New Criticism, Moral Formalism, and F. R. Leavis)
10. Evans, Ifor. (1976). *A Short History of English Literature*. London: Penguin.
11. Lodge, David. Ed. (1972). *Twentieth Century Literary Criticism*. London: Longman. (For Introduction)
12. Mulik, B.R. *A critical History of English Literature*. NKM. Lahore.

13. Vincent B. Leitch (General Editor). (2001). *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company (or later editions). (For all the various approaches, and topic and author wise selections)
14. Wright, Elizabeth. (1984). *Psychoanalytic Criticism: Theory in Practice*. London. (For Psycho-analytic Theory)

Course Title: Poetry-I

Course Code: ENG-5105

- Geoffery Chaucer: The Prologue to the Canterbury Tales
- John Milton: Paradise Lost Book II and IX
- John Donne: Love Poems and Divine Poems Included in Metaphysical Lyrics and Poems
- Alexander Pope: The Rape of the Lock

Note: A Compulsory Question with reference to the context will be included

Semester-II

Course Title: Sociolinguistics

Course Code: ENG- 5201

Aims & Objectives

The aim of the course is to develop an awareness and understanding of different variables among the students that interact with the language and society. This course will enable the students to develop an in depth understanding of the interaction between language and society.

Introduction

Our knowledge of language, Language and variation, The scientific investigation of language, Relationship between language and society, Socio-linguistics and Sociology of language, Language, Dialects and Varieties, Language and Dialects, Regional dialects, Social dialects, Styles and registers

Contents:

Speech communities

Choosing your variety or code, Diglossia, Code-switching and Code-mixing, Language maintenance and shift

Linguistic varieties and multilingual nations

National and official languages, Planning for a national official language, The linguist's role in planning, Language policies and planning in Pakistan

Language change

Traditional view, Some changes in progress, The mechanism of change,

Language and culture

The Whorfian hypothesis, Kinship systems, Colour terminology, Prototype theory,

Taboo and euphemisms

Attitudes and applications

Attitudes to language, Socio linguistics and education, Socio linguistic Universals,

Language and worldview, Language and power

Solidarity and Politeness:

Tu and Vous Forms, Address Terms, Politeness

Recommended Readings

Holmes, J. (1992). *An introduction to sociolinguistics*. London and New York: Longman

Rehman, T. (2002). *Language, Ideology and Power*. London: OUP.

Wardhaugh, R. (2010). *An introduction to sociolinguistics*. Malden, MA: Blackwell.

Meyerhoff, M. (2006). *Introducing sociolinguistics*. New York: Routledge.

Romaine, S. (2008). *Language in society: An introduction to sociolinguistics*. New York: Oxford University Press.

Course Title: TESOL

Course Code: ENG -5202

Objectives

- To enable students explain key concepts involved in teaching language skills,
- To enable them devise and use activities to teach different language skills, and integrate multiple language skills in a single lesson.
- To enable students describe chief characteristics of important approaches and methods of teaching second and foreign languages,
- To enable students acquire the latest knowledge and practical skills for the teaching of English as a Foreign/Second language at all levels
- To enable students plan and construct tests for testing different language skills, and interpret test scores.

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

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 etc.

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

Classroom Organization(Pair work, Group work and Related Problems)

Teaching Aids

- How to Use Audio-Visual Aids in Teaching of English as a Second/Foreign Language

Lesson Planning

Recommended 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, R. (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.

Course Title: Literary Criticism

Course Code: ENG- 5203

Objectives

To develop Critical thinking

Course Outlines:

- Aristotle : Poetics
- Wordsworth : Selections
- S.T Coleridge : Selections
- I.A Richard : Practical Criticism

Course Title: Classical Drama

Course Code: ENG- 5204

- Sophocles : Oedipus Rex
- Christopher Marlowe : The Tragic History of Doctor Faustus
- William Shakespeare : Hamlet /Twelfth Night
- Ben Jonson : Volpone

Note: A Compulsory Question with reference to the context will be included.

Course Title: Victorian English Novels

Course Code: ENG-5205

Course Outlines:

- Henry Fielding: Joseph Andrews
 - Jane Austen: Pride and Prejudice
 - Emily Bronte: Wuthering Heights
 - Charles Dickens: Hard Times
- OR

Thomas Hardy: Tess of the D'Urbervilles

Semester-III

Course Title: Stylistics

Course Code: ENG- 6301

Objectives

- i. To Introduce Students to the Application of Linguistics to the Understanding and Criticism of Literature.
- ii. To Enable Students to Teach English Literature at all Levels after Completing the Course.

Course Outlines:

- Linguistic Criticism
- Literary Language and Literariness
- Stylistics as a Bridge between Linguistics and Literary Criticism Literature as a Foregrounded Language, Parallelism and Principle of Equivalence Along the Axes of Combination and Similarity. Scheme as Foregrounded Repetition, of Expression, Measure as a Concept of Meter., Tropes as Foregrounded irregularities of Contents, Distinction Between Standard Language and Poetic Language, Distinguishing Features Literary Language; Type of Deviation.
- Text and Meaning Where Do the Meaning Lie? Text Or Reader?
- Is the Concept of Foregrounding Specific to Literature? Foregrounding and Other Discourses i.e. Advertisement, Newspaper,
- Discourses Analysis
- Stylistics and Analysis of Short Stories and Poems
- Figurative Language; Metaphor, Metonymy, Irony, etc.
- Stylistics and the Teaching of English

Recommended Books

Chapman, R. (1975). *Linguistics and Literature*. Chapman.

Carter, R. (1982). *Language and Literature: An Introductory Reader in Stylistics*. Routledge.

Crystal, D. and Davy, D. (1969). *Investigating English Style*. Indiana University Press.

Leech, G. (2002). *A Linguistic Guide to English Poetry*. Longman.

Widdowson, H.G. (1992). *Practical Stylistic: An Approach to poetry*. OUP.

Widdowson, H. G. (2014). *Stylistics and the Teaching of Literature*. Routledge.

Course Title: Poetry-II

Course Code: ENG-6302

Course Outlines:

- W. Wordsworth: The Prelude
- John Keats: Ode to a Nightingale, Ode to Autumn, Ode on Grecian Urn, Ode to Psyche, Ode on Indolence and Ode on Melancholy
- T. S. Eliot: The Love Song of J. Alfred Prufrock and The Hollow Men
- R. Browning: Selected Poems & monologue

Note: A Compulsory Question with reference to the context will be included

Course Title: Shorter Fiction

Course Code: ENG- 6303

Course Outlines:

20 Short stories of Authors of different Nationalities

Course Title: Prose

Course Code: ENG-6304

Course Outlines:

- Francis Bacon: Bacon's Essays
- Jonathan Swift: Gulliver's Travels
- Charles Lamb: Essays of Elia
- Aldous Huxley: Adonais and the Alphabets
- Bertrand. Russel: Essays of Unhappiness

Note: A Compulsory Question with reference to the context will be included.

Course Title: Research Methodology

Course Code: 6305

Aims & Objectives:

To enable students to conduct their own small scale research, to familiarize them with techniques and methods of selecting topics, developing questions, collecting and analyzing data and also and to to prepare the research report

Contents:

- What is research?
- Types of research (qualitative, quantitative, mixed)
- Identifying and Defining a Research Problem
- Ethical considerations
- Data collection in qualitative research (case studies, ethnography, interviews, etc)
- Data collection in quantitative research (questionnaires, corpora and experimental design)
- Data analysis and Interpretation
- Variables (independent, dependent, controlled, moderating, intervening)

- Parts of a research report (abstract, introduction, literature review, methodology, results, discussion, conclusion, references or bibliography)
- Review of literature
- Referencing and Citation

Recommended Readings:

Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.

Mackey, A., & Gass, S. (2008). *Second language research: Methodology and design*. New York: Routledge.

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods Approaches* (3rd ed.). London: SAGE.

Reppen, R., & Simpson-Viach, R. (2010). Corpus linguistics. In N. Schmitt (Ed.), *An introduction to applied linguistics* (pp. 89-105). UK: Hodder Education.

Course Title: Semantics
Course Code: ENG-6306

Aims & Objectives

This course deals with approaches to the study of meaning. It intends to introduce the students with the linguistics meanings at the word and sentence level.

Contents:

Meaning and Language, Meaning, Grammar and Lexicon, Lexical and Compositional Meaning, Meaning and Truth Conditions, Semantics and Semiotics, Semantic Roles, Lexical versus Compositional Semantics, Sense, Reference, Denotation and Connotation, Extension and Intension, Theories of Meaning, Componential Analysis, Fields and Collocation, Semantic Fields, Collocations, Idioms, Sense Relations

Recommended Books

Allan, Keith . 1986. *Linguistic Meaning*. London: Routledge
Cruse, D. Alan. 1986. *Lexical semantics*. Cambridge: Cambridge University Press. Eimas, P. Miller, J. (eds.). 1995. *Speech, Language and Communication*. Orlando: Academic 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.
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.

Semester-IV

Course Title: Pragmatics

Course code: ENG- 6401

Aims & objectives:

The course aims at introducing students to the basics of Pragmatics. Through this course students will be able to study factors that govern choice of language in social interaction and the effects of these choices on others.

Contents

- Speech Act Theory – complex speech acts
- Felicity Conditions
- Conversational Implicature
- The Cooperative Principle
- Conversational Maxims
- Pre-suppositions
- Politeness
- Phatic Tokens

- Deixis

Recommended Reading:

- Burton-Roberts, N. (Ed.), (2007). *Pragmatics*. Palgrave Macmillan.
- Carston., R. (2002). *Thoughts and Utterances: the pragmatics of explicit communication*. Wiley-Blackwell
- Cutting, J. (2002). *Pragmatics and Discourse: a resourcebook for students*. Routledge.
- Davis, S. (Ed.), (1991). *Pragmatics: a reader*. Oxford University Press.
- D'hondt, S., Ostman, J., & Verschuren, J. (Eds.), (2009). *The pragmatics of interaction*. John-Benjamins Publishing Company.
- Grice, H.P. (1989) *Studies in the Way of Words*, Harvard University Press.
- Grundy, P. (2000). *Doing Pragmatics*. Arnold.
- Horn. R. L., & Ward, L. G. (Eds.), (2005). *The handbook of pragmatics*. Wiley-Blackwell.
- Huang, Y. (2007). *Pragmatics*. Oxford University Press.
- 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 University Press.
- Levinson, S. (2000) *Presumptive Meanings: The Theory of Generalized Conversational Implicature*, MIT Press.
- Mey, J. (2001). *Pragmatics: an introduction*. Wiley-Blackwell.
- Peccei, S. J. (1999). *Pragmatics*. Routledge.
- Sandra, D., Ostman, J., & Verschuren, J. (Eds.), (2009). *Cognition and Pragmatics*. John-Benjamins Publishing Company.
- Sbisa, M., Ostman, J., & Verschuren, J. (Eds.), (2011). *Philosophical Perspectives for Pragmatics*. John-Benjamins Publishing Company.
- Verschuren, J. (1999). *Understanding Pragmatics*. Arnold.
- Verschuren, J., & Ostman, J. (Eds.), (2009). *Key notions for Pragmatics*. John-Benjamins Publishing Company.
- Yule, G. (1996). *Pragmatics*. Oxford University Press.

Course Title: Modern Drama

Course Code: ENG- 6402

Course Outlines:

- Henry Ibsen : A Doll's House
- G.B. Shaw : Arms and The Man
- Samuel Beckett : Waiting for Godot
- Harold Pinter : The Caretaker

Note: A Compulsory question with reference to the context will be included.

Course Title: Modern English Novels

Course Code: ENG- 6403

Course Outlines:

- William Golding : Lord of the Flies.
 - Virginia Woolf : To The Light House
 - James Joyce : A Portrait of the Artist as a young man
 - E.M. Forster : A Passage to India
- OR**
- Joseph Conrad : Heart of Darkness

Course Title: Internship

Course Code: 6404

Course Outline:

It will be assessed on Satisfactory, Unsatisfactory Basis(S/U)

Course Title: Comprehensive Oral Examination

Course Code: 6405

Course Outline:

It will be assessed on Satisfactory, Unsatisfactory Basis(S/U)

Introduction to Morphology & Syntax

Course Code: ENG-6406

Aims & Objectives

The course will:

- familiarize the students with the structure of English language both at the word level as well as the sentence level,
- provide them with sufficient grounding in syntax to enable them to cope better with other courses (e.g. in Acquisition, Disorders or Psycholinguistics) which presuppose some background in syntax.
- help them understand and appreciate the relation between linguistic theory and data.

Contents:

- The Structure of English: An overview
- Introduction to Morphology
- Morpheme, Morph and Allomorph, Derivational and Inflectional Morphology, Derivational Processes, Word classes, Open and closed classes of words, The Function of open and closed classes of words in English sentences
- Phrases
The Noun Phrase, The Verb Phrase, The Adjective Phrase, The Adverb Phrase, The Prepositional Phrase, Phrases in the sentence
- Coordination of phrases and apposition
- Embedding and Tree diagrams
- The Clause Rank, The five clause elements, The functions of clauses, Coordination and subordination
- Noun clauses, Adjective clauses, Adverb clauses, The Adverbial and Adverbial Complement
- The Sentence Rank, Main and Subordinate Clauses
- Simple Sentences, Compound Sentences, Complex Sentences, Compound-Complex Sentences

Recommended Books

Van Gelderen, E. (2002). An introduction to the grammar of English: Syntactic arguments and socio-historical background. Amsterdam and Philadelphia: Benjamins.

Quirk, R., Greenbaum, R., Leech, G., & Svartvik, J. (1985). *A comprehensive grammar of The English language*. London: Longman.

Celce-Murcia, M., & Larsen-Freeman, D. (1999). *The grammar book: An ESL/EFL teacher's course* (2nd ed.). Stamford, CT: Heinle & Heinle.

Huddleston, R., & Pullum, G. K. (2002) *The Cambridge grammar of the English language*. Cambridge: Cambridge University Press

Ballard, K. (2001) *The Frameworks of English*. New York: Palgrave

Course Title: Thesis (Optional)

Course Code: 6407

Optional Papers

Students may opt any two of the following courses in lieu of thesis:

Course Title: Psycholinguistics

Course Code: 6408

Course Title: Psycholinguistics

Course Code: ENG 6408

Aims & Objectives:

The aim of the course is to develop in the students an awareness and understanding of different variables that interact with and upon the teaching and learning of language. This will enable the students to develop the theoretical background of learning and teaching.

Contents:

Introduction to Psycholinguistics:

The scope of Psycholinguistics, The connection between Psycholinguistics & Neurolinguistics, How does Psycholinguistics differ from Neurolinguistics?

The Psychology of Learning

Language Production, Language Comprehension, Theories of language learning (Behaviourism, Mentalism, Interactionism, The Monitor Theory, Universal Grammar), Critical Period Hypothesis, Memory, Interlanguage, Error Analysis

Individual Learner Factors

Age, Affective and personality factors, Cognitive Styles, Motivation, Learner Strategies

Recommended Readings:

Aitchison, J. (1998). *The Articulate Mammal: An Introduction to Psycholinguistics*. Routledge.

Brown, H. D. (2007). *Principles of language learning and teaching*, (Fifth edition). New York: Longman.

Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. In N. Schmitt (Ed.). *An Introduction to Applied Linguistics*. London: Arnold. (170-190).

Lightbown, P., & Spada, N. (2006). *How languages are learned*, 3rd edition. New York: Oxford University Press.

Long, M. (2005). Methodological issues in learner needs analysis. In M. Long (Ed.). *Second language needs analysis*. Cambridge: Cambridge University Press. (19-76).

Long, M., & Robinson, P. (1998). Focus on form: Theory, research, practice. In C. Doughty and J. Williams (Eds.), *Focus on form in classroom second language acquisition*. New

Course Title: Discourse Analysis

Course Code: ENG -6409

Aims & Objectives:

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

Contents:

- **What is discourse?**
Discourse and the sentence, Grammar within and beyond the sentence,

Language in and out of context, Spoken vs. written discourse, Types and ways of doing discourse analysis

- **Formal & Contextual Links**
Parallelism, Referring expressions, Repetition and lexical chains, Substitution, Ellipsis, Conjunction

- **Conversational principles**
Cooperative Principle, Politeness Principle, Speech Act Theory, Constatives and Performatives, Pragmatics, discourse analysis and language teaching

- **Views on Discourse Structure**

Discourse as product, Discourse as process, Discourse as a Dialogue, Discourse in communicative development, Information structure in discourse

Recommended Readings:

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.

Richards, J. & Schmidt, R. (1983). *Language and Communication*. London: Longman.

Schiffirin, D. (2001). *Approaches to Discourse*. Oxford: Blackwell.

Stubbs, M. (1983). *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*. Oxford: Basil Blackwell.

Wardhaugh, R. (1985). *How Conversation Works*. Oxford: Basil Blackwell.

Course Title: Creative Writing

Course Code: ENG -6410

Aims & 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.

Contents:

- How to Be a Writer by John Milne
- Understanding Literary Genres such as
Novel, Drama, One Act Play, Prose, Poetry, Monologue / Dramatic Monologue, Short Story
- Literary and Figurative Devices
Symbolism, Imagery, Metaphor & Simile, Irony, Satire, Humour, Others
- Some Key Literary Concepts
Beginning, Point of View, Mystery, Names, Stream of Consciousness, Interior Monologue, Defamiliarization, Introducing a Character, Repetition, Magic, Realism, Retrospection, Motif, Allegory, Epiphany, The Exotic, Coherence and Cohesion, Linking Words, Ending
- Creative Writing Process
- Developing a Style
- Where to Get Ideas from?
Personal Experience, Glimpse into the Past, What We Already Know, Funny Moments as Inspiration, Identification, Parody
- Writing as Therapy
- Exercises
Writing Games (Every Lecture)

Recommended Books

- Morley, David and Philip Neilsen. *The Cambridge Companion to Creative Writing*. Cambridge: CUP, 2012
- Stenberg, Robert. J. *Handbook of Creativity*. Cambridge: CUP, 1999
- Rickards, Tudor and Mark A. Runco, ed. *The Routledge Companion To Creativity*. NY: Routledge, 2008
- Lodge David. *The Art of Fiction*. London: Penguin Books, 1992

Course Title: Postcolonial Literature

Course Code: ENG-6411

Aims & 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.

Suggested Primary Reading:

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)

Suggested Secondary Reading:

Achebe, Chinua, "The Role of a Writer in A New Nation." *Nigeria Magazine*. No 81: 1964

Ashcroft, B. Griffiths, G. and Tiffin, H. Eds. *The Post-Colonial Studies Reader*, London:

Routledge, 1995

Belsey, C. *Critical Practice*, London: Methuen, 1980

Boehmer, Elleke. *Colonial and Postcolonial Literature*. Oxford: Oxford UP, 1995

Loomba, Ania. *Colonialism/ Postcolonialism*. London: Routledge, 1998

Peck, J. Ed. *New Casebook on Post-colonial Literatures*. Macmillan, 1995

Smith, H. *Beyond the Post Modern Mind*. Lahore: Suhail Academy, 2002

Burnett, Paula. *Derek Walcott: Politics and Poetics*. University of Florida Press, 2000

Hamner, Robert. D. *Critical Perspectives on Derek Walcott*. Lynne Rienner Publishers
1997

Thieme, John. *Derek Walcott*. Manchester UP, 1999

Course Title: American Literature

Course Code: ENG-6412

Aims & 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.

Recommended Texts

Poetry

- Walt Whitman: Selections from *Leaves of Grass*
- Emerson: Selections
- Robert Frost: Selections
- Langston Hughes: Selections
- Emily Dickinson: Selections

Recommended Readings

Bloom, H. *Figures of Capable Imagination*, 1976
Waggoner, H.H. *American Poetry From the Puritans to the Present*, 1968, Rev. 1984
Arsenberg, Mary. *The American Sublime*. State University of New York Press, 1986
Stanlis, Peter James. *Robert Frost: The Poet as Philosopher*. ISI Books, 2007
Haugen, Brenda. *Langston Hughes: The Voice of Harlem*. Compass Print Books, 2006
Walker, Alice. *Langston Hughes: American Poet*. HarperCollins, 2005
Wolff, Cynthia Griffin. *Emily Dickinson*. Addison-Wesley, 1988

B. Novel (any two)

- Nathaniel Hawthorne: *The Scarlet Letter*
- Mark Twain: *Huckleberry Fin*
- Fitzgerald: *The Great Gatsby*
- Earnest Hemingway: *A Farewell to Arms*
- William Faulkner: *Absalom Absalom*

Recommended Readings:

1. Bloom, Harold. ed. (1987) *Modern Critical Views: William Faulkner*.
2. Bradbury, M. (1983) *Modern American Novel*.
3. Chase, R. (1958) *The American Novel and its Traditions*.
4. Colourise, J. Michel. (1983) *New Essays on The Scarlet Letter*, Cambridge University Press.
5. Gray, R. (1983) *American Fiction: New Reading*.
6. Bloom, Harold Ed. (1980) *Modern Critical views and Interpretations*,

C. Drama (any One/extracts from any two)

- Arthur Miller: *All My Sons*
- Tennessee Williams: *Cat on A Hot Tin Roof*
- Bullins: *Goin' ' a Buffalo*
- Valdez: *The Dark Root of a Scream*

Recommended Readings:

1. Bigsby, C. W. E. (2000). *Modern American Drama 1945-2000*. Cambridge: Cambridge University Press.
2. Bigsby, Christopher. (1999). *Contemporary American Playwrights*. Cambridge: Cambridge University Press.
3. Pfister, Manfred. (1993). *The Theory and Analysis of Drama*. Cambridge: Cambridge University Press.
4. Cohn, Ruby. (1982). *New American Dramatists. 1960-1990*. Hampshire: Macmillan.
5. Krasner, David. (2005). *A Companion to 20th Century Drama*. Oxford: Blackwell.

Course Title: Pakistani English Literature

Course Code: ENG-6413

Aims & 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.

Contents:

- History of Pakistani Literature
- Ahmed Ali: *Twilight in Dehli* (novel)/ *Our Lane* (Short Story)
- Bapsi Sidhwa: *Ice-Candy Man* (Novel)
- Mohsin Hamid: *Moth Smoke/Reluctant Fundamentalist*
- Aamir Hussain: *Sweet Rice* (poem)
- Tahira Naqvi: *Attar of Roses* (poem)
- Daud Kamal : *An Ode to Death*
- Taufiq Rafat: Selections from *Arrival of the Monsoon*
- Alamgir Hashmi: (*Selections*)
- Muneeza Shamsie: Selection of Essays from *And the World Changed*
- Tariq Rehman: Short Stories (Any two)

Recommended Readings:

- 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
- 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
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

Item No. 3

Approval for the syllabus of B.A/BSc annual system of examination

Item No. 4

Approval for the syllabus of MA English 2 year annual system of examination 2016 onwards

**Syllabus for MA English Annual System of Examination
(2016 onwards)**

M.A Part-I

Paper-1	Introduction to Language & Linguistics
Paper-2	Phonetics and Phonology
Paper-3	Pedagogical Grammar
Paper-4	TEFL
Paper-5	History of English Literature

M.A Part-II

Paper-1	Poetry
Paper-2	Drama
Paper-3	Novel
Paper-4	Prose
Paper-5	Stylistics
Paper-6	a) Essay (50 marks)
	b) Viva Voce (50 marks)

Year wise detail of Courses

Paper-1: Introduction to Language & Linguistics

Objectives

- iv. Introduction to language and its characteristics
- v. Introduction to Basic Concepts in Linguistics.
- vi. Introduction to Socio, Psycho and Neuro- Linguistics

Course Outlines

- iv. Language & its different Characteristics
- v. The scientific nature of linguistics
- vi. Ferdinand de Saussure's Theory of Language: Language as a sign system; Differential relation Theory, Structure of language; Synchronic and Diachronic Description of Language; Syntagmatic and Paradigmatic Relation
- iv Morpheme and Morphology; What is a Morpheme? Types of Morpheme: Affixes; Inflection and Derivational Morphemes; Compounding, Word Formation
- v Syntax: Traditional Grammar; Chomsky's Finite State Grammar, Phrase Structure Grammar, Generative Grammar
- vi Semantics: Introduction to Basic Concepts of Semantics ;Lexical Semantics (Polysemy, Synonymy etc.); Sentence and Utterance Semantics; Interpersonal Semantics; Speech Act Semantics.
- vii Neurolinguistics: Language and Brain; the Concepts of Lateralization and Localization.
- viii Psycholinguistics: 1st and 2nd Language Acquisition; Theory of Innateness, Behaviourism Language Universals; Krashen's Hypotheses of 2nd Language Acquisition.

- ix. Sociolinguistics: Linguistics Competence and Communicative Competence. Concepts as Speech Community; Standard and Dialect Varieties; language Variation; Code Switching; Language and Domain.

Recommended Readings:

- 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.
- Crystal, D. (1997). *The Encyclopedia of Language*. Cambridge: CUP.
- 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.
- Fromkin, V. A., Rodman, R. & Hyman, M. (2002). *Introduction to Language*. (Sixth edition). New York: Heinley.
- Lyons, J. (1981). *Language and linguistics*. Cambridge University Press.
- Radford, A., Atkinson, M., Briatain, D., Clahsen, H., Spencer, A. (1999). *Linguistics: An Introduction*. Cambridge: CUP.
- Todd, L. (1987). *An Introduction to Linguistics*. Moonbeam Publications.
- Yule, G. (2006). *The Study of Language*. C.U.P.

Paper-II: Phonetics and Phonology

Aims & Objectives:

The course aims to build on the background knowledge of phonological description & theory in order to explain the theories & the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken languages particularly English; & examine cross-linguistic similarities & variation in sounds particularly English & Urdu.

Contents:

1. Introduction to Phonetics & Phonology

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

2. Stages in the production of speech

- Speech organs
- Manner of articulation
- Place of Articulation

3. Segmental Phonology

i. Phonemes and allophones

- Consonants
- Vowels
- Diphthongs and triphthongs

ii. Syllable and syllabic structure

- Consonant clusters
- Word stress: nouns, verbs, and adjectives

4. Suprasegmental Phonology

i. Sounds in connected speech

- Weak forms
- Assimilation, elision and liaison

□ Intonation

ii. Sentence stress and intonation

5. Contrastive Phonology

□ Teaching of pronunciation

6. Phonological Rules

7. Phonetic & Phonemic Transcription

Recommended Readings:

1. Burquest, D. A. (2001). *Phonological analysis: A functional approach*. Dallas: SIL International.
2. Celce-Murcia, M., Brinton, D. & Goodwin, J. (1996). *Teaching Pronunciation: reference for Teachers of English to speakers of Other Languages*. Cambridge: CUP.
3. Cruttenden, A. (1994). *Gimson's Pronunciation of English*. Oxford: Edward Arnold.
4. Giegerich, H. (1992). *English Phonology: An Introduction*. Cambridge: Cambridge University Press.
5. Gimson, A. C. (1984). *An Introduction to the Pronunciation of English*. London: Edward Arnold.
6. Hogg, R & Mc Cully, C.B. (1987). *Metrical Phonology: A Course Book*. Cambridge. CUP.
7. Kenworthy, J. (1987). *Teaching English Pronunciation*. London: Longman.
8. Knowles, G. (1987). *Patterns of Spoken English*. London: Longman.
9. Kreidler, C. W. (1989). *The Pronunciation of English*. Oxford: Basil Blackwell.
10. Roach, P. (2000). *English Phonetics and Phonology: A Practical Course*. Cambridge.
11. Rocca, I & Johnson, W. (2005). *A Course in Phonetics*. Oxford: Basil Blackwell.

Paper- III: Pedagogical Grammar

Course Contents:

Objectives

- . To familiarize and enable students to learn and teach basic concepts of Grammar of modern English and acquaint them with functional English.

Course Outlines:

- i. Nouns and Nouns phrases.
- ii. Verb and Verb phrases. (Tense, Aspect, Modality and their Uses)
- iii. Adverb and adverbial phrases
- iv. Adjective and adjectival phrases.
- v. Sentence Analysis at Clause / Discourse Level
- vi. Direct / Indirect Speech at Sentence / Discourse Level
- vii. Voice (Active and Passive) Reasons for Passivization
- viii. Pakistani English Usage and Identification of Errors
- ix. Coordination, Subordination, Conjunctions.
- x. Grammatical Functions of Subjects, Objects, Complements, etc.
- xi. Cohesion (Cohesive Devices; Signposting) and Coherence
- xii. Semantic Roles; Agent, Patient, Theme, Instruments, Locatives
- xiii. Simple, compound, complex and compound complex sentences
- xiv. Verbal (Infinitives and Gerunds) and their Functions
- xv. Punctuation
- xvi. Conditional Sentences; Structure and Meaning

Recommended 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*.

Paper IV: TEFL

Objectives

- To enable students explain key concepts involved in teaching language skills,
- To enable them devise and use activities to teach different language skills, and integrate multiple language skills in a single lesson.
- To enable students describe chief characteristics of important approaches and methods of teaching second and foreign languages,
- To enable students acquire the latest knowledge and practical skills for the teaching of English as a Foreign/Second language at all levels
- To enable students plan and construct tests for testing different language skills, and interpret test scores.

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

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 etc.

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

Classroom Organization(Pair work, Group work and Related Problems)

Teaching Aids

- How to Use Audio-Visual Aids in Teaching of English as a Second/Foreign Language

Lesson Planning

Recommended 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, R. (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.

Paper-V

History of English Literature

Objectives

To enable the students to know about the important developments in the history of English Literature

Course Outlines:

- Anglo Saxon Period.
- Anglo Norman Period
- Renaissance Age
- Restoration Period
- Metaphysical Poetry
- Romantic Age
- Victorian Age
- Neo-Classical Age
- Feminism
- Modernism
- Post colonialism
- Postmodernism

Recommended Readings:

1. Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge. (For Postcolonial Theory)
2. Belsey, Catherine. (1980). *Critical Practice*. London: Routledge. (For Marxist and Russian Formalist Theory)

3. Benveniste, Emile. (1971). *Problems in General Linguistics*. Miami: Miami UP. (For Linguistic, Structural, and Poststructuralist Theories)
4. Compton-Rickett, A. *A History of English Literature*. Thomas-Nelson & Sales, 1940 (latest edition).
5. Culler, Jonathan. (1981). *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge. (For Reader-oriented Theory)
6. Dachies, David. (1961). *A Critical History of English Literature*. Vol. 1-4. London: Secker & Warburg (latest edition).
7. Docherty, Thomas. Ed. (1992). *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)
8. Eagleton, Mary. Ed. (1991). *Feminist Literary Criticism*. London: Longman. (For Feminist Theory)
9. Eliot, T. S. (1965). *Selected Essays*. London: Faber. (For New Criticism, Moral Formalism, and F. R. Leavis)
10. Evans, Ifor. (1976). *A Short History of English Literature*. London: Penguin.
11. Lodge, David. Ed. (1972). *Twentieth Century Literary Criticism*. London: Longman. (For Introduction)
12. Mulik, B.R. *A critical History of English Literature*. NKM. Lahore.
13. Vincent B. Leitch (General Editor). (2001). *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company (or later editions). (For all the various approaches, and topic and author wise selections)
14. Wright, Elizabeth. (1984). *Psychoanalytic Criticism: Theory in Practice*. London. (For Psycho-analytic Theory)

Part-II

Paper-I: Poetry

Course Contents:

- | | |
|-------------|---|
| 1. Chaucer: | <i>Prologue to the Canterbury Tales</i> |
| 2. Milton: | <i>Paradise Lost Book I & IX.</i> |

3. John Donne: *Love & Divine Poems*
4. Alexander Pope: *Rape of the Lock*
5. John Keats: *Famous Odes*
6. William Wordsworth: *Prelude Book I & II*
7. T.S. Eliot: *The Love Song of J. Alfred Prufrock and Hollow men*

Note: A compulsory question with reference to the context will be included.

Paper-II: Drama

Course Contents:

- Sophocles: *Oedipus Rex*
- Christopher Marlowe: *Dr Faustus*
- Shakespeare: *Twelfth Night / Hamlet*
- Samuel Beckett: *Waiting for Godot*
- G. B. Shaw: *Arms and the Man*

Note: A compulsory question with reference to the context will be included.

Paper-III: Novel

Course Contents:

1. Henry Fielding : *Joseph Andrews*
2. Jane Austen: *Pride and Prejudice*
3. Mohsin Hamid: *The Reluctant Fundamentalist*
4. Emily Bronte: *Wuthering Heights*
5. William Golding: *Lord of the Flies*
6. Thomas Hardy: *Tess of D'urbervilles*
7. E. M. Foster: *A Passage to India*

Paper-IV: Prose

Course Contents:

1. Francis Bacon: *Bacon's Essays*
2. Jonathan Swift: *Gulliver's Travels*
3. Charles Lamb: *Essays of Elia*
4. Aldous Huxley: *Adonais and the Alphabet*
5. Bertrand Russell: *Essays of Unhappiness*
6. Lytton Strachey: *Eminent Victorians*

Note: A compulsory question with reference to the context will be included.

Paper-V: Stylistics

Course Contents:

- Linguistic Criticism
- Literary Language and Literariness
- Stylistics as a bridge between Linguistics and Literary Criticism Literature as a foregrounded language, Parallelism and Principle of Equivalence Along the Axes of Combination and Similarity. Scheme as Foregrounded

Repetition, of Expression, Measure as a Concept of Meter., Tropes as Foregrounded irregularities of Contents, Distinction Between Standard Language and Poetic Language, Distinguishing Features Literary Language; Type of Deviation.

- Text and Meaning. Where do the meaning lie? Text or Reader?
- Is the Concept of Foregrounding Specific to Literature? Foregrounding and Other Discourses i.e. Advertisement, Newspaper,
- Discourses Analysis
- Stylistics and Analysis of Short Stories and Poems
- Figurative Language; Metaphor, Metonymy, Irony, etc.
- Stylistics and the Teaching of English

Recommended Books

- Chapman, R. (1975). *Linguistics and Literature*. Chapman.
- Carter, R. (1982). *Language and Literature: An Introductory Reader in Stylistics*. Routledge.
- Crystal, D. and Davy, D. (1969). *Investigating English Style*. Indiana University Press.
- Leech, G. (2002). *A Linguistic Guide to English Poetry*. Longman.
- Widdowson, H.G. (1992). *Practical Stylistic: An Approach to poetry*. OUP.
- Widdowson, H.G. (1976). *Stylistics & the teaching of English Literature* OUP.

Paper-V:

- Essay (50 marks)
- Viva Voce (50 marks)

Note: Choice of essays will be given from the course contents including both the Linguistics and Literature Components.

Item No. 5

Approval of the list of examiners for BS and MA English

1. Prof Dr. Raja Nasim Akhter
Dean Social Sciences
Foundation University Rawalpindi

2. Prof. Dr. Nadeem Haider Bukhari
Dean of Arts
University of Azad Jammu & Kashmir Muzaffarbad
3. Dr. Riaz Ahmed Mangrio
HOD,
Deptt. of English
The University of Gujrat
4. Dr. Muhammad Iqbal Butt
Associate Professor
Zamindara College Gujrat
5. Dr. Abdul Qadir
Assistant Professor
University of Azad Jammu & Kashmir Muzaffarbad
6. Dr. Abdul Rehman
Associate Professor
UMSK
7. Mr. Nouman Hameed
Assistant Professor
University of Azad Jammu & Kashmir Muzaffarbad
8. Miss Nighat Khursheed
Lecturer
The University of Poonch Rawalakot
9. Mr. Zulfiqar Ali Mirza
HOD,
Deptt. of English
Govt. Postgraduate College Mirpur
10. Mrs. Shazia Nasreen
Assistant Professor
Deptt. of English
Govt. Postgraduate College Mirpur
11. Mr. Hamid Aziz
Lecturer
Deptt. of English
Govt. Postgraduate College Mirpur