ASSOCIATE DEGREE PROGRAM (ADP)

In

SOCIAL SCIENCES AND HUMANITIES

Scheme of Studies

Categories	No. of Courses	Credit Hours	% of Total Credit Hours
Compulsory	7	19	28.36
Foundation	4	12	17.91
Major Courses including Project/Internship	10	30	44.78
Elective courses within Major disciplines	2	6	8.96
Total	**23**	**67**	100

Scheme of Studies Semester Wise

Ist Year

SEMESTER I		
Course Code	**Courses**	**Credit Hrs**
ENG-1106	English-I (Compulsory)	3
ISL-1110	Islamic Studies/ Ethics (Compulsory)	2
MAT-1111	General Mathematics (Foundation)	3
PSC-1124	Political Science (Foundation)	3
	Discipline 1- Course 1	3
	Discipline 2- Course 1	3
	Total Credit Hours	**17**
SEMESTER II		
Course Code	**Courses**	**Credit Hrs**
ENG-1206	English-II (Compulsory)	3
COM-1204	Computer (Foundation)	3
PS-1212	Pakistan Studies (Compulsory)	2
PSY-1219	Psychology (Foundation)	3
	Discipline 1- Course 2	3
	Discipline 2- Course 2	3
	Total Credit Hours	**17**

2nd Year

SEMESTER III		
Course Code	**Courses**	**Credit Hrs**
ENG-2306	English III (Compulsory)	3
ARA-2301	Arabic (Compulsory)	3
	Discipline 1- Course 3	3
	Discipline 2- Course 3	3
	Discipline1- Course 4	3
	Discipline 2- Course 4	3
	Total Credit Hours	**18**
SEMESTER – IV		
Course Code	**Courses**	**Credit Hrs**
	Introduction to Social Work/ Geography/ Statistics/Management/ Project/Internship	3
	Discipline I- Course 5	3
	Discipline II- Course 5	3
	Elective 1	3
	Elective –II	3
	Total Credit Hours	**15**

Course Codes of Major Discipline Courses

S.No	Major Disciplines (I&II)	Course Code
1	Arabic	ARA-1101, ARA-1201, ARA-2302, ARA-2303, ARA-2401
2	Economics (English/ Urdu)	ECO-1102, ECO-1202, ECO-2302, ECO-2303, ECO-2402
3	English	ENG-1103, ENG-1203, ENG-2303, ENG-2304, ENG-2403
4	Education (English/ Urdu)	EDU-1104, EDU-1204, EDU-2304, EDU-2305, EDU-2404
5	Health and Physical Education	HPE-1105, HPE-1205, HPE-2305, HPE-2306, HPE-2405
6	History (Urdu/ English)	HIS-1106, HIS-1206, HIS-2306, HIS-2307, HIS-2406
7	International Relations (English)	IR-1107, IR-1207, IR-2307, IR-2308, IR-2407
8	Islamic Studies (Urdu/ English)	ILS-1108, ILS-1208, ILS-2308, ILS-2309, ILS-2408
9	Mass Communication (English)	BMC-1109, BMC-1209, BMC-2309, BMC-2310, BMC-2409
10	Library and Information Science	LIS-1110, LIS-1210, LIS-2310, LIS-2311, LIS-2410
11	Political Science (Urdu/ English)	PSC-1111, PSC-1211, PSC-2311, PSC-2312, PSC-2411
12	Sociology	SOC-1112, SOC-1212, SOC-2312, SOC-2313, SOC-2412
13	Urdu	URD-1114, URD-1214, URD-2314, URD-2315, URD-2414

Course Codes of Elective Courses

S.No	Elective Courses (I&II)	Course Code
1	Arabic	ARA-2416, ARA-2417
2	Economics	ECO-2418, ECO-2419
3	English	ENG-2420, ENG-2421
4	Education	EDU-2422, EDU-2423
5	Health and Physical Education	HPE-2424, HPE-2425
6	History	HIS-2426, HIS-2427
7	International Relations	IR-2428, IR-2429
8	Islamic Studies	ILS-2430, ILS-2431
9	Mass Communication	BMC-2432, BMC-2433
10	Library and Information Science	LIS-2434, LIS-2435
11	Political Science	PSC-2436, PSC-2437
12	Sociology	SOC-2438, SOC-2439
13	Statistics	STA-2440, STA-2441
14	Urdu	URD-2442, URD-2443

Major and Elective Discipline Courses

Education

Course Code	Course Title	Credit Hours
EDU-1104	Child Development	3
EDU-1204	General Methods of Teaching	3
EDU-2304	Class room Management	3
EDU-2305	School, Community and Teacher	3
EDU-2404	Classroom Assessment	3
EDU-2422	Teaching of English (Elective -I)	3
EDU-2423	Teaching of SST (Elective -II)	3

Sociology

Course Code	Course Title	Credit Hours
SOC-1104	Introduction to Sociology	3
EDU-1204	Social Anthropology	3
EDU-2304	Pakistani Society and Culture	3
EDU-2305	Sociology of Social Change	3
EDU-2404	Classical Sociological Theories	3
EDU-2438	Sociology of Globalization (Elective -I)	3
SOC-2439	Contemporary Sociological Theories(Elective -II)	3

Mass Communication

Course Code	Course Title	Credit Hours
BMC-1109	Introduction to Mass Communication	3
BMC-1209	Mass Media in Pakistan	3
BMC-2309	Contemporary Mass Media	3
BMC-2310	Introduction to Social Media	3
BMC-2409	Online Journalism	3
BMC-2432	Fundamental of News Writing (Elective-I)	3
BMC-2433	Journalistic Language (English and Urdu) (Elective-II)	3

Islamic Studies

Course Code	Course Title	Credit Hours
ILS-1108	Introduction of Topics of Holy Quran	3
ILS-1208	Uloom-al-Quran	3
ILS-2308	History & Compilation of Hadith	3
ILS-2309	History of Fiqh	3
ILS-2408	Computer Applications In Islamic Studies	3
ILS-2430	Arabic Language – I (Elective-I)	3
ILS-2431	Arabic Languages-II (Elective-II)	3

English

Course Code	Course Title	Credit Hours
ENG-1103	Academic Reading and Writing	3
ENG-1203	Introduction to English Literature	3
ENG-2303	Introduction to Linguistics	3
ENG-2304	Introduction to Phonetics & Phonology	3
ENG-2403	History of English Literature	3
ENG-2420	Classics in Drama (Elective-I)	3
ENG-2421	Introduction to Morphology (Elective-II)	3

Economics

Course Code	Course Title	Credit Hours
ECO-1102	Principles of Microeconomics	3
ECO-1202	Principles of Macroeconomics	3
ECO-2302	Intermediate Microeconomics	3
ECO-2303	Development Economics	3
ECO-2402	Intermediate Macroeconomics	3
ECO-2418	History of Economic Thought (Elective-I)	3
ECO-2419	Statistics-I (Elective-II)	3

International Relations

Course Code	Course Title	Credit Hours
IR-1107	Introduction to International Relations	3
IR-1207	Evolution of State	3
IR-2307	Theories and Approaches to International Relations	3
IR-2308	Globalization and International Relations	3
IR-2407	International Relations: 1648-1945	3
IR-2428	International Relations Since1945 (Elective-I)	3
IR-2429	Geo-Political Structure of the World(Elective-II)	3
	Public International Law	3

CURRICULUM OF EDUCATION

Course Code	Course Title	Credit Hours
EDU-1104	Child Development	3
EDU-1204	General Methods of Teaching	3
EDU-2304	Class room Management	3
EDU-2305	School, Community and Teacher	3
EDU-2404	Classroom Assessment	3
EDU-2422	Teaching of English (Elective -I)	3
EDU-2423	Teaching of SST (Elective -II)	3

COURSE TITLE: CHILD DEVELOPMENT

Course Code: EDU-1104

Credits Hrs: 03

Learning Outcomes

After completing this course, pre-service teachers/teachers will be able to:

• describe major theories and big themes in how children develop

• compare the characteristics of various developmental stages according to various theorists

• identify factors influencing the learning process

• design different age appropriate teaching methods based on developmental theory

• identify individual differences of students and children with special needs

• design different age appropriate teaching strategies based on developmental theory

• reflect on their conceptions about child development and its implications for teaching and learning.

Course Outline

Unit 1 – Course Introduction

1.1 Psycho-social Models

1.2 Behaviourism and Socio-cultural Models

1.3 Cognitive Models

1.4 Factors That Affect the Child: Key Issues and Controversies (3 Big Debates)

1.5 Approaches to Classroom Development

Unit 2 – Early Childhood Development

2.1 Introduction and Infant Development

2.2 3 Domains of Toddler Development

2.3 Developmentally Appropriate Practices for Toddlers

2.4 3 Domains of Preschool Child Development

2.5 Developmentally Appropriate Practices for Preschool Child Development

Unit 3 – Elementary School-Age Child

3.1 Introduction to Elementary Child Development

3.2 Aspects of Physical Development

3.3 Encouraging Healthy Physical Development

3.4 Cognitive Development: Overview and Piaget'

3.5 Concrete Operational Theory

   Cognitive Development: Industriousness and Intelligences

   Emotional Development

3.6 Social Development: Changes and Parental Roles

   Social Development: Peer Interaction, Friendship, and Growth

   The Role of Play in Primary Child Development and Unit Review

Unit 4 – Adolescence and Development

4.1 Intro and overview of physical development

4.2 Physical dev. II: Individual/group differences

4.3 Social/emotional dv. I: Erikson, self and identity

4.4 Social/emotional dev. II: Adolescent peer group

4.5 Social/emotional dev. III: Motivation/self-regulation

4.6 Cognitive/linguistic dev. I: Piaget

4.7 Cognitive/linguistic dev. II: Vygotsky

4.8 Cognitive/linguistic dev. III:

4.9 Appropriate assessment Critics of adolescent developmental theory

4.10 Conclusion/review

Unit 5 – Differences in Development and Special Needs

5.1 Differences in student learning styles

5.2 Alternative sessions: Understanding differences in light of Child development across the elementary and middle school years or

5.3 Gardner's multiple intelligences theory and special needs students

5.4 Critique of Gardner's theory

5.5 Scaffolding different learning styles

5.6 Recognizing disability and learning disorders I - emotional and   behavioural

5.7 Recognizing disability and learning disorders II - language, physical and sensory

5.8 Cognitive differences: Delays and giftedness

5.9 Addressing special needs in the classroom

5.10 The perspective of national policy

Unit 6 – The Influence of Society and Culture on Child Development

6.1 The family in child socialization

6.2 Partnering with families

6.3 Role of community and society

6.4 Inclusion and gender balance

6.5 The school and learning environment

6.6 Role of the teacher in child development

6.7 Teacher's influence on student motivation

6.8 Schools, families and communities as partners in child development Reflection and review

SUGGESTED TEXTBOOKS AND REFERENCES

- Bredekamp, S. & Copple, C. (Eds.) (1999). Developmentally appropriate practice in early childhood programs serving children from birth through age 8. Washington, D.C.: National Association for the Education of Young Children.
- Child Development Institute, http://childdevelopmentinfo.com/
- Early Childhood Development (ECD) Pakistan Website: http://www.ecdpak.com/
- Encyclopedia on Early Childhood Development: (Available in English and Urdu) http://www.child-encyclopedia.com/en-ca/home.html
- Howes, C. & Ritchie, S. (2002). A Matter of Trust: Connecting Teachers and Learners in the Early Childhood Classroom. New York: Teachers College Press.
- Howes, C. (2012). Culture and Child Development in Early Childhood Programs:
- Practices for Quality Education and Care. New York: Teachers College Press.
- RCC; ECD Programme. Nurture: Pakistan's Pioneer Publication on Early Childhood Development. http://www.ecdpak.com/nurture/about_nurture.html
- Search-Institute. 40 Developmental Assets for Early Childhood, K-3, Middle Childhood, & Adolescents. http://www.search-institute.org/developmental-assets/lists
- Steinberg, L. (1999). Adolescence, fifth edition. McGraw-Hill.

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COURSE TITLE: GENERAL METHODS OF TEACHING

Course Code: EDU-1204

Credit Hrs: 03

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Learning Outcomes:

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

•   create a personal theory of teaching and learning based on a critical analysis of implicit theories formed as a student and modified/elaborated through reflections prompted by the work done in this course.

•   write an argument paper that presents the pros and cons of teacher-centred and learner-centred teaching methods and states your position as a teacher

•	maintain records of structured, reliable classroom observations and conclusions drawn from reflection on these.

•	participate in a Cooperative Learning group that planned, taught, and critiqued a lesson to college/university classmates

•	prepare an elementary school lesson plan

•	write an article in a reflective journal

SEMESTER OUTLINE

Unit 1   Teaching and Learning in School (2 weeks/6 hours)

Topics	Sub Topics
Sources of Information about Effective Teachers	Your experience as a student
	Students currently in school
	Published research
	Observations in classrooms
	Reflections on classroom observation by yourself and with Others
	Conversations with experienced teachers
	Theories about education and instruction
	The relationship between teaching and learning
Sources of Information about Learning in School	Your experience as a student
	Current students' self descriptions
	Published research, especially in cognitive and educational Psychology
	Observations in classrooms
	Reflections on student interviews by yourself and with

Others

☐ Conversations with experienced teachers

☐ Theories about learning

☐ Cultural influences on teaching and learning

Unit 2: Classrooms are Busy Places (2 weeks/6 hours)

Topics	Sub Topics
Sources of Complexity in the Classroom	☐ Classroom space is crowded
	☐ Work takes place in public: students don't have offices
	☐ Teachers must simultaneously pay attention to a group and each individual in the group
	☐ Children are not carbon copies of each other
	☐ Resources are scarce: students have to share and often Wait
	☐ Teachers plan but unexpected events upset plans often
	☐ Classroom activities do not occur one at a time: several different activities are in progress at the same time
Managing Complexity	☐ Learn names, interests, & learning strengths fast
	☐ Establish rules and routines
	☐ Group students
	☐ Organize books and other materials for easy access
	☐ Create pairs of students to help each other

Unit Three: Teacher-centred and Student-centred methods (2 weeks/6 hours)

Topics	Sub Topics
Key Concepts	☐ Distinction between lower and higher order learning
	☐ Outcomes from lower order learning
	☐ Outcomes from higher order learning
	☐ Instructional activities that enable lower order learning
	☐ Instructional activities that enable higher order learning
	☐ Direct Instruction: a method to enable lower order Learning
	☐ Inquiry Learning: a method to enable higher order learning
	☐ Different roles for teachers and students
Model Lessons	☐ Template for Direct Instruction lessons
	☐ Sample lessons
	☐ Template for Inquiry/Problem Solving lessons
	☐ Sample lesson
	☐ Inquiry, Problem Solving, Project: same or different?
	☐ Choice: Teacher –centred or Learner- centred? Or both?

Unit Four: Lecture, Demonstration, Discussion, Questions, and Cooperative Learning

Topics	Sub Topics
Cooperative Learning	☐ Peer teaching practice
	☐ Rationale for Cooperative Learning
	☐ Different models of Cooperative Learning
	☐ Cooperative Learning procedures
	☐ Incentive structure of Cooperative Learning
	☐ Limitations of Cooperative Learning
	☐ Checklists as assessment devices
Lecture, Demonstration, and Discussion	Reasons to lecture
	☐ Structure of a lecture
	☐ Active lectures
	☐ Structure of a demonstration

□ Characteristics of good discussion

□ Questions in lecture, demonstration and discussion

□ Wait time

Asking questions

• Open and closed questions

• Lessons taught in class

Unit Five: Teacher-Student and Student-Student Interactions that Support Learning in the Classroom

Topics	Sub Topics
Constructive	□ Respect
Interactions	□ Credibility
Between Teacher	
	□ Fairness (justice)
and Students	
	□ Trust
	□ Interest
	□ Enthusiasm
	□ Adaptive teaching
Constructive	□ Cooperative working relationships are central
Interactions	□ Examples of cooperative working relationships
Between Students	
	□ Feelings are the foundation of thought
	□ Importance of trust and confidence

Unit Six: Designing Instruction: Goals and Objectives; Assessment; Plans; and Materials

Topics	Sub Topics
Sources of Knowledge for Designing Lessons	☐ Learning principles
	☐ Pakistan's elementary school curriculum
	☐ Definitions of standards, goals, and objectives
	☐ Examples of standards, goals, and objectives
	☐ Bloom's Taxonomy of Educational Goals and Objectives
Assessment	☐ Definition of assessment in schools
	☐ Personal experience with assessment
	☐ Assessment practices in schools in Pakistan
	☐ Purposes of assessment
	☐ Distinction between formative and summative assessment
	☐ Examples of formative assessment
Instructional Materials	☐ Sources of instructional materials, including textbooks, in Pakistan
	☐ School budgets for instructional materials
	☐ Lo/no cost materials as a supplement to or substitute for materials provided by the government
	☐ Examples of materials created from local resources by teachers for mathematics, science, and literacy
Review and Synthesis	☐ Review of teaching methods and instructional and learning principles
	☐ Review of students' current personal theories of teaching and learning
	☐ Search for synthesis
	☐ Complete instructional design project (lesson plan)
	☐ Presentation of lesson plans designed by students

Unit Seven: Self-Regulated Learning

Topics	Sub Topics
Self-Regulated	☐ Becoming your own teacher
Learning	☐ Parents and teachers attitudes toward self-regulated
	Learning
	☐ Interdependence between learning and motivation
	☐ Intrinsic and extrinsic motivation
	☐ Mastery learning goals and performance learning
	Goals

Reference Material:

Boekarts, M. (2002). Motivation to learn. (Educational Practice Series No. 10). Geneva: International Bureau of Education. Retrieve from http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html

Brophy, J. (1999). Teaching. (Educational Practice Series No. 1). Geneva: International Bureau of Education. Retrieved from http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html

Dasgupta, M. A. (n. d.). Low-cost, No-cost Teaching Aids. Retrieved from http://www.arvindguptatoys.com/arvindgupta/lowcostnocost.pdf

Elias, M. J. (2003). Academic and Social-Emotional Learning. (Educational Practice Series No. 11). Geneva: International Bureau of Education. http://www.obe.unesco.org/en/services/online/services/online-materials/publications/educational-practices.html

UNESCO(1973). NewUNESCO sourcebook for science teaching. Retrieved on January 20, 2012. http://unesdoc.unrsco.org/images/oooo/ooooo56/00564le.pdf

Rosenshine, B. (2010). Principles of instruction (Educational Practice Series No. 21). Geneva: Retrieve from http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html

Vosniadou, S. (2001). How children learn. (Educational Practice Series No. 7). Geneva: International Bureau of Education. Retrieve from http://www.ibe.unesco.org/en/services/online-materials/publications/educational-practices.html

What Makes a Good Teacher? Opinions from Around the World. Retrieve from
http://www.unicef.org/teachers/teacher/teacher.htm

West Virginia State Department of Education Resources for Formative Assessment Retrieve from
http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html

COURSE TITLE: CLASSROOM MANAGEMENT

Course Code: EDU-2304

Credit Hrs: 03

Learning Outcomes:

After completing this course, prospective teachers will be able to:

- define classroom management as a means to maximizing student learning.

- identify key features of a well-managed classroom.

- plan lessons, activities and assignments to maximize student learning.

- differentiate instruction according to student needs, interests and levels.

- design and practice predictable classroom routines and structures to minimize disruptions

- plan for a culture of caring and community in the classroom

Unit 1—Learning Theories and Classroom Management

Why a course on Classroom Management?

How does a teacher's personal philosophy about teaching and learning affect his or her beliefs about classroom management?

What happens in a well-managed classroom?

Classroom Observations and Data Collection (students spend 6 hours in a classroom including class and out-of-class hours)

What are the features of Classroom Management? (physical environment, social environment)

What challenges must teachers negotiate in the management of a classroom? How do classroom discipline and management differ?

What kind of classroom environment do I want?

What do I need to think about in designing the effective classroom environment?

o Identifying resources for learning

o Using displays and visuals for enhancing the learning environment in the classroom

o Seating arrangements for different kinds of learning experiences Physical facilities to enhance the learning environment

o Building the social environment

Unit 2-- Curriculum and Classroom Management

How can my curriculum support the classroom management?

In what ways can the teacher create a plan for teaching and learning that is consistent with her/his philosophy?

o Planning, motivation, teaching and assessing the curriculum

o Differentiation of instruction

o Multi-grade classrooms

o Over-crowded classrooms

Unit 3—Routines, Schedules and Time Management in Diverse Classrooms

What are classroom 'routines' and 'structures' and how do they help in the management of classroom time?

How do you create structures and routines in a multi-grade context?

How can routines and structures help me deal with special needs and situations?

How might routines and structures be used to teach specific subject content like Math, Science or Literacy?

How might routines and structures be used to promote cooperation and collaborative learning?

Unit 4—Creating Shared Values and Community

What is community inside and outside the classroom and school?

What is community participation and involvement?

What are typical practices of community participation?

How can I manage involvement of the community in my classroom?

What routines and structures need to be put in place?

In what ways might community involvement be different in multi-grade classroom?

How can I create an "ethic of care" in my classroom?

o diverse classrooms as caring, democratic communities

o respectful relations between teacher and students, students and students

How can a caring classroom help me build responsible actions and personal accountability?

What happens when behaviour breaks down? How do I deal with unexpected events?

Unit 5—Planning the Classroom Environment I Would Like

How can I use what I have learned to create the classroom I want?

o Peer critique and review of final projects

o Summary and closure

Reference Material:

Note: The PDF versions of each of the books listed below can be read online for free from the web-links given below.

Classroom Management That Works: Research-Based Strategies for Every Teacher By Robert J. Marzano, Jana S. Marzano, Debra Pickering

http://smkbp.com/attachments/Ebook%20-20Classroom%20Management%20That%20Works.pdf

Chapter 1—Introduction to Proactive Classroom Management
http://ptgmedia.pearsoncmg.com/images/9780135010631/downloads/Henley_Ch1_Introducti
ontoProactiveClassroomManagement.pdf

The Multi-grade Classroom: A Resource handbook for Small Rural Schools--Book 3: Classroom Management and Discipline by Susan Vincent, Northwest Regional Educational Laboratory, Portland, Oregon 97204. http://educationnorthwest.org/webfm_send/1152

Canter, L. Assertive discipline: More than names on the board and marbles in a jar. [Retrieved on February, 28, 2011] from http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm

Evertson, C., Poole, I., & the IRIS Center (n.d.) Norms and Expectations. [Retrieved on January, 20, 2011] from http://iris.peabody.vanderbilt.edu/instructors/guides/case_studies/ICS-003-ICpdf

Evertson, C. M., & Emmer, E. T. (2009). Classroom management for elementary teachers (8th Ed.). Upper Saddle River, NJ: Pearson.

Marzano, R. J. (2003). Classroom management that works: Research-based strategies for every teacher.

Alexandria, VA: Association for Supervision and Curriculum Development.

<p style="text-align:center">**COURSE TITLE: SCHOOL, COMMIUNITY AND TEACHER**</p>

<p style="text-align:center">**Course Code: EDU-2305**</p>

<p style="text-align:center">**Credit Hrs: 03**</p>

Learning Outcomes:

Prospective teachers will be able to:

•   Analyze and describe relationships between teachers, the school and the families and community that support the school.

•   Identify how the teacher's role is influenced by social and cultural factors that affect education in schools and their communities.

•   Recognize and value diverse cultural, traditional and religious values and learning needs of their students in school as well as in their community.

•   List the social factors affecting education and how it can support the development of education in the country in general and community in particular.

•   Explain his/her role as a role model for their students in school and in the community in general.

Course Outline:

Unit 1: Society, Community and Education

- Introduction and overview of the course

- Introduction of society, community and education

- Structures and Functions of community and schools in Pakistan

- Impact of education on Society

- Role of education in strengthening Pakistani communities

- Review of Unit 1

Unit 2: Understanding Social Interaction in Schools and Communities

- Meaning of Social Interaction and socialization

- Levels of social interaction

- Elements of social interaction

o   Social contacts

o   Communication

o Social attitudes and values

- Types of social Interaction

o   Cooperation

o   Competition

o   Conflict

o   Accommodation

      o   Assimilation

• Meaning/types of social Groups

• Individual / group behavior

• Role of school and teacher in developing Social Interaction for peace, harmony and tolerance in Pakistani communities.

• Review of Unit 2

Unit 3: School and Culture

• Main characteristics of culture

• Elementary concepts of culture

      o   Cultural trait

      o   Cultural complex

      o   Cultural pattern

      o   Cultural lag

• Cultural diversity

• Culture and cultural elements of Pakistani communities

• Role of education and school in protection and transmission of culture

• Impact of media on school and culture

• Impact of technology on school and culture

• Review of Unit 3

Unit 4: Relationships between School and Community

• School as a social, cultural and Community Institution

      o Effects of school on communities

      o Effects of communities on school

• School as a hub for community services

• A critical analysis of effective role of school and teachers in Pakistani

communities

• Review of Unit 4

Unit 5: Social Institutions

• definition and Types of social institutions

• The family

• Educational Institutions

• Religious institutions

• Critical analysis of the role of Social Institutions in Pakistani school.

• Review of Unit 5

Unit 6: Teacher's Role in School and Community

- Teacher as an integral part of community

- Teacher as a change agent in

o   Community

o   School

- Teacher as role models through their participation in community activities

- Effects of teachers and schools on individual and group behavior

- Review of Unit 6

Unit 7: Working Context of Pakistani Teacher

- Teacher as a social activist

- Teacher's leadership roles within and outside schools.

- Teacher's role in establishing linkage among stakeholders.

- Review of Unit 7

Unit 8: Practical Experience

The concluding unit will be a practical task in the community or other field experiences as assigned by the course instructor.

Reference Material:

There is no standard textbook for this course. The books listed below should be treated as

'suggested' readings that can provide support material for both students and the Instructor.

Chapters will be assigned chapters when deemed appropriate.

Marshall, L & Rowland, F. (2006). A guide to learning independently, 4th edn, Pearson Longman, French Forest, NSW.

Kotley, S.B, (2008). The Basics of Sociology, Greenwood Press: USA

Bashiruddin, A.& Retallick, J, (eds), (2009). Becoming Teacher Educators, Aga Khan University-Institute of Educational Development: Karachi Hafeez, S, Pakistani Society,

In addition to the above, the following is a list of suggested (recommended) readings that may be used to supplement class sessions where appropriate:

Abdalla, M.J. & Qureshi, R. (2009). Teacher leadership for school-based professional development: A case study. In Qureshi, R. & Shamim, F.(eds) Schools and schooling practices in Pakistan: Lessons for Policy and Practice, Oxford University Press: Pakistan

Qureshi, R. , Pirzado, P. & Nasim, S. (2007), Schooling in Rural Sindh, Pakistan, In Qureshi, R. & Rarieya, J. (eds), Gender and Education in Pakistan. Oxford University Press: Pakistan, pp.126-146.

Qureshi, R. (accepted for publication). Education for Inclusion: what would it take to have an inclusive primary school in Pakistan?' Educational Awakening, Journal of the Islamic University Malaysia.

Qureshi, R. (2006). Colonial Legacy: Understanding the historical roots of female Illiteracy in Pakistan, Muslim Education Quarterly, vol. 23 (1 & 2): pp.20-37.

Qureshi, R. (2008). Is Child-Friendly School on the agenda for school reforms? Conversations with Pakistani school heads,' Conference proceedings of the International Conference on the Teacher Education: Transformative Society & Teacher Education Reform, September 19-20,2008, Changchun, China:pp.1-10.

Shaaban, M. & Qureshi, R. (2007) "Teacher leaders: Experiences of Pakistani Teachers in leading school improvement activities." Conference proceedings of the International Conference on "Quality in Education: Teaching and Leadership in Challenging Times" February 21-23, 2006, Pakistan: Aga Khan University-Institute for Educational Development:.pp.558-564.

Qureshi, R. & Shamim, F.(Eds). (2009). Schools and schooling practices in Pakistan: Lessons for Policy and Practice, Oxford University Press: Pakistan.

Qureshi, R. & Rarieya, J. (Eds) (2007). Gender and Education in Pakistan. Karachi, Pakistan: Oxford University Press: Pakistan.

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COURSE TITLE: CLASSROOM ASSESSMENT

Course Code: EDU-2404

Credit Hrs: 03

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Learning Outcomes:

After completing this course, you will be able to:

•   explain and defend the claim that professional judgment is the essence of classroom assessment

•   explain error in assessment, identify potential sources of error, and describe how teachers can compensate for error in assessment

•   create classroom scenarios that illustrate links between instruction, assessment, and learning.

•   explain the difference between formative and summative assessments

•   list the characteristics of constructive written feedback accompanied by an example produced by you on an elementary school student's achievement test

•   explain why the data obtained from an assessment always has to be interpreted and shared with relevant stakeholders

Course Outline:

UNIT 1: INTRODUCTION TO CLASSROOM ASSESSMENT: CONCEPTS AND CONTEXT

1.1   Overview of course and ideas

•   Overview of course

•   Revisit Assessment practices in schools in Pakistan

•   Personal experience with tests in school

•   The distinction between assessment of learning and assessment for learning

•   Review of research on the positive effects of continuous assessment

•   Possible causes of those effects: motivation; feelings toward self; improved instruction

•   Review of research on the effects of a teacher's feedback on learning

1.2   Assessment concepts and underpinnings

•   Curriculum: goals, objectives, standards, targets

•   Pakistan National Curriculum (2006-2007): standards, benchmarks, learning outcomes

•   Formative and summative Assessments

•   Distinguishing between the two through real examples

•   Assessments concepts: The relationship between reliability and validity

1.3   Cultures of testing and assessment

•   Shift from a culture of testing in schools to a culture of assessment

•   Assessment practices and policies in elementary schools in Pakistan

•   How might the culture of classrooms change if formative assessment becomes a routine part of instruction? How might the roles of teachers and learners change? Might this pose challenges?

UNIT 2: ASSESSMENT IS THE BRIDGE BETWEEN TEACHING AND LEARNING

2.1   Constructing the Unit upon which the test will be based

•   Study the subject textbooks to select the unit and determine the subject and topic for your unit with partner(s)

•   Outline the content for your unit with your partner(s)

•   Check your content outline with the National Curriculum content for your subject, topic and grade level

•   Write the first lesson for your unit with your partners

•   Groups exchange their unit , read each other's lessons and give feedback

•   Write lessons 2 and 3 for your unit.

2.2   Principles and rules for writing Selected-Response and Constructed-Response objective test questions

•   Study directions for and practice writing short answer and completion questions for your test(for the lessons that you have constructed)

•   Study directions for and practice writing true-false, alternate-choice and matching questions for your test(for the lessons that you have constructed)

•   Study directions for and practice writing multiple choice items for your test(for the lessons that you have constructed)

2.3   Assembling your test

•   Writing and constructing answers to sentence completion and short answer questions

•   Writing and constructing answers to true-false, alternate-choice and matching questions

•   Writing and constructing answers to multiple questions

•   Writing directions for the test

2.4   Assembling your test

•   Building a Table of Specifications I

•   Finishing a Table of Specifications II

•   Checking for balance in the coverage of learning objectives

•   Determining the length of the test

2.5   Essays - One way to assess complex learning and achievement

•   Forms and uses of essay questions

•   Restricted-Response essay questions

•   Extended-Response essay questions

•   Scoring rubrics for Restricted and Extended-Response essays

- Advantages and limitations of essays

- Suggestions for constructing essays

2.6　Making sense of the test items

- Item analysis of the test.

- Report on the results of the item analysis

- Decide which items to eliminate/improve.

- Research on students' reactions to the kinds of tests that they are given by the teachers as a means of feedback on tests items .

UNIT 3: INTEGRATING AND SHARING ASSESSMENT RESULTS

3.1　Characteristics of effective and ineffective feedback

- What is feedback?

- What are some ways in which teachers provide conscious and unconscious feedback to students? How might these affect learning?

- Conclusions from research on feedback in the classroom

- Characteristics of effective feedback

- Consequences for students from effective feedback on assessments

- Examples of effective feedback

- Characteristics of ineffective feedback

- Examples of ineffective feedback

- Guidelines for writing effective feedback

- Ways to avoid ineffective feedback statements

- The role of feedback in increasing students' learning and confidence

3.2　Sharing assessment results with others

- How might you provide feedback to a parent in a way that facilitates the environment of teaching and learning at home

- Develop a mock parent teacher conference, keeping cultural considerations in mind.

- Role-play various parent teacher conference scenarios

3.3　Develop a mock teacher student session following points to be considered

- Sharing assessment results with students

- Integrate test performance with classroom performance.

- Develop some feedback statements that you would give students on their assignments

UNIT 4: THE ARRAY OF AVAILABLE ASSESSMENT TASKS

4.1　Informal Performance Assessment

- Anecdotes in teacher journals.

- Homework

- Written work produced in class

- Informal behavioral observation with check lists and rating scales

- Class discussions.

- Academic Tasks (Running Oral Reading Records, for example)

4.2   Restricted and Extended Performance Assessment

- Essays, Experiments, Projects, Demonstrations, Performances

- The Best Apple: an example of a Restricted Performance Assessment

- The Green Bean Race: an example of an Extended Performance

- Rubrics

- Learning objectives for Performance Assessments

- Strengths and weaknesses of Performance Assessments

4.3   Portfolios

- Purpose of Portfolio Assessment

- Supply content

- Evaluation of Structure

- Evaluation of Content

- Illustrations of Portfolio Assessment: Your Semester 3 Student Teaching Portfolio

Reference Material:

- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2010). Assessment for learning: Putting it into practice. Berkshire, UK: Open University Press.
- Clarke, S. (2008). Active learning through formative assessment. London, UK: Hodder Education
- McMillan, J. H. (2011). Classroom assessment: Principles and practice for effective standards-based instruction (5th ed). Boston: Pearson.
- Miller, M.D., Linn, R.L., & Gronlund, N.E. (2009). Measurement and assessment in teaching (10th ed). Upper Saddle River, NJ: Pearson.
- Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). Classroom assessment for student learning: Do it right-Using it well. Boston: Pearson. This text has a DVD and CD.
- William, D. (2011). Embedded formative assessment. Bloomington, IN: Solution Tree Press.

COURSE TITLE: TEACHING OF ENGLISH

Course Code: EDU-2422

Credit Hrs: 03

Learning Outcomes:

On completing the course, student teachers are expected to:

1. have gained a basic understanding of how second/foreign languages are acquired and possess a working knowledge of the following methods/approaches to Second Language Acquisition: grammar-translation, audio-lingualism, the natural approach, communicative language teaching.
2. be able to teach the four skills of listening, reading, speaking and writing to young learners using an interactive communicative approach.
3. be able to design suitable teaching materials which focus on helping learners acquire a basic level of communicative competence.
4. be able to assess their students' language performance and progress using their own self-designed assessment procedures.
5. know how to help learners develop basic grammatical competence and vocabulary knowledge in English using a learner-centred communicative teaching approach.
6. be aware of the differences between teaching and testing when they are designing their own classroom materials and activities.

Course Outline

Unit One: Introduction to Second Language Acquisition

1.1   Introduction to the Course Teaching English

    • Introduction to Unit One and Initial Activity: Exploring course participants'   views of how languages are learned.

        • What do people need to know to speak a foreign language well?

        • Four influential ESL approaches

1.2   The Grammar-Translation method and its limitations

1.3   Behaviourism and the Audio-Lingual Method

1.4   The Natural Approach

1.5   The Interactionist Approach

    • Practical teaching activities using the Interactionist Approach

    • Criticism of the Interactionist Approach

    • A quiz to review the four approaches to SLA

    • Implications of the Post-Methods Era

1.2   Factors Affecting Second Language Learning: Investigating learner differences   and learning styles

    • What is Communicative Language Teaching (CLT)?

Unit 2: Receptive Skills (Listening & Reading)

2.1   Listening

    • What are listening skills?

    • Listening as a skill: some listening theories

    • How do children learn to listen?

    • Some suggestions for classroom listening

    • What does real-life listening involve?

    • Extensive and Intensive Listening

    • Techniques and Activities for Teaching Listening Skills communicatively

    in the classroom

    • Pre-Listening, While-Listening, and Post-Listening activities

    • Designing effective listening materials and activities for the language

    classroom

    • Practical microteaching of listening skills in the classroom

2.2   Reading

    • What is reading?

• What is the purpose of reading inside and outside the classroom?

• The power of reading

• Reading comprehension skills

• Some suggestions for reading activities

• Factors affecting learning to read in a second language

• The role of the teacher in extensive and intensive reading

• Techniques and activities for teaching reading communicatively

• Pre-Reading, While-Reading, and Post-Reading activities

• Designing and developing effective reading activities for the language classroom

• Practical microteaching of reading skills in the classroom

Unit 3: Productive Skills - Speaking and Writing

3.1   Speaking

• What are Speaking Skills?

• Helping learners to improve their pronunciation through the use of   simple exercises and tasks

• How to introduce learners to the sound system of English – Use of varied   Drills

• Ways of helping learners to improve their pronunciation through practical   classroom exercises (jazz chants, songs, rhymes, etc.)

• Teaching Basic Communication Strategies – relating functions to   appropriate language forms

3.2   Experiencing, Designing and Evaluating Speaking Activities for the Communicative Language Classroom I

• Using songs to encourage speaking

•Asking and Answering simple questions

• A discussion game 'Shipwrecked'

3.3   Experiencing, Designing and Evaluating Speaking Activities for the   Communicative Language Classroom II

• Using pictures in a speaking exercise

• Using a story for acting and developing speaking

• Assessing CLT activities – a questionnaire

• Practical microteaching of speaking skills in the classroom and evaluation

3.4   Key concepts in teaching second language writing: controlled writing,

guided writing, genre-based writing, the product approach, the process approach

• Types of writing tasks that have been used effectively in Communicative

Language Teaching

• Practical CLT Writing activities such as describing a view, writing about a personal experience, writing a dialogue between two friends, etc.

• How to help students by giving them language scaffolding

• Giving useful feedback to learners on their writing.

• Designing writing materials and activities for the language classroom

• Practical microteaching of writing skills by groups in the classroom and   evaluation of the presentations

Unit Four: Teaching Grammar Communicatively

1.1   A review of basic concepts in grammar: tense, subject-verb agreement, formation of interrogative and negative verb forms, SVO word order, simple/compound/complex sentences.

•   Student teachers work through practical exercises and activities in the above areas to ensure that they have a clear understanding of the appropriate grammatical forms required for the structures outlined above. The course facilitator gives student teachers some tips on how to edit their work for errors.

•   The place of grammar teaching in the second language acquisition process; evaluating different approaches to grammar teaching taken by course book writers

•   What is a communicative approach to teaching grammar?

•   Teaching techniques and activities to support communicative-based grammar learning

•   Designing and evaluating communicative grammar materials for the language classroom

•   Preparation by student teachers of their own activities for teaching grammar

•   Micro-teaching by student teachers in groups of the activities they have prepared and evaluation of these activities by the class.

Unit Five: Teaching Vocabulary

5.1   Function words vs. lexical words

• High frequency vs. low frequency words

• Discussion of which English words young learners will need to know to   be able to speak and write at a basic level. How should these items be presented to the learners?

• Student teachers do web searches to choose 50 words they would like to   teach to their students. Discussion in class on how and why the 50 words   were selected.

• Making vocabulary a useful part of a language course – when and how should vocabulary be taught to English learners?

• Practical activities for teaching and reviewing vocabulary

5.2   Evaluating vocabulary activities

• Student teachers prepare 15-minute vocabulary teaching activities in groups

• Micro-teaching by the student teachers in groups of the activities   prepared in the previous session

Unit Six: Assessing Language Performance

6.1   Some basic principles and key concepts in assessment

• Basic principles for assessing children's language learning

• Why do we test students?

• Tips and special considerations for Testing Young Learners

• Conflicts between classroom learning and classroom testing and ways of reducing these conflicts

• Ways of Marking Language Tests and Giving Feedback

• Designing Language Tests for Young Learners

• Samples of test types that can be used to test young learners

• In groups, student teachers prepare their own materials for testing one of the four skills for a 15-minute presentation

•   Micro-teaching in groups and evaluation of the testing materials by the class

Reference Material

- Cameron, L. (2001) Teaching Languages to Young Learners. Cambridge: CUP. Fanselow, J. (1987) Breaking Rules. New York: Longman.
- Goh, C.M. (2007) Teaching Speaking in the Language Classroom. Singapore: SEAMEO-RELC. Harmer, J. (2001) The Practice of English Language Teaching. Harlow: Pearson Educational. Hughes, A. (2003) Testing for Language Teachers. Cambridge: CUP.
- Hyland, K. (2003) Second Language Writing. Cambridge: CUP.
- Lightbown, P. and N. Spada (1999). How Languages are Learned. Oxford: OUP. Nation, P. (2002) Managing Vocabulary Learning. Singapore: SEAMEO-RELC. Phillips, S. (1993) Young Learners. Oxford: OUP.
- Richards, J.C. (2001) Curriculum Development in Language Teaching. Cambridge:CUP. Richards, J.C. (2005) Communicative Language Teaching Today. Singapore: RELC. Swan, M. (2005) Practical English Usage. Oxford: OUP.
- Thornbury, S. (2005) Grammar. Oxford: OUP
- Ur, P. (1996) A Course in Language Teaching. Cambridge: CUP.

Course outcomes

After completing this course, Student Teachers will be able to:

• promote critical thinking through the key concepts of history (change, continuity, and chronology) and geography (relationship among location, region, and environment)

• apply the skills, strategies, and habits of mind required for effective inquiry and communication in teaching history and geography

• apply the knowledge acquired through social studies and the study of history and geography to the world outside the classroom

• apply the knowledge and skills gained from social studies to function as informed citizens in a culturally diverse and interdependent world

• assess and evaluate students' learning in history and geography through varied assessment techniques.

Unit 1: Introduction to social studies

1.1 The concept, nature, and scope of teaching social studies Social studies in the present era

1.2 Significance of history in teaching social studies

1.3 Significance of geography in teaching social studies

1.4 Scope of social studies in elementary grades

1.5 Relationships between history and geography

1.6 Aims and objectives of teaching social studies

Unit 2: Teaching pedagogies for history and geography in elementary grades

2.1 Introducing teaching methods for history (artefacts, museums, field trips, timelines, storytelling, debates, and hot-seating)

2.2 Introducing teaching methods for geography (maps, role play, games, simulations, visual images, field trips, reports, and research)

2.3 Teaching aids for history and geography

2.4 Lesson planning for history and geography

Unit 3: Inquiry-based teaching in history and geography

3.1 Introduction to inquiry-based approaches to teaching Inquiry-based approaches to teaching history and geography Forming questions for inquiry projects

3.2 Framing questions to respond to inquiry Planning projects Field work

3.3 Data management Data analyses Report writing

Unit 4: Assessments in teaching social studies (history and geography)

4.1 History and geography assessments: What and how?

4.2 Key issues in history and geography assessments Comprehensive assessment techniques (teacher observations, teacher-designed tasks and tests, work samples and portfolios, and projects)

4.3 Establishing criteria to assess students' learning Providing feedback

Unit 5: Challenges and issues in teaching of social studies in elementary grades

5.1 Introduction to issues and challenges (lack of resources, lack of teacher knowledge, lack of student interest, and teacher resistance)

5.2 Social and cultural issues in teaching history and geography Political issues in teaching history and geography

5.3 Financial issues in teaching history and geography

5.4 Suggestions to overcome problems in teaching history and geography in elementary grades

5.5 Conclusion

Textbooks and references

The course will draw on textbooks, journal articles, and websites. A list of these will be distributed in class.

Resources

The following resources may be helpful for choosing appropriate readings. You may include your chosen list of readings on the syllabus or distribute it in class. However, readings should include only those resources that you expect students to use throughout the course. Other readings should be distributed as they are needed. Identify specific chapters from recommended books.

Dean, B. L., Joldoshalieva, R., & Sayani. F. (2006). Creating a better world. Karachi: Aga Khan University for Educational Development.

Matthews, S., & Cranby, S. (2011). Teaching geography: Understanding place and space. In R. Gilbert & B. Hoepper. Teaching society and environment (4th ed.) (pp. 236–256). South Melbourne: Cengage Learning.

McAffee, O., & Leong, D. J. (2002). Assessing and guiding young children's development and learning. Boston: Allyn and Bacon.

O'Hara, L., & O'Hara. M. (2001). Teaching history 3-11: The essential guide. London: Continuum.

Rajakumar, P. (2006). Teaching of social sciences. Paper presented at the National Council of Educational Research and Training, New Delhi.

Websites The 5 R's by Adam Troutt Ø http://savingtheearthbygoinggreen.weebly.com/going-green-essay.html

Recycling: Reduce, recycle, reuse Ø http://pbskids.org/eekoworld//parentsteachers/pdfs/lessonk_1.pdf

The National Academies Press This site offers a number of downloadable books on topics such as geography and climate change. Ø http://www.nap.edu/topics.php?topic=335&gclid=CKSK0smWx7MC FebLtAod_WQAYg

How to assess student performance in history: Going beyond multiple-choice tests by Julie Edmunds Ø http://www.serve.org/uploads/publications/AssessHistory.pdf

Mass Communication

Course Code	Course Title	Credit Hours
BMC-1109	Introduction to Mass Communication	3
BMC-1209	Mass Media in Pakistan	3
BMC-2309	Contemporary Mass Media	3
BMC-2310	Introduction to Social Media	3
BMC-2409	Online Journalism	3
BMC-2432	Fundamental of News Writing (Elective-I)	3
BMC-2433	Journalistic Language (English and Urdu) (Elective-II)	3

COURSE NAME: INTRODUCTION TO MASS COMMUNICATION

BMC-1109

Objectives:

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

Contents

Definitions, types and significance, Process of Communication: source; message; channel; noise; destination; encoding; decoding; and

COMMUNICATION

Feedback, Barriers in communication, Essentials of effective communication, Dimensions of mass communication: mass media, advertising, public relations, blogging, new media etc. and Functions of mass communication. (Information, Education, Opinion Formation, Entertainment and Development)

MEDIA OF MASS COMMUNICATION

Print Media: newspapers, magazines, periodicals, books, pamphlets, etc. Broadcast media: Radio, TV, film. New Media: (Internet)–On-line journalism. Traditional/Folk-Media Comparative study of mass media, their components, functions and effects

Recommended Books:

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

MASS MEDIA IN PAKISTAN

BMC-1209

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Objectives:

This course is designed to study the role of Muslim Press in the Sub- continent with reference to the work of eminent Muslim journalists, and its role during freedom movement and struggle for Pakistan. It is further designed to help students to have a look on the evolution of print and electronic media in Pakistan from the beginning till date, with reference to their problems and prospects.

Course Contents:

1. Historical Background
(a) Growth of the Press in the sub-continent.
(b) Role of Sir Syed Ahmed Khan, Moulana Hasrat Mohani, Moulana Muhammad Ali Johar, Moulana Abul Kalam Azad and Zafar Ali Khan.
(c) Press and the Pakistan Movement.
2. History and Development of Press
(a) Press since independence.
(b) Major Developments of Press in Pakistan
(c) Major problems and prospects of Press in Pakistan
(d) Progressive writer's movement
3. Government and Press
(a)Government Press relations
4. Electronic Media in Pakistan
(a) Brief introduction to media in Pakistan
(b) Growth & expansion of Radio, Television and Film in Pakistan
(c) Growth of Cable television and its cultural and ethical dimensions.
(d) Rise and fall of film in Pakistan
(e) Electronic Media in Private Sector. FM radio And Satellite Television.
(f) Online Journalism: Development and future prospects
5. News Agencies
(a) Development of News Agencies.
(b) Expansion, Working, Organizational, Structure and Future perspective in Pakistan.
(c) Development of visual news agencies
6. Growth of regional press in Pakistan
7. Influence of foreign media in Pakistan
8. Emerging trends in journalism

Recommended Books:

1. Khurshid Abdus Salam, Journalism in Pakistan, United Publishers, Lahore.
2. Lent J.A., Newspapers in Asia.
3. Majeed Nizami, Press in Pakistan, Department of Political Science, University of the Punjab,

Lahore.

4. Hasan Mehdi, Mass Media in Pakistan.

5. French David and Richard Micheal (2000), Television in Contemporary Asia, SAGE Publication International, UK.

6. Aziz Yousaf (2003), Cable Television–A vision for Future, Pakistan.
7. Aziz Yousaf (2003), Prospect &Promotion of Electronic Media in Pakistan.
8. Sh. Mughees uddin (1981), ABC of Radio Journalism.
9. Niazi, Zamir, Press in Chains
10. Hassan, Mehdi (2001),Mass Media in Pakistan. Aziz Publisher. Lahore
11. Hassan, Jawad & Hadi, Syed Ali (2004), Media and Mass Communication laws of Pakistan. Haji Hanif Printers. Lahore.
12. Ahmad, Shehzad (2005), Journalism and Press. Anmol Publication Pvt. Ltd. New Delhi
13. Ahmad, Shehzad (2005), Journalism News Coverage. AnmolPublication Pvt. Ltd. New Delhi
14. Syed, M. H. (2006), Mass Media in new world order. Anmol Publication.
15. Ahmad, Shehzad (2005), Art of Modern Journalism. Anmol Publication Hijazi, Miskeen Ali (2004), Mass Communication Theory and Practice. A-One Publishers. Lahore.

FUNDAMENTAL OF NEWS WRITING

BMC-2432

Course Outline

An Introduction to News, News and journalism, Categories of News, Components of news, News values, Elements of News, News Sources, Reporting, Types of reporting, Professional and ethical standards, Interviewing, Lead Journalistic Style Winning reader's confidence, Keeping up-to-date, Reporting Beats, Introduction to Sub-Editing, Role and Duties of Sub Editor, Part of speech, Abbreviation, Capitals, Active/Passive Voice, Figures, Italics, Punctuation, Clichés and Journalese, Collective Nouns, Danglers, Confusable, Numbers, Measures, Names, Titles, Words/Importance of words, Editing Tips, Writing Headline Layout, pictures and Caption , Words operation and practice, News Room, Terminologies

Reference Books

Book Title: Reporting for the Media

Citation: Fedler (8th Edition)

Author: Fred Fedler

Edition: Eighth Edition

Publisher: Oxford University Press

Book Title: The Newspaper

Citation: Keeble (4th Edition)

Author: Richard Keeble

Edition: Fourth Edition

JOURNALISTIC LANGUAGE (English & Urdu)

Contents

- Introduction to journalistic writing
- Difference between journalistic, common and literary writing
- Writing for newspapers, radio, TV and online media
- Difference between writing for print and electronic media
- Common technologies used in journalism
- Translation of Urdu to English news stories.

INTRODUCTION TO SOCIAL MEDIA

BMC-2310

Course Objective

The overall aims of this course are to introduce students to skills of social media tools in context to its emergence with media science. It also aims to introduce key concepts and social platforms that have changed the media scenario that it's used to be. Using the representation of the virtual community as a focus, students will be introduced to ideas of the collective resourcing, user defined contents, Web 2.0, media production and reporting in social media.

Out Comes

By the end of the course students will be able to apply a range of social media tools and collaborative platforms of shared resources, and will have an expertise to actively take part in creation of online media platforms, creation of community centric social media platforms supporting field of media production and reporting. ☐ Emerging Media Trends

- Media and Technology
- How emerging technologies can change Journalism
- Backpack Journalist ☐ Citizen Journalist ☐ Online Community

- News as conversation
- New Media: Emerging mediums of information (cell phone, web
- mediums) ☐ Cell phone evolution and Social Media (1-G to 4- G) ☐ Social Media Evolution

- Social Media Ethics (Rules are in the flux) ☐ Introduction to social media website (Google +, Facebook etc…) ☐ Social Media Skills for Journalists

- Blogs for Marketing and Advertising
- Trolls & 1-9-90 Rule
- Vod-casting basics
- Pod-casting basics

- How one increases its social networking
- Social Media Marketing
- Introduction to Micro Blogging
- Twitter for Journalist ☐ Social Media Marketing Strategies

- How one can use Facebook/Twitter/Blogs for effective Marketing
- Future Trends and developments in Social Media
- 41
- Social Media as an alternative public sphere
- Recommended Books:
- (Detailed References will be forwarded through e-mail)
- Digital Media and Community
- Social Media Connectivity
- New Media and Journalism

ONLINE JOURNALISM

BMC-2409

Course Objectives

This course covers the comparative picture of traditional Journalism with web journalism with the emphasis on web is the future of Journalism and role and responsibilities of press and the journalists are changing. It tells the students how writing for web is different from print and broadcast. Students will learn news story structure for the web with inverted pyramid and other elements of stories. Students will closely examine the world of newspapers online before putting learned skill into practice. Along with aesthetic elements required for web, the students will know what technical requirements for the web are. They will learn how to build up and operate their own website.

Learning outcomes

By the end of this course the students will be able to know the difference between traditional and modern Journalism of internet. They will be able to know the role and responsibilities of the web journalists. They would have learnt how to operate his or her own fully operative and functional website. Learning outcomes identify the critical performances, and the knowledge, skills and attitudes that successful students will have reliably demonstrated through the learning experiences and evaluation in the course.

- Significance of web
- Introduction and overview
- Traditional Journalism and the Web: □ Theoretical Perspective of Mass Media

- What is Web Journalism
- Scope of online journalism
- Multimedia Capabilities of Web
- Web Journalism and New Media
- How the web is replacing other media
- Where web stands amongst New Media
- Web is the Future of Journalism
- Characteristics of web journalism
- Thinking of web
- Psychology of Web User
- Pre-requisites for a web journalist:
- Cyber-kit of a web journalist
- Know your audience

- Critical thinking: Establishing and maintaining focus
- Convergence of Media
- Mindset for the Web
- Writing for print, broadcast and web; Content, style and structure

- Characteristics of online news
- Esthetic elements for web
- Writing for web
- News story writing
- Contents for News website: News stories, features & blogs
- Headline/ lead & summary writing for web
- News story structure: Inverted pyramid & 5Ws
- writing lively and tightly
- editing web text □ Introduction to Blogs
- Writing Blogs
- writing for twitter □ Scanning, Surfing and Skimming

- Navigating the web
- Web Production team
- Roles & responsibilities of web crew
- Producer, Reporter, Writers & Editor
- Introduction to Online Radio and Online Television
- Basics for setup online Radio/Television
- Creating the web
- Developing Your Website
- Creating the website storyboard
- Features for News Websites
- If you 'build it', will they surf?
- Assignment: Features and layout for your intended
- websites
- Developing Your Website
- Designing your website
- Working with designer □ Online Magazine

- Online Newspaper
- Developing Your Website
- Tools for Website Building: HTML (Introduction)
- Cyber Laws
- Ethics for Web Journalism
- Tools for building website
- Dream weaver: Features & building News
- Working on Dream weaver: Building News
- Operating the web
- Working on website
- Writing exercise for class website
- Online Media Types
- Working on website
- Writing exercise for class website
- Digital Distribution Systems and Copy right issues
- Marketing for the web

- Online advertisement types
- Reciprocity, press releases and site promotion
- How it works and how you can make money
- Prospects and Challenges for Web Journalism
- Final Exam Review

Recommended Books:

(Detailed References will be forwarded through mail)

1. Community journalism
2. Online Journalism : a basic text
3. Information technology in Journalism
4. Handbook of Online Journalism
5. Multimedia journalism: a practical guide
6. Dictionary of Digital journalism
7. Elements of Modern Journalism in the world
8. Journalism ethics by Saxena
9. Online Journalism : a basic text

Recommended Books:

1. Journalism in the Digital Age, John Herbert, Focal Press Oxford, 2000. 2. Introduction to Mass Communication, Agee, Ault, 12th ed., Longman, 1997. 3. Understanding Mass Communication, Defleur, Dennis,

Hought on Muffin, N.Y, 1998. 4. Media Impact, Shirley Biagi, Wadsworth, 1999. 5. Media of Mass Communication, John Vivian, 1999. 6. Dynamics of Mass Communication, Dominic 6th ed.

Contemporary World Media

Course Code: BMC-2309

Objectives

Tis course module is designed to introduce to student to the modern world and how mass media is working in contemporary world.

This course will give a detailed account of emergence of different societies from traditional to globalized world, process of transforming local culture to popular culture and emergence of modern world. To make student expert in analyzing contemporary world media and issues. To improve knowledge of students about current media scenario for participation in debates.

Learning Outcome

How the media is contributing towards the progress of these developed countries. The model contemporary world media is designed to familiarize student with the basic concept.

The course will help student in learning and understand the current media which is equally important for media students for their growth in academic as will as professional field.

It will help students in understanding that how National and international media is operating and portraying on deferent social issue.

Recommended readings:

Akinfeleye. R., Amobi, T. I & Sunday, O (2011). Unending imbalance in global news flow, direction and intensity: comparing global media coverage of 2008 US and Ghana Presidential elections. Saarbruken, Germany: LAP Lambert Academic Publishing.

Akinfeleye, R., Amobi, T.I,. Plpue, I. & Sunday, O. (2009). The continued dominance of international news agencies: comparing the coverage of 2008 US and Ghana election by Nigerian media, journal of African communication research, vol.2 (3)

Curran, James P. and Gurevitch, M 2005 . Mass Media and Society 4th edition. London. Arnold.

Akinfeleye, Ralph, (2008) Contemporary issues in mass media for development and national security, Lagos: Malthouse Press Limited

CURRICULUM OF

ISLAMIC STUDIES

Islamic Studies

Course Code	Course Title	Credit Hours
ILS-1108	Introduction of Topics of Holy Quran	3
ILS-1208	Uloom-al-Quran	3
ILS-2308	History & Compilation of Hadith	3
ILS-2309	History of Fiqh	3
ILS-2408	Computer Applications In Islamic Studies	3
ILS-2430	Arabic Language – I (Elective-I)	3
ILS-2431	Arabic Languages-II (Elective-II)	3

Introduction to the Topics of The Holy-Qur'an

مضامین قرآن کاتعارف

Title	Description
Semester	1st
Nature of Course	Foundation (F-1)
No. of Credit Hours	03 C.H. ISL-1108
Total teaching weeks	18
Objectives of the Course	۱۔ قرآنی سورتوں کے اہم موضوعات کا تعارف کروانا ۲۔ اہم مضامین قرآن سے متعلق آیات کا تعارف کروانا ۳۔ طالب علم کو اہم قرآنی موضوعات کا اس طرح احاطہ کروانا کہ وہ ان پر گفتگو کر سکے

Course Description

S.No	Topic	Description
1	اسلامی نظام عقائد	۱۔عقیدہ کا مفہوم ، ضرورت و اہمیت ۲دیگر مذاہب کے مختصر عقائد کا تعارف ۳۔ اسلامی نظام عقائد سے متعلق قرآنی آیات کا مطالعہ
2	عقیدۂ توحید	۱۔ عقیدۂ توحید کا مفہوم اور اہمیت ۲۔ عقیدۂ توحید کی اہمیت سے متعلق قرآنی آیات ۳۔ عقیدۂ توحیدکے دلائل پر قرآنی آیات
3	عقیدۂ رسالت	۱۔عقیدۂ رسالت کا مفہوم و اہمیت ۲۔ عقیدۂ رسالت کے متعلق اہم قرآنی آیات ۳۔ انبیاء و رسل خاص طور پر رسول اللہ صلی اللہ علیہ وسلم سے متعلق منتخب قرآنی آیات کا مطالعہ
4	عقیدۂ آخرت	۱۔عقیدۂ آخرت کا مفہوم اور اہمیت ۲۔ عقیدۂ آخرت سے متعلق قرآنی آیات ۳۔ عقیدۂ آخرت کے انسانی زندگی پر اثرات سے متعلق قرآنی آیات

۱۔ صوم و صلوٰۃ کا تعارف و اہمیت ۲صلوٰۃ کے احکام سے متعلق قرآنی آیات ۳۔ صوم کے احکام سے متعلق قرآنی آیات	عبادات کے احکام(1)	5
۱۔ حج اور زکاۃ کا مفہوم اور ان کی اہمیت ۲۔ احکام حج سے متعلق قرآنی آیات ۳۔ احکام زکاۃ سے متعلق قرآنی آیات	عبادات کے احکام(2) حج، زکاۃ	6
۱۔ سیاست ،معاشرت اور معیشت کا مفہوم اور اہمیت ۲۔ سیاست سے متعلق اہم قرآنی آیات ۳۔ معاشرت اور معیشت سے متعلق اہم قرآنی آیات	سیاست ، معاشرت اور معیشت	7+8
۱۔ تخلیق کائنات کا قرآنی مفہوم ۲۔ تخلیق کائنات سے متعلق قرآنی آیات ۳۔ تخلیق کائنات کے مدارج	کائنات کی تخلیق اور نظام کائنات	9
۱۔ قرآن پاک کا اسلوب تاریخ ۲۔ تاریخی شواہد کے متعلق قرآنی آیات ۳۔ تاریخی واقعات کے متعلق قرآنی آیات	تاریخ امم و واقعات	10
۱بین المذاہب مکالمہ اور دعوت کا مفہوم اور ان کے درمیان فرق ۲۔ مکالمہ کے اساس اور اسالیب سے متعلق آیات ۳۔ دعوت کے اصول کے متعلق آیات	بین المذاہب مکالمہ اور دعوت	11
۱۔ بنو اسرائیل (یہود) کا تعارف و اہمیت ۲۔ بنی اسرائیل کے عقائد قرآن و سنّت کی روشنی میں	بنی اسرائیل اور قرآن	12
۱۔ نصاریٰ کا تعارف و تاریخ ۲۔ نصاریٰ کے عقائد قرآن مجید کی آیات کے تناظر میں	نصاریٰ اور قرآن	13
۱۔ مشرکین کا تعارف و تاریخ ۲۔ مشرکین سے متعلق اہم قرآنی آیات	مشرکین اور قرآن	14

۱۔ منافقین تعارف و عقائد ۲منافقین سے متعلق اہم قرآنی آیات	منافقین اور قرآن	15

نصابی کتب

نام کتاب	نام مصنف	نمبر
الفوز الکبیر فی اصول التفسیر	حضرت شاہ ولی اللہؒ	۱
مطالعہ قرآن	مولانا عبدالماجد دریا آبادی	۲
مطالعہ قرآن	مولانا محمد حنیف ندوی	۳
مضامین قرآن	پروفیسر حافظ احمد یار	۴
مباحث فی علوم القرآن	ڈاکٹر صبحی صالح	۵

حوالہ جاتی کتب

تفسیر القرآن العظیم	علامہ ابن کثیر	1
معارف القرآن	مولانامفتی محمد شفیع	2
تفہیم القرآن	سید ابوالاعلیٰ مودودی	3
ضیاء القرآن	پیر محمد کرم شاہ الازہری	4
تفسیر ماجدی	مولانا عبدالماجد دریا آبادی	5

Arabic language-I عربی زبان

Title	Description
Semesters	4th (Elective)
Nature of Course	Foundation (F-2)
No. of C.Hrs.	03
Teaching weeks	18
	ISL-2431
Objectives of the Course	۱۔ طلباء کو عربی زبان کی علوم اسلامیہ میں اہمیت سے آگاہ کرنا ۲۔ طلباء کو علم صرف اور نحو کے بنیادی قواعد سے آگاہ کرنا تاکہ اسلامی علوم سے کما حقہ استفادہ کیا جا سکے ۳۔ طلباء کو علم صَرف کے بنیادی اصولوں سے آگاہ کرنا

Course Description

S.No	Topic	Description
1	عربی زبان کا تعارف و اہمیت	۱۔عربی زبان کا آغاز و ارتقاء ۲۔ عربی زبان کی اہمیت ۳۔ علوم اسلامیہ کے فہم میں عربی زبان کا کردار
2	ماضی اور مضارع	۱۔فعل ماضی اور مضارع کا تعارف ۲۔ فعل ماضی اور مضارع کی اقسام اور گردانیں ۳۔ فعل ماضی او رمضارع کے بنیادی صَرفی قواعد
3	فعل امر و نہی	۱۔ فعل امر و نہی کا تعارف ۲۔ فعل امر و نہی کی اقسام اور گردانیں ۳۔ فعل امر و نہی کے بنیادی صَرفی قواعد
4	اسماء ۔ 3	۱۔ اسم اشارہ(قریب اور بعید) ۲۔ اسم موصول اور جملہ موصولۃ کا تعارف

1-علم النحو کا تعارف 2-علم النحو کی اہمیت 3- علم النحو کی مبادیات	علم النحو (1)	5
1- علم النحو کے متعلق قواعد 2-جملہ کی اقسام (جملہ اسمیہ، جملہ فعلیہ 3-جملہ کی اقسام (نواسخ جملہ اسمیة وفعلیة	علم النحو (2)	6
1-ظاہر اور ضمیر 2-تذکیر وتانیث 3- تعریف وتنکیر 4-افراد کے لحاظ سے	اسم کی اقسام	7
1- مرکب ناقص اوراقسام 2- مرکب تام (جملہ اسمیہ ، جملہ فعلیہ)	مرکبات	8
معلم الانشاء (الجز الاول)میں سے منتخب مطالعہ	مطالعہ نص (1)	9
معلم الانشاء (الجز الثانی) میں سے منتخب مطالعہ	مطالعہ نص(2)	10

نصابی کتب

نام کتاب	نام مصنف	نمبر شمار
عربی کا معلم (چاروں حصے)	عبدالستار خان	1
تمرین صرف	معین اللہ ندوی	2
تمرین النحو	محمد مصطفی ندوی	3
معلم الانشاء	مولانا عبدالماجد ندوی	4
مختار النحو	مولانا مختار احمد	5

حوالہ جاتی کتب

نام کتاب	نام مصنف	نمبر شمار
النحو الواضح	علی جارم	1
اساس عربی	نعیم الرحمن	2
مبادئ العربیة فی الصرف و النحو	رشید الشرطونی	3
کتاب النحو	عبدالرحمن امرتسری	4
تمرین النحو	محمد مصطفی ندوی	5
قواعد القرآن	عبدالرحمن طاہر	6

اللغة العربية لغير الناطقين بها	جامعۃ الملک السعود، رياض	7
قرآنی عربيک	ڈاکٹر ابراہيم سورتی	8

Uloom al-Quran علوم القرآن

Title	Description
Semester	3rd
Nature of Course	Foundation (F-3)
No. of Cr. Hrs.	03 ISL-1208
Teaching weeks	18
Objectives of the Course	۱۔ طلباء کو علوم القرآن سے اس طرح روشناس کروانا تاکہ وہ قرآن فہمی کی منازل کو آسانی سے طے کر سکیں ۲۔ طلباء کی مفاہیم قرآن کی سمجھ میں مدد کرنا ۳۔ طلباء میں ایسی مہارت ، سلیقہ اور صلاحیت پیدا کرنا جس کی مدد سے وہ دور جدید کے مسائل، قرآنی تناظر میں سمجھ سکیں

Course Description

S.No	Topic	Description
1	تعارف قرآن مجید	۱۔ قرآن مجید کا لغوی اور اصطلاحی مفہوم ۲۔ قرآن مجید کی خصوصیات و امتیازات
2	وحی الٰہی	۱۔ وحی کا مفہوم و اہمیت ۲۔ وحی کی اقسام اورکیفیات
3	تاریخ نزول قرآن	۱۔ نزول قرآن کا مفہوم ۲۔ نزول قرآن مجید: تدریج و حکمتیں ۳۔ قرآن مجیدکے خصائص
4	کتابت وحی	۱۔ کتابت وحی کا تعارف ۲کاتبین وحی ۳۔ کتابت وحی کے اسالیب

5	حفاظت قرآن مجید	۱۔ حفاظت قرآن کا مفہوم ۲۔ حفاظت قرآن کے لیے اقدامات الف۔ حفظ ب۔ کتابت ج۔ عمل تواتر
6	حضرت ابوبکرؓ کے دور میں تدوین قرآن	۱۔ تدوین قرآن کی ضرورت ۲۔ تدوین قرآن کی ذمہ داری ۳۔ حفاظت قرآن کے لیے مدنی دور کے اقدامات
7	عہدِ عثمانیؓ میں تدوین قرآن	۱۔ عہدِ عثمانی میں تدوین قرآن کے اسباب ۲۔ عہدِ عثمانی میں تدوین قرآن کے اسالیب ۳۔ عہدِ عثمانی میں تدوین قرآن کے اثرات
8	قرآن پاک کی مکی سورتیں	۱۔ مکی سورتوں کا تعارف و اہمیت ۲۔ مکی سورتوں کی شان نزول ۳۔ مکی سورتوں کے اہم مضامین
9	قرآن پاک کی مدنی سورتیں	۱۔ مدنی سورتوں کا تعارف و اہمیت ۲۔ مدنی سورتوں کی شان نزول ۳۔ مدنی سورتوں کے اہم مضامین
10	اسباب نزول	۱۔ اسبابِ نزول کا تعارف و اہمیت ۲۔ قرآن فہمی اور اسبابِ نزول ۳۔ تشریحِ قرآن میں اسبابِ نزول کی حیثیت
11	ناسخ و منسوخ	۱۔ ناسخ و منسوخ کا تعارف ۲۔ ناسخ و منسوخ کے اسباب ۳۔ ناسخ و منسوخ کا قرآن فہمی اور قرآن پاک کی تشریحی حیثیت پر اثرات
12	تفسیر القرآن کے اہم ماخذ	۱۔ تفسیر قرآن بالقرآن

		۲۔تفسیر قرآن بالحدیث
		۳۔تفسیر قرآن باقوال صحابہؓ و تابعین
		۴۔قدیم صحف سماوی
		۵۔ جاہلی ادب
		۶۔ آثار و اثریات
13	اسلوب القرآن	۱۔ اسلوب القرآن کا مفہوم
		۲۔ اسلوب القرآن کی اقسام
		۳۔ قرآن فہمی میں اسلوب القرآن کی اہمیت
14	اعجاز القرآن	۱۔ اعجاز القرآن کا مفہوم و تعارف
		۲۔ اعجاز القرآن کی مختلف جہتیں
		۳۔ اعجاز القرآن کے اثرات
15	قرآن مجید اور انسانی زندگی	۱۔قرآنی مجید اور انفرادی انسانی زندگی
		۲۔ قرآن مجید اور اجتماعی انسانی زندگی
		۳۔ قرآن مجید کے انسانی زندگی پر اثرات
16	قرآن مجید اور عصری مسائل	۱۔ عصری مسائل اور ان کی نوعیت
		۲ عصری مسائل کے حوالے سے قرآن مجید کا منہج

نصابی کتب

نام کتاب	نام مصنف	نمبر شمار
علوم القرآن	مولاناتقی عثمانی	1
منازل العرفان	مولانامحمد مالک کاندھلوی	2
روائع البیان	محمد علی الصابونی	3
علوم القرآن	علامہ شمس الحق افغانی	4
The History of The Quran Text from reveletion to compilation	مصطفی اعظمی	5

حوالہ جاتی کتب

الاتقان	علامہ سیوطی	1
التفسیر والمفسرون	ڈاکٹر محمد حسین الذھبی	2
تاریخ قرآن	عبد الصمد صارم	3
علوم القرآن	مولانا گوہر رحمن	4
تاریخ قرآن	مناظر احسن گیلانی	5

History and Compilation of Hadith تاریخ و تدوین حدیث

Title	Description
Semester	4th
Nature of Course	Foundation (F-4)
No. of C.Hrs.	03
Total Teaching Weeks	18
	ISL-2308
Objectives of the Course	۱۔حدیث و سنت کی حجیت و اہمیت سے آگاہ کرنا
	۲۔حفاظت و تدوین حدیث کے مختلف طریقوں اور ادوار کا مطالعہ کرنا
	۳۔ عہدِ خلافت راشدہ اور صحابہ کرامؓ میں تاریخ حدیث کی نوعیت و اضح کرنا
	۴۔محدثین کی مساعی کا مطالعہ کرنا

Course Descriptions

S.No.	Topic	Descriptions
1	حدیث و سنت کا تعارف	۱۔حدیث کا لغوی و اصطلاحی مفہوم ۲۔سنت کا مفہوم ۳۔حدیث و سنت میں فرق
2	حدیث و سنت کی تشریعی حیثیت	۱۔ حجیت حدیث و سنت ۲۔حدیث و سنت شریعت اسلامیہ کا بنیادی ماخذ ۳۔حجیت حدیث پر اعتراضات کے جوابات
3	حفاظت حدیث کا پہلا دور(عہد رسالت)	۱۔ آغاز اسلام میں حفاظت حدیث کے طریقے ۲۔ عہدِ نبوی کے تحریری وثائق
4	حفاظت حدیث کادوسرا دور(عہدخلفائے راشدین اور صحابہ کرام)	۱۔ عہدِ ابوبکر میں حدیث ۲۔ عہدِ فاروقی میں حدیث ۳۔ عہدِ عثمانی میں حدیث ۴۔ عہدِ علی میں حدیث ۵۔ صحف صحابہ
5	حفاظت حدیث کا تیسراور(تابعین و تبع تابعین)	۱۔مکہ، مدینہ، کوفہ کے مراکز حدیث ۲۔بصرہ، شام، مصرکے مراکز حدیث
6	حضرت عمر بن عبدالعزیز کے دور میں حفاظت وتدوین حدیث	۱۔ حضرت عمر بن عبدالعزیز کے دور میں تدوین حدیث کے محرکات ۲۔ اس دور کے اہم محدثین

۱۔ دوسری صدی ہجری کی اہم تالیفات ۲۔ دوسری صدی ہجری کے کبار محدثین	تدوین حدیث (۱)	7
۱۔ فتنہ انکار حدیث کی ابتداء ۲۔ فتنہ وضع حدیث کے اسباب و محرکات ۳۔فتنہ انکار حدیث اور وضع حدیث کا تدارک	تدوین حدیث (۲)	8
۱۔ کتب ستہ کے مؤلفین کا تعارف ۲۔ کتب ستہ کا تعارف اور اسالیب	تدوین حدیث (۳)	9
۱۔ علی بن المدینی ، یحی بن معین، ابوبکر بن ابی شیبہ ۲۔ابوزرعہ رازی، ابو حاتم رازی، محمد بن جریر الطبری ۳۔ امام ابن خزیمہ، اسحاق بن راہویہ، احمد بن حنبل	تیسری صدی کے اہم محدثین (۱)	10
۱۔ محمد بن سعد، واقدی، امام دارمی ۲۔ امام ابن قتیبہ دینوری ۳۔ تیسری صدی کی اہم تالیفات	تیسری صدی ہجری کے اہم محدثین(۲)	11
۱۔امام حاکم نیشاپوری ، دارقطنی، امام ابن حبان ۲۔ امام طبرانی، امام قاسم بن اصبغ، امام ابن السکن ۳۔ امام طحاوی ، امام ابوعوانہ، حافظ ابن مندہ	چوتھی صدی ہجری کے اہم محدثین(۱)	12
۱۔ حافظ ابن السنی ، حافظ ابن وامہد مزی، حافظ ابن عدی ۲۔ قاضی المحاملی	چوتھی صدی ہجری کے اہم محدثین(۲)	13
۱۔ مجد الدین ابن اثیر الجزری، عزالدین ابوالحسن ابن اثیر الجزری ، حافظ ابن الصلاح ۲۔ امام نووی، حافظ ابن دقیق العید ۳۔ جمال الدین مزّی، ابن تیمیہ، حافظ ذہبی	تدوین حدیث کا پانچواں دور	14

نصابی کتب

نام کتاب	نام مصنف	نمبر شمار
علوم الحدیث	ڈاکٹر صبحی صالح	1
حفاظتِ حدیث	ڈاکٹر خالد علوی	2
الحدیث والمحدثون	محمد ابوزبرہ	3
تاریخ کتابت حدیث	مفتی رفیع عثمانی	4
السنۃ و مکانتھا في التشریع الإسلامي	ڈاکٹر مصطفی سباعی	5
تذکرۃ المحدثین(تین جلدیں)	مولانا ضیاء الدین اصلاحی	6

نمبر شمار	نام مصنف	نام كتاب
7	ڈاکٹر محمد مصطفی الاعظمی	دراسات في الحديث النبوي وتاريخ تدوينه

حوالہ جاتی كتب

نمبر شمار	نام مصنف	نام كتاب
1	امام حاكم	معرفة علوم الحديث
2	پیر محمد کرم شاہ الازہری	سنت خیر الانام
3	سید ابو الاعلی مودودی	سنت کی آئینی حیثیت
4	علامہ ناصر الدین البانی	حجیت حدیث
5	علامہ غلام رسول سعیدی	تذکرۃ المحدثین
6	ڈاکٹر سراج الاسلام حنیف	تاریخ علوم حدیث

Arabic Language-II عربی زبان

Title	Description
Semester	4th
Nature of Course	Foundation (F-5)
No. of Cr. Hrs.	03
	ISL-2431
Total Teaching weeks	18
Objectives of Course	۱۔عربی زبان کو صحیح استعمال کرنے کے لیے صرف و نحو کی مہارت پیدا کرنا
	۲۔ عربی شعر کو پڑھنے اور سمجھنے کی صلاحیت پیدا کرنا
	۳۔ طلباء میں عام عربی نصوص کو سمجھنے کی صلاحیت کو بہتر کرنا

Course Description

S.No.	Title	Description
1	حروف	۱۔ حروف نداء
		۲۔ حروف نواصب
		۳۔ حروف جوازم ومضارع
2	ثلاثی مزید فیہ	۱۔ فعل ثلاثی مزید فیہ کاتعارف
		۲۔فعل ثلاثی مزید فیہ کے ابواب
3	مبنی کلمات	۱۔ مبنی کلمات کا تعارف
		۲۔ مبنی کلمات کی اقسام
		۳۔ مبنی کلمات سے متعلق قواعد

۱۔ اسماء موصولہ ۲۔ اسماء افعال	اسماء	4
۱۔ معرب کلمات کا تعارف ۲۔ معرب کلمات کی اقسام ۳۔ معرب کلمات کے متعلقہ قواعد	معرب کلمات	5
مرفوعات	مرفوعات	6
منصوبات	منصوبات	7
مجرورات	مجرورات	8
1۔اسم فاعل کاتعارف ، اسم مفعول کاتعارف، صرفی قواعد 2۔ اسم تفضیل ، اسم ظرف، اسم آلہ کاتعارف اورصرفی قواعد	اسماء	9
1صحیح ، مثال ،مضاعف، لفیف 2ناقص، مہموز ، اجوف	ہفت اقسام	10
قصص النبیین از مولانا ابوالحسن علی ندوی	مطالعہ نصوص (۳)	11
قصص النبیین از مولانا ابوالحسن علی ندوی	مطالعہ نصوص (۴)	12

نصابی کتب

نام کتاب	نام مصنف	نمبر شمار
عربی کا معلم (چاروں حصے)	عبدالستار خان	1
تمرین صرف	معین اللہ ندوی	2
تمرین النحو	محمد مصطفی ندوی	3
معلم الانشاء	مولانا عبدالماجد ندوی	4

حوالہ جاتی کتب

نام کتاب	نام مصنف	نمبر شمار
النحو الواضح	علی جارم	1
اساس عربی	نعیم الرحمن	2
مبادی العربیۃ فی الصرف و النحو	رشید الشرطوتی	3
کتاب النحو	عبدالرحمن امرتسری	4
تمرین النحو	محمد مصطفی ندوی	5
قواعد القرآن	عبدالرحمن طاہر	6
اللغۃ العربیۃ لغیر الناطقین بھا	جامعۃ الملک السعود، ریاض	7

History of Fiqh   تاریخ فقہ

Title	Description
Semester	4th
Nature of Course	Foundation (F-10)
No. of C.Hrs.	03 ISL-2309
Total Teaching weeks	18

	Objectives of the Course	۱۔ طلباء کو فقہ اسلامی کے مفہوم اور ارتقائی مراحل سے آگاہ کرنا ۲۔ فقہ کی تدوین میں فقہاء کرام کی خدمات کو واضح کرنا ۳۔موجودہ دور میں فقہ کی اہمیت کی وضاحت کرنا

Course Description

S.No.	Title	Description
1	فقہ : مفہوم اور خصوصیات	۱۔ لغوی اور عمومی مفہوم ۲۔ بطور اصطلاح مفہوم کا ارتقاء ۳۔ خصوصیات
2	فقہ سے متعلق بنیادی اصطلاحات	۱۔ شریعہ ، اصول الفقہ، قواعد فقہیہ، فروق، سیاسہ شرعیہ، خلاف
3	ماقبل اسلامی دور، قانون کا جائزہ	رومن اور اسلامی قوانین کا تقابلی
4	فقہ اسلامی کا پہلا دور (عہد نبوی) اور اس کی خصوصیات	۱۔ قرآن : فقہی تعریف، احکام ۲۔ سنۃ: فقہی حیثیت ۳۔ اجتہاد: مفہوم ، حیثیت
5	فقہ اسلامی کا دوسرا دور (عہد خلافت راشدہ) اور اس کی خصوصیات	۱۔ قرآن : تدوین ۲۔ سنۃ: روایت، استدلال ۳۔ اجتہاد: انفرادی و اجتماعی
6	فقہ اسلامی کا تیسرا دور (عہدِ بنی امیہ) اور اس کی خصوصیات	۱۔سنۃ : روایت، اقسام ۲۔ مکاتب فقہ کا ظہور
7	فقہ اسلامی کا چوتھا دور (عہد بنی عباس) اور اس کی خصوصیات	۱۔ تدوین، علوم ۲۔ مکاتب فقہ کا ارتقاء
8	حنفی مکتب فقہ کا تعارف	۱۔بانی، معروف فقہاء ، کتب ۲۔ نظریہ قانون اور اصول
9	مالکی مکتب فقہ کا تعارف	۱۔ بانی ، معروف فقہاء ، کتب ۲۔ نظریہ قانون اور اصول
10	شافعی مکتب فقہ کا تعارف	۱۔ بانی ، معروف فقہاء ، کتب ۲۔ نظریہ قانون اور اصول
11	حنبلی مکتب فقہ کا تعارف	۱۔ بانی، معروف فقہاء ، کتب ۲۔ نظریہ قانون اور اصول

| | | ۱۔ بانی، معروف فقہاء ، کتب | جعفری اور زیدی مکاتب فقہ کا تعارف | 12 |
| | | ۲۔ نظریہ ہائے قانون اور اصول | | |

۱۔ اوزاعی ، ثوری ،طبری	غیر مروجہ مکاتب فقہ کا تعارف	13
۱۔ قانونی نظام کا استحکام	فقہ اسلامی کے بقیہ ادوار	14
۲۔ تدوین قوانین		
۳۔ مابعد نو آبادیاتی نظام		

۱۔ قرارداد مقاصد	پاکستان میں اسلامی قانون سازی کی تاریخ	15
۲۔ دستور 1973ء مع متعلقہ ترامیم		
۳۔ وفاقی شرعی عدالت، اسلامی نظریاتی کونسل کا تعارف		

نصابی کتب

نام کتاب	نام مؤلف	نمبر شمار
فقہ اسلامی کا تاریخی پس منظر	محمدتقی امینی	1
تاریخ التشریع الاسلامی	محمد الخضرمی	2
المدخل لدراسۃ التشریع الإسلامي	عبدالکریم زیدان	3
The Early Development of Islamic Jurisprudence	احمد حسن	4
فقہ الاسلام	حسن الخطیب	5

حوالہ جاتی کتب

نام کتاب	نام مؤلف	نمبر شمار
فلسفۃ التشریع الإسلامي	صبحی محمصانی	1
مقدمہ تدوین فقہ	مناظر احسن گیلانی	2
تاریخ الفقہ الإسلامي	محمد علی السائس	3
بین التشریع الإسلامي والقانون الروماني	صوفی حسن ابو طالب	4
۱۔ ابوحنیفہ ۲۔ مالک ۳۔ الشافعی ۴۔ احمد بن حنبل۵۔ جعفر الصادق ۶۔ زید بن علی	ابو زہرہ	5
اجتہاد و تقلید	قاری محمد طیب	6

Title	Description
Semester	3rd
No. of Credit Hours	03 C.H.
Course Code	ISL-2408
Total teaching weeks	18
Objectives of the Course	An overview of computer and systems Operating System

Islamic Softwares:

- Makataba Shamila (Arabic)
- Easy Quran o Hadith software
- Maktaba Jibreel
- Quranic Softwares
- Hadith Softwares
- Installations and updates
- Urdu Inpage
- Pak uddu Installer

MS Word (Arabic /Urdu)

a. Creating a new word document
b. Opening an existing document
c. Editing and Saving a document
d. Typing a text, deleting, inserting, finding, replacing, copying and moving text
e. Justifying texts
f. Bold, Italics, Underline, Strike, Double Strike and Colouring text
g. Selecting Font and Font Sizes
h. Formatting page, margins, page size, portrait and landscape
i. Inserting symbols, pictures
j. Using Bullets
k. Using and manipulating tables, inserting / deleting of rows and columns
l. Sorting tables
m. Using Header and footer, Inserting Page number
n. Changing character width and line spacing
o. Printing of a document, Using print preview

MS PowerPoint (Arabic/Urdu)

a. Creating a new presentation
b. Opening an existing presentation
c. Editing and Saving a presentation
d. Formatting Presentation – Slide layout, Slide Design, Slide background
e. Inserting symbols, chart, tables, pictures, videos and audios
f. Inserting page number, date and time

g. Different types of views
h. Preparing for a slide show – animation schemes
i. Printing slides, handout and notes pages

Introduction to Islamic Web Sites and YouTube Channels

CURRICULUM OF ENGLISH

Course Code	Course Title	Credit Hours
ENG-1103	Academic Reading and Writing	3
ENG-1203	Introduction to English Literature	3
ENG-2303	Introduction to Linguistics	3
ENG-2304	Introduction to Phonetics & Phonology	3
ENG-2403	History of English Literature	3
ENG-2420	Classics in Drama (Elective-I)	3
ENG-2421	Introduction to Morphology (Elective-II)	3

<div align="center">**Outlines of the Courses**</div>

Course Title: Academic Reading and Writing

Course Code: ENG-1103

Course Type: Foundational

Credit Hours: (3+0)

Course Objectives:

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

Course Content:

Reading and Critical Thinking

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

Interpreting charts and diagrams

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

Writing Academic Texts

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

Paragraph Writing:

- Components of Paragraph □Practice in writing a composed paragraph

Essay Writing:

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

Grammar in Context

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

Indicative Reading

Suggested Books

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

Course Title: Introduction to English Literature

Course Code: ENG-1203

Course Type: Subject-Specific Foundational

Credits: 3+0

Course Objectives:

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

Course Content:

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

1) Narrative Fiction

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

- o Theme
- o Symbolism

2) Poetry: Forms Rhythm, Verse

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

3) Introduction to Drama

- o Origin of Dram
- o Elements of Drama
- o Kinds of drama – several classifications are possible
  A) based on which element is emphasized

    - o Plot: One Act three- or five-act plays; single or double plot etc.
    - o characters: psychological or analytical drama is concerned with the emotional, spiritual and mental lives and with the analysis of the characters
    - o Diction: lyric or verse plays with poetic elements + closet drama
    - o theme: drama of ideas centered around a basic theme
    - o Music: Opera

o spectacle: in pantomime costume, silent gestures and motions express emotional states and narrative situations (special form of it: dumb show e.g. in *Hamlet*)

B) based on periods

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

C)most often used:

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

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

Indicative Reading

o Abrams, M. H. (1988). A Glossary of Literary Terms. Fifth ed. New York: Holt, Rinehart, and Winston, 1988.
o Aristotle. Poetics. Introduction to Aristotle. Trans. Ingram Bywater. Ed. Richard McKeon. New York: The Modern Library, 1947.
o Cuddon, J.A. (2000) *The Penguin Dictionary of Literary Terms and Literary Theory*. 4th edition. New York: Penguin.
o Guerin, Wilfred, Labor, Earle, Morgan, Lee, Reesman, Jeanne & Willingham, John. (2010) *A Handbook of Critical Approaches to Literature*. 6th edition. New York: Oxford University Press.
o Harmon, William & Holman, Hugh. (2008) *A Handbook to Literature*. 11th edition. New York: Prentice Hall.

- Kennedy, X.J. &Gioia, Dana. (2009) *Literature: an Introduction to Fiction, Poetry, Drama, and Writing*. London: Longman.
- Meyer, Michael. (2002) Ed. *The Bedford Introduction to Literature: Reading, Thinking, Writing*. 6th edition. Boston: St. Martin's.
- Miller, Hillis J. (2002) *On Literature*. London & New York: Routledge.
- Ryah, Michael. (1999) *Literary Theory: A Practical Introduction*. Malden, Mass.: Blackwell Publishers.
- Schilb, John & Clifford, John. (2009) *Making Literature Matter: an Anthology for Readers and Writers*. 4th edition. Boston: St. Martins.

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

Course Title: Introduction to Linguistics
Course Code: ENG-2303
Course Type: Subject-Specific Foundational
Credits: 3+0

Course Objectives

The aim of this course is to introduce students to the basic concepts of linguistics which have immediate relation to their ordinary as well as academic life, and to sensitize students to the various shades & aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. Serious theoretical discussions about these aspects have been 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.

Course Content:

- Basic terms and concepts in Linguistics
- What is language (e.g. design features, nature and functions of language)?

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

Indicative Reading

Prescribed Books

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

Suggested Readings

- o Aarts, B., & McMahon, A. (2006). *The handbook of English linguistics*. Blackwell Publishing Ltd.
- o Aitchison, J. (2000). *Linguistics.* Teach Yourself Books.
- o Akmajian, A., Demers, R. A., Farmer, A. K. &Harnish, R. M. (2001). *Linguistics: An Introduction to Language and Communication.* (Fourth edition). Massachusetts: MIT.
- o Burridge, K., & Stebbins, T. N. (2015). *For the love of language: An introduction to linguistics*. Cambridge University Press. Crystal, D. (1997). *The Encyclopedia of Language*. Cambridge: CUP.
- o Coulthard, M., & Johnson, A. (2010). *The Routledge handbook of forensic linguistics*. Routledge.
- o Farmer, A. K, & Demers, R. A. (2005). *A Linguistics Workbook*. M. I. T Press.

- o Finch, G. (2004). *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave.
- o Finegan, Edward. (2014). *Language: Its structure and use*. Cengage Learning.
- o Fromkin, V., Rodman, R., &Hyams, V. (2011). An Introduction to language, 9th Ed. *Boston, MA: Wadsworth, Cengage Learning*.
- o Olsson, J., &Luchjenbroers, J. (2013). *Forensic linguistics*. A&C Black.
- o McGregor, W. B. (2015). *Linguistics: an introduction*. Bloomsbury Publishing.
- o Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: an introduction*. Cambridge University Press.
- o Todd, L. (1987). *An Introduction to Linguistics*. Moonbeam Publications.
- o Trask, R. L. (2007). *Language and linguistics: The key concepts*. Routledge.
- o Yule, G. (2016). *The study of language*. Cambridge university press.

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

Course Title: Introduction to Phonetics and Phonology
Course Code: ENG-2304-
Course Type: Subject-Specific Foundational
Credits: 3+0

Course Objectives

The aim of this module is to enable students to the study of phonetics and phonology—the study of the sounds and sound patterns of human language. This module provides training in the skill of transcribing spoken languages particularly English; & examine cross-linguistic similarities & variation in sounds particularly English. The phonetics part covers the basics of articulatory and impressionistic phonetics. The phonology part covers the position of phonology within the human linguistic system, recurrent phonological phenomena in the world's languages and the phonological notation most commonly used by linguists.

Course Content

Introduction to Phonetics & Phonology

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

The anatomy of speech

- o Speech organs
- o Manner of articulation
- o Place of Articulation

Segmental Phonology

a) Phonemes and allophones

- o Consonants
- o Vowels
- o Diphthongs and triphthongs

b) Syllable and syllabic structure

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

Suprasegmental Phonology

a) Sounds in connected speech

- o Weak forms
- o Assimilation, elision
- o Intonation

b) Sentence stress and intonation

Contrastive Phonology

Teaching of pronunciation

Phonological Rules

Phonetic & Phonemic Transcription

Indicative Reading

Prescribed Books

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

Suggested Readings

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

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Course Title: History of English Literature

Course Code: ENG-2403

Course Type: Subject-Specific Foundational

Credit Hours: (3+0)

Course Objectives:

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

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

Course Content:

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

Indicative Reading

Suggested Books:

o Albert, E. (1979). History of English Literature (5th ed.). Oxford, New York: Oxford University Press.

o Alexander, M. (2000). A History of English Literature. London: Palgrave Macmillan.

o Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge. (For Postcolonial Theory)

o Blamires, H. (1984). A Short History of English Literature. London: Routledge.

o Carter, R., & McRae, J. (1997). The Routledge History of Literature in English, Britain and Ireland. London: Routledge.

o Dachies, David. (1961). *A Critical History of English Literature*. Vol. 1-4. London: Secker & Warburg (latest edition).

o Docherty, Thomas. Ed. (1992). *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)

o Evans, Ifor. (1976). *A Short History of English Literature*. London: Penguin

o Fletcher, R. H. (1919). A History of English Literature. Boston: R. G. Badger.

o Ford, Boris. (1990). *The New Pelican Guide to English Literature*. Vol. 1-9. London: Penguin.

o Legouis, E., &Cazamian, L. (1960). A History of English Literature. London: J. M. Dent and Sons.

o Lodge, David. Ed. (1972). *Twentieth Century Literary Criticism*. London: Longman. (For Introduction)

o Sanders, Andrew. (2002). *The Short Oxford History of English Literature*. Oxford University Press, USA.

o T. C. and E. C. Jack. Daiches, D. (1968). A Critical History of English Literature. London: Martin Secker and Warburg Ltd.

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Course Title: Classics in Drama

Course Code: ENG-24020

Course Type: Subject-Specific

Credit Hours: (3+0)

Course Objectives:

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

Course Content:

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

Indicative Reading

Suggested Books

1. Barber, C. L. (1959) Shakespeare's Festive Comedy. Princeton.
2. Bloom, Harold. S (1999) Shakespeare: The Invention of the Human. London.
3. Bradley, A. C. (1929) Shakespearean Tragedy (22nd Ed.). London.
4. Chambers, E. K. (1925) Shakespeare: A Survey. New York: Hill and Wang, Macmillan.
5. Constance B. Kuriyama. (2002) Christopher Marlowe: A Renaissance Life Ithca: Cornell University Press.

6. Danby, John F. (1949) Shakespeare's Doctrine of Nature. London.

7. Eagleton, Terry. (1986) William Shakespeare. New York: Blackwell.

8. Elliot, G. R. (1953) Flaming Minister. Durham, NC.

9. Erikson, Peter. (1991) Rewriting Shakespeare, Rewriting Our-selves. Berkley: UCP

10. H. D. F. (2005) Kitto, Greek Tragedy, London and New York: Routledge.

11. Justina Gregory, (2005). A Companion to Greek Tragedy, Blackwell.

12. Patrick Cheney. (2004) The Cambridge Companion to Christopher Marlowe, Cambridge: CUP.

13. Shawn O' Bryhim. (2002). Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays, University of Texas Press.

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Course Title: Introduction to Morphology

Course Code: ENG-2421

Course Type: Subject -Specific

Credits: 3+0

Course Objectives:

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

Course Content:

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

Indicative Reading

o **Recommended Books**

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

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

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

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

o Mangrio, R. A. (2016). The Morphology of Loanwords in Urdu: the Persian,

o Arabic and English Strands, Cambridge Scholars Publishing, Newcastle upon Tyne.

o McCarthy, A. C (2002). An Introduction to English Morphology-Words and their

o Structure, Edinburgh University Press. Edinburgh

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

o **Further Readings:**

o Ayto, J. (1999). *Twentieth Century Words, Oxford: OUP.*

o Bauer, L. (2001). Morphological Productivity, Cambridge University Press

o Halpern, A. (1995). On the placement & morphology of clitics. CSLI Publications, Stanford

o Yu, A. C (2006) A Natural History of Infixation. Oxford University Press, Chicago

o Zwicky, A. (1985b). 'How to Describe Inflection.' Proceedings of the BerkeleyLinguistics Society 11: 372-386. Berkeley, California.

o Zwicky, A and Pullum, G. (1992). A misconceived approach to morphology. In the Proceedings of WCCFL 91, ed. D. Bates. CSLI, Palo Alto, 387-398.

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