

**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY
PESHAWAR**

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE





**SYLLABUS FOR
UNDERGRADUATE PROGRAM IN ENGLISH
(BS ENGLISH)**

DEPARTMENT OF ENGLISH

Shaheed Benazir Bhutto Women University Peshawar

Session 2018 & Onwards

Enlightenment Through Knowledge

Admission Requirement for the BS program in English

ELIGIBILITY

- Intermediate with at least 45% marks in aggregate

DURATION

- Four-year programme (8 Semesters)

DEGREE REQUIREMENT

- As per the University Revised Semester Regulations, a total number of 132-144 Credit hours.

List of Areas from which general courses will be chosen.

1. Psychology
2. Sociology
3. Introduction to Human Rights
4. Introduction to Political Science
5. Introduction to Economics
6. Human Resource Management
7. Anthropology
8. Gender Studies
9. Social Work
10. Statistics
11. International Relations
12. Philosophy

Note:

1. Meeting of the faculty of the Department of English will be held before the commencement of each academic year to select General Courses from the areas given above.
2. General Courses will be offered by the concerned department.
3. The choice of the author and / or text in some courses lies with the Faculty of the Department and will be decided before the commencement of classes. The decision of the faculty will be duly notified to the concerned quarters.
4. Students will declare English Literature or Linguistics as their Major after successfully completing the first six semesters.



SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

**DEPARTMENT OF ENGLISH LANGUAGE &
LITERATURE**

SCHEME OF STUDIES OF BS ENGLISH 4-YEAR (SESSION- 2018 & ONWARDS)

	Max Credit Hours: 130-136	General Courses:21- 24	Compulsory: 25	Foundation courses: 30- 33	Major Courses:36-42	Elective Course
	136	Used: 21	27	27	60	
S.No	Semester	General Course	Compulsory courses	Foundation Courses	Major Courses	
1.	I	GC-I GC-ii	English –I: Listening and Speaking	Introduction to English Literature: Poetry & Drama		
			Islamic Studies/Ethics	Introduction to Linguistics		
	II	GC-i	English-II: Reading	History of English Literature (Old English - Romantics)		
			Pakistan Study	Introduction to Grammar		
			Introduction to Computers			
	III	GC-i	English-III: Writing	Introduction to English Literature (Novel, Short Story & Prose)		
		GC-ii GC-iii		Phonetics and Phonology		
	IV	GC-i	Academic Reading and Writing			

			Human Rights and Citizenship	Morphology and Syntax	18 th Century Literature	
				History of English Literature (Victorian up to Contemporary Literature)		
	V		Ideas and Ideologues		Literary Criticism	
				Semantics	Poetry (14 th to 18 th Century)	
					Modern Linguistic Thought	
					Sociolinguistics	
	VI				Literary Criticism and theory	
					Classics in Drama	
					The Romantics`	
					Lexical Studies	
					Discourse Analysis	
					Psycholinguistics	

		Literature	Linguistics	
Semester VII	15	ENG-611 Major Twentieth Century British Literature (Poetry & Drama) ENG-612 American Literature ENG-613 South Asian Literature ENG-614 Shakespeare Studies ENG-615 The Novel: Growth and Development	ENG-621 Language Teaching Methodologies ENG-622 Pragmatics ENG-623 Language Acquisition (First and Second) ENG-624 Research Methods in Linguistics ENG-625 World Englishes	
Semester VIII	15	ENG-631 Women Writers in the 20th and 21st century ENG-632 Science Fiction and Fantasy ENG-633 Post –Shakespeare Dramatic Experience ENG-634 Pakistani Literature ENG-699 Research Project /Optional Course	ENG-635 Syllabus Designing & Testing ENG-636 Stylistics ENG-637 Language in Education ENG-638 Anthropological Linguistics ENG-699 Research Project/Optional Course	
		Optional Courses		
		Afro-American Literature American Drama Continental Literature	Media Discourse Analysis Language and Gender	

UNDERGRADUATE PROGRAM IN ENGLISH (BS ENGLISH)

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
1.	1 st	English-I: Listening and Speaking	ENG -311	3
2.		Islamic Studies/Ethics		2
3.		Introduction to Psychology		3
4.		Introduction to Sociology		3
5.		Introduction to English Literature: Poetry & Drama	ENG -312	3
6.		Introduction to Linguistics	ENG -313	3
Total Credit Hours				17
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
7.	2 nd	English-II: Reading	ENG -321	3
8.		Pakistan Study		2
9.		Introduction to Computers		3
10.		Human Resource Management		3
11.		History of English Literature (Old English - Romantics)	ENG -322	3
12.		Introduction to Grammar	ENG -323	3
Total Credit Hours				17
S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
13.	3 rd	English-III: Writing	ENG -411	3
14.		Introduction to Political Science		3
15.		Introduction to Economics		3
16.		Introduction to Human Rights		3
17.		Introduction to English Literature (Novel, Short Story & Prose)	ENG -412	3
18.		Phonetics and Phonology	ENG -413	3
Total Credit Hours				18

.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
19.	4 th	Academic Reading and Writing	ENG -431	3
20.		Human Rights & Citizenship		3
21.		18 th Century Literature	ENG-432	3
22.		General Course (Anthropology/ Gender Studies)		3
23.		History of English Literature (Victorian up to Contemporary Literature)	ENG -433	3
24.		Morphology and Syntax	ENG -434	3
Total Credit Hours				18

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
25.	5 th	Ideas and Ideologies	ENG -521	3
26.		Literary Criticism	ENG -522	3
27.		Poetry (14 th to 18 th Century)	ENG -523	3
28.		Modern Linguistic Thought	ENG -524	3
29.		Sociolinguistics	ENG -525	3
30.		Semantics	ENG -526	3
Total Credit Hours				18

S.NO	SEMESTER	COURSE TITLE	COURSE CODE	CREDIT HOURS
31.	6 th	Literary Criticism and theory	ENG -541	3
32.		Classics in Drama	ENG -542	3
33.		The Romantics`	ENG -543	3
34.		Lexical Studies	ENG -544	3
35.		Discourse Analysis	ENG -545	3
36.		Psycholinguistics	ENG -546	3
Total Credit Hours				18

	Semester	Course Title	Course Code	Credit hrs
1.	7th	Major Twentieth Century British Literature (Poetry & Drama)	ENG-611	3
2.		American Literature	ENG-612	3
3.		LITERATURE South Asian Literature	ENG-613	3
4.		Shakespeare Studies	ENG-614	3
5.		The Novel: Growth and Development	ENG-615	3
		Total Credit hrs		15

		Course Title	Course Code	Credit hrs
	7th Semester	Language Teaching Methodologies	ENG-621	3
2.		Pragmatics	ENG-622	3
3.		LINGUISTICS Language Acquisition (First and Second)	ENG-623	3
4.		Research Methods in Linguistics	ENG-624	3
5.		World Englishes	ENG-625	3
6.			Total Credit hrs	15

S.No				
1.	8th Semester	Women Writers in the 20 th and 21 st century	ENG-631	3
2.		Science Fiction and Fantasy	ENG-632	3
3.		Post –Shakespeare Dramatic Experience	ENG-633	3

4.	LITERATURE	Pakistani Literature	ENG-634	3
5.		Research Project /Optional Course	ENG-699	3
			Total Credit hrs.	15

S.No		Course Title		Credit hrs.
1.		Syllabus Designing & Testing	ENG-635	3
2.	8th Semester	Stylistics	ENG-636	3
3.		Language in Education	ENG-637	3
4.	LINGUISTICS	Anthropological Linguistics	ENG-638	3
5.		Research Project/ Optional Course	ENG-699	3
			Total Credit hrs	15

Optional Courses offered in Literature

Course Title	Course Code	Credit hrs
Afro-American Literature	ENG-651	3
American Drama	ENG-652	3
Continental Literature	ENG-653	3

Optional Courses offered in Linguistics

Course Title	Course Code	Credit hrs.
Media Discourse Analysis	ENG-661	3
Language and Gender	ENG-662	3

SEMESTER-I

Course Title: English-I: Listening and Speaking

Course Code: ENG – 311

Credit Hours: 3

Course Objectives

This is an introductory course designed to help students enhance their listening and speaking skills. The focus is on oral communication (pronunciation, intonation, and accentuation), listening comprehension and vocabulary development.

By the end of the course the students would acquire an intermediate level proficiency in speaking. They will be able to understand and use English language to express ideas and opinions by using a wider range of basic vocabulary and speak with some fluency and intelligibility.

Course Outline

- Conversation activities: role plays, games, presentations
- Taking notes on lectures and listening passages
- Use signal markers
- Extract information
- Note taking
- Discussion Skills
- Word Formation Processes
- Vocabulary Building
- Ask and answer relevant questions to seek information, clarification etc.

Recommended Books

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

Course Title: Introduction to Literature: Poetry & Drama

Course Code: ENG – 312

Credit Hours: 3

Course Objectives

This course aims to introduce students to the scholarly study of literature and to enhance their ability to understand and appreciate literature. It highlights the variety of poetic expression, forms and elements of poetry as well as familiarizes students with the fundamentals of drama i.e. characters, plot, setting, dialogue. In order to comprehend, analyze and discuss any given piece of literature (poem or drama), this course concentrates upon deepening students' knowledge of various artistic techniques, forms and styles that the writers employ in their work.

Course Outline

1. Elements of Poetry

- Martin Espada: "Late Night at Pawn Shop"
- Robert Frost: "The Silken Tent"
- Christina Rossetti: "When I am Dead my Dearest"
- John Donne: "Go and Catch a Falling Star"
- Alfred Tennyson: "Ulysses"
- Thomas Gray: "An Elegy Written in the Country Churchyard"
- Dylan Thomas: "A Refusal to Mourn the Death by Fire of a Child"
- John Keats: "La Belle Dame Sans Merci"
- W. H. Auden: "What Is That Sound"
- Percy B. Shelley: "Ode to the West Wind"
- William Carlos Williams: "Red Wheel Barrow"
- Christina Rossetti: "The Goblin Market"

2. Elements of Drama

- Eugene O'Neill: *Moon of the Caribbees*
- Anton Chekhov: *The Bear*
- Henrik Ibsen: *A Doll's House*
- Arthur Miller: *The Death of a Salesman*
- Larry David: *Seinfeld (The Pitch)*

Recommended Books

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

Course Title: Introduction to Linguistics

Course Code: ENG – 313

Credit Hours: 3

Course Objectives

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

Course Outline

- Basic terms and concepts in Linguistics
- What is language (e.g. design features nature and functions of language)?
- What is Linguistics (e.g. diachronic/synchronic; paradigmatic/syntagmatic relations)?

Elements of Language

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

Recommended Books

1. Aitchison, J. (2000). *Linguistics*. Teach Yourself Books.
2. Akmajian, A., Demers, R. A., Farmer, A. K. & Harnish, R. M. (2001). *Linguistics: An Introduction to Language and Communication*. (Fourth edition). Massachusetts: MIT.
3. Crystal, D. (1997). *The Encyclopedia of Language*. Cambridge: CUP.
4. Farmer, A. K, & Demers, R. A. (2005). *A Linguistics Workbook*. M. I. T Press.
5. Finch, G. (2004). *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave.

SEMESTER II

Course Title: English-II: Reading

Course Code: ENG – 321

Credit Hours: 3

Course Objectives

The course builds on English I. This course focuses on reading exercises and introduces students to various written texts which they have to comprehend, interpret and discuss with their peers in the classroom. Emphasis is on basic word attack skills, vocabulary, transitional words, paragraph organization, basic comprehension skills, and learning strategies.

By the end of the course the students will be demonstrate a literal comprehension of readings, through identification and analysis of main ideas, supporting details and rhetorical patterns of organization and development.

Course Outline

- Reading for Meaning: famous speeches, storytelling, TED talks
- Question and Answers
- Summarizing
- Relating background knowledge
- Distinguishing between fact and opinion
- Finding the main idea, important facts, and supporting details
- Tools for informational or expository reading: Titles, Headings, Bold print, Captions, Side bars, Maps, Graphs, Pictures, Bullets

Recommended Books

1. Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
2. Fisher, A. (2001). *Critical Thinking*. C UP
3. Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis

Course Title: History of English Literature (Old English to Romantics) **Course Code:** ENG-322

Credit Hours: 3

Course Objectives

The objective of this course is to inform the students about the influence of historical and socio-cultural events on English Literature. Although the scope of the course is quite expansive; the readers shall focus on early 14th to 19th century literature written during the Romantic Movement. 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 socio-cultural context of literature 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 Contents

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

Recommended Books

1. Long, William J. (2006). *English Literature: Its History and Significance for the life of English speaking world*, enlarged edition.
2. Evans, Ifor. (1976). *A Short History of English Literature*. London: Penguin.
3. Compton-Rickett, A. *A History of English Literature*. Thomas-Nelson & Sales, 1940 (latest edition).

Course Title: Introduction to Grammar
Credit Hours: 3

Course Code: ENG – 323

Course Objectives

The aim of this course is to introduce the students to some basic concepts of English grammar, to enable them to understand, analyze and enhance their own grammatical competence. It will also help them transmit these concepts in their own teaching. The major emphasis of the course will be on how to teach grammar.

Course Outline

Phrases and its types

Clause Elements

- Subject
- Verb
- Object
- Adverbial
- Complement

Sentences and types of Sentences

Parts of Speech

Sub-ordination and Coordination

Some Basic Concepts of English Grammar

- Modality
- Tense and Aspect System of English
- Voice
- Hypothetical Meaning

Teaching Grammar in Context

Recommended Books

1. Borjars, K. & Burridge, K. (2010). *Introducing English Grammar*. Hodder Education. UK.
2. Celce-Murcia, & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. (Second edition). Boston, MA: Heinle and Heinle.
3. Harmer, J. (1993). *Teaching and Learning Grammar*. London: Longman.

SEMESTER III

Course Title: English-III: Writing

Course Code: ENG – 411

Credit Hours: 3

Course Objectives

The students will be able to focus on writing in how to generate ideas from sources to develop content, and compose them in a chronological or/and logical manner. The students will be able to read a given text, comprehend it and write about it by using pre-writing strategies to plan writing.

Course Outline

- Summaries
- Paraphrasing
- Sentence Patterns
- Paragraph Writing
- Formal letters
- Different kinds of applications
- Writing short reports

Recommended Books

1. Ellen, K. 2002. Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top
2. Hargie, O. (ed.) Hand book of Communications Skills 20
3. Mandel, S. 2000. Effective Presentation Skills: A Practical Guide Better Speaking
4. Mark, P. 1996. Presenting in English. Language Teaching Publications.

Course Title: Introduction to English Literature (Novel, Short Story & Prose)

Course Code: ENG – 412

Credit Hours: 3

Course Objectives

This course introduces students to the origin, development and the major elements of Novel, Short Story and Prose. It includes selected representative texts from fiction and non – fiction writing to analyze and highlight their characteristics. It develops the notion that literary fraternity shares an unconscious affinity and undertakes the same adventure through various ways with the same purpose in mind. The various dilemmas facing the modern times have evolved into more complex issues through the millennia; not only depicted through poetry and drama but also in relatively new literary genres like the Novel and Short story. By the end of the course the students will be able to draw parallels between writers from different times and spaces to develop a cross-cultural and cross- gendered understanding with a focus on commonalities among human societies. They will also be able to comprehend, analyze and discuss the major elements and thematic thrusts of the text pieces.

Course Outline

A. Short Stories

- Naguib Mahfouz: *The Answer is No*
- Jamaica Kincaid: *Girl*
- Kate Chopin: *The Story of an Hour*
- Ernest Hemingway: *A Soldier's Home*

B. Novels

- Kate Chopin: *The Reawakening*

C. Prose

- Lytton Strachey: *Florence Nightingale*
- B. Russell: *Selection from Skeptical Essays* (2)

-*The Value of Skepticism*

-*The Harm that Good Men Do*

-*The Future of Mankind*

- Jonathan Swift: *A Modest Proposal*

Recommended Books

1. Baym, Nina. (2002). *The Norton Anthology of American Lit.* Vol. D. W. W. Norton & Company.
2. Gioia, Dana and Gwynn, R. S. (2005). *The Art of the Short Story*. Longman.
3. Schoenberg, Thomas J. (2005). *Twentieth Century Literary Criticism: Criticism of the Short Story Writers, and Other Creative Writers Who Lived between 1900 and 1999, from the First.* Curr (Twentieth Century Literary Criticism). Gale Cengage
4. Walker, Hugh. (1959) *The English Essays and Essayists*. S. Chand & Co. Delhi.

Course Title: Phonetics and Phonology

Course Code: ENG-413

Credit Hours: 3

Course Objectives

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

Course Contents

1. Introduction to Phonetics & Phonology

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

2. Stages in the production of speech

- Speech organs
- Manner of articulation

Segmental Phonology

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

4. Suprasegmental Phonology

- Sounds in connected speech
- Weak forms
- Assimilation, elision and liaison
- Sentence stress and intonation

5. Contrastive Phonology

- Teaching of pronunciation

Recommended Books

1. Burquest, D. A. (2001). Phonological analysis: A functional approach. Dallas: SIL International.
2. Hogg, R & Mc Cully, C.B. (1987). Metrical Phonology: A Course Book. Cambridge. CUP.
3. Kenworthy, J. (1987). Teaching English Pronunciation. London: Longman.

SEMESTER IV

Course Title: Academic Reading and Writing

Course Code: ENG – 431

Credit Hours: 3

Course Objectives

The course builds on English-III, and focuses on writing in how to generate ideas, and compose them in chronological or logical manner. It will bring awareness among the students to produce plagiarized free research papers; and to write narrative, descriptive, argumentative essays and reports (assignments).

By the end of the course the students will be able to read Academic text critically for a literal understanding and interpretation. They will be able to analyze the literary text for the general assimilation and integration of knowledge. They will write well-organized academic text e.g. assignments, research articles and research projects.

Course Outline

Critical Reading

Advanced reading skills and strategies building on Foundations of English I & II courses in semesters I and II of a range of text types

- Read academic texts effectively by:
- Identifying the main points supporting details
- Identifying the writer's intent such as cause and effect, reasons, comparison and contrast, exemplification

Advanced Academic Writing

- Advanced writing skills and strategies building on English I & II in semesters I and II respectively
- Writing descriptive, analytical, argumentative and discursive essays.
- Writing summaries of articles
- Report writing (Relevant Style sheet)
- Preparing a Curriculum Vitae
- Proposal writing
- Writing a personal statement
- Analysis and synthesis of academic material in writing
- Plagiarism

Presenting an argument in assignments/term-papers and examination answers

Recommended Books

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

2. Axelrod, R. B and Cooper, C. R. 2002. *Reading Critical Writing Well: A Reader and Guide*.
3. Barnet, S. and Bedau, H. 2004. *Critical Thinking, Reading and Writing: A Brief Guide to Writing*. 6th Ed.
4. Behrens & Rosen. 2007. *Reading and Writing Across the Curriculum*.
5. Gardner, P. S. 2005. *New Directions: Reading, Writing and Critical Thinking*.
6. George, D. and Trimbur, J. 2006. *Reading Culture: Context for Critical Reading and Writing*. 6th Ed.

Course Title: 18th Century Literature
Credit Hours: 3

Course Code: ENG-432

Course Objectives:

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

Course Outline:

- Alexander Pope: *Rape of the Lock* (Canto-I)
- John Dryden: *Essay on Poetry*
- Dr. Johnson: *Preface to Shakespeare*
- Joseph Addison: Essays from *The Spectators* (Any Two)
- Jonathan Swift: *Gulliver's Travels* (Part- I)
- Thomas Dekker: *The Shoemaker's Holiday*
- Henry Fielding: *Joseph Andrews*

Recommended Books

1. Allen, Walter. *The Rise of the Novel*. London: Penguin.
2. Allen, Walter. *The English Novel*. London: Penguin.
3. Bloom Harold. (1987) Ed. *Modern Critical Views: Thomas Hardy*.

Course Title: History of English Literature (Victorian up to Contemporary Literature)

Course Code: ENG – 433

Credit Hours: 3

Course Objectives

This course is a chronological survey of the major forces and voices that have contributed to the development of English Literary Tradition particularly from the Victorian Age to Contemporary Period. It intends to showcase the major literary movements, events and trends (like Naturalism, Symbolism, Existentialism, Absurdist tradition, Surrealism, and many others) in socio-political, religious and economic context. The main objective of the course is to enable a critical understanding of the literary and intellectual history of England from the perspective of overlapping major literary trends and tradition of the time and to equip the students to analyze literary texts produced during particular socio-historical contexts.

Course Outline

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

Recommended Books

1. Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge. (For Postcolonial Theory)
2. Culler, Jonathan. (1981). *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge. (For Reader-oriented Theory)
3. Docherty, Thomas. Ed. (1992). *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)
4. Lodge, David. Ed. (1972). *Twentieth Century Literary Criticism*. London: Longman. (For Introduction)

Course Title: Morphology & Syntax
Credit Hours:

Course Code: ENG – 434

Course Objectives

The aim of this course is to provide the students with a general introduction to English morphology and syntax. The course introduces the students to the internal structure of words and sentences, presenting them to the theory and practice of the structural grammar of the English language. By the end of this course students will be able to do a detailed analysis of English morphemes as well as sentences.

Course Outline

- Morphology
- Word Formation Processes
- Morphological Trees
- The Morphology of the English Verb
- Syntax
- Constituent Structure
- Word Classes
- Different Approaches towards Syntax

Recommended Books

1. Aronoff, M., & Feudman, K. (2010). *What is Morphology?* (Second edition). John Wiley and Sons.
2. Booij, G. (2007). *The Grammar of Words: An Introduction to Morphology*. OUP.
3. Culicover, W.P., & Jackendoff, R. (2005). *Simpler Syntax*. Oxford: OUP.
4. Flabb, N. (2007). *Sentence Structure*. (Second edition). Taylor & Francis.

SEMESTER V

Course Title: Ideas & Ideologies
Credit Hours: 3

Course Code: ENG – 521

Course Objectives

- To popularize zealous ideologies of great men in the history
- To familiarize students with visionary concepts to have a harmonizing prospect of future
- To discover the coherence and cohesion as a marked feature of the selected discourses
- To motivate and prepare students for life through practical endeavors of great thinkers and activists

Course Outline

- The Truce of Hudaibiya-a Case of Conflict Resolution. Causes & Consequences leading to battle of Khyber
- Frederick Douglass: One of his Speech
- Allama M Iqbal: The Reconstruction of Religious thought in Islam
- Abraham Lincoln: The Gattysberg Address
- Chief Seattle's Speech of 1854
- Nelson Mandela's Release speech
- Martin Luther: "I have a Dream"

Recommended Books

- a. Cook, Guy. (1989). *Discourse*. Oxford: Oxford University Press.
- b. Black, Elizabeth. (2006). *Pragmatic Stylistics*. Edinburgh: Edinburgh University Press.
- c. Toolan, Michael. (1998). *Language in Literature*. New York: Arnold.
- d. Crystal, David. (1998). *Rediscover Grammar*. London: Longman.
- e. Jhonstone, Barbara. (2008). *Discourse Analysis*. Oxford: Blackwell.

Course Title: Literary Criticism
Credit Hours: 3

Course Code: ENG – 523

Course Objectives

This course aims at understanding the historical background to literary criticism, exploring its development in the light of some contemporary viewpoints. Overall, “Principles of Literary Criticism” will focus much on the poetic and dramatic forms in order to highlight some significant trends and concepts around “poetry,” “imagination” and “tradition.” The course is intended to be a question-raiser when it comes to asking oneself: why and how to understand literature through criticism? The question may grow comparatively and specifically more relevant when the reader of our part of the world is permitted to ask: why to study “English” literature or any other literature in “English?” The course will also familiarize students with texts that deal with theories about literary criticism. It also enables the students to generate and articulate ideas and to develop their critical thinking.

Course Outline

- Aristotle: *The Poetics*
- Wordsworth: *Preface to lyrical Ballads*
- S. T. Coleridge: *Biographia Literaria*, Chapters 14, 17& 18
- Mathew Arnold: *The Study of Poetry Culture and Anarchy*, Chap I
- Arthur Miller: *Tragedy and the Common Man*
- Bakhtin: *Epic and Novel*

Recommended Books

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

Course Title: Poetry (14th to 18th Century)
Credit Hours: 3

Course Code: ENG-524

Course Objectives:

- To focus on a genre-specific historical development
- Recognize poetry from a variety of cultures, languages and historic periods
- Finally, the course aims at preparing students to give critical appreciation to any poem belongs to that area.
- To perceive Poetry as refined commentary on the aesthetic concerns of its time
- To develop keen awareness of poetic language and tone.

Course Outline:

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

Recommended Books

1. Bowden, Muriel. (1960) *A Commentary on the General Prologue to the Canterbury Tales*, New York: Macmillan.
2. Coghill, Nevil. (1948) *The Poet Chaucer*. Oxford.
3. Gardner, Helen, Ed. *John Donne: Twentieth Century View Series*
4. Spens, Janet. (1934) *Spenser's Faerie Queene: An Interpretation*, London.

Course Title: Modern Linguistic Thought
Credit Hours: 3

Course Code: ENG-525

Course Objectives

- To provide a general introduction to linguistics and applied linguistics exploring the ideas and issues that brought the study of language to light in the twentieth century.
- To popularize the development and scope of Modern linguistics
- To familiarize students with theories that shaped 20th-century linguistic attitudes and thoughts
- To introduce linguistics as a systematic study of the nature, structure, and variation of language.

Course Outline

- Structuralism
- The Prague School
- Behaviourism
- Generative(-transformational) Grammar
- Functional Grammar & Cognitive Grammar

Recommended Books

1. Joseph, John E., Nigel Love & Talbot J. Taylor (2001). *Landmarks in Linguistic Thought 2: The Western Tradition in the Twentieth Century*, London & New York: Routledge.
2. Robins, R. (1997). *A Short History of Linguistics* (4th ed.). London: Longman.
3. Pieter A. M. Seuren (1998). *Western linguistics: An historical introduction*. Wiley-blackwell.

Course Title: Sociolinguistics

Course Code: ENG – 526

Credit Hours: 3

Course Objectives

Sociolinguistics examines the relationship between language and society, focusing on both learning about linguistic matters and learning about social structures. The aim of this course is to introduce participants to concepts and issues in Sociolinguistics. By the end of the course participants will gain an understanding of basic sociolinguistic concepts. They will be able to explore and evaluate critically sociolinguistic issues relevant to language teaching.

Course Outline

Introduction to Sociolinguistics:

- Sociolinguistics & its scope
- The connection between Sociolinguistics and language teaching

Language and Context: Social Class and Region

- What is traditional sociolinguistics?
- Language Varieties
- What do we mean by language variation?
- Code, Dialect, Sociolect, Idiolect, Isogloss.

Language Society and Culture

- Functions of Language in Society
- Domains of Language Use
- Speech Community
- Regional & Social dialects
- Style, register, jargon.
- Pidgins & Creoles.
- National Language, Standard Language
- Language, Culture and Thought

Multilingualism and Bilingualism

- Dimensions of bilingualism
- Bilingualism
- Causes of bilingualism
- Manifestations of bilingualism (borrowing, code-switching, code-mixing)

Effects of bilingualism

- Language conflicts
- Language attitudes
- Language maintenance

- Language shift
- Language death
- Immigrant stories
- Assimilation, integration, separation and marginalization

Language and Gender

- Men's and women's language
- Gender issues in classroom and society

Language and Power

- Diglossia
- Critical language awareness

Language in Education Planning

- What does planning involve?
- The issue of the selection of national and official language(s)

Recommended Books

1. Bhatia, K. T. & Ritchie, C. W. (Eds.), (2006). *A Handbook of Bilingualism*. Oxford: Basil Blackwell.
2. Gardner-Chloros, P. (2009). *Code-switching*. Cambridge: Cambridge University Press.
3. Giles, H. & Billings, C. A. (2006). Assessing Language Attitudes: Speaker Evaluation Studies. In Davies, and Elder, C. (Eds.), *The Handbook of Applied Linguistics*. (187-209). Blackwell Publishing.
4. Holmes, J. (2008). *An Introduction to Sociolinguistics*. New York: Longman.
5. Hudson, R. A. (1996). *Sociolinguistics*. Cambridge: Cambridge University Press.

Course Title: Semantics
Credit Hours: 3

Course Code: ENG – 526

Course Objectives

The aim of this course is to introduce students to the basic concepts of semantics. By the end of the course the students will be able to conceptualize the relationship between words and their meaning.

Course Outline

- Early theories of meaning (Ogden and Richards; Ferdinand de Saussure)
- Types of meaning
- Semantic field
- Componential analysis
- Sense Relations/ Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy)
- Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)

Recommended Books

1. Cruse, A. (2011). *Meaning in Language: An Introduction to Semantics and Pragmatics*. (Third edition). Oxford Textbooks in Linguistics.
2. Davis, S. & Gillon, S. B. (2004). *Semantics: A Reader*. Oxford University Press.
3. Frawley, W. (2002). *Linguistic Semantics*. Cambridge: Cambridge University Press.
4. Fuchs, Catherine and Victorri, Bernard. (1994). *Continuity in Linguistic Semantics*. Amsterdam; Philadelphia : J. Benjamins.
5. Geeraerts, D. (2010). *Theories of Lexical Semantics*. Oxford University Press.

SEMESTER VI

Course Title: Literary Criticism and Theory

Course Code: ENG – 541

Credit Hours: 3

Course Objectives

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

Course Outline

- David Hume: *Of the Standard of Taste* (Norton, 486-499)
- Matthew Arnold : *Culture and Anarchy*
- Ronald Barthes: *From Mythologies* (Norton, 1461-1470)
- G. W. Friedrich Hegel *Lectures on Fine Arts* (Norton, 636-645)
- Sigmund Freud: *The Interpretation of Dreams* (Norton, 919-956)

Recommended Books

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

Course Title: Classics in Drama

Course Code: ENG – 542

Credit Hours: 3

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 and comedy and their variations. The course is designed to impart, discuss, evaluate, and above all enjoy the spirit of classics in drama. The socio-cultural aspects of society reflected in the drama of the selected ages will also be highlighted. Students will be able to apply their knowledge of the elements of drama to their critical reading.

Course Outline

- Sophocles: *Oedipus Rex*

OR

Aeschylus: *Agamemnon*

- Christopher Marlowe: *Dr. Faustus /Jew of Malta*
- Shakespeare: *Macbeth*
- Shakespeare: *Twelfth Night*
- Sheridan: *The Rivals*
- Ibsen: *Ghosts*
- G.B Shaw: *Arms and the Man*

Recommended Books

1. Justina Gregory, (2005). *A Companion to Greek Tragedy*, Blackwell.
2. H. D. F. (2005) Kitto, *Greek Tragedy*, London and New York: Routledge.
3. Shawn O' Bryhim. (2002). *Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays*, University of Texas Press.
4. Bradley, A. C. (1929) *Shakespearean Tragedy* (22nd Ed.). London.

Course Title: The Romantics
Credit Hours: 3

Course Code: ENG-543

Course Objectives:

The scope of this course does not admit the first Romantic Movement of the giants like Spenser, Sidney and Shakespeare etc. This is also worth mentioning that the romantic literature in fact, starts from the graveyard school of the 18th century primarily known for its classic taste. Poets like Goldsmith and Gray are justifiably known as precursors of romanticism. However, the scope of this course does not admit them as part of its reading as well. The period of romantic aesthetics covered under this course starts from 1789 with the advent of William Blake's works. This is the revival of romantic era in which Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, Lamb etc. establish its immense poetic and prosaic richness. The course also aims to develop in the reader an awareness of the second wave of the Romantics and to enable them to distinguish between the poets of the age keeping in mind the similarities that group them together.

Course Outline:

- William Blake: Selections from "Songs of Innocence" and "Songs of Experience"
- William Wordsworth: "The Thorn"; "Old Cumberland Beggar"; "Lines Written in Early Spring"; "Line"; "Lucy Poems"; "Lucy Gray"; "Ruth" and other small poems
- S.T. Coleridge: "Kubla Khan", "Dejection: An Ode"
- John Keats: "Ode to a Nightingale"; "Ode on a Grecian Urn".
- Shelley: "Ode to the West Wind"; "Hymn to Intellectual Beauty".

Recommended Books

1. Edward Dowden. (1987) *The French Revolution and English Literature*.
2. J. G. Robertson. (1923) *Studies in the Genesis of Romantic Theory in the Eighteenth Century*.
3. F. R. Leavis. (1936) *Revaluation: Tradition and Development in English Poetry*.
4. Cleanth Brooks. (1947) *The Well-Wrought Urn: Studies in the Structure of Poetry*.
5. M. H. Abrams. (1954) *The Mirror and the Lamp: Romantic Theory and Critical Tradition*.

Course Title: Lexical Studies

Course Code: ENG-544

Credit Hours: 3

Course Objectives

The course aims to make the students aware of the basic concepts related to lexicology and lexicography. It also aims at enriching the students' vocabulary and introduces them to the process of compiling and editing dictionaries.

Course Contents

- Words vs. Lexemes
- Multi-word Lexemes
- Etymology of words
- Roots, prefixes and suffixes
- Lexis & Morphology
- Morphological productivity
- Word- formation processes: *Derivation, Compounding, Blending, Clipping, backformation.*
- Vocabulary in Discourse
- Collocation & Colligation
- Lexical Priming
- Lexicography

Recommended Books

1. Apresjan, J. (2008). *Systematic Lexicography*. Oxford University Press.
2. Ayto, J. (1999). *Twentieth Century Words*, Oxford: Oxford University Press.
3. Carter, R. (1998). *Vocabulary: Applied Linguistics Perspectives*. (Second edition). London: Routledge.
4. Fontenelle, T. (Ed.), (2008). *Practical Lexicography: A Reader*. Oxford University Press.

Course Title: Discourse Analysis
Credit Hours: 3

Course Code: ENG – 545

Course Objectives

This course aims to explain the theory of discourse analysis and to demonstrate its practical relevance to language learning and teaching. By the end of the course students will be able to analyse various texts such as casual conversations, interviews, pamphlets, literary works, sermons, advertisements, political speeches.

Course Outline

What is discourse?

- Discourse and the sentence
- Grammar within and beyond the sentence
- Language in and out of context
- Spoken vs. written discourse

Formal & contextual links

- Parallelism
- Referring expressions
- Repetition and lexical chains
- Substitution
- Ellipsis
- Conjunction

Views on Discourse Structure

- Discourse as product
- Discourse as process
- Discourse as a Dialogue
- Discourse in communicative development

Information Structure in Discourse

Conversational principles

- Cooperative Principle
- Politeness Principle
- Speech Act Theory
- Constatives and performatives
- Pragmatics, discourse analysis and language teaching

Recommended Books

1. Brown, G. and Yule, G. (1983). *Discourse Analysis*. Cambridge: CUP
2. Cook, G. (1989). *Discourse*. Oxford: OUP.

3. Coulthard, M. (1985). *An Introduction to Discourse Analysis*. (Second edition). London: Longman
4. Edmondson, Willis. (1981). *Spoken Discourse: A Model for Analysis*. London: Longman.
5. Gee, J. P. (2005). *An Introduction to Discourse Analysis: Theory and Method*. London: Routledge.

Course Title: Psycholinguistics
Credit Hours: 3

Course Code: ENG – 546

Course Objectives

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

Course Outline

Introduction to Psycholinguistics:

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

The Psychology of Learning

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

Individual Learner Factors

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

Recommended Books

1. Aitchison, J. (1998). *The Articulate Mammal: An Introduction to Psycholinguistics*. Routledge.
2. Brown, H. D. (2007). *Principles of language learning and teaching*, (Fifth edition). New York: Longman.
3. Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. In N. Schmitt (Ed.). *An Introduction to Applied Linguistics*. London: Arnold. (170-190).
4. Lightbown, P., & Spada, N. (2006). *How languages are learned*, 3rd edition. New York: Oxford University Press.

SEMESTER-VII

(Literature)

Course Title: Major 20th Century British Literature
Credit Hours: 3

Course Code: ENG – 611

Course Objectives

The aim of this part of the course in literature is to give the students an opportunity to read representative works of 20th century writers including poets, dramatists and novelists. It would enhance their understanding of the emerging trends in 20th century literature and prepare them for full length study of the genres.

Course Outline

A. Poetry

- W. B. Yeats: *Dialogue of Self and Soul, Byzantium.*
- T. S. Eliot: *The Hollow Men, Ash Wednesday, Love Song of Alfred J. Prufrock*
- Auden: *Selections (4 to 5 poems)*
- Ted Hughes: *Wodwo*

B. Drama (any two)

- Sean O'Casey: *Juno and the Paycock*
- Soprano: *Exit the King*
- T. S. Eliot: *Murder in the Cathedral*
- Edward Bond: *The Chair/Bingo*

Recommended Books

1. Beach, J. W. *The Twentieth Century Novel*. 1952.
2. Kettle, Arnold. *Introduction to the English Novel II*. London: Hutchinson, 1978.
3. Lumley, Fredrik. *Trends in 20th Century Drama*. Fairlawn: 1956, revised 1960.
4. Gassner, John. *Form and Idea in Modern Theatre*. New York: 1954.

Course Title: American Literature
Credit Hours: 3

Course Code: ENG – 612

Course Objectives

The course focuses on connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, etc. as they influence multiple trends in American literary heritage and nationalism. This course surveys the origins of American literary movements with reference to the representative writers chosen. It also highlights various phases of the American Renaissance, Romantic awareness and Transcendentalism, the Civil War, scientific progress, dreams of American success, and several voices of social protest.

Course Outline

- Walt Whitman: Selections from *Leaves of Grass*
- Emily Dickinson: Selections
- Robert Frost: Selections
- Sylvia Plath: Selections
- Nathaniel Hawthorne: *The Scarlet Letter*
- Fitzgerald: *The Great Gatsby*
- Earnest Hemingway: *A Farewell to Arms*

Recommended Books

1. Bloom, H. (1976) *Figures of Capable Imagination*.
2. Waggoner, H. H. (1984) *American Poetry from the Puritans to the Present*.
3. Bloom, Harold. ed. (1987) *Modern Critical Views: William Faulkner*.
4. Bradbury, M. (1983) *Modern American Novel*.
5. Chase, R. (1958) *The American Novel and its Traditions*.

Course Title: South Asian Literature in English

Course Code: ENG-613

Credit Hours: 3

Course Objectives:

This course aims to introduce the students to the rich heritage of South Asian Literature in English. It familiarizes students with literary dynamics of South Asian literature represented through Drama, Novel, Short Stories and Poetry written in English language along with the regional flavor that South Asian writers lend to it. The course touches the key issues relevant to this region and its Diasporas by considering the themes of nation building, partition, exile and migration. It will help generate a debate on the context of a work of literature through representation of the region by its people. It will also help students to develop a critical understanding of distinctive literary devices and strategies deployed in this literature.

Course Outline:

A. Drama (any two)

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

B. Fiction (any two)

- Khalid Hosseini: *The Kite Runner*
- Anita Desai: *The Inheritance of Loss*
- DaniyalMoeenudin: *In Other Rooms Other people*
- Mohammed Hanif: *A Case of Exploding Mangoes*
- Mohsin Hamid : *The Reluctant Fundamentalist*

C. Poetry (Selections)

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

Note: The individual universities may select these or other texts taking care that both the region and the three genres mentioned above are represented.

Recommended Books

1. Ed. William Hanaway. *Studies in Pakistani Popular Culture*. Lahore: Lok Virsa Publishing House.
2. Ed. G. N. Devy. (2002). *Indian Literary Criticism Theory and Interpretation*. Hydrabad: Orient Longman.
3. Ed. RanjitGuha. (1984). *Subaltern studies Writings on South Asian History and Society*. Delhi: Oxford University Press.

Course Name: Shakespeare Studies
Credit Hours: 3

Course Code: ENG-614

Course Objectives:

William Shakespeare's works are considered one of the greatest examples of literary canon and the bard continues to be a yardstick to measure the worth of others. The course comprises some of his well-known plays and poems, and focuses on issues common to humans through different times and spaces. It also takes into account how Shakespeare is a conscious artist who evolves through his works. He starts with history plays, move on to comedies, experiments with both comedy and tragedy and ultimately produces some of the best master pieces.

Course Outline:

In addition to *Henry IV* (part 1) and *Hamlet* students have to study two plays and two sonnets from the list below.

Henry IV Part-; Richard III; Romeo and Juliet; Hamlet; King Lear, Othello; The Merchant of Venice; The Tempest; Antony and Cleopatra; Macbeth

Recommended Books

1. Shakespeare, William. *The Tempest*. Alden T. Vaughan & Virginia M. Vaughan. Eds. Arden Shakespeare, 3rd Series. New York: Bloomsbury, 1999.
2. *Shakespeare's Sonnets*, Katherine Duncan-Jones. Ed. Arden. Shakespeare, 3rd Series. New York: Bloomsbury, 1997.

Course Title: The Novel: Growth and Development
Credit Hours: 3

Course Code: ENG-615

Course Description

This course continues with the tradition of the novel that Fielding and his contemporaries initiate, and how it evolves through the works of Bronte, Hardy, Woolf, Foster et al. These novelists continue to celebrate the common man and broaden the scope of the novel by employing various innovative techniques. Through *medias res*, Bronte focuses on individual's psychological and emotional issues. Hardy, through his architectonic skills, portrays his protagonists in confrontation with Nature and releases woman from the chains of being objectified. Woolf internalizes action and describes woman as the guardian of homely and psychological comfort. While Bronte, Hardy, and Woolf remain firmly rooted in their society, Foster takes English novel from local to the global context by focusing on the Empire in the colonial India.

Course Objective

This course will enable the students to see the influence of society and the writer on each other, and help them to develop a critical eye for understanding the novel not merely as a story but as a serious critique of local and universal issues.

Course Contents:

- Emily Bronte (1818-1848): *Wuthering Heights*
- Thomas Hardy (1840-1928): *Tess of the D'Urbervilles*
- Edward Morgan Foster (1879-1970): *A Passage to India*
- Virginia Woolf (1882-1941): *To the Lighthouse*

Recommended Reading:

1. Bronte, Emily. *Wuthering Heights*. Hertfordshire: Wordsworth Classics, 2000.
2. Hardy, Thomas. *Tess of the D'Urbervilles*. London: Penguin Popular Classics, 1994.
3. Woolf, Virginia. *To the Lighthouse*. Hertfordshire: Wordsworth Classics, 2002
4. Foster, Edward M. *A Passage to India*. London: Penguin Popular Classics, 1936.

SEMESTER-VII

(Linguistics)

Course Title: Language Teaching Methodologies

Course Code: ENG – 621

Credit Hours: 3

Course Objectives

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

Course Outline

Methods of Language Teaching

- Approach, Method and Technique
- Selected ELT Methods: Grammar-Translation, Direct, Audio- lingual
- Communicative Language Teaching
- ELT models for Pakistan

Theory and Practice of Teaching Oral Skills

- Nature of Oral Communication
- Theory and techniques of teaching listening and speaking
- Lesson Planning for Teaching Oral Skills

Theory and Practice of Teaching Reading Skills

- Nature of Reading
- Theories of Reading Interactive and Schema
- Designing activities for reading skills
- Lesson Planning for teaching reading

Theory and Practice of Teaching Writing Skills

- Nature of Writing
- Theories of Writing – Product and Process
- Lesson Planning for teaching writing
- Techniques for giving feedback and correcting written work

Teaching Language through Literature

- Teaching language through Drama
- Teaching language through poetry
- Teaching language through prose

Recommended Books

1. Alderson, J. C., & Urquhart, H. A. (Eds.) (1984). *Reading in a Foreign Language*. London: Longman.
2. Brookes, A. & Grundy, P. (1990). *Writing for Study Purposes*. Cambridge: C UP.
3. Brown, G. & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: C UP.
4. Brumfit, J. C. (1985). *Language and Literature Teaching: From Practice to Principle*. Pergamon Press

Course Title: Pragmatics

Course Code: ENG-622

Credit Hours: 3

Course Objectives

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

Course Outline

- Speech act theory complex speech acts
- Felicity conditions
- Conversational Implicature
- The cooperative principle
- Conversational maxims
- Relevance
- Politeness
- Phatic tokens
- Deixis

Recommended Books

1. Burton-Roberts, N. (Ed.), (2007). *Pragmatics*. Palgrave Macmillan.
2. Carston, R. (2002). *Thoughts and Utterances: the pragmatics of explicit communication*. Wiley-Blackwell
3. Cutting, J. (2002). *Pragmatics and Discourse: a resource book for students*. Routledge.

Course Title: Language Acquisition (First and Second)

Course Code: ENG-623

Credit Hours: 3

Course Objectives:

This course focuses on second language acquisition (SLA). It is divided into two parts. The first part outlines some general concepts concerning the field of SLA and the second part provides an overview of some of the most influential SLA theories. The aim of this course is to introduce participants to the major concepts and theories of SLA. By the end of the course participants will gain an understanding of basic concepts of SLA. They will be able to explore and evaluate SLA theories from the point of view of second language learners.

Course Outline:

Basic Concepts of SLA

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

Theories of SLA:

The Monitor Model

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

Inter-language Theories

- Overgeneralisation

- Transfer of Training
- Strategies of Second Language Learning
- Strategies of Second Language Communication
- Language Transfer
- Stabilization and Fossilization in Interlanguage

Language Socialization in SLA

- Acculturation/Pidginization Theory
- Sociocultural Theory
- Processability Theory

Cognitive approaches to second language acquisition

- Cognitive Processes in Second Language Learners
- Universal grammar
- Role of Universal Grammar in First and Second Language acquisition
- Principle and Parameter Theory
- Projection Principle
- Language learning through association
- Connectionism

Recommended Books

1. Cook, V. (1993). *Linguistics and Second Language Acquisition*. London: MacMillan
2. Cook, V. (1991). *Second Language Learning and Language Teaching*. London: Edward Doughty, C. J. &
3. Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
4. Ellis, R. (1992). *Second language acquisition and language pedagogy*. Clevedon: Multilingual Matters.
5. Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
6. Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.

Course Title: Research Methods in Linguistics

Course Code: ENG-624

Credit Hours: 3

Course Objectives

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

Course Contents

- Introduction: Qualitative and Quantitative Research Paradigms
- Identifying and Defining a Research Problem
- Ethical considerations
- Sampling Techniques
- Tools for Data Collection: Questionnaires, Interviews, Observation & Documents
- Some Aspects of the Research Report

a. Review of literature

b. Transcription and Transliteration

c. Referencing and Citation

Recommended Books

1. Allwright, D. & Bailey, K. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: CUP.
2. Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. (Fifth edition.) Boston: Pearson Education, Inc.
3. Brown, D. (2004). *Doing Second Language Research*. Oxford: OUP.

Course Name: World Englishes

Course Code: ENG – 625

Credit Hours: 3

Course Objectives

This course is designed for students who are interested in the linguistic differences among the varieties of English around the world. They will look at the sociolinguistics that surrounds English in various settings. They will look first at inner circle English, where the users are native speakers. Then they will look at outer circle English, where the users use English as a second language in former colonies of the USA and Britain. Then they will look at a new circle created by English based pidgins and creoles. The students should:

- Be familiar with the current debate in linguistics regarding the future of English as an International Language
- Understand that there is a repertoire of models for English; that the localized innovations have pragmatic bases; and that the English language now belongs to all those who use it.
- Be familiar with general characteristics of and issues related to Pakistani, Indian, Malaysian, Singapore, and Nigerian, Chinese, Japanese, and Hong Kong English
- At the end of the course, students should be able to describe the spread and the diverse functions and statuses of English in the world. They should further be able to describe and recognize selected varieties of English, saying how they differ from the traditional dictionary norms and from each other. Finally, they should know the debate(s) going on concerning the various English in the world, and on the legitimacy of New English in particular.

Course Contents

- Introduction
- English as a global language An overview
- Language variations and discourse; language variety and culture
- English in the world: Its spread, functions and status
- The three circles of English
- Some features of New English's
- British and American English
- English in South-East Asia
- Pakistani English
- Indian English
- Debates and issues the prejudices associated with different varieties of English
- The role of teachers and educational institutions in creating, maintaining, and challenging prejudice.
- The future of English

Recommended Readings

1. Bamgbose, A. (1998). "Torn between the norms: innovations in world Englishes", *World Englishes* 17 (1), 1-14.
2. Crystal, D. (1997a). *English as a Global Language*. Cambridge: CUP.
3. Graddol, D. (1997b). *The Future of English?* London: British Council.
4. Jenkins, J. (2003). *World Englishes: A resource book for students*. Routledge.
5. Kachru, B. (1992). *The Other Tongue* (2nd Ed). Urbana: University of Illinois Press.
6. Kachru, B., Yamuna Kachru & Cecil L. N. (2006). *World Englishes in Asian Contexts*. Hong Kong: Hong Kong University Press.
7. Kachru, B., Yamuna, K., & Cecil L. N. (Eds.), (2006). *The Handbook of World Englishes*. Malden, MA; Oxford: Blackwell.
8. Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press.

SEMESTER- VIII

(Literature)

Course Title: Women Writers in 20th and 21st Century

Course Code: ENG-631

Credit hrs: 3

Course Objectives:

This course familiarizes students with the literary works of prominent female writers on both sides of the Atlantic. This course covers the works of prominent women writers in the 20th and 21st Century. It deals with feminism, gender-specific conflicts, and changing perceptions about the role of women in traditional patriarchal and religious communities. This course will enable the students to examine the ways in which women have used literature to assert their need for freedom, equality, identity, and power.

Course Contents:

Poetry: (Any Two)

Sylvia Plath (1932-1962): “A Birthday Present”, “A letter in November”

Maya Angelou (1928-2014): “Phenomenal Women”, “Caged Woman”

Carol Ann Duffy (1955-): “Warming her Pearls”, “Valentine”

Short Stories (Any Two)

Jamaica Kincaid (1949): “Girl”

Kate Chopin (1850-1904): “The Story of an Hour”

Kate Atkinson (1951): “Tunnel of Fish”

Fiction (Any Two)

Megan Abbott (1971): *The End of Everything*

Harper Lee (1926-2016): *To Kill a Mocking Bird*

Pauline E. Hopkins (1859- 1930): *Contending Forces*

Recommended Books:

1. *American Women Short Story Writers: A Collection of Critical Essays*. Julie Brown. Ed. New York: Routledge Publishers, 2013.
2. Lee. Harper. *To Kill a Mocking Bird: New Essays*. Michael Meyer, Ed. Maryland: Scarecrow Press, 2010.
3. *The Bedford Introduction to Literature*. Michael Meyer. Ed. 7th Edition. Boston: Bedford/St. Martin's, 2005.

Course Name: Science Fiction & Fantasy

Course Code: ENG – 632

Credit Hours: 3

Course Objectives:

Some of the earliest works of fiction tell of the fantastic adventures of brave heroes and heroines who encounter strange and mysterious creatures, some of whom are monstrous, some angelic and some of whom utilize arcane lore or magic. This is the world of Fantasy. Add in robots and science and experiments with time travel, life and man in the future and you get the world of Science Fiction!

In this course students will read and analyze some significant elements in Science Fiction & Fantasy, a genre that overlaps myth, science fiction, and the supernatural; but also differs from the traditional norms and each other in tone, theme, setting and overall effect. This course will;

- Introduce students to the unique voice of Science Fiction and Fantasy.
- Encourage students to evaluate the literature they read on the merit of its content rather than its presence or absence in the literary world.
- Increase their understanding of the historical & literary origins of Science Fiction and Fantasy.
- Broaden their knowledge of classic and popular works of Science Fiction and Fantasy beyond their prior experience.

Course Outline:

- Wells, H. G. *The Time Machine* (Biography of and Historical context of H. G. Wells writings)
- Film: *Dune*
- Asimov, Isaac: *Robbie*
- Shelley, Mary W. *Frankenstein* (Extracts)
- Gaiman, Neil: *Goliath* (Extracts)
- King, Stephen: *Word Processor of the Gods* (Extracts)
- Lee, Tanith: *Red as Blood* (Extracts)
- Nix, Garth: *Holly and Iron* (Extracts)
- J. K. Rowling: *The Harry Potter* (Extracts)

Course Title: Post-Shakespeare Dramatic Experience
Credit hrs: 3

Course Code: ENG-633

Course Objectives:

This course traces the development of English Drama from Shakespeare through the present day. The course comprises the works of Sheridan, Wilde, Shaw, Eliot and Becket. The Puritan rule decline of the court, loss of patronage and emergence of the novel caused a setback to drama and theatre. However, writers affect a truce between the social and political upheavals, on the one hand and their world view, on the other. Sheridan and Wilde write the comedy of manners; Shaw popularizes the play of ideas; Eliot revives the poetic play; and Becket embarks on the Theatre of the Absurd. This course familiarizes students with this wide-ranging scope of drama.

By the end of this course, students will be able to understand the evolution of drama from stage performance to screen adaptations and from theatrical presentations to the play of ideas. They will also be able to relate to characters, situations, and cultures reflected in the given literary texts.

Course Contents:

Note: The students are required to study any four of the following plays.

- Richard Brinsley Sheridan (1751-1816): The Rivals
- Oscar Wilde (1854-1900): The Importance of Being Earnest
- George Bernard Shaw (1856-1950): Arms and the Man
- Thomas Stearns Eliot (1888-1965): Murder in the Cathedral
- Samuel Becket (1906-1989): Waiting for Godot

Recommended for Reading:

1. Sheridan, Richard B. The Rivals. Tiffany Stern. ED. 2ND Edition. New York: Matheun Books, 2004
2. Wilde, Oscar. The Importance of being Earnest. Michael Patrick. Ed. Norton Critical Edition. New York: W. W. Norton, 2005.
3. Eliot Thomas S. Murder in the Cathedral. London: Faber & Faber, 1965.
4. Becket, Samuel, waiting for Godot, 2nd Edition. London: Faber & Faber, 1977
5. Shaw , George B , Arms and the Man. Fairfield : 1st World Publishing , 2004.

Course Title : Pakistani Literature in English

Course Structure: Lectures: 3

Prerequisites: None

Course Code: ENG – 634

Credit Hours: 3

Course Objectives

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

Course Outline

Works originally written in English

- Ahmed Ali: *Twilight in Delhi* (novel)
- Bapsi Sidhwa: *Breaking it Up* (essay)
- Aamir Hussain: *Sweet Rice* (poem)
- Tahira Naqvi: *Attar of Roses* (poem)
- Daud Kamal : *An Ode to Death*
- Kamila Shamsi: *Salt and Saffron*
- Tariq Rahman: Short Stories (Any two)

Recommended Books

1. Bose, Sujata & Jalal Ayesha. (2004) *Modern South Asia: History, Culture, Political, Economy*. Oxford U P (2nd Ed).
2. Hashmi, Alamgir. (1994) *Kamal Daud's Entry in Encyclopaedia of Post-Colonial Literatures in English*. Vol 1. Ed Benson E.& Connolly, L W. London: Routledge.
3. Jameson, Fredric. (1986) *Third-World Literature in the Era of Multinational Capital* in Social text 15.
4. Rahman, Tariq A. (1991) *History of Pakistani Literature in English*. Vanguard Press (Pvt) Ltd, Lahore.

Course Title: Research Project

Course Code: ENG-699

Course Description:

Students are required to write a 20-25 page research report either in literature or Linguistics depending on their majors. Students of literature will write on a single literary text, a poem, a drama, a novel, an essay, a short story etc. Whereas students of Linguistics are required to choose a specific topic from Linguistics: Sociolinguistics, Psycholinguistics, second Language Acquisition, Discourse Analysis etc. In addition to the primary source(s), the report will have at least five secondary sources. The students are required to submit three drafts: rough, revised and final through the semester.

Formatting and Evaluation: In accordance with the Shaheed Benazir Bhutto Women University, Peshawar, semester rules and regulations.

Semester-VIII

(Linguistics)

Course Title: Syllabus Design & Testing

Course Code: ENG: 635
Credit Hrs: 3

Course Objectives

The course aims to introduce the students to principles and process of evaluating and designing a language syllabus and materials for language teaching. It also focuses on developing appropriate assessment strategies for testing the four skills.

Contents:

- Principles and Process of Syllabus Design
- Kinds of ELT syllabus
- Conducting Needs Analysis
- Evaluating and Designing a Syllabus
- Evaluating, Adapting and Designing Print and Web-based Materials for Language learning including prescribed Textbooks in Pakistani Schools
- Evaluating, Adapting and Designing Self-study Materials for Language Learning
- Designing No-cost, Low-Cost Materials for Language Teaching
- Principles of Language Testing
- Types of Tests
- Designing valid and reliable tests

Recommended Readings:

1. Alderson, J. C. and North, B. (Eds.), (1991). *Language Testing in the 1990s*. Macmillan.
2. Brown, H. D. (2001). *Teaching by Principles*. (Second edition). New York: Addison.
3. Cohen, A. (1994). *Assessing Language Ability in the Classroom*. (Second edition). Rowley, Mass: Newbury House/ Heinle and Heinle.
4. Cunningsworth, A. (1984). *Evaluating and Selecting EFL Materials*. Oxford.
5. Ellis, R. (2005). *Task Based Language Learning*. Oxford: Oxford University Press.

Course Objectives:

The aim of the course is to study the features of distinctive varieties of language and to discover and describe the reasons for particular choices made by individual and social groups in their use of language. The course also aims at developing the skills in students to perform stylistic analysis, enables them to uncover the layers, patterns and levels that constitute stylistic description.

Course Contents:

- Stylistics as a branch of linguistics
- Style and Register
- Methods and theories of Stylistics
- Linguistic Description
- Conversational style
- Scripted speech
- Stylistic Analysis of a Variety of Written and Spoken Texts

Recommended Readings:

1. Black, E. (2006). *Pragmatic Stylistics*. Edinburgh University Press.
2. Bradford, R. (1997). *Stylistics: The New Critical Idiom*. London: Routledge.
3. Fowler, R. (1996). *Linguistic Criticism (second edition.)*. Oxford: Oxford University Press.
4. Haynes, J. (1995). *Style*. Routledge.
5. Halliday, M. A. K. (1990). *Spoken and Written Language*. Oxford: Oxford University Press

Course Name: Language in Education

Course Code: ENG- 637

Credit Hours: 3

Course Objectives

The course aims to introduce students to broad issues in language and education to enable them to make informed decisions as future leaders in the TESOL profession. By the end of the courses the students will be able to:

- Compare the language policy of their country with other countries and understand its implications for the teaching of English, national and local languages
- Develop a range of perspectives to review the language in education situation in a country and its possible impacts on access, equity, poverty alleviation etc.
- Make informed choices for school/institutional level policies and practices

Course Contents

- Place of language in Education for All
- Language and Planning
- Medium of instruction in bilingual/multilingual communities
- Bilingual education programs
- Role of majority and minority languages
- Linguistic rights
- Language and literacy

Recommended Readings

1. Bisong, J. (1995). Language Choice and Cultural Imperialism: A Nigerian Perspective. *ELT Journal* 49:2. 122-132.
2. Pennycook, A. (1996). English in the world/The world in English. In Tollefson, W. J (Ed.), *Power and Inequality in Language Education*. (34-58). Cambridge: Cambridge University Press.
3. Phillipson, R. (1992)..*Linguistic Imperialism*. Oxford: Oxford University Press.
4. Platt, J., Weber, H., & Ho, M. (1984). *The New Englishes*. London: Routledge.

Course Title: Anthropological Linguistics

Course Code: ENG-638

Credit hrs: 3

Course Objectives:

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

Course Contents:

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

Recommended Reading:

1. Bradd, S. (1996). *Culture in mind: cognition, Culture and the problem of meaning*. OUP.
2. Brenneis, L. D., & Macaulay, S. K. R. (1996). *The Matrix of Language: contemporary Linguistic Anthropology*. West view Press.
3. Duranti, A. (Ed.), (2004). *A companion to Linguistic Anthropology*. Blackwell Publishing.
4. Duranti, A. (Ed.), (2009). *Linguistic Anthropology: A Reader*. (Second Edition). Blackwell Publishing.
5. Foley, A. W. (2004). *Anthropological Linguistics: an introduction*. Blackwell Publishing.

Optional Courses offered in Literature

Course Name: Afro-American Literature

Course Code: ENG-651

Credit Hours: 3

Course Objectives

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

Course Contents

- Loraine Hansbury: *A Raisin in the Sun* (Drama)
- Zora Neil Hurston: *Their Eyes were Watching God* (Novel)
- Ralph Ellison: *Invisible Man* (Novel)
- Tony Morrison: *Jazz* (Novel)
- Langston Hughes: *Selections* (Poems)
- Adrienne Kennedy: *Funny House of a Negro/any other*

Recommended Readings

1. Heath Anthology of American Literature Vol. II
2. Norton Anthology of American Literature Vol. II

Course Name: American Drama

Course Code: ENG-652

Credit Hours: 3

Course Objectives

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

Course Outline

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

Recommended Books

1. Bigsby, C.W.E. *A Critical Introduction to Twentieth Century American Drama: I, 1900-1940; II Williams, Miller, Albee; III Beyond Broadway, 1982-85*
2. Bloom, H. Ed. (1980) *Modern Critical Interpretation on each dramatist and work.*

Course Name: Continental Literature

Course Code: ENG-653

Credit Hours: 3

Course Objectives

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

Course Contents

(Select any five)

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

Recommended Readings

1. Bloom, H. Ed. (1980) Modern critical views and interpretation.
2. Bishop, Thomas. (1961) Pirandello and the French Theatre. New York.
3. Campbell, George A. (1933) Strindberg. New York.
4. Pronko, Lenard Cabell. (1951) The World of Jean Anouilh. Berkeley.

FRENCH

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

GERMAN

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

ENGLISH

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

Optional Courses in Linguistics

Course Name: Media Discourse Analysis

Course Code: ENG-661

Credit Hours: 3

Course Objectives

This course will provide students with an insight into the socio-political influence and the cultural power of the mass media in the modern world. The learners are expected to study the role that the language of media is playing in globalization.

At the end of the course, the students will understand the key concepts in media course; the socio-political influence; and the cultural power of the mass media in the modern world. They will also be able to analyze and deconstruct the media course.

Course Outline

- Key Concepts in Media Discourse
- Features and Characteristics of Media Language
- Media Discourse Genres
- Media and Technology
- Media and Globalization
- Media and Ideology

Recommended Books

1. Allen, R. (Ed.), (1992). *Channels of Discourse Reassembled*. New York: Rutledge.
2. Bell, A. (1991). *The Language of News Media*. Oxford: Blackwell.
3. Cormack, M. (1992). *Ideology*. London: Batsford.
4. Fairclough, N. (1990). *Critical Discourse Analysis*. London: Longman.
5. Fiske, J. (1990). *Introduction to Communication Studies*. London: Routledge.
6. Tolson, A. (1996). *Mediations, Text and Discourse in Media Studies*. London: Arnold.
7. Tomlinson, A. (1990). *Consumption, Identity and Style marketing Meanings and the Packaging of Pleasures*. London: Rutledge.
8. Tomlinson, J. (1991). *Cultural Imperialism*. London: Pinter.

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

Contents:

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

Recommended Readings:

- a. Coates, J. (1986). *Women, Men and Language*. Longman: London.
- b. Eckert, P. & McConnell, G. S. (2003). *Language and Gender*. CUP.
- c. Ember, R. C & Ember, M. (Eds.), (2004). *Encyclopedia of Sex and Gender: Men and Women in the world's cultures*. Kluwer Academic/Plenum Publishers
- d. Graddol, D. and J. Swann. (1989). *Gender Voices*. Blackwell: Oxford, UK
- e. Johnson, S. & Ulrike, H. M. (1997). *Language and Masculinity*. Oxford: Blackwell. (LAM). 86
- f. King, R. (1991). *Talking Gender: A Guide to Non-Sexist Communication*. Copp Clark Pitman Ltd: Toronto.
- g. Litosseliti, L. (2006). *Gender and Language: Theory and Practice*. London: Hodder Arnold.

Language courses offered to the other Departments:

Course Name: English-I	Course Code: ENG-321
Course Structure: Lectures: 2	Credit Hours: 2
Prerequisites: None	
Course Objectives: <p>The main focus of this course is to introduce students to the basic concepts of English grammar and to develop their understanding of English language and effective listening and oral communication skills. Objectives of the course are:</p> <ul style="list-style-type: none">• Enabling the students to identify grammatical structures/ errors and use correct tenses, spellings, punctuation, and mechanics required for formal and informal communication• Enabling students to comprehend language through various listening strategies• Preparing students to use presentation skills for effective communication through a variety of classroom activities within specific (given) contexts. Course Contents <ul style="list-style-type: none">• Tenses• Parts of speech• Sentence structures• Phrase and Clause (Dependent and Independent Clause)• Voices of Verb (Active and Passive)• Punctuation• Word Formation• Idioms and Proverbs• Listening and Speaking Skills (Listening practice+ presentation skills interview techniques extempore/prepared unprepared talks) <p><i>Note: Extensive reading is required for vocabulary building</i></p>	

Recommended Readings

An Introduction to the Pronunciation of English by A.C Gimson

London: Edward Hrnold, 1971

English II: a Contemporary Approach by Robdert W Boyton. New York:

Haydon,1987

1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0194313492
2. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 0194313506
3. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41.
4. Upper Intermediate. Brain Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.

COURSE NAME: English – II	COURSE CODE: ENG-322
COURSE STRUCTURE: Lectures: 2	CREDIT HOURS: 2
PREREQUISITES: None	
<p>Course Objectives:</p> <p>Main focus of this course is the development of effective communication strategies, oral presentation, and written correspondence within the formal and informal context.</p> <p>The objectives of this course are:</p> <ul style="list-style-type: none"> • Enabling the students to recognize the components and barriers of oral and written communication • Developing students’ skills to apply their knowledge of grammar and usage for formal and informal communicative purposes. • Enhancing students’ language skills to be used in diversified context and audience. <p>Course Contents</p> <ol style="list-style-type: none"> 1. Components of Communication <ul style="list-style-type: none"> ○ Context ○ Sender-Encoder ○ Message ○ Medium ○ Receiver-Decoder ○ Feedback 2. Communication Skills (7 C’s of Communication) 3. Barriers of Communication & Measures to avoid these (Practice with sentences & paragraphs) 4. Paragraph Writing (Thesis Statement, Topic Sentence and Supporting Sentences) 5. Letters (Formal and informal) 6. Comprehension Skills (Reading and Understanding within the context) Reading strategies (skimming, scanning, speedy) 7. Précis Writing (Rules & Practice) <p><i>Note: Documentaries to be shown for discussion and review</i></p>	
<p>Recommended Books</p> <p>English II: a Contemporary Approach by Robdert W Boyton. New York: Haydon,1987</p> <ol style="list-style-type: none"> 1. Practical English Grammar by A.J. Thomson and A.V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6. 	

1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
2. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).

Course Name: English-III	Course Code: ENG – 421
Course Structure: Lectures: 2	Credit Hours: 2
Prerequisites:	
This course builds on English- II	
Course Objectives	
This course aims to develop the formal writing skills of the students. The main objectives are:	
<ul style="list-style-type: none"> • Acquainting students’ with various writing strategies • Enabling the students to make official (formal) correspondence • Developing students’ skills of report writing 	
Course Contents:	
<ul style="list-style-type: none"> • Essay Writing: <ul style="list-style-type: none"> a. Essay Structure, Developing a Thesis, Outlining, Transitioning, Revising the Draft, Conclusion b. Kinds: Argumentative, Discursive, Analytical, Descriptive, Expository, Persuasive • Revising Paragraphs • Resume Writing • Letters (Various formats) <ul style="list-style-type: none"> a. Business Letter b. Cover Letter 	

c. Personal Statements

- Memorandum
 - a. Parts of a memo
 - b. Format
- Report writing:
 - a. Purpose of writing a Report
 - b. Structure of a Report
 - c. Major components of a Report

Note: A report (following the proper format) will be practiced as assignment upon instructor's discretion.

Recommended Books

1. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).
2. College Writing Skills by John Langan. Mc=Graw-Hill Higher Education. 2004.
3. The Mercury Reader. A Custom Publication. Compiled by norther Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

