

**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY  
PESHAWAR**



**DEPARTMENT OF ENGLISH**



## SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR

### DEPARTMENT OF ENGLISH Department Curriculum Committee

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(Dept InCharge)

Hoor Shamail Khattak  
Asst. Prof.

Dr. Anbarin Fatima  
Asst. Prof.

Beenish Asmatullah  
Ast. Prof.

### Curriculum Revamp Committee

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Quality Enhancement Cell, SBBWU

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Affiliation and Monitoring, SBBWU

Dr.Rubi Bilal (Secretary).

Dr.Safia Ahmed (T.I)  
Dean Faculty of Sciences &  
Social Science, SBBWU

Controller of Examinations, SBBWU



Approved from the following Statutory Bodies;

\_\_\_5th\_\_\_ Meeting of Board of Studies

12<sup>th</sup> Meeting of Board of Faculty

19<sup>th</sup> Meeting of Academic Council

\_\_\_ Meeting of Syndicate



## **DEPARTMENT OF ENGLISH**

# **Shaheed Benazir Bhutto Women University Peshawar**

### **Introduction**

The English Under-Graduate Programme features the study of English language and literature, rhetoric, narrative and analytical skills. The Department offers intensive study and research of wide range of literary approaches and theoretical issues, through different genres of English literature.

### **Vision**

The Department of English Language and Literature aims to be one of the leading departments of the region and to create an environment that enables the students to conduct research and take part in scholarly activities in the field of literature and linguistics.

### **Mission**

The mission of the Department of English Language and Literature at Shaheed Benazir Bhutto Women University Peshawar is to inspire in the students an appreciation for the English Language and its literature and to cultivate its effective use in creative expression. To inculcate an in depth understanding of literature through an intensive study and research of a wide range of literary approaches and theoretical issues is also one of the Departments mission. The Department offers M.Phil in English Literature, Masters Degree in English Language and Literature and Certificate Course in English Language.



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

**DEPARTMENT OF ENGLISH  
Shaheed Benazir Bhutto Women University Peshawar  
Session 2023 & Onwards**

*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 120-144 Credit hours.



**SHAHEED BENAZIR BHUTTO WOMEN UNIVERSITY PESHAWAR**

**Revised Scheme of Studies as per HEC New UGRAD POLICY 2023**

**STRUCTURE**

S r .	Categories	Credit Hours
		Min –Max
1	General Education (Gen Edu) Requirements: Mandatory Courses of General Education.	30 – 30
2	Major (Disciplinary) Requirements: Area of Study in Which the Degree is offered	*72 ≥
3	Interdisciplinary/Allied Requirements (To Support Horizon of the Major)	**12 ≥
4	Field Experience/Internship (Practical Work Experience related to a Student's Field of Study or Career interest)	03 – 03
5	Capstone Project or Capstone Research Project	03 – 06
	<b>Total</b>	<b>120 – 144</b>

**\*The Credit Hours for the courses of Major Disciplines may vary but not less than 72 Credit Hours.**

**\*\*The Credit Hours for Interdisciplinary/Allied Courses may vary but not less than 12 Credit Hours.**

- Total number of Credit hours 120-144
- Duration 4years
- Semesterduration 16-18weeks
- Semesters 8
- CourseLoadperSemester 15-18 Cr hr
- Number of courses per semester 4-6 (notmorethan 3 lab/ practical courses)

**SCHEME OF STUDIES OF BS –ENGLISH 4-YEAR PROGRAM****(SESSION 2023 & Onwards)**

<b>Semester</b>	<b>Category</b>	<b>Course Codes</b>	<b>Course Title</b>	<b>Lectures</b>	<b>Lab</b>	<b>Cr. Hrs</b>
<b>Semester 1</b>	Art & Humanities	000		2	0	2
	Islamic Studies/Religious Studies/Ethics	ISL-301	Islamic Studies	2	0	2
	Interdisciplinary/Allied	EDU-303	Classroom Management	3	0	3
	Functional English	ENG-303	Functional English	3	0	3
	Major I	ENG-312	Introduction to Literature: Poetry and Drama	3	0	3
	Major II	ENG-313	Introduction to Linguistics	3	0	3
			<b>Total</b>			<b>16</b>
<b>Semester 2</b>	Social Sciences	000		<b>2</b>	<b>0</b>	<b>2</b>
	Expository Writing	ENG-304	Expository Writing	3	0	3
	Interdisciplinary/Allied	HIS-301	Basic Concepts of History	3	0	3
	Ideology and Constitution of Pakistan	PST-313	Ideology and Constitution of Pakistan	2	0	2
	Major III	ENG-322	History of English Literature (Old English - Romantics)	3	0	3
	Major IV	ENG-323	Introduction to Grammar	3	0	3
			<b>Total</b>			<b>16</b>
<b>Semester 3</b>	Quantitative Reasoning (QR I)	MTH-401	Quantitative Reasoning (QR I)	<b>3</b>	<b>0</b>	<b>3</b>
	Application of Information and Communication Technologies.	CSC-308	Application of Information and Communication Technologies.	2	1	3
	Natural Science	000		2	1	3
	Entrepreneurship	MS-309	Introduction to Entrepreneurship	2	0	2
	Major V	ENG-412	Introduction to English Literature (Novel, Short Story & Prose)	3	0	3
	Major VI*	ENG-413	Phonetics and Phonology	3	0	3
			<b>Total</b>			<b>17</b>
<b>Semester 4</b>	Civic and Community Engagement	PSC-418	Civic and Community Engagement	2	0	2
	Quantitative Reasoning (QR II)	MTH-402	Quantitative Reasoning (QR II)	3	0	3



	Major VII	ENG-431	Academic Reading and Writing	3	0	3
	Major VIII	ENG-432	18 <sup>th</sup> Century Literature	3	0	3
	Major IX	ENG-433	History of English Literature (Victorian up to Contemporary Literature)	3	0	3
	Major X	ENG-434	Morphology and Syntax	3	0	3
			<b>Total</b>			17
<b>Semester 5</b>	Interdisciplinary/Allied Course	ENG -521	Ideas and Ideologues	3	0	3
	Major XI	ENG -522	Literary Criticism	3	0	3
	Major XII	ENG -523	Poetry (14 <sup>th</sup> to 18 <sup>th</sup> Century)	3	0	3
	Major XIII	ENG -524	Modern Linguistic Thought	3	0	3
	Major XIV	ENG -525	Sociolinguistics	3	0	3
	Major XV	ENG -526	Semantics	3	0	3
			<b>Total</b>			18
<b>Semester 6</b>	Interdisciplinary/Allied Course	ENG-546	Psycholinguistics	<b>3</b>	<b>0</b>	<b>3</b>
	Major XVI	ENG -541	Literary Criticism and theory	<b>3</b>	<b>0</b>	<b>3</b>
	Major XVII	ENG -542	Classics in Drama	3	0	3
	Major XVIII	ENG -543	The Romantics	3	0	3
	Major XIX	ENG -544	Lexical Studies	3	0	3
	Major XX	ENG-547	Research Methods	3	0	3
			<b>Total</b>			18
<b>Semester 7</b>	Internship (Mandatory)	ENG-698		3	0	3
Literature	Major XXI (Elective)	ENG-611	Major Twentieth Century British Literature (Poetry & Drama)	<b>3</b>	<b>0</b>	<b>3</b>
	Major XXII	ENG-613	South Asian Literature	3	0	3
	Major XXIII	ENG-614	Shakespeare Studies	3	0	3
	Major XXIV	ENG-651	African-American Literature	3	0	3
	Capstone Research Project OR Capstone Project + Optional Course	ENG- 699 ENG-697		3+3	0	6
			<b>Total</b>			<b>21</b>
<b>Semester 7</b>	Internship (Mandatory)	ENG-698		<b>3</b>	<b>0</b>	<b>3</b>
	Major XXI (Elective)	ENG-621	Language Teaching Methodologies	<b>3</b>		<b>3</b>
	Major XXII	ENG-622	Pragmatics	3	0	3
	Major XXIII	ENG-623	Language Acquisition (First and Second)	3	0	3
	Major XXIV	ENG-626	Discourse Analysis	3	0	3

<b>Linguistics</b>	Capstone Research Project OR Capstone Project + Optional Course	ENG-699 ENG-697		<b>3+3</b>	<b>0</b>	<b>6</b>
			<b>Total</b>			<b>21</b>
<b>Semester 8</b>	Major XXVI (Elective)	ENG-631	Women Writers in the 20 <sup>th</sup> and 21 <sup>st</sup> century	3	0	3
<b>Literature</b>	Major XXVII	ENG-632	Science Fiction and Fantasy	3	0	3
	Major XXVIII	ENG-633	Post –Shakespeare Dramatic Experience	3	0	3
	Major XXIX	ENG-634	Pakistani Literature	3	0	3
	Capstone Research Project OR Capstone Project + Optional Course	ENG-699 ENG-697		<b>3+3</b>	<b>0</b>	<b>6</b>
			<b>Total</b>	<b>3</b>		<b>18</b>
<b>Semester 8</b>	Major XXVI (Elective)	ENG-635	Syllabus Designing & Testing	3	0	3
<b>Linguistics</b>	Major XXVII	ENG-636	Stylistics	3	0	3
	Major XXVIII	ENG-637	Language in Education	3	0	3
	Major XXIX	ENG-638	Anthropological Linguistics	3	0	3
	Capstone Research Project OR Capstone Project + Optional Course	ENG-699 ENG-697		<b>3+3</b>	<b>0</b>	<b>6</b>
			<b>Total</b>			<b>18</b>

**LIST OF OPTIONAL COURSES**

Course Title	Course Code	Credit hrs
Major Twentieth Century British Literature (Poetry & Drama)	ENG-611	3
American Literature	ENG-612	3
World Englishes	ENG-625	3
Literature and the Environment	ENG-654	3
Ecolinguistics	ENG-665	3
Anthropological Linguistics	ENG-638	3
Computational Linguistics	ENG-666	3
Introduction to American Studies	ENG-655	3

**LIST OF ALLIED / INTERDISCIPLINARY COURSES**

Course Title	Course Code	CHs
Classroom Management	EDU-303	3
Introduction to Social Psychology	PSY- 305	3
Basic Concepts of History	HIS-301	3

Pakistani Society and Culture	PST-421	3
Ideas and Ideologies	ENG-521	3
Psycholinguistics	ENG-546	3

**COURSES TO BE OFFERED AT THE DEPARTMENT 2023 & ONWARDS**

**SEMESTER I**

<b>Course Name: Functional English</b>	<b>Course Code: ENG-303</b>
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<p><b>Course Objective:</b> This course will familiarize students with the essential language skills for effective communication in diverse real world scenarios. It focuses on developing proficiency in English language and usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp subtle messages and tailor their communication effectively through the application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking and everyday conversation, ensuring that students are equipped for both academic and professional spheres.</p>	
<p><b>Course Outline:</b>  <b>Foundations of Functional English</b>  <b>Vocabulary Building</b> (contextual usage, synonyms, antonyms, and idiomatic expressions)  <b>Communicative Grammar</b> (subject-verb agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes etc.) <b>Word Formation</b> (affixation, compounding, clipping, back formation etc) <b>Sentence Structure</b> (simple, compound, complex and compound-complex)  <b>Comprehension and Analysis</b>  Understanding Purpose, audience and context (reading for meaning, descriptive texts versus narrative texts , argumentative texts versus persuasive texts) <b>Contextual Interpretation</b> (tones, biases, stereotypes, assumptions, inferences etc) <b>Reading Strategies</b> (skimming, scanning, SQ4R, critical reading) <b>Active Listening</b> (overcoming listening barriers, focused listening)  <b>Effective Communication</b>  <b>Principles of Communication</b> (clarity, coherence, correctness and courteousness) <b>Structuring Documents</b> (introduction, body, conclusion and formatting) <b>Inclusivity in Communication</b> (gender-neutral language and cross-cultural communication) <b>Public Speaking</b> (Speech/presentation: extemporaneous and prepared, public announcements and overcoming stage fright)  <b>Presentation Skills</b>  <b>Informal Communication</b> (small talk and networking)  <b>Professional Writing</b> (business e-mails, memos, reports, formal letters etc)</p>	
<p>Course Outcomes: By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.</p>	
<p><b>Recommended Books:</b> (Min5-8Max) Latest Edition of Following Books</p> <ol style="list-style-type: none"> <li>1. Murphy, Raymond. <i>Grammar in Use Intermediate Student's Book without Answers</i>. Cambridge University Press, 2018.</li> <li>2. Kaufman, Lester, and Jane Straus. <i>The Blue Book of Grammar and Punctuation</i>. 2021.</li> <li>3. Axelrod, Rise B., and Charles R. Cooper. <i>The St. Martin's Guide to Writing [with Access Code]</i>. 2016.</li> <li>4. Johnson-Sheehan, Richard, and Charles Paine. <i>Writing Today</i>. Pearson, 2019.</li> </ol> <p><a href="https://www.hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/English2_Sept13.pdf">https://www.hec.gov.pk/english/services/universities/RevisedCurricula/Documents/2011-2012/Education/English2_Sept13.pdf</a></p>	

<b>Course Title:</b> Introduction to Literature: Poetry & Drama	<b>Course Code:</b> ENG – 312
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objective:</b>  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 familiarizing students with the fundamentals of drama i.e. characters, plot, setting, dialogue. 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.</p>	
<p><b>Course Outline:</b>  <b>Elements of Poetry</b>  Robert Frost: "The Silken Tent" , Christina Rossetti: "When I am Dead my Dearest" , John Donne: "Go and Catch a Falling Star" , Thomas Gray: "An Elegy Written in the Country Churchyard" , John Keats: "La Belle Dame Sans Merci" , W. H. Auden: "What Is That Sound" , Percy B. Shelley: "Ode to Autumn"  William Carlos Williams: "Red Wheelbarrow" , Shakespeare's sonnet "Love's not Love that alters when it alterations find"  <b>Elements of Drama</b>  Anton Chekhov: <i>The Bear</i>  Henrik Ibsen: <i>A Doll's House</i></p>	
<p><b>Course Outcomes:</b> By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.</p>	

**Recommended Books:**

1. Henny Herawati & Maria Vincentia Eka Mulatish (2020): Introduction To Literature. English Education Program, Sanata Dharma University, Yogyakarta.
2. Literature: An Introduction to Fiction, Poetry, Drama and Writing. Eleventh Edition.
3. Baldick, Chris. The Oxford Dictionary of Literary Terms. Oxford: Oxford University Press 2015.
4. Michael Meyer. Ed. The Bedford Introduction to Literature. Boston: Bedford/St. Martin's, 2005.
5. Washburn, Katharine, John S. Major and Clifton Fadiman, eds. World Poetry: An Anthology of Verse from Antiquity to Our Time. New York: Norton, 2000.
6. Ali, Usman. The Last Metaphor. Lahore: Newline, 2014.
7. Boulton, Marjorie. (1977) *The Anatomy of Poetry*. London: Routledge and Kegan Paul.
8. 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**Course Structure:** Lectures: 3, Labs: 0**Credit Hours:** 3**Prerequisites:** None**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

**Course Outcomes:** By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.

**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. Farmer, A. K., & Demers, R. A. (2005). *A Linguistics Workbook*. M. I. T Press.
4. Finch, G. (2004). *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave.
5. Yule, G. (2022). *The study of language*. Cambridge University Press.
6. Fasold, R. W., & Connor-Linton, J. (Eds.). (2014). *An introduction to language and linguistics*. Cambridge University Press.
7. Aitchison, J. (2010). *Aitchison's linguistics*. Teach Yourself.

<b>Course Title: Classroom Management</b>	<b>Course Code: EDU-303</b>
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<b>Course Objectives</b>	
In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of what to teach' and 'how to teach it' and decisions. They will also study research and best practices on differentiation of instruction, classroom structures, routines, procedures and community-building.	
<b>OUTLINE</b>	
<b>Unit 1—Managing Classrooms to Maximize student learning</b>	
Introduction to the course.	
Definition of classroom and management	
Characteristics of management	
Characteristics of well managed classroom	
Features of classroom management	
Physical environment	
Social environment	
Establishing Overall Classroom Rules and Procedures	
Challenges that teachers convey in the management of a classroom	
Difference between classroom discipline and management	
Principles for designing the effective classroom environment	
Identifying resources for learning.	

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

Physical facilities to enhance the learning environment.

Seating arrangements for different kinds of learning experiences

Building the social environment

### **Unit 2-- Curriculum and Classroom Management**

Curriculum needed to support the classroom management

Planning, motivation, teaching and assessing the curriculum

Differentiation of instruction

Multi-grade classrooms

Over-crowded classrooms

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

Classroom routines and structures

Structures and routines in a multi-grade context

Use of routines and structures for special needs and situations

Use of routines and structures to teach specific subject content like Math, Science or Literacy

Use of routines and structure to promote cooperation and collaborative learning

### **Unit 4—Creating Shared Values and Community**

Community inside and outside the classroom and school

Community participation and involvement

Typical practices of community participation

Involvement of the community in the classroom (routines and structures need to be put in place)

Creating an “ethic of care

Diverse classrooms as caring, democratic communities and respectful relations between teacher and students, students and students

Developing caring classroom for responsible actions and personal accountability

Management of behaviour

### **Unit 5—Planning the Classroom Environment**

Peer critique and review of final projects

Summary and closure

**Course Outcomes:** By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.

### **Recommended Books**

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/~drwartz/FoundLearnTheory/FLT\\_readings/Canter.htm](http://campus.dyc.edu/~drwartz/FoundLearnTheory/FLT_readings/Canter.htm)

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

Good, T.L., & Brophy, J.E. (2003). Looking in classrooms (9th ed.). Boston: Allyn & Bacon.

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

<b>Course Title: Islamic Studies</b>	<b>Course Code: ISL-301</b>
<b>Course Structure: Lectures, 2 Hours</b>	<b>Credit Hours: 2</b>
<b>COURSE CONTENTS PROVIDED IN BOOKLET</b>	

## **SEMESTER II**

<b>Course Title: Understanding Psychology</b>	<b>Course Code: PSY-301</b>
<b>Course Structure: Lectures, 2 Hours</b>	<b>Credit Hours: 2</b>
<b>COURSE CONTENTS PROVIDED IN BOOKLET</b>	

<b>Course Title: Art and Humanities</b>	<b>Course Code: 000</b>
<b>Course Structure: Lectures, 2 Hours</b>	<b>Credit Hours: 2</b>
<b>COURSE CONTENTS PROVIDED IN BOOKLET</b>	
<b>Course Title: Ideology &amp; Constitution of Pakistan</b>	<b>Course Code: PST-313</b>
<b>Course Structure: Lectures, 2 Hours</b>	<b>Credit Hours: 2</b>
<b>COURSE CONTENTS PROVIDED IN BOOKLET</b>	

<b>Course Name: Expository Writing</b>	<b>Course Code: ENG-304</b>
<b>Course Structure: Lectures: 3, Labs: 0</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<b>Course Objective:</b> This is a sequential undergraduate course aimed at refining the basic writing skills in various contexts. Building upon its pre-requisite, Functional English Course, this course will enhance student's ability to produce clear, concise and coherent texts in English. This course will enable the students to produce well-structured essays and to refine their analytical skills.	



<p><b>Course Outline:</b></p> <p><b>Introduction to Expository Writing</b> Definition, Types, Characteristics (clarity, coherence &amp; organization)</p> <p><b>The Writing Process</b> Pre-writing Techniques (brainstorming, free-writing, mind-mapping, outlining), Drafting, Revising and Editing, Proof reading, Peer review and Feedback</p> <p><b>Essay organization and Structure</b> Introduction, Thesis statement, Body paragraphs, Conclusion, Cohesion &amp; Coherence</p> <p><b>Different Types of Expository Writing</b> Description, Illustration, Classification, Cause and Effect, Process analysis, Comparative analysis</p> <p><b>Writing for Different Purposes and Audiences</b> Types of purposes (to inform, to analyze, to persuade, to entertain etc), Writing for Academic Audiences, Writing for Public Audiences, Different tones and styles</p> <p><b>Ethical Considerations</b> Plagiarism and Originality, Citation and Referencing</p>
<p><b>Course Outcomes:</b> By the end of the course, the students will be able to;</p> <ol style="list-style-type: none"> <li>1. Understand the essentials of the writing process (pre-writing, drafting, editing, proof reading etc)</li> <li>2. Demonstrate mastery of diverse expository types</li> <li>3. Uphold ethical practices to maintain originality in expository writing</li> </ol>
<p><b>Recommended Books: (Min5-8Max) Latest Edition of Following Books</b></p> <ol style="list-style-type: none"> <li>1. Axelrod, Rise B., and Charles Raymond Cooper. <i>The Concise St. Martin's Guide to Writing</i>. Bedford/St. Martins, 2015.</li> <li>2. Axelrod, Rise B., and Charles R. Cooper. <i>The St. Martin's Guide to Writing [with Access Code]</i>. 2016.</li> <li>3. Johnson-Sheehan, Richard, and Charles Paine. <i>Writing Today</i>. Pearson, 2019.</li> </ol>

<b>Course Title:</b> History of English Literature (Old English to Romantics)	<b>Course Code:</b> ENG-322
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>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 14<sup>th</sup> to 19<sup>th</sup> 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.</p>	
<p><b>Course Contents</b></p> <ul style="list-style-type: none"> <li>● Old English Literature</li> <li>● Medieval Literature</li> <li>● The Renaissance and the Elizabethan Periods</li> <li>● The Age of Neo-Classicism</li> <li>● The Romantic Age</li> </ul>	

Course Outcomes: By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1.Long, William J. <i>English Literature (Annotated)</i>. Independently Published, 2018.</li> <li>2.Long, William J. (2006). <i>English Literature: Its History and Significance for the life of English-speaking world</i>, enlarged edition.</li> <li>3.Evans, Ifor. (1976). <i>A Short History of English Literature</i>. London: Penguin.</li> <li>4.Compton-Rickett, A. <i>A History of English Literature</i>. Thomas-Nelson &amp; Sales, 1940 (latest edition).</li> <li>5.N. Jayaplan(2001). <i>History of English Literature</i>. Atlantic Publishers</li> </ol>

<b>Course Title:</b> Introduction to Grammar	<b>Course Code:</b> ENG – 323
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>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.</p>	

<p><b>Course Outline</b></p> <p><b>Phrases and its types</b></p> <p><b>Clause Elements</b></p> <ol style="list-style-type: none"> <li>1. Subject</li> <li>2. Verb</li> <li>3. Object</li> <li>4. Adverbial</li> <li>5. Complement</li> </ol> <p><b>Sentences and types of Sentences</b></p> <p><b>Parts of Speech</b></p> <p><b>Sub-ordination and Coordination</b></p> <p><b>Some Basic Concepts of English Grammar</b></p> <ol style="list-style-type: none"> <li>1. Modality</li> <li>2. Tense and Aspect System of English</li> <li>3. Voice</li> <li>4. Hypothetical Meaning</li> </ol> <p><b>Teaching Grammar in Context</b></p>
<p>Course Outcomes: By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.</p>
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1. Borjars, K. &amp; Burridge, K. (2010). <i>Introducing English Grammar</i>. Hodder Education. UK.</li> <li>2. Rodney Huddleston(2000). <i>Introduction to The Grammar of English</i>. Cambridge University Press.</li> <li>3. Sidney Greenbaum and Gerald Nelson(2013). <i>An Introduction to Grammar</i>. Third Edition.</li> <li>4. Rodney Huddleston &amp; Geoffrey K Pullum(2005). <i>Introduction to English Grammar</i>. Cambridge University Press.</li> </ol>

<b>Course Title:</b> Basic Concepts of History	<b>Course Code:</b> HIS-301
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	

**Course Objectives**

The aim and objective of this course are to: · Introduce the students about the subject matter and basic concepts of history · Familiarize students with historical evolution of human knowledge · develop an ability among the students to understand the themes of historical knowledge · Develop critical and rational faculty in the students.

- **Course Outline**

- Understanding History, Nature, Scope Ø Definition Ø Significance Ø Nature and scope of History Ø Role of Historian in writing of History. Branches of History Ø Political History Ø Cultural History. Social History. Economic History. Relationship of History with other social sciences. Causation in History, Mono Causal, Multi Causal, Accidents in History, Basic research questions. Question of Objectivity and Subjectivity. Sources of History. Primary and Secondary sources, Tertiary Ancillary/Documentary Sources and Their Kinds, uxiliary/Non-documentary Sources and their Kinds, Difference between Myths, Fiction, and Reality, Oral History. Historical Criticism. External Criticism (Critical/Historical Scholarship, Critical Investigation of Authorship), Internal Criticism (Textual Criticism Interpretative Criticism, Determination of Facts) Types of History: Subaltern, Modernist, Post-Modernist. Periodization in scheme of History and its Practical Limitations

**Course Outcomes:** By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.

**Recommended Books**

Arnold, John H. History: A very short Introduction. New York: Oxford University Press, 2000.  
 Carr, E. H., What is History? New York: Penguin, 1961.  
 Caroline Steedman. Dust: The Archive and Cultural History, Manchester University Press, 2002  
 Collingwood, R. G. The Idea of History. Oxford: Oxford University Press, 1978.  
 G. W. G. Hegel. Elements of the Philosophy of Right. Cambridge University Press, 1991

**SEMESTER III**

<b>Course Title:</b> English-III: Writing	<b>Course Code:</b> ENG – 411
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3

<b>Prerequisites: None</b>
<p><b>Course Objectives</b></p> <p>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.</p>
<p><b>Course Outline</b></p> <ul style="list-style-type: none"> <li>● Summaries</li> <li>● Paraphrasing</li> <li>● Sentence Patterns</li> <li>● Paragraph Writing</li> <li>● Formal letters</li> <li>● Different kinds of applications</li> <li>● Writing short reports</li> </ul>
<p><b>Course Outcomes:</b> By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.</p>
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1. Ellen, K. 2002. Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top</li> <li>2. Hargie, O. (ed.) Handbook of Communications Skills 20</li> <li>3. Mandel, S. 2000. Effective Presentation Skills: A Practical Guide Better Speaking</li> <li>4. Helen Sword. Stylish Academic Writing.</li> <li>5. Eastwood, J. English Practice Grammar. Karachi: Oxford University Press, 2004.</li> <li>6. Withrow, Jean. Effective Writing. Cambridge: Cambridge University Press, 2001.</li> <li>7. Oshima, Alice &amp; Ann Hogue. Introduction to Academic Writing. New York: Pearson Education Limited, 2007.</li> <li>8. O'Brien, Terry. Little Red Book of Essay Writing. New Delhi: Rupa Publications, 2012</li> </ol>

<b>Course Title:</b> Introduction to English Literature (Novel, Short Story & Prose)	<b>Course Code:</b> ENG – 412
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites: None</b>	

**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 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*

Course Outcomes: By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.

**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. Fernández, Christian, and José Antonio Mazzotti. *Approaches to Teaching the Works of Inca Garcilaso de La Vega.* Modern Language Association, 2022.
5. Gwynn, Dana/. *The Art of the Short Story.* Pearson P T R, 2005.

<b>Course Title:</b> Phonetics and Phonology	<b>Course Code:</b> ENG-413
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	

<p><b>Course Objectives</b></p> <p>The course aims to build on the background knowledge of phonological description &amp; theory in order to explain the theories &amp; 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 &amp; Urdu.</p>	
<p><b>Course Contents</b></p> <p><b>1. Introduction to Phonetics &amp; Phonology</b></p> <ul style="list-style-type: none"> <li>● Introduction to Phonetics &amp; Phonology</li> <li>● Branches of Phonetics</li> <li>● Difference between Phonetics and Phonology</li> </ul> <p><b>2. Stages in the production of speech</b></p> <ul style="list-style-type: none"> <li>● Speech organs</li> <li>● Manner of articulation</li> </ul> <p><b>3. Segmental Phonology</b></p> <ul style="list-style-type: none"> <li>● Phonemes and allophones</li> <li>● Consonant</li> <li>● Vowels</li> <li>● Diphthongs and triphthongs</li> <li>● Syllable and syllabic structure</li> <li>● Consonant clusters</li> <li>● Syllable</li> <li>● Word stress: nouns, verbs, and adjectives</li> </ul> <p><b>4. Suprasegmental Phonology</b></p> <ul style="list-style-type: none"> <li>● Sounds in connected speech</li> <li>● Weak forms</li> <li>● Assimilation, elision and liaison</li> <li>● Sentence stress and intonation</li> </ul> <p><b>5. Contrastive Phonology</b></p> <p>Teaching of pronunciation</p>	
<p><b>Course Outcomes:</b> By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.</p>	
<p><b>Recommended Books</b></p> <p>1. Burquest, D. A. (2001). <i>Phonological analysis: A functional approach</i>. Dallas: SIL International.</p> <p>2. Beverly Collins and Inger M. Mees (2013). 3<sup>rd</sup> Edition. <i>Practical Phonetics and Phonology</i>. Routledge English Language Introductions.</p> <p>3. Ulrike Gut (2009). <i>Introduction to English Phonetics and Phonology</i></p> <p>4. Philip Carr (2013). <i>English Phonetics and Phonology, An Introduction</i>. Second Edition. Blackwell Publishing.</p>	

<b>Course Title: Quantitative Reasoning QR I</b>	<b>Course Code: MTH-401</b>
<b>Course Structure: Lectures, 3 Hours</b>	<b>Credit Hours: 3</b>

**COURSE CONTENTS PROVIDED IN BOOKLET**

<b>Course Title: Application of Information and Communication Technologies</b>	<b>Course Code: CSC-308</b>
<b>Course Structure: Lectures, 2 Hours Lab, 1</b>	<b>Credit Hours: 3</b>
<b>COURSE CONTENTS PROVIDED IN BOOKLET</b>	

<b>Course Title: Introduction to Entrepreneurship</b>	<b>Course Code: MS-309</b>
<b>Course Structure: Lectures, 2 Hours</b>	<b>Credit Hours: 2</b>
<b>COURSE CONTENTS PROVIDED IN BOOKLET</b>	

<b>Course Title: General Science</b>	<b>Course Code: ZOL-301</b>
<b>Course Structure: Lectures, 3 Hours, Lab, 0</b>	<b>Credit Hours: 3</b>
<b>COURSE CONTENTS PROVIDED IN BOOKLET</b>	

**SEMESTER IV**

<b>Course Title:</b> Academic Reading and Writing	<b>Course Code:</b> ENG – 431
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	



<p><b>Course Objectives</b></p> <p>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.</p>	
<p><b>Course Outline</b></p> <p><b>1.Critical Reading</b></p> <p>Advanced reading skills and strategies building on Foundations of English I &amp; II courses in semesters I and II of a range of text types</p> <ul style="list-style-type: none"> <li>● Read academic texts effectively by:</li> <li>● Identifying the main points supporting details</li> <li>● Identifying the writer's intent such as cause and effect, reasons, comparison and contrast, exemplification</li> </ul> <p><b>2.Advanced Academic Writing</b></p> <ul style="list-style-type: none"> <li>● Advanced writing skills and strategies building on English I &amp; II in semesters I and II respectively</li> <li>● Writing descriptive, analytical, argumentative and discursive essays.</li> <li>● Writing summaries of articles</li> <li>● Report writing (Relevant Style sheet)</li> <li>● Preparing a Curriculum Vitae</li> <li>● Proposal writing</li> <li>● Writing a personal statement</li> <li>● Analysis and synthesis of academic material in writing</li> <li>● Plagiarism</li> </ul> <p>Presenting an argument in assignments/term-papers and examination answers</p>	
<p><b>Course Outcomes:</b> By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.</p>	
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1.Aaron, J. 2003. <i>The Compact Reader</i>. New York: Bedford.</li> <li>2.Axelrod, R. B and Cooper, C. R. 2002. <i>Reading Critical Writing Well: A Reader and Guide</i>.</li> <li>3.Barnet, S. and Bedau, H. 2004. <i>Critical Thinking, Reading and Writing: A Brief Guide to Writing</i>. 6th Ed.</li> <li>4.Behrens &amp; Rosen. 2007. <i>Reading and Writing Across the Curriculum</i>.</li> <li>5.Gardner, P. S. 2005. <i>New Directions: Reading, Writing and Critical Thinking</i>.</li> <li>6.George, D. and Trimbur, J. 2006. <i>Reading Culture: Context for Critical Reading and Writing</i>. 6th Ed.</li> </ol>	
<b>Course Title: 18<sup>th</sup> Century Literature</b>	<b>Course Code:</b> ENG-432
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>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.</p>	

<p><b>Course Outline:</b>  Alexander Pope: <i>Rape of the Lock</i> (Canto-I) , John Dryden: <i>Essay on Poetry</i>, Dr. Johnson: <i>Preface to Shakespeare</i> , Jonathan Swift: <i>Gulliver's Travels</i> (Part- I) , Moliere: <i>The Miser</i> , Henry Fielding: <i>Tom Jones</i></p>
<p><b>Course Outcomes:</b> By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.</p>
<p><b>Recommended Books</b>  1.Sussman, Charlotte. <i>Eighteenth Century English Literature</i>. John Wiley &amp; Sons, 2013.  2.Richetti, John. <i>A History of Eighteenth-Century British Literature</i>. John Wiley &amp; Sons, 2017.  3.Linara Bartkuvienė (2017): <i>English Literary History of the Eighteenth Century Part I</i></p>

<p><b>Course Title: History of English Literature (Victorian up to Contemporary Literature)</b></p>	<p><b>Course Code: ENG – 433</b></p>
<p><b>Course Structure:</b> Lectures: 3, Labs: 0</p>	<p><b>Credit Hours: 3</b></p>
<p><b>Prerequisites: None</b></p>	
<p><b>Course Objectives:</b> 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 socio-historical contexts.</p>	
<p><b>Course Outline</b></p> <ul style="list-style-type: none"> <li>• 19th Century Realism , Modernism and the 20th Century , Post-Modernism and the Contemporary</li> </ul>	
<p><b>Course Outcomes:</b> By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.</p>	
<p><b>Recommended Books</b></p> <ul style="list-style-type: none"> <li>• N. Jayaplan (2001). <i>History of English Literature</i></li> <li>• George Saintsbury (2005). <i>A Short History of English Literature, volume II</i></li> <li>• Sir A.W. Ward and A. R. Waller (2016). <i>The Cambridge History of English Literature. volume I.</i></li> </ul>	

<p><b>Course Title:</b> Morphology &amp; Syntax</p>	<p><b>Course Code:</b> ENG – 434</p>
<p><b>Course Structure:</b> Lectures: 3, Labs: 0</p>	<p><b>Credit Hours:</b> 3</p>
<p><b>Prerequisites: None</b></p>	

**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

**Course Outcomes:** By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.

**Recommended Books**

- Aronoff, M., & Feudman, K. (2010). *What is Morphology?* (Second edition). John Wiley and Sons.
- Booij, G. (2007). *The Grammar of Words: An Introduction to Morphology*. OUP.
- Culicover, W.P., & Jackendoff, R. (2005). *Simpler Syntax*. Oxford: OUP.
- Flabb, N. (2007). *Sentence Structure*. (Second edition). Taylor & Francis.
- Jae Jung Song (2001). *Linguistic Topology, Morphology and Syntax*. Routledge Tailors and Francis Group.
- John Benjamins B. V. (2008) *Interaction of Morphology and Syntax. A Case Study*. Zygmunt Frajzyngier & Erin Shay University of Colorado.
- Dustan Brown, Marina Chumakina & Greville G. Corbet(2013). *Canonical morphology and Syntax*. Oxford Linguistics.

<b>Course Title: Civic and Community Engagement</b>	<b>Course Code: PSC-418</b>
<b>Course Structure: Lectures, 2 Hours</b>	<b>Credit Hours: 2</b>
<b>COURSE CONTENTS PROVIDED IN BOOKLET</b>	

<b>Course Title: Quantitative Reasoning QR II</b>	<b>Course Code: MTH-402</b>
<b>Course Structure: Lectures, 2 Hours</b>	<b>Credit Hours: 2</b>
<b>COURSE CONTENTS PROVIDED IN BOOKLET</b>	

## SEMESTER V

<b>Course Title: Ideas &amp; Ideologies</b>	<b>Course Code: ENG – 521 Credit Hours: 3</b>
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<p><b>Course Objectives</b></p> <ul style="list-style-type: none"> <li>● To popularize zealous ideologies of great men in the history</li> <li>● 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 activist</li> </ul>
<p><b>Course Outline</b></p> <ul style="list-style-type: none"> <li>● The Truce of Hudaibiya-a Case of Conflict Resolution. Causes &amp; Consequences leading to battle of Khyber</li> <li>● Frederick Douglass: One of his Speech</li> <li>● Allama M Iqbal: The Reconstruction of Religious thought in Islam</li> <li>● Abraham Lincoln: The Gattysberg Address</li> <li>● Chief Seattle's Speech of 1854</li> <li>● Nelson Mandela's Release speech</li> <li>● Martin Luther: "I have a Dream"</li> </ul>
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1. Black, Elizabeth. (2006). <i>Pragmatic Stylistics</i>. Edinburgh: Edinburgh University Press.</li> <li>2. Toolan, Michael. (1998). <i>Language in Literature</i>. New York: Arnold.</li> <li>3. Jhonstone, Barbara. (2008). <i>Discourse Analysis</i>. Oxford: Blackwell.</li> </ol>

<p><b>Course Title:</b> Literary Criticism</p> <p><b>Credit Hours:</b> 3</p>	<p><b>Course Code:</b> ENG – 523</p>
<p><b>Course Objectives</b></p> <p>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.</p>	
<p><b>Course Outline</b></p> <ul style="list-style-type: none"> <li>● Plato: Selections from <i>The Republic</i> (Book X), Aristotle: <i>The Poetics</i>, Sir Philip Sidney: <i>An Apology for Poetry</i>, Wordsworth: <i>Preface to lyrical Ballads</i>, S. T. Coleridge: <i>Biographia Literaria</i>, Chapters 14, 17&amp; 18 , Mathew Arnold: <i>The Study of Poetry Culture and Anarchy</i>, Chap I, Arthur Miller: <i>Tragedy and the Common Man</i> , T.S Eliot: "Tradition and the Individual Talent"</li> </ul>	
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1. Vincent B. Leitch (General Editor). (2001) <i>The Norton Anthology of Theory and Criticism</i>. New York &amp; London: W. W. Norton and Company (or later editions).</li> <li>2. Bijay Kumar Das(2005). <i>Twentieth century Literary Criticism</i>. Fifth Revised and Enlarged edition.</li> <li>3. Richards (2001). <i>Principles of Literary Criticism</i>.</li> <li>4. Martin Coyle, Peter Garside, Malcolm Kelsall, John Peck(2003)<i>Encyclopedia of Literature and Criticism</i></li> <li>5. Bennett, A., &amp; Royle, N. (2023). <i>An introduction to literature, criticism and theory</i>. Taylor &amp; Francis.</li> <li>6. Dobie, A. B. (2015). <i>Theory into practice: An introduction to literary criticism</i>. Cengage learning.</li> </ol>	

<p><b>Course Title:</b> Poetry (14<sup>th</sup> to 18<sup>th</sup> Century)</p> <p><b>Credit Hours:</b> 3</p>	<p><b>Course Code:</b> ENG-524</p>
<p><b>Course Objectives:</b></p> <ul style="list-style-type: none"> <li>● To focus on a genre-specific historical development</li> <li>● Recognize poetry from a variety of cultures, languages and historic periods</li> <li>● Finally, the course aims at preparing students to give critical appreciation to any poem belongs to that area.</li> <li>● To perceive Poetry as refined commentary on the aesthetic concerns of its time</li> </ul>	

- 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*
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**Recommended Books**

1. Rasheda Parven. British Poetry and Drama: 14<sup>th</sup> to 17<sup>th</sup> Centuries. Utkal University, Bhubaneswar
2. John Sitter (2001). 18<sup>th</sup> Century Poetry. Cambridge University.
3. Edward Albert (2000). History of English Literature.

**Course Title:** Modern Linguistic Thought**Course Code:** ENG-525**Credit Hours:** 3**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**, (Definition, Ferdinand De Saussure's Semiotics/sign theory, Synchrony and Diachrony, Paradigm and Syntagm, Langue and Parole)

- **The Prague School** (Short history of Prague school, Brief introduction of important theorists/proponents eg Vilem Mathesius, Nikolai Trubetsky, Roman Jakobson, Six functions of language by Roman Jakobson, Theory of Markedness)
- **Functionalism** or Systemic Functional Linguistics by Halliday
- **Final Term Contents**
- **Behaviourism** (Definition, J.B. Watson's Classical Conditioning, Albert Experiment, Skinner's Operant Conditioning, Rat Experiment, Language Learning through observation and association (briefly))
- **Constructivism** (Definition, two types Cognitive and social)
- **Chomsky's Mentalism**
- **Transformational Generative Grammar** by Chomsky
- **Cognitivism** or Jean Piaget's cognitive development theory
- **Functional Grammar** by Halliday
- **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. Hamawand, Z. (2020). *Modern Schools of Linguistic Thought: A Crash Course*. Springer Nature.
3. Leavitt, J. (2010). *Linguistic relativities: Language diversity and modern thought*. Cambridge University Press.
4. de Saussure, F. (2011). *Course in general linguistics*. Columbia University Press.
5. De Saussure, F. (2006). *Writings in general linguistics*. Oxford University Press.
6. Sinha, M. P. (2005). *Modern linguistics*. Atlantic Publishers & Dist.

**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. Gerard Van Herk(2012). *What is Sociolinguistics?*
6. Peter Stockwell(2002). *Sociolinguistics A resource book for students*. London and New York.

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| 7. Widiya Caterine Perdhani, Isti Purwaningtyas, Emy Sudarwati(2021). Sociolinguistics, A Social Linguistic Reality. |
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<b>Course Title:</b> Semantics	<b>Course Code:</b> ENG – 526
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<b>Credit Hours:</b> 3
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<b>Course Objectives:</b>
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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.
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<b>Course Outline</b>
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| <ul style="list-style-type: none"> <li>● Early theories of meaning (Ogden and Richards; Ferdinand de Saussure)</li> <li>● Types of meaning</li> <li>● Semantic field</li> <li>● Componential analysis</li> <li>● Sense Relations/ Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy)</li> <li>● Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)</li> </ul> |
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<b>Recommended Books</b>
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| <ol style="list-style-type: none"> <li>1. Cruse, A. (2011). <i>Meaning in Language: An Introduction to Semantics and Pragmatics</i>. (Third edition). Oxford Textbooks in Linguistics.</li> <li>2. Davis, S. &amp; Gillon, S. B. (2004). <i>Semantics: A Reader</i>. Oxford University Press.</li> <li>3. Frawley, W. (2002). <i>Linguistic Semantics</i>. Cambridge: Cambridge University Press.</li> <li>4. Geeraerts, D. (2010). <i>Theories of Lexical Semantics</i>. Oxford University Press.</li> <li>5. Margarita Goded Rambaud 2012. <i>Basic Semantics</i>. Universidad Nacional de Educación a Distancia Madrid</li> <li>6. Geoferry Leech (1974,1981). <i>Semantics The study of Meaning</i>. Second Edition. Penguin Books.</li> </ol> |
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## SEMESTER VI

<b>Course Title:</b> Literary Criticism and Theory	<b>Course Code:</b> ENG – 541
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<b>Credit Hours:</b> 3
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<b>Course Objectives</b>
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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 :**

**1. Russian Formalism and New Criticism**

- a. Russian Formalism: Development and Key terms
- b. Russian Formalism and New Criticism
- d. Major tenets and methods

**2. Reader-Oriented Criticism**

- a. Development
- b. Major ideas and methods (The steps involved)

**3. Structuralism**

- a. Definition of Modernity and Modernism
- b. Major theorists (Suassure, Propp, and Campbell)
- c. Major terminology (The structure of language, langue and parole, definition of a word, narratology and its types, mythemes, binary opposition, narrative functions)

**4. Deconstruction**

- a. Definition of Structuralism and Post Structuralism
- b. Major theorists (Derrida, Deleuze and Guattari)
- c. Major terminology (Transcendental signified, logocentrism, opening up binary oppositions)

**5. Psychoanalysis**

- a. Definition of psychoanalysis
- b. Major theorists (Sigmund Freud, C.G Jung and Lacan)
- c. Major terminology (Id, ego, superego, Models of the human psyche, neurosis, cathexes, Freudian slips, Oedipus and Electra complexes (infantile stage, phallic stage, castration complex, pleasure principle, the imaginary order and the mirror stage, the Ideal-I, objet petit á, symbolic order, the real order)

**6. Feminism**

- a. Definition of feminism
- b. The First Second and Third Waves of Feminism: Virginia Woolf, Simone de Beauvoire, Showalter, Kate Millett, Betty Friedan. Elaine Showalter, Kate Millett, Betty Friedan, Butler)
- c. French Feminism (Luce Irigaray, Julia Kristeva, Helene Cixous)
- d. Third World Feminism (Gayatri Spivak, Sara Suleri, Chandra Talpade Mohanty, etc) and its relation with the contemporary socio-political scenario

**7. Marxism**

- a. Definition of Marxism
- b. Major theorists (Karl Marx, Friedrich Engels, George Lukács, Antonio Gramsci, Louis Althusser, Frederic Jameson and Terry Eagleton)
- c. Major terminology (dialectical materialism, base, superstructure, interpellation, false consciousness, proletariat, relations with the market, hegemony, Ideological State Apparatus, political unconscious)

**8. Cultural Poetics or New Historicism**

- a. Old Historicism and New Historicism
- b. Cultural Materialism
- c. Major theorists (Michel Foucault, Clifford Geertz)
- d. Major terminology (discourse, poetics of culture, interdiscursivity, irruption, etc)

**9. Postcolonialism**

- a. Colonialism and Postcolonialism
- b. Major theorists (Homi Bhabha, Gayatri Spivak, Frantz Fanon, Edward Said, Aijaz Ahmed, Sarah Ahmed, Talal Asad)
- c. Major terminology (binaries, such as hegemony, center/ periphery, Us/Other, marginalization, double voicedness, Third Space, liminality, hybridity, assimilation, ecological mimeticism, diasporic experience)

**10. Ecocriticism**

- a. Definition of ecocriticism
- b. Major theorists
- c. Major terminology

**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. Selected Terminology *from any Contemporary Dictionary of Literary Terms*.
3. Vincent B. Leitch (General Editor). (2001) *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company (or later editions).



4. Bijay Kumar Das(2005). *Twentieth century Literary Criticism*. Fifth Revised and Enlarged edition.
5. Richards (2001). *Principles of Literary Criticism*.
6. Martin Coyle, Peter Garside, Malcolm Kelsall, John Peck(2003)*Encyclopedia of Literature and Criticism*
7. Bennett, A., & Royle, N. (2023). *An introduction to literature, criticism and theory*. Taylor & Francis.
8. Dobie, A. B. (2015). *Theory into practice: An introduction to literary criticism*. Cengage learning.
9. Baldick, C. (2014). *Criticism and literary theory 1890 to the present*. Routledge.
10. Goulimari, P. (2014). *Literary criticism and theory: From Plato to Postcolonialism*. Routledge.

**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*
- Ibsen: *Ghosts*

**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

**Course Code:** ENG-543

**Credit Hours:** 3

**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"; "Lines Written in Early Spring"; "Lucy Poems"; and "Lucy Gray";
- 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. Esterhammer, Angela, and Inc Ebrary. *Romantic Poetry*. John. Benjamins Pub.Co,2002.
2. Krieger, Henry, and John Patrick Shanley. *Romantic Poetry*. Dramatists Play Services, 2009.
3. Watson, J. R. *English Poetry of the Romantic Period 1789-1830*. Routededge, 2014.
4. Pearce, Joseph, et al. *The Romantic Poets: Blake, Wordsworth, And Coleridge: With An Introduction and Contemporary Criticism*. Ignatius Press, 2014.

**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. Fontenelle, T. (Ed.), (2008). *Practical Lexicography: A Reader*. Oxford University Press.
3. Hezy Mutzafi. *Comparative Lexical Studies In Neo-Mandaic*. BRILL, 2014.
4. Yule, George. *The Study of Language*. Cambridge University Press, 2019

**Course Title:** Psycholinguistics

**Course Code:** ENG – 546

**Credit Hours:** 3

#### 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:

2. The scope of Psycholinguistics
3. The connection between Psycholinguistics & Neurolinguistics
4. How does Psycholinguistics differ from Neurolinguistics?

#### The Psychology of Learning

5. Theories of language learning (Behaviourism, Mentalism, Interactionism)
6. Memory
7. Inter-language
8. Error Analysis

#### Individual Learner Factors

9. Age
10. Affective and personality factors
11. Cognitive styles
12. Motivation
13. Learner Strategies

#### Recommended Books

1. Brown, H. D. (2007). *Principles of language learning and teaching*, (Fifth edition). New York: Longman.
2. 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).
3. Lightbown, P., & Spada, N. (2006). *How languages are learned*, 3rd edition. New York: Oxford University Press.
4. Aitchison, J. (2011). *The articulate mammal: An introduction to psycholinguistics*. Routledge.
5. Dörnyei, Z. (2014). *The psychology of the language learner: Individual differences in second language acquisition*. Routledge.
6. Herriot, P. (2013). *An Introduction to the Psychology of Language (PLE: Psycholinguistics)*. Psychology Press.
7. Kalina, C., & Powell, K. C. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. *Education*, 130(2), 241-250.
8. Tarone, E. (2012). Interlanguage. *The encyclopedia of applied linguistics*, 1-7.

**Course Title: Research Methods**

**Course Code: ENG-547**

**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
- Review of literature
- Transcription and Transliteration
- Referencing and Citation

**Recommended Books**

1. Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. (Fifth edition.) Boston: Pearson Education, Inc.
2. Brown, D. (2004). *Doing Second Language Research*. Oxford: OUP.
3. Allibang, Sherwyn. *Research Methods: Simple, Short, and Straightforward Way of Learning Methods of Research*. Google Books, Sherwyn Allibang, 9 Oct. 2020
4. Allwright, D. & Bailey, K. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: CUP.

**SEMESTER VII**  
**(Literature)**

**Course Title:** Major 20<sup>th</sup> Century British Literature

**Course Code:** ENG – 611

**Credit Hours:** 3

**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. Laura Marcus and Peter Nicholls(2015): The Cambridge History of TWENTIETH-CENTURY ENGLISH LITERATURE.
2. *The Broadview Anthology of British Literature/ Volume 6, The Twentieth Century and Beyond Broadview, "2013.*
3. Dawson, Ashley. *The Routledge Concise History of Twentieth Century British Literature.* Routledge, 2013.

**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*
- Girish Karnad: *The Dreams of Tipu Sultan*

**B. Fiction (any two)**

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

**C. Poetry (Selections)**

- Zulfiqar 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. G. N. Devy. (2002). *Indian Literary Criticism Theory and Interpretation*. Hyderabad: Orient Longman.
2. Jefferess, David. *Postcolonial Resistance: Culture, Liberation and Transformation*. University Of Toronto Press, 2008.
3. Tebble, Nicholas. *Backpacker*. Independently Published, 2023.
4. Ed. William Hanaway. *Studies in Pakistani Popular Culture*. Lahore: Lok Virsa Publishing House. 2012
5. Mann, Michael. *South Asia's Modern History*. Routledge, 2014

**Course Name:** Shakespeare Studies

**Course Code:** ENG-614 **Credit**

**Hours:** 3

**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; King Lear, Othello; The Merchant of Venice; The Tempest; Antony and Cleopatra; Macbeth*

**Recommended Books**

1. Hazlitt, William. Characters of Shakerspeare's Plays. Edited by J. H. Lobban, Cambridge University Press,2009.
2. Granville-Barker, Harley, and G. B. Harrison. *A Companion to Shakerpeare Studies/ Monograph*. Cambridge University Press, 2011.
3. Shakespeare, William. *The Tempest*. Alden T. Vaughan & Virginia M. Vaughan. Eds. Arden. Shakespeare, 3<sup>rd</sup> Series. New York: Bloomsbury, 1999.
4. *Shakespeare's Sonnets*, Katherine Duncan-Jones. Ed. Arden. Shakespeare, 3<sup>rd</sup> Series. New York: Bloomsbury, 1997.

<b>Course Name:</b> African American Literature	<b>Course Code:</b> 651
	<b>Credit Hours:</b> 3
<b>Course Objectives</b>	
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.	
<b>Course Contents</b>	
<ul style="list-style-type: none"> <li>● Loraine Hansbury: <i>A Raisin in the Sun</i> (Drama)</li> <li>● Zora Neil Hurston: <i>Their Eyes were Watching God</i> (Novel)</li> <li>● Ralph Ellison: <i>Invisible Man</i> (Novel)</li> <li>● Tony Morrison: <i>Jazz</i> (Novel)</li> <li>● Langston Hughes: <i>Selections</i> (Poems)</li> <li>● Adrienne Kennedy: <i>Funny House of a Negro/any other</i></li> </ul>	
<b>Recommended Readings</b>	
<ol style="list-style-type: none"> <li>1. Warren, Kenneth W. What was African American Literature? London: Harvard University Press, 2012</li> <li>2. Andrews, William L, et al. The Concise Oxford Companion to African American Literature. Oxford: Oxford University Press, 2011</li> <li>3. Coles, Robert, and George Ford. The Story of Ruby Bridges (children's book). New York: Scholastic Press, 2004.</li> <li>4. Hatch, Shari Dorantes, Ed. Encyclopedia of African-American Writing. 2000. Amenia, NY: Grey House Publishing, 2009.</li> <li>5. Taylor, Quintard. In Search of the Racial Frontier: African Americans in the American West, 1528-1990. New York: Norton, 1998.</li> </ol>	

## 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. Jack C. Richards. & Theodore S(2001). Rodgers. Approaches and Methods in Language Teaching. Cambridge University Press.
2. B. Kumaravivelu(2008).Understanding Language Teaching From Method to Post method. Lawrence Erlbaum Associates, Publish.
3. Nunan, David. *Language Teaching Methodology: A Text Book For Teachers*. Hang Kong, Open University of Hong Kong Press, 2006.

**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.
4. Horn, L. R., & Ward, G. L. (Eds.). (2004). *The handbook of pragmatics*. Oxford: Blackwell.
5. Barron, A., Gu, Y., & Steen, G. (Eds.). (2017). *The Routledge handbook of pragmatics*. Taylor & Francis.
6. Yan Haung(2014). *Pragmatics 2<sup>nd</sup> Edition*. Oxford Textbooks in Linguistics.

**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

- First language acquisition
- Second Language Acquisition
- Comparing and contrasting first and second language acquisition (Similarities and Differences)
- Factors affecting second language acquisition
- Classroom/Formal instruction and second language acquisition
- Krashen's Monitor Model (Five Hypotheses)

#### ○ Final Term Contents

- Stabilization and Fossilization in Interlanguage
- Acculturation/Pidginization Theory
- Sociocultural Theory
- Processability Theory
- Universal grammar and its Role in First and Second Language acquisition
- Principle and Parameter Theory, and Projection Principle
- Language learning through association

#### Recommended Books

1. Muriel Saville Troike (2006) *Introducing second language acquisition*. Cambridge University
2. David Singleton (2023) *Second Language Acquisition*
3. Gass, S. M., Behney, J., & Plonsky, L. (2020). *Second language acquisition: An introductory course*. Routledge.
4. Clark, E. V., & Casillas, M. (2015). *First language acquisition*. In *The Routledge handbook of linguistics* (pp. 311-328). Routledge.
5. Doughty, C. J., & Long, M. H. (Eds.). (2008). *The handbook of second language acquisition*. John Wiley & Sons.
6. Lourdes Orteqa (2009) *Understanding second language acquisition* Genesee, F., & Nicoladis, E. (2007). *Bilingual first language acquisition*. *Blackwell handbook of language development*, 32.

**Credit Hours: 3****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. Gee, J. P. (2005). An Introduction to Discourse Analysis: Theory and Method. London: Routledge.
2. Widdowson, H. G. (2007). Discourse analysis (Vol. 133). Oxford: Oxford University Press.
3. Taylor, S. (2013). What is discourse analysis? (p. 128). Bloomsbury Academic.
4. He, A. W. (2017). Discourse analysis. The handbook of linguistics, 445-462.
5. Gee, J. P. (2014). An introduction to discourse analysis: Theory and method. Routledge.
6. Coulthard, M., & Conklin, C. N. (2014). An introduction to discourse analysis. Routledge.

## SEMESTER- VIII

### (Literature)

**Course Title:** Women Writers in 20<sup>th</sup> and 21<sup>st</sup> Century  
**Credit Hours:** 3

**Course Code:** ENG-631 Credit hrs:

**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 20<sup>th</sup> and 21<sup>st</sup> 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:**

- *American Women Short Story Writers: A Collection of Critical Essays*. Julie Brown. Ed. New York: Routledge Publishers, 2013.
- Lee. Harper. *To Kill a Mockingbird: New Essays*. Michael Meyer, Ed. Maryland: Scarecrow Press, 2010.
- *The Bedford Introduction to Literature*. Michael Meyer. Ed. 7<sup>th</sup> Edition. Boston: Bedford/St. Martin's, 2005.
- University of Louisville Think IR: The Univ ThinkIR: The University of Louisville ersity of Louisville's Institutional Reposit s Institutional Repository
- Virginia Woolf's Novels and Literary Past. Jane De Gray. Edinburgh University.
- Poems of Emily Bronte (2016)
- Julie Brown. Ed. *American Women Short Story Writers: A Collection of Critical Essays*.New York: Routledge Publishers, 2013.

**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)

#### Recommended Books:

1. Ettington, Martin K. *The History of Science Fiction and Fantasy*. 2020.
2. Gunn, James, and Michel R Page. *Modern Science Fiction: A Critical Analysis*. Mc Farland, 25 May, 2018.
3. Belkar, Ratnakar D. *Science Fiction*. Atlantic Publishers & Dist, 2009.

**Course Title: Post-Shakespeare Dramatic Experience**

**Course Code: ENG-633**

**Credit Hours: 3**

#### 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 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
- Samuel Becket (1906-1989): Waiting for Godot

**Recommended for Reading:**

1. Sheridan, Richard B. The Rivals. Tiffany Stern. ED. 2<sup>ND</sup> 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. Shaw , George B , Arms and the Man. Fairfield : 1<sup>st</sup> World Publishing , 2004.

<b>Course Title : Pakistani Literature in English</b>	<b>Course Code: ENG – 634</b>
<b>Course Structure: Lectures: 3</b>	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	

<p><b>Course Objectives:</b> 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.</p>
<p><b>Course Outline:</b> <b>Works originally written in English</b></p> <ul style="list-style-type: none"> <li>• Ahmed Ali: <i>Twilight in Delhi</i> (novel)</li> <li>• Bapsi Sidhwa: <i>Breaking it Up</i> (short story)</li> <li>• Aamir Hussain: <i>Sweet Rice</i> (story)</li> <li>• Toufiq Rafat: “The Last Visit” (poem)</li> <li>• Tahira Naqvi: <i>Attar of Roses</i> (story)</li> <li>• Daud Kamal : <i>An Ode to Death</i> (poem)</li> <li>• Kamila Shamsi: <i>Salt and Saffron</i> (novel)</li> <li>• Tariq Rahman: Short Stories (Any two)</li> <li>• Danyal Moeenuddin: “Our Lady of Paris” (story)</li> <li>• H.M. Naqvi: <i>Home Boys</i> (novel)</li> <li>• Shazaf Fatma Haider: <i>How It Happened</i> (novel)</li> </ul>
<p>•</p>
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>14. Bose, Sujata &amp; Jalal Ayesha. <i>Modern South Asia: History, Culture, Political, Economy</i>. Oxford U P (2nd Ed), 2004.</li> <li>15. Bose, Sujata &amp; Jalal Ayesha. <i>Modern South Asia: History, Culture, Political, Economy</i>. Oxford U P (2nd Ed). 2004</li> <li>16. . Anam Zakaria. 1971 : <i>A People’s History from Bangladesh, Pakistan and India</i>. Vintage, An Imprint Of Penguin Random House, 2019.</li> <li>17. Rahman, Tariq. <i>Pakistan’s Wars</i>. Taylor &amp; Francis, 2022.</li> <li>18. Muneeza Shamsie. <i>And the World Changed</i>. The Feminist Press at CUNY, 2015.</li> </ol>

**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)

<b>Course Title: Syllabus Design &amp; Testing</b>	<b>Course Code: ENG: 635</b>
	<b>Credit Hrs: 3</b>
<p><b>Course Objectives</b> 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 77 testing the four skills.</p>	
<p><b>Contents:</b></p> <ul style="list-style-type: none"> <li>● Principles and Process of Syllabus Design</li> <li>● Kinds of ELT syllabus</li> <li>● Conducting Needs Analysis</li> <li>● Evaluating and Designing a Syllabus</li> <li>● Evaluating, Adapting and Designing Print and Web-based Materials for Language learning including prescribed Textbooks in Pakistani Schools</li> <li>● Evaluating, Adapting and Designing Self-study Materials for Language Learning</li> <li>● Designing No-cost, Low-Cost Materials for Language Teaching</li> <li>● Principles of Language Testing</li> <li>● Types of Tests</li> <li>● Designing valid and reliable tests</li> </ul>	
<p><b>Recommended Readings:</b></p> <ol style="list-style-type: none"> <li>1. Brown, H. D. (2001). <i>Teaching by Principles</i>. (Second edition). New York: Addison.3.</li> <li>2. Cunningsworth, A. (1984). <i>Evaluating and Selecting EFL Materials</i>. Oxford.</li> <li>3. Ellis, R. (2005). <i>Task Based Language Learning</i>. Oxford: Oxford University Press.</li> <li>4. Hughes, A. (2020). <i>Testing for language teachers</i>. Cambridge university press.</li> <li>5. Robinson, P. (2009). Syllabus design. <i>The handbook of language teaching</i>, 294-310.</li> </ol>	



<b>Course Title: Stylistics</b>	<b>Course Code: ENG-636</b>
	<b>Credit Hrs: 3</b>
<p><b>Course Objectives:</b>  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.</p>	
<p><b>Course Contents:</b></p> <ul style="list-style-type: none"> <li>• Stylistics as a branch of linguistics</li> <li>· Style and Register</li> <li>· Methods and theories of Stylistics</li> <li>· Linguistic Description</li> <li>· Conversational style</li> <li>· Scripted speech</li> <li>· Stylistic Analysis of a Variety of Written and Spoken Texts</li> </ul>	
<p><b>Recommended Readings:</b></p>	
<ol style="list-style-type: none"> <li>1. Paul Simpson (2004). Stylistics A resource book for Students. Routledge Tailor and Francis Group London and New York.</li> <li>2. Urszula Clark (1996). An Introduction to Stylistics. Stanley Thornes (Publishers).</li> <li>3. The Routledge Handbook of Stylistics. United Kingdom, Taylor &amp; Francis, 2017.</li> </ol>	

**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**

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- 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**

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1. Ferguson, G. (2006). *Language planning and education*. Edinburgh University Press.
2. Kaplan, R. B., & Baldauf, R. B. (2005). Language-in-education policy and planning. In *Handbook of research in second language teaching and learning* (pp. 1013-1034). Routledge.
3. Liddicoat, A. J. (2013). *Language-in-education policies: The discursive construction of intercultural relations* (Vol. 153). Multilingual matters.
4. Unsworth, L. (Ed.). (2005). *Researching language in schools and communities: Functional linguistic perspectives*. A&C Black.
5. Schleppegrell, M. J. (2004). *The language of schooling: A functional linguistics perspective*. Routledge.
6. Juan-Garau, M., & Salazar-Noguera, J. (Eds.). (2015). *Content-based language learning in multilingual educational environments*. Berlin, Germany: Springer International Publishing.
7. Kaplan, R. B., & Baldauf Jr, R. B. (2003). *Language and language-in-education planning in the Pacific Basin* (Vol. 2). Springer Science & Business Media.

**Course Title: Anthropological Linguistics**

**Course Code: ENG-638**

**Credit Hours: 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. Foley, W. A. (2012). Anthropological linguistics. The encyclopedia of applied linguistics.
2. Danesi, M. (2004). A basic course in anthropological linguistics. Canadian Scholars' Press Inc..
3. Duranti, A. (2009). Linguistic anthropology: History, ideas, and issues. Linguistic anthropology: A reader, 1-60.
4. Ahearn, L. M. (2021). Living language: An introduction to linguistic anthropology. John Wiley & Sons
5. Wortham, S., & Mortimer, K. S. (2014). Linguistic anthropology. In The Routledge companion to English studies (pp. 145-160). Routledge.
6. Duranti, A., George, R., & Riner, R. C. (Eds.). (2023). A New Companion to Linguistic Anthropology. John Wiley & Sons.
7. Jourdan, C., & Tuite, K. (Eds.). (2006). Language, culture, and society: Key topics in linguistic anthropology (Vol. 23). Cambridge University Press.
8. Reyes, A., & Lo, A. (Eds.). (2008). Beyond yellow English: toward a linguistic anthropology of Asian Pacific America. OUP USA.

<b>Course Title:</b> American Literature	<b>Course Code:</b> ENG – 612
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>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.</p>	
<p><b>Course Outline</b></p> <ol style="list-style-type: none"> <li>1. Walt Whitman: Selections from <i>Leaves of Grass</i></li> <li>2. Ralph Waldo Emerson: Essay: Self-Reliance</li> <li>3. Robert Frost: Selections</li> <li>4. Fitzgerald: <i>The Great Gatsby</i></li> <li>5. Earnest Hemingway: <i>A Farewell to Arms</i></li> <li>6. <i>Young Goodman Brown</i> by Nathaniel Hawthorne (Short story)</li> <li>7. Maya Angelou Poem ‘Still I Rise’, Poem: “Kin”</li> <li>8. I Know Why the Caged Birds Sing by Maya Angelou (Chapter 4-6) and chapter 36, the last chapter</li> <li>9. Jamaica Kincaid’s short story “Wingless”</li> <li>10. Margaret Atwood’s short story “Gertrude Talks Back”</li> </ol>	
<p><b>Course Outcomes:</b> By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.</p>	

**Recommended Books**

1. Kateb, G. (2002). *Emerson and Self-reliance*. Rowman & Littlefield Publishers.
2. Bloom, H. (Ed.). (2009). *Maya Angelou*. Infobase Publishing.
3. Gray, Richard. *A History of American Literature*. John Wiley & Sons, 2011.

**Optional Courses offered in Literature****Course Name:** Continental Literature**Course Code:****Credit Hours:** 3**Course Objectives**

This course aims at encouraging 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*
- Paulo Coelho: *One of his novels*

**Recommended Readings**

1. Lifshy, Adam Michael. *Specters of America: Hauntings of a Common Continental Literature*. N.p., University of California, Berkeley, 2003.
2. Gosse, Edmund. *A History of Eighteenth-Century Literature (1660-1780)*. United Kingdom, Cambridge University Press, 2013.
3. *Bibliophile Sale: Including Continental Literature & History*. United Kingdom, Bloomsbury House, 2009.

<b>Course Title: Literature and the Environment</b>	<b>Course Code: ENG-654</b>
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites: None</b>	
<p><b>Course Objectives</b></p> <p>After completion of the course, the students will be able to;</p> <ul style="list-style-type: none"> <li>● Articulate a deeper understanding of topics, issues, and themes as expressed in environmental literature (in various forms).</li> <li>● Express their knowledge and understanding of the creative links between a variety of literary genres and art forms related to environmental literature.</li> <li>● Demonstrate advanced collaborative skills and comprehension of social learning as it relates to environmental literature.</li> <li>● Write about environmental literature at an advanced level of proficiency.</li> <li>● Independently identify, analyse and synthesise complex debates within the field of environmental literature.</li> </ul>	
<p><b>Course Objectives:</b> Course Topics</p> <p>An Introduction to Literature about the Environment Worldviews and Perspectives on Environment Eco-feminism The Future of Eco-criticism and Environmental Writing</p> <p><b>Required Text:</b></p> <ul style="list-style-type: none"> <li>● <i>The Marrow Thieves</i>, by Cherie Dimaline</li> <li>● <i>The Pemmican Eaters</i>, by Marilyn Dumont</li> <li>● <i>She Had Some Horses</i>, by Joy Harjo</li> <li>● <i>Into the Wild</i>, by Jon Krakauer</li> <li>● “Nature as Imagination” by William Blake</li> <li>● “Representing the Environment” by Lawrence Buell</li> <li>● <i>An Enemy of the People</i> by Henrik Ibsen</li> <li>● <i>The Hungry Tide</i> by Amitav Ghosh</li> <li>● <i>The Deserted Village</i> by Oliver Goldsmith</li> <li>● “The Solitary Reaper” by William Wordsworth</li> <li>● “The Grapes of Wrath” by John Steinbeck</li> </ul>	
<p><b>Course Outcomes:</b> By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.</p>	
<p><b>Recommended Books</b></p> <ol style="list-style-type: none"> <li>1. Gaard, Greta. <i>Critical Ecofeminism</i>. Lexington Books, 2019.</li> <li>2. Anderson, Lorraine. <i>Literature and the Environment: A Reader on Nature and Culture</i>. Longman, 2015.</li> <li>3. Parham, John, and Louise Hutchings Westling. <i>A Global History of Literature and the Environment</i>. Cambridge University Press, 2016.</li> <li>4. Jha, Shivani. <i>Ecocritical Readings Rethinking Nature and Environment</i>. Partridge Publishing, 2015.</li> <li>5. Huggan, Graham, and Helen Tiffin. <i>Postcolonial Ecocriticism: Literature, Animals, Environment</i>. Routledge, 2015</li> </ol>	

<b>Course Title: American Studies</b>	<b>Course Code: ENG- 655</b>
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<b>Course Objectives</b>	
<ul style="list-style-type: none"> <li>● To appreciate the consistent struggle of survival, the contributions of political and literary figures, unprecedented development, and journey through troubled times that left scores of wonderful achievements in American history</li> <li>● To understand the richness, productivity and significance of American life and culture</li> <li>● To recognize how literature and media could prove game changers in the social and political life of a nation</li> <li>● To study and understand ideological assumptions embedded in the history of America</li> </ul>	
<b>Required Readings</b>	
<ul style="list-style-type: none"> <li>● A Model of Christian charity” (1630) by John Winthrop</li> <li>● The U.S Constitution of September 17, 1787</li> <li>● Fredrick Douglass’, “What to the Slave is the 4<sup>th</sup> of July” 1852 /</li> <li>● Gettysburg Address of Abraham Lincoln 1863</li> <li>● <i>The Gilded Age: A Tale of Today</i>. By Mark Twain. 1873</li> <li>● <i>“The Subjective Necessity of Social Settlements”</i> by Janne Adams (1910)</li> <li>● John Steinbeck’s <i>The Grapes of Wrath</i>(1939)</li> <li>● Franklin D. Roosevelt Pearl Harbor</li> <li>● Toni Morrison’s <i>Beloved</i>(1987)</li> <li>● Jean Baudrillard’s <i>America</i> (2010 ed.)</li> <li>● Don DeLillo’s <i>Falling Man</i> (2007)</li> <li>● Janet Johnson’s <i>Political Rhetoric, Social Media, and American Presidential Campaigns</i>(2020)</li> </ul>	
Course Outcomes: By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.	
<b>Recommended Books</b>	
<ol style="list-style-type: none"> <li>1. Temperley, Howard, and Christopher Bigsby. <i>A New Introduction to American Studies</i>. Routledge, 2014.</li> <li>2. Zinn, Howard. <i>A People’s History of the United States</i>. New York, 2003.</li> <li>3. Fareed Zakaria, Journalist. <i>The Post-American World</i>. Norton, 2009.</li> </ol>	

### Optional Courses in Linguistics

<b>Course Name:</b> Media Discourse Analysis	<b>Course Code:</b>
	<b>Credit Hours:</b> 3
<b>Course Objectives</b>	
<p>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.</p> <p>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.</p>	
<b>Course Outline</b>	
<ul style="list-style-type: none"> <li>● Key Concepts in Media Discourse</li> <li>● Features and Characteristics of Media Language</li> <li>● Media Discourse Genres</li> <li>● Media and Technology</li> <li>● Media and Globalization</li> <li>● Media and Ideology</li> </ul>	
<b>Recommended Books</b>	
<ol style="list-style-type: none"> <li>1. Allen, R. (Ed.), (1992). <i>Channels of Discourse Reassembled</i>. New York: Rutledge.</li> <li>2. Widdowson, H. G. (2007). <i>Discourse analysis</i> (Vol. 133). Oxford: Oxford University Press.</li> <li>3. Taylor, S. (2013). <i>What is discourse analysis?</i> (p. 128). Bloomsbury Academic.</li> <li>4. He, A. W. (2017). Discourse analysis. <i>The handbook of linguistics</i>, 445-462.</li> <li>5. Gee, J. P. (2014). <i>An introduction to discourse analysis: Theory and method</i>. Routledge.</li> <li>6. Coulthard, M., &amp; Conklin, C. N. (2014). <i>An introduction to discourse analysis</i>. Routledge.</li> </ol>	

<b>Course Title:</b> Language and Gender	<b>Course Code:</b>
<b>Credit Hours:</b> 03	
<b>Course Objectives:</b>	
<p>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.</p>	

<b>Contents:</b>
<ul style="list-style-type: none"> <li>● The relationships between language, gender, and society.</li> <li>● In what ways do men and women use language differently?</li> </ul>



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

**Recommended Readings:**

1. Eckert, P. & McConnell, G. S. (2003). *Language and Gender*. CUP.
2. Ember, R. C & Ember, M. (Eds.), (2004). *Encyclopedia of Sex and Gender: Men and Women in the world's cultures*. Kluwer Academic/Plenum Publishers
3. Litosseliti, L. (2006). *Gender and Language: Theory and Practice*. London: Hodder Arnold.
4. Holmes, J., & Meyerhoff, M. (Eds.). (2008). *The handbook of language and gender*. John Wiley & Sons.
5. Tannen, D. (Ed.). (1993). *Gender and conversational interaction*. Oxford University Press.
6. Mills, S., & Mullany, L. (2011). *Language, gender and feminism: Theory, methodology and practice*. Taylor & Francis.

**Course Title: Eco-linguistics**

**Course Code: ENG-665**

**Credit Hours: 3**

**Course Description:**

Ecolinguistics is a recent subdiscipline of linguistics which came into being during the 1990s as a result of a range of interesting developments in linguistics coupled with the growing international awareness of the importance of environmental issues in recent years. This subbranch (also known by the name of Ecology of Language) studies the complex network of interrelationships between language and environment (environment seen here as the overall ecosystem with its multiple interdependent components of all living organisms: humans, animals, plants, etc., and nonliving entities). While sociolinguistics places languages in their socio-cultural contexts, ecolinguistics situates them in the much broader environmental and ecological milieu (i.e. it studies language ecologies).

**Course content**

Introduction to the key concepts and ideas in Ecolinguistics (Ecology, sustainability, the notion of 'green', eco-, consumers and consumerism, nature and natural, commodification)

- Language and Environment (ecology, ecosystems and the environment)
- Ecology of Language (Biodiversity and Linguistics Diversity :ecolinguistics and endangered languages, language rights, etc.).
- Ecocritical discourse analysis and language awareness (analysis of ecolinguistic texts, talks and discourses of various kinds).
- Ecosophy (anthropocentrism, nature and gender, ecofeminism, nature and nurture/culture, etc.).
- Ecolinguistics and Language Teaching and Learning

**Recommended Readings:**

1. Alexander, R. (2009) *Framing Discourse on the Environment: A Critical Discourse Approach*. London: Routledge.
2. Fill, A. and Mühlhäusler, P. (Eds.) (2001) *The Ecolinguistics Reader: Language, Ecology and Environment*. London: Continuum.

3. Fill, Alwin and P. Hermine (Eds.) (2007). *Sustaining Language: Essays in Applied Ecolinguistics*. Vienna: LIT Verlag.
4. Mühlhäusler, P. (2003) *Language of Environment, Environment of Language: A Course in Ecolinguistics*. London: Battlebridge.
5. Pattenger, M. (2007) *The Social Construction of Climate Change: Power, Knowledge, Norms, Discourses*. Aldershot: Ashgate.
6. Stibbe, A. (ed.) (2009) *The Handbook of Sustainability Literacy: Skills for a Changing World*. London: Green Books.
7. Stibbe, A. (2015). *Ecolinguistics: Language, ecology and the stories we live by*. Routledge.

**Course Title: Anthropological Linguistics  
Computational Linguistics**

**Course Code: ENG-638 Course Title:  
Course Code: ENG-667**

**Credit Hours: 3**

**Course Description:**

The course aims to give theoretical grounds introducing the contemporary work in computational linguistics, human language technology and artificial intelligence to understand how human and machine communication works in the modern world.

**Course Objectives:**

The objectives of the course are given as under:

- Understand important concepts and issues of computational linguistics
- Know applications of computational linguistics
- To introduce standard methods for processing words/ morphology
- To introduce standards for sentence processing/ parsing
- To introduce concepts of natural language processing, human language technology

**Course Contents:**

1. Introduction
  - 1.1 Computer in linguistics
  - 1.2 Parsing and generation strategies
  - 1.3 Implementation of strategies
  - 1.4 Computational complexity
2. Computational phonetics and phonology
3. Computational Morphology
4. Computational Syntax
5. Computational Lexicology
  - 5.1 Computational Semantics
  - 5.2 Applications of computational linguistics

**Recommended Readings**

1. Ahmad, Computers, Language Learning and Language Teaching CUP
2. Brian K Williams, Sawyer and Hutchinson (1999) Using Information Technology, McGraw Hill
3. Lyons, J. (2002) Language and Linguistics: An Introduction, CUP
4. Martin Atkinson, David Britain, Herald Clashesen, Andrew Spencer (1999) Linguistics, CUP
5. William O'Grady, et al., (1997) Contemporary Linguistics: An Introduction
6. Mitkov, Ruslan (ed.), *The Oxford Handbook of Computational Linguistics*, 2nd edn, Oxford Handbooks (2022; online edn, Oxford Academic, 1 A

<b>Course Name: World Englishes</b>	<b>Course Code: ENG – 625</b>
	<b>Credit Hours: 3</b>
<b>Course Objectives</b>	
<p>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:</p> <ul style="list-style-type: none"> <li>● Be familiar with the current debate in linguistics regarding the future of English as an International Language</li> <li>● 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.</li> <li>● Be familiar with general characteristics of and issues related to Pakistani, Indian, Malaysian, Singapore, and Nigerian, Chinese, Japanese, and Hong Kong English</li> <li>● 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.</li> </ul>	
<b>Course Contents</b>	
<ul style="list-style-type: none"> <li>● Introduction</li> <li>● English as a global language An overview</li> <li>● Language variations and discourse; language variety and culture</li> <li>● English in the world: Its spread, functions and status</li> <li>● The three circles of English</li> <li>● Some features of New English's</li> <li>● British and American English</li> <li>● English in South-East Asia</li> <li>● Pakistani English</li> <li>● Indian English</li> <li>● Debates and issues the prejudices associated with different varieties of English</li> <li>● The role of teachers and educational institutions in creating, maintaining, and challenging prejudice.</li> <li>● The future of English</li> </ul>	

**Recommended Readings**

1. Jenkins, J. (2003). *World Englishes: A resource book for students*. Routledge.
2. Kachru, B., Yamuna Kachru & Cecil L. N. (2006). *World Englishes in Asian Contexts*. Hong Kong: Hong Kong University Press.
3. Kachru, B., Yamuna, K., & Cecil L. N. (Eds.), (2006). *The Handbook of World Englishes*. Malden, MA; Oxford: Blackwell.
4. Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press.
5. Rajend Mesthrine and Rakesh M. Bhatt, (2008). *World Englishes The Study of New Linguistic Varieties*. Cambridge University Press.
6. Blackwell. Braj B. Kachru, Yamuna Kachru, and Cecil L. Nelson, (2006). *Handbooks in linguistics*. BLACKWELL PUBLISHING.

## CONTENTS OF INTERDISCIPLINARY COURSES

<b>Course Title: PAKISTAN; SOCIETY AND CULTURE</b>	<b>Course Code: PST-421</b>
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites: None</b>	
<p><b>Course Objectives</b>          The focus of this course is the society and culture of Pakistan. It discusses the evolution and growth of societal norms and cultural patterns and highlights the multiplicity and diversity of Pakistani society and culture.</p> <p><b>Students will be able to:</b>          Explain the evolution and growth of Pakistani society and culture.          Appreciate the cultural diversity of Pakistan.</p>	
<p><b>Course Outline</b></p> <ul style="list-style-type: none"> <li>• <b>Society and culture</b> <ul style="list-style-type: none"> <li>○ The concept of society: Meaning, objectives and characteristics</li> <li>○ Approaches to the study of society</li> <li>○ The concept of culture: Meaning, key components (language, religion, dress, values etc)</li> <li>○</li> </ul> </li> <li>• <b>Relationship between society and culture</b> <ul style="list-style-type: none"> <li>○ Relationship between society and culture</li> </ul> </li> <li>• <b>Pakistani Society</b> <ul style="list-style-type: none"> <li>○ Social institutions: Family, school, religion, media</li> <li>○ Social stratification: forms, features and determinants</li> <li>○ Social mobility: possibilities and challenges</li> </ul> </li> </ul> <p>□ <b>Pakistani Culture</b>          Similarities and differences in the main Cultures of Pakistan (Punjab, KPK, Sindh, and Balochistan).</p> <ul style="list-style-type: none"> <li>➤ Norms and values</li> <li>➤ Factors promoting National integration</li> </ul> <ul style="list-style-type: none"> <li>• <b>Modernization and its impact on society</b> <ul style="list-style-type: none"> <li>➤ Modernization</li> <li>➤ Question of nationalities and ethnicity</li> </ul> </li> </ul>	
<p><b>Course Outcomes:</b> By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.</p>	
<p><b>Recommended Books</b>          Abbasi, Mohammad Yousaf. <i>Pakistani Culture</i>. Islamabad: National Institute of History and Culture, 1992.          Azam, Ikram. <i>Pakistan's National Culture and Character</i>. Amir Publications, 1980.          Gerewal, Sher Muhammad. <i>Pakistani way of life and culture</i>. Lahore: United, 1985.          Hafeez, Sabiha. <i>The changing Pakistan Society</i>. Karachi: Royal Book Co, 1991.          Qureshi, I. H. <i>The Pakistani Way of Life</i>. Karachi: Royal Book Co, 2003.          Saif, Lubna. and Javed Iqbal Syed, (eds) <i>Pakistani Society and Culture. Vol. I and II</i>. Islamabad: Allama Iqbal Open University, 2001.</p>	

<b>Course Title:</b> Basic Concepts of History	<b>Course Code:</b> HIS-301
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours:</b> 3
<b>Prerequisites:</b> None	
<p><b>Course Objectives</b></p> <p>The aim and objective of this course are to: • Introduce the students about the subject matter and basic concepts of history • Familiarize students with historical evolution of human knowledge • develop an ability among the students to understand the themes of historical knowledge • Develop critical and rational faculty in the students.</p>	
<ul style="list-style-type: none"> <li>• <b>Course Outline</b></li> <li>• Understanding History</li> <li>• Nature, Scope → Definition → Significance → Nature and scope of History → Role of Historian in writing of History</li> <li>• Branches of History → Political History → Cultural History</li> <li>• Social History</li> <li>• Economic History</li> <li>• Relationship of History with other social sciences</li> <li>• Causation in History, Mono Causal, Multi Causal, Accidents in History,</li> <li>• Basic research questions</li> <li>• Question of Objectivity and Subjectivity</li> <li>• Sources of History</li> <li>• Primary and Secondary sources, Tertiary Ancillary/Documentary Sources and</li> <li>• Their Kinds, Auxiliary/Non-documentary Sources and their Kinds, Difference</li> <li>• Between Myths, Fiction, and Reality, Oral History</li> <li>• Historical Criticism</li> <li>• External Criticism (Critical/Historical Scholarship, Critical Investigation of</li> <li>• Authorship),</li> <li>• Internal Criticism (Textual Criticism Interpretative Criticism, Determination of</li> </ul>	

- Facts)
- Types of History
- Subaltern
- Modernist
- Post-Modernist
- Periodization in scheme of History and its Practical Limitations

**Course Outcomes:** By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.

### **Recommended Books**

Arnold, John H. History: A very short Introduction. New York: Oxford University Press, 2000.

Bernard Cohn. An Anthropologist among Historians and Other Essay, Oxford University Press, 1988

Carr, E. H., What is History? New York: Penguin, 1961.

Caroline Steedman. Dust: The Archive and Cultural History, Manchester University Press, 2002

Collingwood, R. G. The Idea of History. Oxford: Oxford University Press, 1978.

G. W. G. Hegel. Elements of the Philosophy of Right. Cambridge University Press, 1991

Gertrude Himmelfarb. The New History and the Old, Cambridge: Harvard University Press, 1987

Ginzburg, Carlo. Clues, Myths and Historical Method. Maryland: John Hopkins University Press, 1992

Govranski. History Meaning and Methods, New York: Oxford University Press, 1969

<b>Course Title: Introduction to Social Psychology</b>	<b>Course Code: PSY-305</b>
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<b>Course Objectives</b> <ul style="list-style-type: none"> <li>• Define basic social psychological terms and concepts and explain social processes.</li> <li>• Discuss ways in which the power of the situation affects human behavior.</li> <li>• Recognize major theories of social psychology related to cognitive and behavioral phenomenon.</li> </ul> <b>Course Outcomes:</b> <ul style="list-style-type: none"> <li>• Analyze the complexity of action in social contexts by combining factors related to the person and the situation.</li> <li>• Describe situational factors that constrain human action.</li> <li>• Apply course concepts to common scenarios in life.</li> </ul>	
<b>Course Outline</b> <b>The Field of Social Psychology:</b> Introduction to social psychology, Current trends and future scope search methods in Social Psychology. <b>Social Perception:</b> Non-verbal behavior, Attribution oppression management. Social Cognition: Schemas, Heuristics, Affect and Cognition. <b>Behavior and attitudes:</b> Nature of attitudes, Formation, maintenance, and change in attitudes, Relationshipbetween attitude and behavior. <b>Aspects of Social Identity: The self,</b> Nature of the self, Self-Concept If esteem, Self-focusing, Self-Monitoring, Self-Efficacy, Gender & socialization. Social Influence informity, Compliance, Obedience. <b>Pro-social Behavior:</b> Altruism, Aggression /hurting others what is Aggression? Influences on Aggression, Reducing Aggression, Lucifer effect, Bullying.	
<b>Course Outcomes:</b> By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.	
<b>Recommended Books</b> Wesley. Fisher, R. J. (1982). Social psychology: An applied approach New York: St.Martin Press. Forsyth, D. F. (1987). Social psychology. California: Brooks Publishing Company. Myers, D. G. (1987). Exploring social psychology. New York: McGraw-Hill. Myers, D. G. (1987). Social psychology. New York: McGraw-Hill. Wayant, J. M. (1986). Applied social psychology. New York: Oxford University Press.	



**Course Title:** Ideas & Ideologues  
**521 Credit Hours:** 3

**Course Code:** ENG –

**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 activist

**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**

4. Black, Elizabeth. (2006). *Pragmatic Stylistics*. Edinburgh: Edinburgh University Press.
5. Toolan, Michael. (1998). *Language in Literature*. New York: Arnold.
6. Jhonstone, Barbara. (2008). *Discourse Analysis*. Oxford: Blackwell.

<b>Course Title:</b> Psycholinguistics <b>Credit Hours:</b> 3	<b>Course Code:</b> ENG – 546
<b>Course Objectives</b>	
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.	
<b>Course Outline</b>	
<b>Introduction to Psycholinguistics:</b>	
<ul style="list-style-type: none"> <li>• The scope of Psycholinguistics</li> <li>• The connection between Psycholinguistics &amp; Neurolinguistics</li> <li>• How does Psycholinguistics differ from Neurolinguistics?</li> </ul>	
<b>The Psychology of Learning</b>	
19. Theories of language learning (Behaviourism, Mentalism, Interactionism) 20. Memory 21. Inter-language 22. Error Analysis	
<b>Individual Learner Factors</b>	
23. Age 24. Affective and personality factors 25. Cognitive styles 26. Motivation 27. Learner Strategies	
<b>Recommended Books</b>	
9. Brown, H. D. (2007). <i>Principles of language learning and teaching</i> , (Fifth edition). New York: Longman. 10. Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. In N. Schmitt (Ed.). <i>An Introduction to Applied Linguistics</i> . London: Arnold. (170-190). 11. Lightbown, P., & Spada, N. (2006). <i>How languages are learned</i> , 3rd edition. New York: Oxford University Press. 12. Aitchison, J. (2011). <i>The articulate mammal: An introduction to psycholinguistics</i> . Routledge. 13. Dörnyei, Z. (2014). <i>The psychology of the language learner: Individual differences in second language acquisition</i> . Routledge. 14. Herriot, P. (2013). <i>An Introduction to the Psychology of Language (PLE: Psycholinguistics)</i> . Psychology Press. 15. Kalina, C., & Powell, K. C. (2009). Cognitive and social constructivism: Developing tools for an effective classroom. <i>Education</i> , 130(2), 241-250. 16. Tarone, E. (2012). Interlanguage. <i>The encyclopedia of applied linguistics</i> , 1-7.	

<b>Course Title: Classroom Management</b>	<b>Course Code: EDU-303</b>
<b>Course Structure:</b> Lectures: 3, Labs: 0	<b>Credit Hours: 3</b>
<b>Prerequisites: None</b>	
<p><b>Course Objectives</b></p> <p>In this course, prospective teachers will be encouraged to explore their own beliefs about teaching and learning to arrive at an ultimate goal. Prospective teachers will be given the chance to explore curricular concerns of what to teach' and 'how to teach it' and decisions. They will also study research and best practices on differentiation of instruction, classroom structures, routines, procedures and community-building.</p>	
<p><b>OUTLINE</b></p> <p><b>Unit 1—Managing Classrooms to Maximize student learning</b></p> <p>Introduction to the course.  Definition of classroom and management  Characteristics of management  Characteristics of well managed classroom  Features of classroom management  Physical environment  Social environment  Establishing Overall Classroom Rules and Procedures  Challenges that teachers convey in the management of a classroom  Difference between classroom discipline and management  Principles for designing the effective classroom environment  Identifying resources for learning.  Using displays and visuals for enhancing the learning environment in the classroom.  Physical facilities to enhance the learning environment.  Seating arrangements for different kinds of learning experiences  Building the social environment</p> <p><b>Unit 2-- Curriculum and Classroom Management</b>  Curriculum needed to support the classroom management  Planning, motivation, teaching and assessing the curriculum  Differentiation of instruction  Multi-grade classrooms  Over-crowded classrooms</p> <p><b>Unit 3—Routines, Schedules and Time Management in Diverse Classrooms</b>  Classroom routines and structures  Structures and routines in a multi-grade context  Use of routines and structures for special needs and situations  Use of routines and structures to teach specific subject content like Math, Science or Literacy  Use of routines and structure to promote cooperation and collaborative learning</p> <p><b>Unit 4—Creating Shared Values and Community</b>  Community inside and outside the classroom and school  Community participation and involvement  Typical practices of community participation  Involvement of the community in the classroom (routines and structures need to be put in place)  Creating an “ethic of care</p>	

Diverse classrooms as caring, democratic communities and respectful relations between teacher and students, students and students

Developing caring classroom for responsible actions and personal accountability

Management of behaviour

**Unit 5—Planning the Classroom Environment**

Peer critique and review of final projects

Summary and closure

**Course Outcomes:** By the end of the course the students will be able to apply the enhanced English skills, comprehend a variety of literary and non-literary texts, express effectively in spoken and written English in diverse social and cultural context.

**Recommended Books**

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](http://campus.dyc.edu/~drwaltz/FoundLearnTheory/FLT_readings/Canter.htm)

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

Good, T.L., & Brophy, J.E. (2003). Looking in classrooms (9th ed.). Boston: Allyn & Bacon.

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