

<b>(5<sup>TH</sup> SEMESTER)</b>			
<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>Category</b>	<b>CREDIT HOURS</b>
Eng-402	Poetry	M	3(3-0)
Eng-502	Literary Criticism—I	M	3(3-0)
Eng-503	American Literature	M	3(3-0)
Eng-504	Semantics	M	3(3-0)
Eng-505	Morphology and Syntax	M	3(3-0)
Eng-506	Sociolinguistics	M	3(3-0)
<b>Total Credit Hours</b>			<b>18</b>

## **POETRY**

**Course Code: Eng-402**

**Credit Hours: 3(3+0)**

### **Objectives**

This course introduces various forms and styles of the genre of poetry. Readers would find here a combination of elegy, ode, lyric, ballad, free verse, and many other types. The objective of this course is not only to introduce the students with different introductory elements of poetry but also to give them a taste of different poems.

### **STUDENTS LEARNING OUTCOMES (SLOs)**

After successful completion of this course, the students will achieve the following course learning outcomes. They will:

1. Identify the genre-specific elements
2. Accurately describe aesthetics of versification: tone, mood, metre, rhythm, rhyme and musicality
3. Get practical exposure to different leading poems and poets

### **Course Outlines**

#### **Literary Forms: their origin and development**

- ✓ What is Poetry? Various forms/types of Poems/Verse/Stanza, metre, rhyme, rhythm

#### **1. William Shakespeare:**

All the world is a stage

2. **John Milton:**  
On his Blindness
3. **William Words Worth:**
  - i. The World
  - ii. The Daffodils
  - iii. To Milton
  - iv. The Solitary Reaper
4. **P.B. Shelley**
  - i. Ode to the West Wind
  - ii. Stanza Written in Dejection
5. **John Keats:**
  - i. On First Looking into Chapman's Homer
  - ii. La Bella Dame Sans Mercy
  - iii. Ode to Autumn
6. **Alfred Lord Tennyson:**
  - i. Break, Break, Break
  - ii. Ulysses
7. **Oliver Gold Smith:**  
Deserted Village
8. **Robert Browning:**  
The Patriot  
My last Duchess
9. **T.S. Eliot**  
The Hollow Men  
The Love Song of Alfred J. Prufrock

**REFERENCE BOOKS:**

1. A Dictionary of Literary Terms by Martin Gray Winchester Book of Verse

**LITERARY CRITICISM—I**

**Course Code: 502**

**Credit Hours: 3(3+0)**

**OBJECTIVES**

It is an intensive course in literary criticism and theory. It would prepare the learners of literature and language to understand the historical background to literary criticism, exploring its development in the light of some contemporary and later viewpoints. It would focus on the poetic and dramatic forms in order to highlight some significant trends and concepts in world literature in general and English literature in particular.

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 literatures in —English.

**STUDENTS LEARNING OUTCOMES (SLOs)**

This course covers critical theories and thoughts from Plato (Republic) to Mathew Arnold (Functions of Criticism). In this course the student will:

1. Understand the historical background to literary criticism
2. Identify the essentials of poetic and dramatic forms and trace significant trends in their development

## **COURSE OUTLINES**

### **Literary Criticism**

- ✓ Plato's Republic (Chapter 10)
- ✓ Aristotle's Poetics
- ✓ Longinus' On The Sublime
- ✓ Sir Philip Sydney: An Apology for Poetry
- ✓ Dr. Johnson's Preface To Shakespeare
- ✓ Coleridge's Biographia Literaria (Chapter 17, 18)
- ✓ M. Arnold's Function Of Criticism

## **REFERENCE BOOKS:**

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

## AMERICAN LITERATURE

**Course Code: 503**

**Credit Hours: 3(3+0)**

### OBJECTIVES

The course focuses on connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, etc. as they influence multiple trends in American literary heritage and nationalism. The course will highlight these emerging trends as they culminate into the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race gender and class equations reinterpret the central meaning of America and of the changing social and economic values. Basically there may be several ways to access American Literature, but whether we follow simple chronology or connect through themes and genres, the final objective of this course is to look for the sense of democratic diversity amid the constitutional unity of the US.

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

### STUDENTS LEARNING OUTCOMES (SLOs)

After successful completion of this course, the students will achieve the following course learning outcomes. The will:

1. Identify the role of divers Western movements such as realism, naturalism, romanticism, transcendentalism, modernism etc. in shaping the American nationalism and literature
2. Identify the role of democratic forces in the shaping American literature
3. Trace the chronological and thematic development of American literature

Identify the development of American literary movement in the selected poetry, novels and dramas

### COURSE OUTLINES

#### **A. Poetry (three poems from any three poets)**

- Emerson, Selections
- Walt Whitman: Selections from Leaves of Grass
- Emily Dickinson: Selections
- Robert Frost: Selections
- Sylvia Plath: Selections

#### **B. Novel (any two)**

- Nathaniel Hawthorne: The Scarlet Letter

- Mark Twain: Huckleberry Fin
- Fitzgerald: The Great Gatsby
- Earnest Hemingway: A Farewell to Arms
- William Faulkner: Absalom Absalom

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

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

**REFERENCE WORKS:**

**A:**

1. Bloom, H. (1976) Figures of Capable Imagination.
2. Waggoner, H. H. (1984) American Poetry from the Puritans to the Present.

**B:**

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

**C:**

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

## SEMANTICS

**Course Code: 504**

**Credit Hours: 3(3+0)**

### OBJECTIVES

The objective 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.

### STUDENTS LEARNING OUTCOMES (SLOs)

After successful completion of this course, the students will achieve the following course learning outcomes. They will:

1. Understand the basic concepts of semantics i.e. Ogden and Richards and Saussure's theories of meaning, types of meaning and semantic fields etc.
2. Conceptualize the relation between words and their meaning i.e.

Understand meaning relations of sentences in syntactic semantics i.e. contradiction, ambiguity, entailment and presupposition etc.

### COURSE OUTLINES

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

### REFERENCE BOOKS:

1. Allan, K. (1986). *Linguistic Meaning*. London: Routledge.
2. Cruse, A. (1986). *Lexical semantics*. Cambridge: Cambridge University Press.
3. Cruse, A. (2011). *Meaning in Language: An Introduction to Semantics and Pragmatics*. (Third edition). Oxford Textbooks in Linguistics.
4. Davis, S. & Gillon, S. B. (2004). *Semantics: A Reader*. Oxford University Press.
5. Frawley, W. (2002). *Linguistic Semantics*. Cambridge: Cambridge University Press.
6. Fuchs, Catherine and Victorri, Bernard. (1994). *Continuity in Linguistic Semantics*. Amsterdam; Philadelphia : J. Benjamins.
7. Geeraerts, D. (2010). *Theories of Lexical Semantics*. Oxford University Press.
8. Griffiths, P. (2006). *An Introduction to English Semantics and Pragmatics*. Edinburgh University Press Ltd.
9. Howard, G. (2000). *Semantics: Language Workbooks*. Routledge.
10. Hudson, R. (1995). *Word Meaning*. New York and London: Routledge.
11. Hurford, R. J., Heasley, B. & Smith, B. M. (2007). *Semantics: a course book*. (Second

edition) Cambridge: CUP.

12. Kearns, K. (2000). *Semantics*. Palgrave Modern Linguistics. Great Britain.
13. Kreidler, W. C. (2002). *Introducing English Semantics*. Routledge.
14. Lyons, J. (1996). *Linguistic Semantics: An Introduction*.  
Cambridge: University of Cambridge.
16. Ogden, C. & Ivor A. R. [1923 (1949)]. *The meaning of meaning*.  
London: Kegan Paul.
18. Palmer, F.R. (1976). *Semantics*. Cambridge: Cambridge University Press.
19. Riemer, N. (2010). *Introducing Semantics*. Cambridge Introductions to Language and  
Linguistics.
20. Saeed, I. J. (2009). *Semantics*. (Third edition). Wiley-Blackwell.

## MORPHOLOGY AND SYNTAX

Course Code: 505

Credit Hours: 3(3+0)

### OBJECTIVES

The objective 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.

### STUDENTS LEARNING OUTCOMES (SLOs)

After successful completion of this course, the students will achieve the following course learning outcomes. They will:

1. Comprehend the introductory concepts of English morphology and syntax
2. Demonstrated understanding of the internal structure of words and sentences
3. Demonstrate the understanding of the theory and practice of the structural grammar of English language
4. Gain the ability to do detailed morphemic and syntactic analyses of English language

### COURSE OUTLINES

- Morphemes
- Types of Morpheme
- Morphemic analysis
- Morphological productivity
- Phrases and its types
- Clauses
- Sentences
- Types of sentences
- The Negative Transformation
- The Passive Transformation
- Word order Transformations
- Agreement & case

### REFERENCE BOOKS:

1. Aronoff, M., & Feudman, K. (2010). *What is Morphology?* (Second edition). John Wiley and Sons.
2. Booij, G. (2007). *The Grammar of Words: an Introduction to Morphology*. OUP.
3. Culicover, W.P., & Jackendoff, R. (2005). *Simpler Syntax*. Oxford: OUP.
4. Flabb, N. (2007). *Sentence Structure*. (Second edition). Taylor & Francis.
5. Francis.
6. Kampson, R., Meyer-Viol, W., & Gabbay, D. (2001). *Dynamic syntax: the Flow of Language Understanding*. Blackwell Publishing.



7. *Katamba, F. (2004). Morphology: Morphology and its relation to Semantics and the lexicon. Routledge.*
8. *Medina, G.P. (Ed.), (2011). Morphosyntactic Alternations in English: Functional and Cognitive Perspectives. Equinox Publishing.*
9. *Metthews, H. P. (1991). Morphology. (Second edition) Cambridge University Press.*
10. *Radford, A. (1997). A Minimalist Introduction. CUP.*
11. *Radford, A. (2004). English Syntax: an introduction. CUP.*
12. *Roberts, G. I. (2007). Diachronic Syntax. Oxford: OUP.*
13. *Roberts, G. I. & Roussou, A. (2003). Syntactic Change: a minimalist approach to grammaticalization. Cambridge University Press.*
14. *Spenser, A. (1991). Morphological Theory. Wiley-Blackwell.*
15. *Spenser, A., & Zwicky, M. A. (Eds.), (2001). The Handbook of Morphology. Wiley-Blackwell.*
16. *Warner, R. A. (1993). English Auxiliaries: Structure and History. C.U.P.*

## SOCIOLINGUISTICS

Course Code: 506

Credit Hours: 3(3+0)

### OBJECTIVES

At the end of this course learners would be able to demonstrate awareness of social phenomena and factors that are relevant to language use with special reference to Pakistan.

### STUDENTS LEARNING OUTCOMES (SLOs)

After successful completion of this course, the students will achieve the following course learning outcomes. The will:

1. Be able to understand the nature of the relation between language and society by exploring ideolects, registers, dialects, sociolects etc. and generation of language varieties such as jargons, pidgins and creoles etc. with special reference to Pakistan
2. Identify the basics of sociolinguistics
3. Describe the relevance of sociolinguistic theory to language teaching decisions

Understand language relation with power, gender and education and its reflection in planning and policy

### COURSE OUTLINES

- ✓ **Functions of Language in Society**
- ✓ **Domains of Language Use**
- ✓ **Speech Community**
- ✓ **Multilingualism and Bilingualism**
  - Dimensions of Bilingualism
  - Bilingualism and Diglossia
  - Causes of Bilingualism
  - **Manifestations of Bilingualism**
    - ❖ Loan-words
    - ❖ Borrowing
    - ❖ Code-switching/code-mixing
  - **Effects of Bilingualism**
    - ❖ Language Conflicts
    - ❖ Language Attitudes
    - ❖ Language Maintenance
    - ❖ Language Change/Shift
    - ❖ Language Death
- ✓ **Dialects, Pidgin and Creoles, Register etc.**
- ✓ **Standard Language**
- ✓ **National Language, Language Planning And Policy**

### REFERENCE BOOKS

1. Auer, Peter (Ed). 1998. *Code-switching in Conversation: Language Interaction & Identity*. London: Routledge.
2. Hudson, R.A. 1996. *Sociolinguistics*. Cambridge: Cambridge University Press.

3. Suzanne Romaine.1995. *Bilingualism* (2<sup>nd</sup>Ed). Oxford: Basil Blackwell.
4. Trudgill, P. 2002. *Introduction to Language and Society*.
5. Wardhaugh, R. 2006. *An Introduction to Sociolinguistics*. Oxford: Basil Blackwell.