

Scheme of Studies

Associate Degree/BS English

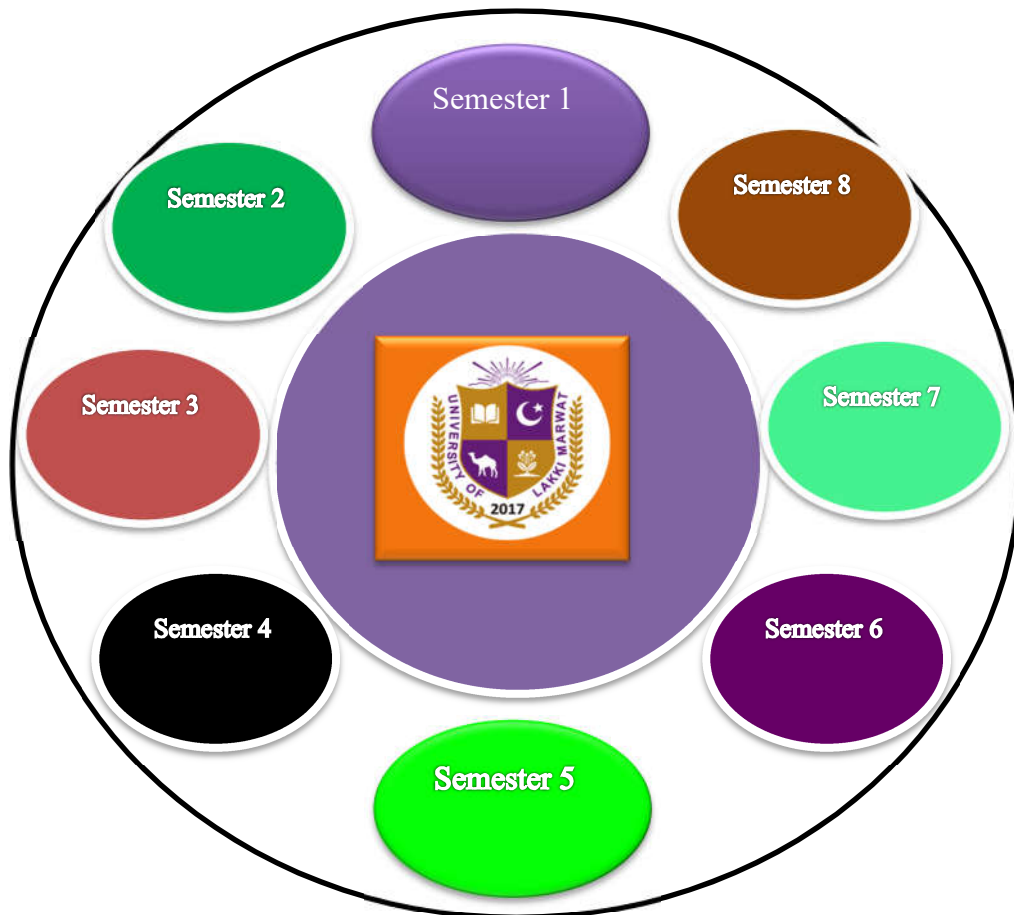
Session: 2021-25

Department of English and Applied Linguistics (ULM)



University of Lakki Marwat, Lakki Marwat, K.P.

Color Scheme for different semesters



SCHEME OF STUDY FOR BS IN ENGLISH AND APPLIED LINGUISTICS, ULM

FIRST YEAR

(1ST SEMESTER)			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
EW-301	English Composition and Comprehension (E-I)	EW	3(3-0)
QR-104	Probability and Statistics	QR	3(3-0)
SS-120	Introduction to Sociology	SS	3(3-0)
ICT-107	Introduction to Information & Communication Technology	QR	3(3-0)
AH-105	Islamic History & Culture	AH	3(3-0)
NS-101	Everyday Science	NS	3(3-0)
Total Credit Hours			18

(2ND SEMESTER)			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
EW-302	Communication and Presentation Skills (E-II)	EW	3(3-0)
As per the selected course	Introduction to Environmental Science	NS	3(3-0)
As per the selected course	Introduction to Social Work	SS	3(3-0)
QR-101	Basic Mathematics	QR	3(3-0)
CIV-110	Constitutional Law	AH	3(3-0)
CIV-301	Islamic Studies/ Ethics	CIV	3(3-0)
Total Credit Hours			18

SECOND YEAR

(3RD SEMESTER)			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
EW-303	Technical Report Writing (E-III)	EW	3(3-0)
CIV-302	Pakistan Studies	CIV	3(3-0)
ENG-401	Introduction to Linguistics	M	3(3-0)
ENG-402	Poetry	M	3(3-0)
ENG-304	Short Fictional Narratives	M	3(3-0)
Total Credit Hours			15

(4TH SEMESTER)			
COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
ENG-451	Drama	M	3(3-0)
ENG-452	Novel	M	3(3-0)
ENG-453	Phonetics and Phonology	M	3(3-0)
ENG-454	Language Teaching Methodologies	M	3(3-0)
ENG-455	Research Methods	M	3(3-0)
Total Credit Hours			15

THIRD YEAR**(5TH SEMESTER)**

COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
ENG-501	History of English Literature—I		3(3-0)
ENG-502	Literary Criticism—I		3(3-0)
ENG-503	American Literature		3(3-0)
ENG-504	Semantics		3(3-0)
ENG-505	Morphology and Syntax		3(3-0)
ENG-506	Sociolinguistics		3(3-0)
Total Credit Hours			18

(6TH SEMESTER)

COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
ENG-551	Literary Criticism—II		3(3-0)
ENG-552	Classics in Drama		3(3-0)
ENG-553	History of English Literature-II		3(3-0)
ENG-554	Pakistani Literature		3 (3-0)
ENG-555	Psycholinguistics		3(3-0)
ENG-556	Translation Studies		3(3-0)
Total Credit Hours			18

FOURTH YEAR**(7TH SEMESTER)**

COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
ENG-601	South Asian Literature		3 (3-0)
ENG-602	Literary Stylistics		3 (3-0)
ENG-603	Syllabus Designing and Testing		3 (3-0)
ENG-604	World Englishes		3 (3-0)
ENG-605	Discourse Analysis		3 (3-0)
Total Credit Hours			15

(8TH SEMESTER)

COURSE CODE	COURSE TITLE	Category	CREDIT HOURS
ENG-651	Genre Analysis		3 (3-0)
ENG-652	English For Specific Purposes		3 (3-0)
ENG-653	Language, Culture and Identity		3 (3-0)
ENG-654	Research Project		3 (0-3)
Total Credit Hours			12

Detailed Course Outline of BS English and Applied Linguistics, 4 Years Program

(1ST SEMESTER)

ENGLISH COMPOSITION AND COMPREHENSION (E-1)

Course Code: EW-301

Credit Hours: 3(3+0)

COURSE OBJECTIVES:

This course introduces the students with the basic grammatical/structural rules of English Language.

It will help the students in improving their basic Language Skills to an optimum level so as to enable them to communicate effectively in English language through proper usage of vocabulary and knowledge of English grammar.

Students will be familiarized with the technical methods of reading/comprehension and will be exposed to different reading materials, which will help them in improving their vocabulary, grammar and sentence structure etc.

The experience of this course will also help them to overcome those problems due to which they are unable to express themselves properly.

STUDENTS LEARNING OUTCOMES (SLOs)

Introductory ability of using English in the following areas:

1. Identification of correct sentences with the help of basic grammatical rules including correct use of parts of speech, tenses, active/passive and direct indirect
2. Use the right vocabulary for effective communication in the form of synonyms, antonyms and commonly confused/misused words
3. Ability of technical usage of English in the form of summaries, descriptions, narration, argumentation and comprehension of texts
4. Ability of adapting vocabulary and structures to common formal and informal contexts.

COURSE OUTLINES:

Parts of speech

Sentence structure (working on subject, verb, object and predicate)

Kinds and types of sentences (Simple, Compound, Complex and Compound-complex sentences, Declarative, imperative, interrogative and exclamatory sentences)

Conditional sentences

Tenses

Active and passive voice

Direct and indirect narrations

Practice in unified sentence

Analysis of phrase, clause (working on different types of phrases and clauses) Transitive and intransitive verbs, models

Punctuation and spelling

Comprehension

Answers to questions on a given text

Translation skills

Urdu to English

Paragraph writing

Parts of a paragraph

Cohesion and coherence in paragraph

Practice in writing a good, unified and coherent paragraph

Topics to be chosen at the discretion of the teacher

Note: Extensive reading is required for vocabulary building

REFERENCE BOOKS:

1. Practical English Grammar by A. J. Thomson and A. V. Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0194313492.
2. Practical English Grammar by A. J. Thomson and A. V. Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 0194313506.
3. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41.
4. Reading. Upper Intermediate. Brian Tomlinson and Rod Ellis. Oxford Supplementary skills. Third Impression 1992. ISBN 019 453402 2.

Probability and Statistics

QR-104

Credit Hours:3

Course Contents

Basic of Statistics: Introduction to Statistics, Scope and importance of statistics, Meaning of Statistics according to the subject, Branches of Statistics, Population and sample, Parameter and Statistic, Variable and Constant, Discrete and continuous variable

Data and its types (Qualitative and Quantitative), Scales of measurements (Nominal, Ordinal, Interval and Ratio), Diagrams and graphs, simple and Multiple bar chart, Histogram, Pie chart.

Frequency distribution (FD): Definition of frequency distribution, Steps in construction of frequency distribution.

Measures of Central Tendency: Arithmetic mean, Real life examples for group and ungroup data, Uses of Median, Applications of Median for simple and frequency data, The Mode, Uses of Mode, Applications of Mode for simple and frequency data.

Measures of Dispersion: Definition and types of dispersion, Range, grouped and ungrouped data Coefficient of range, Standard deviation, variance and Co-efficient of variance

Probability: Definition of probability, Objective and Subjective probability, Experiment and random experiment, sample space and sample point, Event, simple and composite events, Mutually exclusive and independent events, Calculation of probability relative to dice, coins and balls.

Sampling: Sampling and sampling distribution, Probability and non-probability sampling.

Estimation: Definition of Estimation, Estimator and Estimate, Definition of Point and Interval Estimation.

Hypothesis Testing: Hypothesis, Statistical Hypothesis and Testing of Hypothesis, Simple and Composite hypothesis, Steps of hypothesis testing, Definition of Student t-test, Properties of t-test, and Real life examples of t-test for single population mean.

Regression and Correlation: Definition of Regression, Estimated regression line Solution of Real life Problems for simple regression.

Correlation: Definition of Correlation, Pearson correlation co-efficient, Solution of Real life Problems

Recommended Books

1. Statistical Theory Part-I and Part-II By Sher Mohammad Chaudary, Carwan Publisher.
2. Statistics 4th Edition, "Schaum's Outline Series, McGRAW-HILL
3. Basic Concepts and Methodology for the Health Sciences By Wayne W. Daniel

4. Wayne W. D., (2005). Biostatistics: A foundation for Analysis in the health sciences. Wiley series in Probability and Statistics
5. Earl K. Bowem& Martin starr: Basic Statistics for Business and Economics.

Introduction to Sociology

SS-120

Credit Hours: 03

Course Contents

Fundamental of Sociology: Nature, Scope, and subject matter of Sociology, Brief historical development of Sociology, Society and community, Relationship with other social sciences like Economic, Political Science, History, Psychology, and Anthropology, Social interaction processes (Cooperation, Competition, Conflict, Accommodation, Acculturation, and Assimilation), Social Groups, Definition and Functions, Types of Social Groups (In and out group, Primary and Secondary groups, Reference groups. Formal and informal Groups and Pressure groups).

Social Institutions: Definition, Structure and Function of the following Institutions: Family, Religion, Education, Economics, Political Inter-relationship among various social institutions.

Cultural and Related Concepts: Definition and aspects of culture, Material and non-material culture, Ideal and real culture, Elements of culture, Beliefs, values, norms (folkways, mores, laws), Organization of culture, Traits, complexes, and patterns, other related concepts, Cultural relativism, Sub-Culture and ethnocentrism

Socialization and Personality: Role and Status, Socialization, Culture and Personality
Deviance and Social Control: Definition and types of deviance, Formal and informal methods of social control.

Social Stratification: Determinants of Social Stratification (Caste, Class, Ethnicity, Power, Prestige and Authority), Social Mobility, Definition and types, Dynamics of social mobility

Social and Cultural Change: Definition of social change, Dynamics of social change (Education, Innovation, Industrialization, Urbanization and Diffusion). Resistance to change.

Recommended Books:

1. Horton Paul B. and Hunt, Chester L (1990), Sociology Singapore: McGraw Hill Book Company.
2. Sociology 1 by Allama Iqbal Open University, Islamabad
3. Sociology 2 by Allama Iqbal Open University, Islamabad
4. Taga, Abdul Hameed (2000) An Introduction. New York: Harper and Rows
5. Betrnad, Alvin L. (1969). Basic Sociology-An Introduction to Theory and Methods, New York; Appleton Century Crofts.
6. Curran, Jr.(1977).Introductory sociology: A basis Self Instructional Guide
7. Hafeez, Sabeeha (1990), The Changing Pakistan Society. Karachi: Royal Book company, Zaibunisa

Street, Sadar.

8. Horton Paul B. and Hunt, Chester I.. (1990) Sociology singapore. Macgraw Hill Book Company.
9. Merrii, F.E., (latest ed.), Sociology and Culture. N.J. Englewood Cliffs.
10. Philips, Bernard (1990). Sociology-Form Concepts to Practice. New York: McGraw Hill Book Company Inc.
11. Rao, C. Nshaukar (1990), Sociology, New Delhi: S.C Chand and Company Ltd.

Introduction to Information & Communication Technology

ICT-107

Credit Hours: 03

COURSE OBJECTIVES:

Students successfully completing this course should be able to:

- Develop a vocabulary of key terms related to the computer and to software programs.
- Identify the components of a personal computer system.
- Demonstrate mouse and keyboard functions.
- Demonstrate window and menu commands and how they are used.
- Demonstrate how to organize files and documents on a USB/hard drive.
- Send email messages and navigate and search through the internet.

Course outline:

Data and Information, Information Processing Cycle, Introduction to Computer, Components of a Computer, Advantages and Disadvantages of Using Computers. Categories of Computers, Computer Applications in Society.

Input Devices: Types of Input, Input for Smart Phones, Game Controllers, Digital Cameras, Voice Input, Video Input, Scanners and Reading Devices, Biometric Input, Printers, Nonimpact Printers, Impact Printers, Speakers, Headphones, Data Projectors. Interactive Whiteboards.

Storage Devices: Hard disks, Flash Memory Storage, Solid State Drives, Memory Cards, USB Flash Drives, Cloud Storage, Optical Discs, Blue-Ray Discs, Magnetic Tapes, Magnetic Stripe Cards and Smart Cards, Microfilm and Microfiche, Enterprise Storage.

Memory: Data Representation, Memory Sizes, Types of Memory, RAM, Cache, ROM, Flash Memory, Primary and Secondary Memory, Data Communication.,

Internet, World Wide Web

Networks, Internet and Searching Techniques, E-Learning, Freelancing, Enterprise Computing, Computer Security Risks, Viruses

Introduction to MS Word, MS Excel, MS PowerPoint

Islamic History & Culture

AH-105

Credit Hours: 03

Objectives:

This course is aimed at:

- To provide basic information about Islamic History
- To provide basic information to the students about the life of the Holy Prophet Hazrat Muhammad (S.A.W).
- To inform the students about the administrative system of Califat e Rashida period.
- To inform the students about the rule and administrative system of Umayyad period, Abbasids period and Muslims in Spain.
- To enhance understanding of the students regarding Islamic Culture and Civilization.
- To enhance skills of the students for understanding of issues related to faith and religious life.
- To communicate historical knowledge effectively and pursue higher studies in History and related fields.

Course Contents:

Part. 1 Life of the Holy Prophet Hazrat Muhammad (S.A.W)

1. Land and Geography of Arabia
2. Conditions of Arabia at the advent of Islam
3. Makki Life of the Holy Prophet (S.A.W)
 - 3.1 Parentage, Birth and Early Childhood
 - 3.2 Harb ul Fujjar, Half fu Fazool, Nikah and Re-Construction of Kaba
 - 3.3 Baasat e Nabvi, Preeching of Islam and Hostility of Quraish
 - 3.4 Emigration to Abyssinia 1st and 2nd , Aam ul Huzn, Pledge of Aqba 1st and 2nd
 - 3.5 Hijrat e Madina
4. Madni Life of the Holy Prophet (S.A.W)
 - 4.1 Causes, Events and Importance of Hijrat e Madina
 - 4.2 Charter of Madina
 - 4.3 Gazwat e Nabvi, Treaty of Hudaibiya and Conquest of Makkah
5. Last Sermon of the Holy Prophet (S.A.W)

6. Seerat tu Nabi (S.A.W)

Part. 2 Rashidun' Period

1. Hazrat Abu Bakr Saddiq (R. A)
2. Hazrat Umar Farooq (R. A)
3. Hazrat Usman (R. A)
4. Hazrat Ali (R. A)
5. Administration system and main Features of Rashidun Period

Part. 3 Umayyads' Period

1. Hazrat Amir Mu'awiya (R. A)
2. Yazed and Karbala incident
3. Hazrat Abdullah bin Zubair (R. A)
4. Marwan and Abdul Malik bin Marwan
5. Walid bin Abdul Malik and Sulaiman bin Abdul Malik
6. Hazrat Umar bin Abdul Aziz (R. A)
7. Later Rulers of Umayyad Dynasty
8. Administration under Umayyads and causes of their downfall

Part. 4 Abbasids' Period

1. As-Safah and Abu Jafr Al-Mansoor
2. Hadi, Mahdi, Haroon ur Rashid
3. Amin, Mamoon and Moatasim
4. Later Rulers of Abbasids' Dynasty
5. Administration under Abbasids and causes of their downfall
6. Crusades and Sultan Salah ud Din Ayubi
7. Muslims in Spain
8. Administration and Causes of the downfall of Muslims in Spain

Recommended Books:

1. Islamic History (P-I and P-II). Published by KP Textbook Board Peshawar.
2. Dr. Hameed du Din. "Tareekh e Islam".
3. Mazar ul Haq. "History of the Arabs".
4. Shah Moeen ud Din. "Tareek e Islam".
5. تاريخ الخلفاء (اردو ترجمہ).....علامہ جلال الدين سيوطي

6. خلافت اندلسنواب ذوالقدر جنگ
7. تاريخ اندلسمولانا رياست على ندوى
8. تاريخ اسلاماكبر شاه خان نجيب آبادى
9. تاريخ الامم والملوك (اردو ترجمه)ابن جرير طبرى

NS- 101:

EVERYDAY SCIENCE

Credit Hours: 03

Course outline:

Introduction, History of Science, Achievements of some giants of Science in Chronological order, Islamic Science, Contribution of Muslim Scientists, Famous muslim scientist, Nature of science, Scientific method, impact of science on society. Introduction, The origin, The Big Bang, The structure, the galaxies, solar system, The sun, the moon, the earth, structure of the earth, earth atmospheres, the greenhouse effect, global warming, ozone depletion, acid rain, stattelites, earthquake, eclipses, the mystery of Stonehenge, day-night and seasons, volcanoes, minerals, glossary of cosmology Introduction and sources of energy, Fossil Fuels, Major oil producing countries, Global search of Crude oil, Petroleum products, natural gas, hydel power or hydro-electric power, solar energy, nuclear energy, the nuclear reactor, heavy water, nuclear safety, nuclear fusion, energy coversion, radiation and living things, Ceramics, Semi-conductors, Communications systems, Laser, Telescope, Camera, Fertilizers, Nanotechnology, Plastics, Computer, Brain, Heart, Tissues, Epithelial Cell, Origin of Modern Humans, Pest Control, Protein, Vertebrate, Invertebrate, Liver, Enzymes, Organisms (Common to all living things), Blood Group system. Plants, Seed, Flower, Gene, Evolution Laws, Nucleic Acid (DNA and RNA), **Diseases and Threats to Living organism:**

Swine flow, Hepatitis, Dengue fever, Corona virus, SARS (Severe acute respiratory syndrome virus), Plants and Crop Diseases (Rust, Smut, Late Blight, Canker).

Recommended Books:

1. Exploring physical science 1977 by walter A. Thurber
2. Exploring Life science 1975 by walter A. Thurber
3. Encyclopedic Manual of everyday science, Author, Dr. Rabnawaz Samo Publisher; Maktab e Faridi.

(2ND SEMESTER)

COURSE NAME: COMMUNICATION AND PRESENTATION SKILLS (E-II)

Course Code: EW-302

Credit Hours: 3(3+0)

COURSE OBJECTIVES:

The course aims at introducing students with the key concepts of communication and their application keeping line with the following objectives:

To increase the students' ability to improve and utilize the skills necessary for a competent interpersonal communicator

To increase students' understanding of his/her own as well as others behavior in the context of communication

To improve students' communication skills in both social and professional contexts

To improve students' ability to demonstrate effective conflict resolution skills

STUDENTS LEARNING OUTCOMES (SLOs)

Students will be able to describe the key concepts of communication and apply them in various forms of communication within the following parameters:

1. Identify various forms of communication i.e. interpersonal, informal and formal
2. Successfully carrying out real communication needs
3. To understand the effects of own and others' behavior in the communication's context
4. Understanding the implications of social and professional (informal and formal) context in communication
5. Demonstration of effective conflict resolution strategies in communication

COURSE OUTLINES:

Effective communication

Forms of communication (Verbal and non-verbal)

Components of communication (communication process)

Principles of communication (7Cs)

CV and job application

Cover letter

Study skills

Skimming and scanning, intensive and extensive, and speed reading, note-taking summary and précis writing

Academic skills

Letter (block and modified block), memo, business email, circulars, minutes of meetings, use of library and internet

Discussion

Discussion skill (turn-taking, cooperative principles)

General topics and every-day conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

Listening

To be improved by showing documentaries/films carefully selected by subject teachers

Presentation skills

Personality development (emphasis on content, style and pronunciation)

Note: documentaries to be shown for discussion and review

Recommended BOOKS:

1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7
1. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19435406
1. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19453403 0.
1. Reading and Study Skills by John Langan Study Skills by Riachard Yorkey, Precise Writing by R. Dhillion

INTRODUCTION TO ENVIRONMENTAL SCIENCE

Course Code:

Credit Hours: 03

COURSE OBJECTIVES:

The objective of this course is:

- To provide orientation on the evolution and scope of this emerging discipline
- To motivate them to think beyond basic sciences to decision sciences.
- The students are expected to learn the importance of Environmental Science in human life.
- To understand the relationship with various segments of society and sectors of development.
- The students are also expected to become familiar with current national, regional and global challenges for sustainable development.

STUDENTS LEARNING OUTCOMES (SLOs)

Upon successful completion of the course, the student will be able to:

- Basic principles: about convergence of ecology with economic and sociology to evolve as environmental science.
- Learn the basic idea about the environmental Aspects of Society
- Understand the basic phenomena of Sustainability of resources for development.
- Understand the development in industry, agriculture and urbanization.

COURSE OUTLINES:

Basic principles: about convergence of ecology with economic and sociology to evolve as environmental science, its nature, history, scope and the contribution to society. Environmental aspects: physic-chemical, biological, socio-economic, socio-cultural, moral and ethical, and philosophical thinking. Environmental problems: local, regional and global level. Environmental challenges: Sustainability of resources for development: efficiency of energy and water resources, current and future trends in growth and resultant environmental pollution, poverty and resource depletion, development in industry, agriculture and urbanization.

REFERENCE BOOKS:

1. Environmental Science: Earth as a Living Planet, Botkin, D.B & Keller, E.A. 9 th Ed. John Wiley & Sons, 2013.
2. Environmental Science: systems and solutions, McKinney, M.L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
3. Environmental Science: Toward a Sustainable Future, Wright, R.T. & Nebel, B.J. 10th Ed. Pearson Educational, 2007.
4. Environmental Science: working with the Earth.11th Ed. Miller, G.,Tyler. Cengage Learning, 2005.

Introduction to Social Work

QR-101

Credit Hours: 03

Course Description:

Besides nature, objectives and importance of social work, this course aims at exploring the relationship of other disciplines and social sciences with social work. It focuses on the significance of social work in different aspects of life, and enables the students to understand the value of social welfare.

Course Contents:

1) Introduction :

- Introduction and definition of Social Work
- Nature of Social Work ,Objectives of Social Work
- Difference between social work, social welfare, and social services, Charity and professional Social Work

2) Social Work and Other Social Sciences:

- Social work and Sociology
- Social work and Economics
- Social work and Political sciences ,
- Social work and Psychology
- Social work and Anthropology

3) Social Work and Islam:

- Islamic values and Social Work
- The holy Quran and social work
- Islamic measure of helping the poor
- The concept of Zakath, Ushar, Sadqat and social work
- Duties of Islamic State in the promotion of social work

4) Social Welfare:

- Introduction, meaning and definition of social welfare
- Scope, subject matter and importance of social welfare in Pakistan
- Social Welfare and social work,

5) Social Case Work:

- Definition, Elements , Principle of social case work
- Phases of social case work process

6) Social Group Work:

- Meaning of social group work

- Principles of social group work
- Purpose of social group work
- Role of the group worker

Suggested Readings:

- 1) Dr. Sarah (1990) introduction to social work, Whadat printing press Khaber bazaar Peshawar
- 2) Khalid Muhammad (1996) social work: theory and practice, kifayat academy Karachi

Basic Mathematics

QR-101

Credit Hours: 03

Course outline:

Numbers systems: Real Numbers, Complex numbers, the integers, Rules for addition, Rules for multiplication, Even and odd integers; divisibility. Rational numbers, Multiplicative inverses, Addition and multiplication, Real numbers: positivity, Powers and roots, Inequalities, the complex plane, Polar form.

Linear and Quadratic Equations: Equations in two unknowns, Equations in three unknowns, Quadratic Equations,

Functions: Definition of a function, Polynomial functions, Graphs of functions, Exponential function.

Determinants Matrices: Determinants of order, Properties of 2×2 determinants, Determinants of order 3, Properties of 3×3 determinants.

Differentiation: Fundamentals, Derivatives by Definitions, Power Rule, Properties of Derivatives, Product and Division Rules

Integration: Fundamentals, Basic Integrations, Product Rule

Geometry: Distance and Angles, the Pythagoras theorem. **Area and Applications,** Area of a disc of radius circumference of a circle of radius r , **Coordinates and Geometry,** Coordinate systems, Distance between points, Equation of a circle

Segments, Rays, and Lines: Segments, Rays, Lines, Ordinary equation for a line

Trigonometry: Radian measure, Sine and cosine, The graphs, The tangent.

Reference Book

1. SERGE LANG, ADDISON -WESLEY PUBLISHING COMPANY Reading, Massachusetts, Menlo Park, California • London Don Mills, Ontario

Course Contents:

The following concepts shall be covered with special reference to the constitutions of United Kingdom and United States of America:

This course shall cover the nature, sources and fundamental principles of the United Kingdom and the United States Constitutions. The course will examine the remarkable unwritten constitution of the UK, the Separation of Powers, Rule of Law, Parliamentary Supremacy and the Independence of Judiciary under the British constitutional conventions. The course apart from other aspects will cover the concepts of federalism, separation of powers, the functions of the Congress and the legislative procedure, the election of the President and the judicial review under the US Constitution. To understand these concepts with reference to the UK and US constitutions, the following contents order shall be followed:

1. British Political System

- a. Nature of the Constitution
- b. Nature of the Conventions in British Constitution
- c. The Institution of Monarchy: Role, Power & Functions and Importance.
- d. The British Legislature: The Structure and Powers & Functions of the British Parliament, the Concept of Parliament Supremacy & Ministerial Responsibility.
- e. The British Executive; Cabinet and the Prime Minister.
- f. The Law-Making Process and Rule of Law
- g. Committee System in UK
- h. British Judicial System

2. US Political System

- a. Nature of the Constitution
- b. Nature of the US Federation
- c. The Theory of Separation of Powers and Check and Balance
- d. The American Legislature: Structure and Powers & Functions of US Congress.
- e. The US Executive: Election, Role and Powers & Functions of the US President
- f. Committee System in US
- g. The US Supreme Court: Structure and Powers & Functions
- h. Judicial Review

Recommended Books:

1. Modern Constitutions by Mazhar Ul Haq, 2017
2. America's Constitution by Akhil Reed Amar, 2005
3. World Constitutions by S.L Kelly
4. British Politics by F. N Forman and N. D.J Baldwin, 1991.
5. American Government: Institutions and Politics, 3rd edition by G.Q. Wilson,
6. Parliamentary Government in England by Harold J. Laski, 1960.
7. Political Institutions in Europe by J. M. Colomer, 1996.
8. Major Foreign Powers, New York: Harcourt, Brace & World, INC, 1967.
9. Comparative Constitutional Law by Hamid Khan & M.W. Rana
10. Introduction to the Study of the Law of the Constitution by Dicey
11. Elgar Encyclopedia of Comparative Law by J.M. Smits.

ISLAMIC STUDIES/ ETHICS

Course Code: CIV-301

Credit Hours: 3(3+0)

- Provide Basic information about Islamic Studies
- Enhance understanding of the students regarding Islamic Civilization
- Improve Students skill to perform prayers and other worships
- Enhance the skill of the students for understanding of issues related to faith and religious life.

STUDENTS LEARNING OUTCOMES (SLOs)

Upon successful completion of the course, the student will be able to:

- Understand the main ideas and concept of Islam
- Learn about the concept and history of Quran
- To know about the seraf of The Holy Prophet (PBUH)
- Learn about Sunnah

COURSE OUTLINES:

Introduction to Quranic Studies

- 1) Basic Concepts of Quran
- 2) History of Quran
- 3) Uloom-ul -Quran

Study of Selected Text of Holy Quran

- 1) Verses of Surah Al-Baqra Related to Faith (Verse No-284-286)
- 2) Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
- 3) Verses of Surah Al-Mumanoon Related to Characteristics of Faithful (Verse No-1-11)
- 4) Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
- 5) Verses of Surah Al-Inam Related to Ihkam (Verse No-152-154)

Study of Selected Text of Holy Quran

- 1) Verses of Surah Al-Ihzaab Related to Adab al-Nabi (Verse No.6,21,40,56,57,58.)
- 2) Verses of Surah Al-Hashar (18,19,20) Related to thinking, Day of Judgment
- 3) Verses of Surah Al-Saf Related to *Tafakar, Tadabar* (Verse No-1,14)

Seerat of Holy Prophet (S.A.W) I

- 1) Life of Muhammad Bin Abdullah (Before Prophet Hood)
- 2) Life of Holy Prophet (S.A.W) in Makkah
- 3) Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W) II

- 1) Life of Holy Prophet (S.A.W) in Madina
71
- 2) Important Events of Life Holy Prophet in Madina
- 3) Important Lessons Derived from the life of Holy Prophet in Madina

Introduction To Sunnah

- 1) Basic Concepts of Hadith
- 2) History of Hadith
- 3) Kinds of Hadith
- 4) Uloom –ul-Hadith
- 5) Sunnah & Hadith
- 6) Legal Position of Sunnah

Selected Study from Text of Hadith

Introduction to Islamic Law & Jurisprudence

- 1) Basic Concepts of Islamic Law & Jurisprudence
- 2) History & Importance of Islamic Law & Jurisprudence
- 3) Sources of Islamic Law & Jurisprudence
- 4) Nature of Differences in Islamic Law
- 5) Islam and Sectarianism

Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization
- 3) Characteristics of Islamic Culture & Civilization
- 4) Islamic Culture & Civilization and Contemporary Issues

Islam & Science

- 1) Basic Concepts of Islam & Science
- 2) Contributions of Muslims in the Development of Science
- 3) Quran & Science

Islamic Economic System

- 1) Basic Concepts of Islamic Economic System
- 2) Means of Distribution of wealth in Islamic Economics
- 3) Islamic Concept of Riba
- 4) Islamic Ways of Trade & Commerce

Political System of Islam

- 1) Basic Concepts of Islamic Political System
- 2) Islamic Concept of Sovereignty
- 3) Basic Institutions of Govt. in Islam

Islamic History

- 1) Period of Khlaft-E-Rashida
- 2) Period of Ummayyads
- 3) Period of Abbasids

Social System of Islam

- 1) Basic Concepts Of Social System Of Islam
- 2) Elements Of Family
- 3) Ethical Values Of Islam

REFERENCE BOOKS:

2. Hameed Ullah Muhammad, “ Emergence of Islam”, IRI, Islamabd
3. Hameed ullah Muhamad, “Muslim Conduct of State”
4. Hussain Hamid Hassan, “An Introduction to the Study of Islamic Law”leaf Publication Islamabad, Pakistan.

5. Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
6. Mir Waliullah, "Muslim Jurisprudence and the Quranic Law of Crimes" Islamic Book Service (1982)
7. H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)
8. Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" Allama Iqbal Open University, Islamabad (2001)

(3RD SEMESTER)

TECHNICAL REPORT WRITING (E-III)

Course Code: EW-303

Credit Hours: 3(3+0)

COURSE OBJECTIVES:

- This course will introduce students to the basic principles of effective / skillful writing and will develop the understanding of the students on academic and technical writing skills.
- Students will understand and know how to follow the stages of writing process and will apply these to technical and workplace writing tasks.
- Students will learn how to incorporate clarity and utility in their writing, learn stylistic methods for effective writing and to be aware of ethical issues in technical writing. Also, Students will read, analyze, and interpret material from technical fields, and will practice research and writing skills appropriate for technical topics.

STUDENTS LEARNING OUTCOMES (SLOs)

The students will:

1. Describe the basic principles of effective/skillful writing for academic and technical contexts
2. Identify various forms of technical and academic writings i.e. proposal and technical report writing
3. Demonstrate the skills of clarity and utility in various forms of writing
4. Identify the stylistic features and stages in the development of technical writing
5. Develop a technical report and proposal

COURSE OUTLINES:

Technical Writing

Introduction to technical writing

Process of technical writing (pre-writing, while-writing and post-writing)

Essay writing

Parts of an essay

Making an outline for essay

Descriptive, narrative, discursive, argumentative

Academic writing

How to write a proposal for research paper/term paper

How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

Technical Report writing

Formal and informal reports

Progress report writing

Feasibility reports

Note: Extensive reading is required for vocabulary building

REFERENCE BOOKS:

1. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. SBN 0 19 435407 3
2. College Writing Skills by John Langan. McGraw-Hill Higher Education. 2004.

3. Patterns of College Writing (4th edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.
4. The Mercury Reader. A Custom Publication. Compiled by northern Illinois University. General Editors: Janice Neulib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton.

PAKISTAN STUDIES

Course Code: CIV-302

Credit Hours: 3(3+0)

COURSE OBJECTIVES:

- Develop the familiarity with historical perspectives, on Pakistan and with its government and politics.
- To Study the natural environment
- To Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

STUDENTS LEARNING OUTCOMES (SLOs)

Upon successful completion of the course, the student will be able to:

- Understand the main idea about Indus civilization
- Learn the basic idea of Landforms, climate, water Resources
- To Know about the futuristic outlook of Pakistan
- Learn the basics of Government and Politics in Pakistan

COURSE OUTLINES:

1. Historical Perspective

- a. Indus Civilization
- b. Evolution and growth of Muslim society in the Subcontinent
- c. Ideological rationale with special reference to Sir Syed Ahmad Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
- d. Factors leading to Muslim nationalism in the Subcontinent

2. Natural Environment

- a. Landforms, climate, water Resources

3. Government and Politics in Pakistan

- a. Constitutional and Political developments in Pakistan 1947-1973
- b. Salient features of the Constitutions 1956, 1962 and 1973 and Amendments
- c. Political development in Pakistan: 1973 to date

4. Contemporary Pakistan (issues and prospects)

- a. Economic potential and its utilization
- b. Social issues, their gravity and resolution
- c. Youth role in the development of Pakistan
- d. World Affairs: challenges and contributions
- e. Environmental issues and potential
- f. Human Rights in Pakistan
- g. Futuristic outlook of Pakistan

REFERENCE BOOKS:

1. Burki, Shahid Javed. *State and Society in Pakistan*, the MacMillan Press Ltd, 1980.
2. Akbar, S. Zaidi. *Issues in Pakistan's Economy*. Karachi: Oxford University Press, 2000.
3. S. M. Burke and Lawrence Ziring. *Pakistan's Foreign Policy: A Historical analysis*. Karachi: Oxford University Press, 1993.
4. Mehmood, Safdar. *Pakistan: Political Roots & Development*. Lahore, 1994.
5. Wilcox, Wayne. *The Emergence of Bangladesh.*, Washington: AmericanEnterprise, Institute of Public Policy Research, 1972.
6. Mehmood, Safdar. *Pakistan Kayyun Toota*, Lahore: Idara-e-Saqafat-e-Islamia, Club Road, nd.
7. Amin, Tahir. *Ethno - National Movement in Pakistan*, Islamabad: Institute of Policy Studies, Islamabad.
8. Ziring, Lawrence. *Enigma of Political Development*. Kent England: WmDawson & Sons Ltd, 1980.
9. Zahid, Ansar. *History & Culture of Sindh*. Karachi: Royal Book Company, 1980.
10. Afzal, M. Rafique. *Political Parties in Pakistan*, Vol. I, II & III. Islamabad:
11. National Institute of Historical and cultural Research, 1998.
12. •Sayeed, Khalid Bin. *The Political System of Pakistan*. Boston: HoughtonMifflin, 1967.
13. Aziz, K. K. *Party Politics in Pakistan*, Islamabad: National Commission on Historical and Cultural Research, 1976.
14. Muhammad Waseem, *Pakistan Under Martial Law*, Lahore: Vanguard, 1987.
15. Haq, Noor ul. *Making of Pakistan: The Military Perspective*. Islamabad:
16. National Commission on Historical and Cultural Research, 1993.
17. Ziring, Pakistan in 20th Century.
18. Ian Talbot, *Pakistan: A Country*.

INTRODUCTION TO LINGUISTICS

Course Code: ENG-401

Credit Hours: 3(3+0)

Objectives curriculum

The objectives of this course are to introduce learners to the basic concepts and terminologies used in the field of language and linguistics and major schools of thought.

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Describe the basic concepts of language which have immediate relation to ordinary and academic life
2. Understand variation in language
3. Understand the core components of linguistics like morphology, phonology, syntax, semantics, discourse and pragmatics
4. Define language, linguistics, branches of linguistics and schools of linguistics

Course Outlines

- Basic terms And Concepts in Linguistics (language, design features, nature and functions of language, diachronic/synchronic linguistics, paradigmatic/syntagmatic relations)
- Elements of Language (Phonology, Morphology, Syntax, Semantics, etc.)
- Scope of Linguistics (an introduction to major branches of linguistics)
- Schools of Linguistics (generativism, structuralism, mentalism, etc.,

REFERENCE BOOKS:

1. Aitchison, J. 2000. Linguistics (Teach Yourself Books).
2. Farmer, A. K; Demers, R. A. A Linguistics Workbook
3. Finch, G. How to Study Linguistics: A Guide to Understanding Linguistics. Palgrave
4. Fromkin, V. A; Rodman, R. and Hymas, M. 2002. Introduction to Language. 6th Ed. New York: Heinley
5. Todd, L. 1987. An Introduction to Linguistics. Moonbeam Publications
6. Yule, G. 1996. The Study of Language. CUP.

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

Short Fictional Narratives

Course Code: ENG-304

Credit Hours: 3(3-0)

Course Description: This course is a fertile field for students to broaden their vision with respect to English literature in general and short fiction in particular, written in different cultures and languages. It focuses on students' critical engagement with different texts that represent a variety of cultures. The short stories in this course have been selected from a wide range of cultures with a view to highlighting the similarities and differences in the writings of different short story writers and how different writers reflect the social and cultural events through their writing with a variety of themes in different styles. The authors included in this course belong to different parts of the world so the works included are quite diverse not only in their form and language but also in themes. The issues and themes reflected or implied in these stories are illusory love, conformity, poverty, the power of words, transformation of identities, feudal structure of rural Punjab, racism in the backdrop of Civil War, political imprisonment, appearance vs reality, feminism, female violence, insanity, women's emotional complexity, and slavery, to mention a few. In this course, students will concentrate on seminal short fictions in English written by writers from the different regions of the world who have contributed significantly to literature in English through their 46 narrative form and structure, thematic content, and articulation of human experience. Narrative studies prepares students for the development and evaluation of original content for short fictions and other narrative platforms. To recognise a good story, to critique, to help shape, realise and transform requires a background in the history of narrative, cross-cultural and contemporary models. The selection of the primary texts will take into consideration that they are united by their engagement with the struggle for the expression of human identity. Consequently, the selection of the short fictions will keep two things in the foreground: representation of diverse regions and narrative structure.

Course Objectives:

The objectives of this course are

1. To provide an exposure to some classics in short fiction both in theme and form
2. To familiarize students with short fiction in English literature by the most recognized and awarded authors
3. To nurture the ability to think critically and promote intellectual growth of the students

4. To develop sensitivity towards cultural diversity through a critical study of the selected works and involve them on a personal and emotional level by relating the stories with their own experiences

5. To make them experience a genuine language context through these stories from different parts of the world.

Course Contents

1. The Nightingale and the Rose Oscar Wilde
2. The Three Strangers Thomas Hardy
3. The Cask of Amontillado Edgar Allan Poe
4. The Darling Anton Chekhov
5. Hearts and Hands O' Henry
6. The Necklace Guy De Maupassant
7. The Secret Sharer Joseph Conrad
8. The Other Side of the Hedge E. M. Forster
9. Eveline James Joyce
10. The Three Questions Leo Tolstoy
11. A Hunger Artist Franz Kafka
12. A Very Old Man With Enormous Wings Gabriel Garcia Marquez
13. Two Words Isabel Allende
14. A Cup of Tea Katherine Mansfield
15. Everything that Rises Must Converge Flannery O'Connor
16. The Story of An Hour Kate Chopin
17. The Richer The Poorer Dorothy West 47
18. The Prisoner Who Wore Glasses Bessie Head
19. Lamb to the Slaughter Roald Dahl
20. Bingo Tariq Rahman
21. The Kingdom of Cards Rabindranath Tagore
22. The Martyr Ngũgĩ wa Thiong'o
23. A Watcher of the Dead Nadine Gordimer.
24. Revelation Flannery O'Connor
25. Nawabdin Electrician Daniyal Mueenuddin.

Suggested Readings

1. Chekhov, Anton P, and Ralph E. Matlaw. Anton Chekhov's Short Stories: Texts of the Stories, Backgrounds, Criticism. , 1979.
2. Ellmann, Richard. James Joyce. New York: Oxford University Press, 1959.
3. Ellmann, Richard. Oscar Wilde; a Collection of Critical Essays. Englewood Cliffs, N.J: Prentice-Hall, 1969.
4. Forster, E M, Mary Lago, Linda K. Hughes, and Elizabeth M. L. Walls. The Bbc Talks of E.m. Forster, 1929-1960: A Selected Edition. Columbia: University of Missouri Press, 2008.
5. Hardy, Thomas, Michael Millgate, Florence E. Hardy, and Florence E. Hardy. The Life and Work of Thomas Hardy. Athens: University of Georgia Press, 1985.
6. Long, E H. O. Henry, the Man and His Work. Philadelphia: University of Pennsylvania Press, 1949.
7. Maupassant, Guy , Clara Bell, Florence Crew-Jones, and Fanny Rousseau-Wallach. The Works of Guy De Maupassant. New York: Printed privately for subscribers only, 1909.
8. Maupassant, Guy , George B. Ives, and Guy . Maupassant. Guy De Maupassant. , 1903.
9. Poe, Edgar A. The Cask of Amontillado. Charlottesville, Va: University of Virginia Library Electronic Text Center, 1993. Internet resource.
10. Rubenstein, Roberta, and Charles R. Larson. Worlds of Fiction. Upper Saddle River, N.J: Prentice Hall, 2002.
11. Symons, Julian. The Life and Works of Edgar Allen Poe. , 2014. Print
12. Tolstoy, Leo, and Robert Court. Leo Tolstoy Collected Short Stories. Mankato, MN: Peterson Pub, 2002.
13. Wilde, Alan. Art and Order: A Study of E.m. Forster. New York: New York University Press, 1964.
14. Wilson, Kathleen. Short Stories for Students: Presenting Analysis, Context, and Criticism on Commonly Studied Short Stories. Detroit: Gale, 1997. Print.

(4TH SEMESTER)

DRAMA

Course Code: ENG-451

Credit Hours: 3(3+0)

Objectives

The objectives of the course include knowledge about the various elements of drama, dramatic voices and various fundamentals of drama.

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Specifically identify the essential elements of drama
2. Identify the major dramatic voices in the development of drama
3. Identify and describe the fundamentals of drama i.e. character, plot, setting, dialogue, etc.

COURSE OUTLINES

The Dramatic Technique

Aspects/Elements of drama (theme, setting, character, plot/action, dialogue, costume and props)

Types of drama (tragedy, comedy, classical drama)

Dramatic devices (Chorus, hamartia, catharsis, soliloquy, poetic justice)

A Man for All Seasons by Robert Bolt

Twelfth Night by Shakespeare

REFERENCE BOOKS:

1. Introduction to English Literature by William Henry Hudson
2. A Dictionary of Literary Terms by Martin Gray

NOVEL

Course Code: ENG-452

Credit Hours: 3(3+0)

Objectives

The objectives include knowledge about the elements of novel and other characteristics like richness, creativity, diversity and popular appeal in some of the leading English novels of the era

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Know about the types and different elements of novel.
2. Be able to identify the richness, creativity, diversity and popular appeal in some of the leading English novels of the era.

Course Outlines

Aspects/Elements of novel (Point of view, plot, character, dialogue, tone, narration)

Types of novel (Picaresque novel, tragic novel, pastoral novel, historical novel, realist novel, etc.)

Pride and Prejudice by Jane Austin

A Passage to India by E. M. Forster

Robison Crusoe by Daniel Dafoe

REFERENCE BOOKS:

1. Aspects of the Novel by E. M. Forster
2. Introduction to English Literature by William Henry Hudson
3. A Dictionary of Literary Terms by Martin Gray

PHONETICS AND PHONOLOGY

Course Code: ENG-453

Credit Hours: 3(3+0)

Objectives

The aim of this course is to provide learners with descriptive, analytical and applied knowledge about the sound system of English and varieties of English. By the end of course the participants would be able to:

- a) analyse and describe sound system of their own language;
- b) analyse and describe sound system of English language; and
- c) identify the problems of English pronunciation.

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Be able to explain the nuances in theories and the principles regulating the use of sounds in spoken language
2. Analyze and describe sound system of English language
3. Perform phonetic transcription of speech in English
4. Examine cross-linguistic similarities and variations particularly in English and Urdu
5. Identify the problems of English pronunciation

COURSE OUTLINES

- Relationship between phonetics and phonology
- Stages in the production of speech
- Speech Organs
- Manner and Place of articulation

Segmental Phonology

Phonemes and allophones (consonants, vowels, diphthongs / triphthongs)

- The Cardinal Vowel System
- Syllable and syllabic structure (consonant clusters, syllable, word stress)
- Sounds in connected speech (weak forms, strong form, elision and assimilation etc)

Suprasegmental Phonology

- Word and Sentence stress and intonation

Contrastive Phonology

- Teaching of pronunciation
- Application of phonetic and phonological rules in daily life
- Contrastive study of American and British pronunciation

Phonetic/Phonemic Transcription

- IPA symbols
- Transcription practice

REFERENCE BOOKS

1. Burquest, D. A. (2001). *Phonological analysis: A functional approach*. Dallas: SIL
2. Cruttenden, Alan. 1994. *Gimson's Pronunciation of English*. Oxford: Arnold.
3. Giegerich, Heinz. 1992. *English Phonology*. Cambridge: Cambridge University Press.
4. Gimson, A. C. (1984). *An introduction to the pronunciation of English*. London: Arnold.
5. Jones, Charles. 1994. *A History of English Phonology*. London: Longman.
6. Kenworthy, J. (1987). *Teaching English pronunciation*. London: Longman.
7. Knowles, G. (1987). *Patterns of spoken English*. London: Longman.
8. Kreidler, C. W. (1989). *The pronunciation of English*. Oxford: Basil Blackwell.
9. Roach, P. (1991). *English phonetics and phonology: A practical course*. Cambridge: Cambridge UP.
10. Jones, D. (1976). *An Outline of English Phonetics*, Cambridge: Cambridge University Press.

LANGUAGE TEACHING METHODOLOGIES

Course Code: ENG-454

Credit Hours: 3(3+0)

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.

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Understand basics of English Language Teaching
2. Relate the theories of English language teaching with the practice
3. Understand the factors of effective classroom interaction and teaching

Examine and understand the problems of ELT in Pakistan

COURSE OUTLINES

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

REFERENCE BOOKS:

1. Alderson, J. C., & Urquhart, H. A. (Eds.) (1984). *Reading in a Foreign Language*. London: Longman.
2. Brookes, A. & Grundy, P. (1990). *Writing for Study Purposes*. Cambridge: CUP.
3. Brown, G. & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: CUP.
4. Brumfit, J. C. (1985). *Language and Literature Teaching: From Practice to Principle*. Pergamon Press
5. Bygate, M. (2004). *Speaking*. (Second edition). Oxford; OUP.
6. Byrne, D. (1986). *Teaching Oral English*. London: Longman.
7. Byrne, D. (1988). *Teaching Writing Skills*. London: Longman.
8. Carter, R. & R. McCarthy. (1997). *Exploring Spoken English*. Cambridge: CUP.
9. Collie, J. & Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: CUP.
10. Davies, F. (1995). *Introducing Reading*. Harmondsworth: Penguin.
11. Doughty, Stahlka and McKenna, M. C. (Eds.). *Reading Research at Work: Foundations of Effective Practice*.
12. Grabe, W. & Kaplan, R. (1996). *Theory and Practice of Writing*. London: Longman.
13. Grellet, F. (1982). *Developing Reading Skills*. Cambridge: CUP.
14. Harmer, J. (2003). *Practice of English Language Teaching*. London: Longman.
15. Harmer, J. (1998). *How to Teach English*. London: Longman. Hedge, T. (2005). *Writing*. (Second edition). Oxford: OUP.
16. Holliday, A. (1994). *Appropriate Methodology & Social Context*. Cambridge: CUP.
17. Hughes, R. (2002). *Teaching and Researching Speaking: Applied Linguistics in Action*. Harlow: Longman.
18. Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language*. (2nd edition). London: Heinemann.
19. Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (Second edition). Cambridge: CUP.
20. Stern, L. S. (1987). Expanded dimensions to Literature in ESL/ EFL: An Integrated Approach. *Forum*. Vol: xxv, No: 4, 47-55.
21. Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: CUP.
22. Wallace C. (1992). *Reading*. Oxford: OUP.
23. White, R & Arndt, V. (1991). *Process Writing*. London: Longman.

RESEARCH METHODS

Course Code: ENG-455

Credit Hours: 3(3+0)

OBJECTIVES

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

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Demonstrate the skill set required for successful completion of a small scale research.

Identify the techniques and methods of selecting topics, developing questions, collecting and analyzing data and preparing a research report

COURSE OUTLINES

- Introduction: Qualitative and Quantitative Research Paradigms
- Identifying and Defining a Research Problem
- Selection Of the Topic and Delimitation of The Topic
- Ethical Considerations/Plagiarism
- Sampling Techniques
- Tools for Data Collection: Questionnaires, Interviews, Observation & Documentation
- Limitation and Delimitation of research
- Data Analysis and Interpretation
- Some Aspects of the Research Work
- Developing A Synopsis
- Review of Literature
- Transcription and Transliteration
- Referencing and Citation

REFERENCE BOOKS:

1. Allwright, Dick and Bailey, Kathleen. 1991. *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: CUP.
2. Bogdan, R.C. & Biklen, S.K. (2007). *Qualitative research for education. An introduction to theories and methods*. (5th ed.) Boston: Pearson Education, Inc.
3. Brown, Dean. 2004. *Doing Second Language Research*. Oxford: OUP.
4. Brown, Dean. 1988. *Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design*. Cambridge: CUP.
5. Bryman, A. 2004. *Research Methods for Social Sciences.. Second edition*. Oxford: Oxford University Press.
6. Creswell, J.W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks: Sage Publications.

7. Drever, Eric. 1995. *Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide*. Edinburgh: Scottish Council for Research in Education.
8. Fraenkel, Jack and Wallen, Norman. 1995. *How to Design and Evaluate*
9. *Research in Education* (2nd edition). New York: McGraw Hill.
10. Hammersley, Martin and Atkinson, Paul. 1995. *Ethnography: Principles in Practice* (2nd edition). New York: Routledge.
11. Heritage, John. 1997. "Conversation Analysis and Institutional Talk: Analyzing Data." In Silverman, David. Ed. *Qualitative Research: Theory, Method and Practice*.
12. Miles, M. & M. Huberman. (1994). *Qualitative Data Analysis*. CA: Sage.
13. Munn, Pamek and Drever, Eric. 1995. *Using Questionnaires in Small-Scale Research*. Edinburgh: Scottish Council for Research in Education.
14. Nunan. David. 1992. *Research Methods in Language Learning*.
15. Cambridge: CUP.
16. Robson, C. (2002). *Real world research* (2nd ed.). Malden, MA: Blackwell
17. Publish
18. Scholfield, P. *Qualitative and Quantitative Research*.
19. Silverman, David. Ed. 1998. *Qualitative Research: Theory, Method and*
20. *Practice*. London: Sage.
21. Silverman, David. Ed. 2002. *Interpreting Qualitative Data: Text, Context and Talk*. London: Sage.

(5TH SEMESTER)

HISTORY OF ENGLISH LITERATURE-I

Course Code: ENG-501

Credit Hours: 3(3+0)

OBJECTIVES

One of the objectives of this course is to inform the readers about relation between historical and socio-cultural events and English literature. Although the scope of the course is quite expansive, the readers shall focus on early 16th to late 19th century. 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. This course provides opportunity for an interdisciplinary interaction.

STUDENTS LEARNING OUTCOMES (SLOs)

The course covers 16th to late 19th century. After successful completion of this course, the students will achieve the following course learning outcomes. The will:

1. Demonstrate understanding of the relation between the historically significant sociocultural events and English literature
2. Identify the role of multiple factors (ranging from economic theories to religious, philosophical and metaphysical debates) that overlap in the development of literary works.

To identify the interdisciplinary nature of the English literature

COURSE OUTLINES

- ✓ The Age Of Chaucer, 14th Century
- ✓ The Renaissance Period
- ✓ Elizabethan Age
- ✓ 17th Century (Milton, The Puritan Movement, The Metaphysical and The Cavalier Poets, The Reformation Age)
- ✓ Restoration Period

Teachers are expected to introduce the social, political and other relevant background facts of each period which would be helpful in understanding the historical perspective.

REFERENCE BOOKS:

1. Long, WilliamJ.: *English Literature: Its History and Significance for the life of English speaking world, enlarged edition*, 2006.
2. Evans, Ifor. *A Short History of English Literature*. London: Penguin, 1976.
3. Ford, Boris. *The New Pelican Guide to English Literature*. Vol. 1-9. London: Penguin, 1990.
4. Compton-Rickett, A. *A History of English Literature*. Thomas-Nelson & Sales, 1940 (latest edition).

5. Gillie, C. *Longman. Companion to English Literature (2nd Edition)*. London: Longman, 1977.
6. Dachies, David. *A Critical History of English Literature*. Vol. 1-4. London: Secker & Warburg (latest edition), 1961.
7. Sanders, Andrew. *The Short Oxford History of English Literature*. Oxford University Press, USA.2002.

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*. 2nd Edition. New York: St. Martin's, 1998 (or later editions)
3. Raman Selden, & Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. 3rd 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 20th 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 &
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* (2ndEd). Oxford: Basil Blackwell.
4. Trudgill, P. 2002. *Introduction to Language and Society*.
5. Wardhaugh, R. 2006. *An Introduction to Sociolinguistics*. Oxford: Basil Blackwell.

(6TH SEMESTER)

LITERARY CRITICISM—II

Course Code: 551

Credit Hours: 3(3+0)

OBJECTIVES

It is an intensive course concerned with prominent critics of English literature. It also deals with theories about criticism where the readers would be exposed to philosophical and critical thoughts on selected topics. This course would prepare the learners for critical analysis of texts and help them in their research work.

STUDENTS LEARNING OUTCOMES (SLOs)

This course covers the critical in English literature, covering new criticism, modern, post-modern and contemporary theories/approaches. After successful completion of this course, the students will achieve the following course learning outcomes. The will:

1. Evaluate the significance of the theories of the selected critics
2. Identify the critical philosophical underpinnings of topics, ideas and theories of the selected critics.

COURSE OUTLINES

New Criticism

- ✓ T. S. Eliot's Tradition And Individual Talent, Function Of Criticism
- ✓ F.R. Leavis' Literary Criticism And Philosophy (The Common Pursuits)
- ✓ Derrida: Structure, Sign & Play in the Discourse of Human Science

Modern, Post-modern and Contemporary Approaches/Theories (An Introduction)

(At least four as per Choice or Requirement):

- Postcolonial—With emphasis on Racial, National, and Global
- Postmodern—With emphasis on Popular, Cyber-Spatial, and Technological
- Linguistic – With emphasis on Structural, Post-structural, Translation
- Psychoanalytic – With emphasis on Psycho and Socio-pathological
- Reception – With emphasis on Interpretation, Hermeneutics, Reader-Response
- Marxist – With emphasis on Economic, Social and Cultural
- Feminist – With emphasis on Gender and Sexuality Studies
- Myth-o-poetic – With emphasis on Archetypal, Phenomenal, and Genre based

Inter-textuality – With emphasis on Comparative World

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*. Second Edition. New York: St. Martin's, 1998 (or later editions)

3. Raman Selden & Peter Widdowson. *A Reader's Guide to Contemporary Literary Theory*. 3rd Edition. Kentucky: Univ. of Kentucky, 1993 (or later editions)
4. Selected Terminology from many Contemporary Dictionary of Literary Terms.

CLASSICS IN DRAMA

Course Code: 552

Credit Hours: 3(3+0)

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

STUDENTS LEARNING OUTCOMES (SLOs)

After successful completion of this course, the students will achieve the following course learning outcomes. They will identify and evaluate in the selected classical drama the following aspects

1. Elements instrumental in the development of the English drama
2. Socio-cultural and historical references in the classical drama
3. Critical thought that are universal in nature

COURSE OUTLINES

- Sophocles: *Oedipus Rex*
- Christopher Marlowe: *Dr Faustus*
- Shakespeare: *Macbeth*
- Ibsen: *Doll's House*

REFERENCE 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. Constance B. Kuriyama. (2002) *Christopher Marlowe: A Renaissance Life* Ithaca: Cornell University Press.
5. Patrick Cheney. (2004) *The Cambridge Companion to Christopher Marlowe*, Cambridge: CUP.
6. Bloom, Harold. S (1999) *Shakespeare: The Invention of the Human*. London: Fourth Estate.
7. Bradley, A. C. (1929) *Shakespearean Tragedy* (22nd Ed.). London.
8. Chambers, E. K. (1925) *Shakespeare: A Survey*. New York: Hill and Wang, Macmillan.
9. Danby, John F. (1949) *Shakespeare's Doctrine of Nature*. London.
10. Eagleton, Terry. (1986) *William Shakespeare*. New York: Blackwell.
11. Elliot, G. R. (1953) *Flaming Minister*. Durham, NC.
12. Erikson, Peter. (1991) *Rewriting Shakespeare, Rewriting Our-selves*.
 - a. Berkley: U of California P.

HISTORY OF ENGLISH LITERATURE-II

Course Code: 553

Credit Hours: 3(3+0)

OBJECTIVES

To make the learners understand how historical and socio-cultural events influence literatures written in English and how the literature of a particular nation and age mould and shape the thinking of the writers. Although the scope of the course is quite expansive, the learners shall focus on the historical survey of various genres of literature (Poetry, Prose, Novel, Drama, Short Story, Essay, etc., and literary periods/movements from 19th Century to 21st Century.

STUDENTS LEARNING OUTCOMES (SLOs)

This course covers history of English literature from 18th century to the 21st century. After successful completion of this course, the students will achieve the following course learning outcomes. The will:

1. Identify the role of sociocultural and political forces in shaping English literature
2. Describe the emergence of various genres of literature (poetry, prose, novel, short story, drama, essay etc.)

COURSE OUTLINES

- ✓ Classical or the Neo-Classical Age
- ✓ Romantic Age
- ✓ Victorian Age
- ✓ 20th Century or the Modern Age
- ✓ 21st Century

Teachers are expected to introduce the social, political and other relevant background facts of each period which would be helpful in understanding the historical perspective.

REFERENCE BOOKS:

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

PAKISTANI LITERATURE

Course Code: 554

Credit Hours: 3(3+0)

OBJECTIVES

English language is now a major world language. South Asia has a strong tradition of writing in English and owing to its colonial history a great deal of its writing originally in its indigenous languages is translated into 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.

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 colonial element in shaping the Pakistani literature
2. Identify the literary heritage contained in Pakistani literature
3. Describe the Pakistani literary experience
4. Identify the impact of cultural exchanges towards the enrichment of Pakistani literature

COURSE OUTLINES

A. Works originally written in English

- i. Ahmad Ali: Twilight in Delhi (Novel)
- ii. Kamila Shamsie: Hassan and the Sky (Short Story)
- iii. Zulfikar Ghose : Orwell and I (Essay)
- iv. Intizar Hussain: The problem of Pakistani Identity and Writers (Essay)
- v. Daud Kamal: An Ode to Death (Poem)
- vi. Taufiq Rafat: Reflections (Poems)

B. Translations

- Bulleh Shah: A Selection. Translated by Taufiq Rafat (Any three)
- Shah Abdul Latif Bhittai: any five poems
- Sachal Sarmast: any five poems
- Al-Hajwari: Revelation of the Mystery (prose) by R. A. Nicholson
- Allama M. Iqbal: Poems From Iqbal a translation by V. G. Kiernan
- Faiz Ahmad Faiz: Poems Translated by Ikram Azam (Any three)
- Ahmad Nadeem Qasmi: Short Stories Translated by Sajjad Shaikh (Any two)

REFERENCE BOOKS:

1. Afzal-Khan, Fawzia. (1993) Cultural Imperialism and the Indo-English: Genre & ideology in R. K.

- Narayan, Anita Desai, Kamla Das & Mark Andaya.
Pennsylvania State University Press. 45
2. Bose, Sujata & Jalal Ayesha. (2004) *Modern South Asia: History, Culture, Political, economy*. Oxford UP (2nd Ed).
 3. Hashmi, Alamgir. (1994) Kamal Daud's Entry in *Encyclopedia of Postcolonial Literatures in English*. Vol 1. Ed Benson E. & Connolly, L W. London: Routledge.
 4. Jameson, Fredric. (1986) *Third-World Literature in the Era of Multinational Capital* in *Social text* 15.
 5. Khawaja Waqas A. *Morning in the Wilderness: Reading in Pakistani Literature*. Sang-e-Meel Publications, Lahore.
 6. Rahman, Tariq A. (1991) *History of Pakistani Literature in English*. Vanguard Press (Pvt) Ltd, Lahore.
 7. Said Edward W. (1993) *Culture and Imperialism*, Vintage London.
 8. Underhill, Evelyn. (2007). *The Essentials of Mysticism*. Oxford: Oxford Oneworld.
 9. Ernst, Carl W. (1997). *The Shambhala Guide to Sufism*. Delhi: India

PSYCHOLINGUISTICS

Course Code: 555

Credit Hours: 3(3+0)

OBJECTIVES

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

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Understand the psychologically significant variables in language learning and teaching
2. Develop a theoretical background to language learning and teaching

COURSE OUTLINES

- ✓ **The Nature Of Language**
 - The Psychology Of Language
 - The Structure And Function Of Language
 - Processes In The Use Of Language
- ✓ **First Steps In Child's Language Acquisition**
 - Communicating with Language
 - Issues In The L/A
 - Methods Of Studying Child's Language

- ✓ **Later Growth In The Child's Language**
- ✓ **The Psychology of Learning**
 - Theories of language Acquisition/Learning (Behaviourism, Cognitivism, Interactionism)
 - Memory
 - Interlanguage
 - Error Analysis
- ✓ **Perception and Production of First and later Sounds**
- ✓ **Individual Learner Factors**
 - Age and Critical Age
 - Affective and personality factors
 - Cognitive styles
 - Motivation

Language and Thought (Language Universals and Linguistic Relativity)

REFERENCE BOOKS:

1. Aitchison, J. 1998. *The Articulate Mammal: An Introduction to Psycholinguistics*.

2. Cook, Vivian. 2001. *Second Language Learning and Language Teaching*.
3. Cook, Vivian. 1993. *Linguistics & Second Language Acquisition*. London: Arnold.
4. Scovel, T. 1998. *Psycholinguistics: Oxford Introduction to Language Study Series*. Oxford: OUP.
5. Garman, Michael. 1990. *Psycholinguistics*. Cambridge: Cambridge UP.
6. Krashen, Stephen and Terrel, Tracy. 1983. *The Natural Approach: Language Acquisition in the Classroom*. Oxford: Pergamon.
7. McLaughlin, Barry. 1987. *Theories of Second-language Learning*. London: Arnold
8. Osherson, D. & Lasnik, H. Eds. 1990. *Language: an Invitation to Cognitive Science*. Vol: 01. 1st ed. Cambridge, MA: MIT Press.
9. Richards, Jack. 1993. *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman.
10. Steinberg, D. D. & Sciarini, N. V. 2006. *An Introduction to Psycholinguistics*.

TRANSLATION STUDIES

Course Code: 556

Credit Hours: 3(3+0)

OBJECTIVES

This course is aimed at familiarizing the students with fundamental concepts of translation procedure. The students will be provided with basic information about different techniques and methods of translation. Students, thus, will be able to understand the complexities of translation from one language to the other in this case from English to Urdu and from Urdu to English through studying translated literary works from round the world, some classics in World Literature, but more from the regions they belong. This way they will be able to identify elements of universal literary merits and critically compare some of great works in translation.

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Understand the complexities of translation from one language to the other i.e. from English to Urdu and from Urdu to English
2. Successfully apply the necessary skills required in translation

COURSE OUTLINES

- Approaches to translation:
 - The sociolinguistic approach
 - The communicative approach
 - The hermeneutic approach
 - The linguistic approach
 - The literary approach
 - The semiotic approach
- Equivalence
 - Equivalence at word level
 - Equivalence above word level (collocations, idioms and fixed expressions)
 - Grammatical equivalence (grammatical vs lexical categories)
 - Textual equivalence: thematic and information structure
 - Textual equivalence: cohesion
 - Pragmatic equivalence
- Functional aspect of Translation Studies
- Descriptive Translation Studies
- Translation and post-colonialism
- Difference between semantic and communicative translation
- Metaphors in translation
- World literatures in translation

- Regional literatures in translation
- Some methods, procedures and principles of translation
 - Translation at word level
 - Translation above word level (phrases, idioms, collocations, sentences)

Suggested primary texts:

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

REFERENCE BOOKS:

1. Baker, Mona. (1992). *In Other Words: A Course book on Translation*. London: Routledge.
2. Bell, Roger T. (1994). *Translation and Translating*. London: Longman.
3. Catford, J. C. (1965). *A Linguistics Theory of Translation*. Hong Kong: OUP.
4. Duff, Alan. (2004). *Translation*. Oxford: OUP.
5. Newmark, Peter. (1981) *Approaches to Translation*, Pergamon Institute of English.
6. Nida, Eugene A. and C. R. Taber. (1982). *The Theory and Practice of Translation*. Leiden: E. J. Brill

(7TH SEMESTER)

SOUTH ASIAN LITERATURE

Course Code: 601

Credit Hours: 3(3+0)

OBJECTIVES

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

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Accurately point out the facility that South Asian writers have with the English language
2. Describe the regional flavors that lend to South Asian literature its uniqueness
3. Identify the debate on the influence of the people and context on the South Asian literature

COURSE OUTLINES

A. Drama (any two)

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

B. Fiction (any two)

- Kamila Shamsi: Salt and Saffron
- Khalid Hosseini: The Kite Runner
- BapsiSidhwa: And American Brat
- Anita Desai: The Inheritance of Loss
- Daniyal Moeenudin: In Other Rooms Other people
- Mohammed Hanif:A Case of Exploding Mangoes

C. Poetry (selections)

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

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

REFERENCE BOOKS:

1. Singh, B. P. (1998). The State, The Arts and Beyond. Delhi: Oxford University Press.
2. Mirza, Shafqat Tanveer. (1992). Resistance Themes in Punjabi Literature. Lahore: Sang-e-meel.
3. Ed. William Hanaway. Studies in Pakistani Popular Culture. Lahore: LokVirsa Publishing House.

4. Ed. G. N. Devy. (2002). Indian Literary Criticism Theory and Interpretation. Hyderabad: Orient Longman.
5. Ed. RanjitGuha. (1984). Subaltern studies Writings on South Asian History and Society. Delhi: Oxford University Press.

LITERARY STYLISTICS

Course Code: 602

Credit Hours: 3(3+0)

OBJECTIVES

This course introduces the modern concepts of style in both literary and nonliterary discourses. The course also includes a comparison in the context of literary genre leading to identification of different syntactical, phonological and semantic levels in a literary text. Raising the initial question, what is stylistics, the course trains the students to explore branches of stylistics and the levels of analyses. It then, through reading of diverse literary texts, helps students trace the application of figurative language, foregrounding techniques, parallelism, norm and deviation, point of view, speech and thought presentations, pragmatic analysis of speech acts and such other related complexities used by the literary authors. In spirit, the aim of the course is to study features of situational distinctive varieties of literary language by discovering and describing the reasons for particular choices made by individual authors in their use of language.

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Identify the features of distinctive varieties of literary language
2. Identify the stylistic features of a literary text
3. Perform stylistic analysis of literary texts, uncovering layers, patterns and levels that constitute stylistic description

COURSE OUTLINES

- Stylistics as a branch of linguistics
- Style and register
- Linguistic description
- Conversational style
- Scripted speech
- Stylistic analysis of a variety of written & spoken literary texts of choice & need

REFERENCE BOOKS:

1. Chapman, R. (1975). Linguistics and Literature.
2. Carter, R. (1982). Language and Literature: An Introductory Reader in Stylistics.
3. Crystal, D and Davy, D. (1969). Investigating English Style.
4. Fowler, R. (1996). Linguistic Criticism.
5. Halliday, M. A. K. (1990). Spoken and Written Language.
6. Leech, Geoffrey and Short, Michael. (1986). Style in Fiction.
7. Leech, Geoffrey. (2002). A Linguistic Guide to English Poetry.
8. Thomas, Jenny. (1995). Meaning in Interaction. London: Longman.
9. Widdowson, H. G. (1992). Practical Stylistics: An Approach to Poetry.

SYLLABUS DESIGNING AND TESTING

Course Code: 603

Credit Hours: 3(3+0)

OBJECTIVES

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

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Describe the principles and the process of evaluation and designing syllabus materials of language teaching
2. Identify the appropriate assessment strategies for testing the four skills i.e. listening, speaking, reading and writing

COURSE OUTLINES

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

REFERENCE BOOKS:

1. Alderson, J. C. and North, B. (Eds.), (1991). Language Testing in the 1990s. Macmillan.
2. Brown, H. D. (2001). Teaching by Principles. (Second edition). New York: Addison.
3. Cohen, A. (1994). Assessing Language Ability in the Classroom. (Second edition). Rowley, Mass.: Newbury House/ Heinle and Heinle.
5. Cunningsworth, A. (1984). Evaluating and Selecting EFL Materials. Oxford.
6. Cunningsworth, A. (1995). Choosing Your Coursebook. Oxford: Heinemann.
7. Ellis, R. (2005). Task Based Language Learning. Oxford: Oxford University Press.
8. Grant, N. (1987). Making the Most of Your Textbook. Harlow: Longman.
9. Graves, K. (Ed.), (1996). Teachers as Course Developers. Cambridge: CUP.
10. Hall, D. & Hewings, A. (2001). Innovation in English Language Teaching. London: Routledge.
11. Heaton, B. J. (1988). Writing English Language Tests. A practical guide for teachers of English as a second or foreign language. (Second edition). Longman.
12. Hughes, A. (1994). Testing for Language Teachers. Cambridge Handbook for Language Teachers.
13. Madsen, S. H. (1983). Techniques in Testing. OUP.

14. McNamara, T. 2000. *Language Testing*. Oxford. OUP.
15. Markee, N. (1997). *Managing Curriculum Innovation*. Cambridge: Cambridge UP.
16. Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.
17. Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: CUP.
18. Tomlinson, B. (Ed.), (2003). *Developing Materials for Language Teaching*. Continuum.
19. White, R. V. (1988). *The ELT Curriculum: Design, Innovation, Management*. Blackwell.
20. Wintergerst, A. (1994). *Second-Language Classroom Interaction*.
Toronto: University of Toronto.

WORLD ENGLISHES

Course Code: 604

Credit Hours: 3(3+0)

OBJECTIVES

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

- be familiar with the current debate in linguistics regarding the future of English as an International Language
- understand that there is a repertoire of models for English; that the localized innovations have pragmatic bases; and that the English language now belongs to all those who use it.
- be familiar with general characteristics of and issues related to Pakistani, Indian, Malaysian, Singapore, and Nigerian, Chinese, Japanese, and Hong Kong English

At the end of the course, students should be able to describe the spread and the diverse functions and statuses of English in the world. They should further be able to describe and recognize selected varieties of English, saying how they differ from the traditional dictionary norms and from each other. Finally, they should know the debate(s) going on concerning the various English in the world, and on the legitimacy of New English in particular.

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Describe variations in English around the world
2. Relate English language varieties to the aspects of sociolinguistics
3. Understand how the dynamics of inner, outer and new (expanding) circle work
4. Understand the debate about the future of English as an international language
5. Relate the significance of such debate to Pakistani, India, and other contexts

Describe the spread and diverse functions and status of English in different countries and regions

COURSE OUTLINES

- Introduction
- English as a global language An overview

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

REFERENCE BOOKS:

1. Bamgbose, A. (1998).—Torn between the norms: innovations in world Englishes. *World Englishes* 17(1), 1-14.
2. Crystal, D. (1997a). *English as a Global Language*. Cambridge: CUP.
3. Graddol, D. (1997b). *The Future of English?* London: British Council.
4. Jenkins, J. (2003). *World Englishes: A resource book for students*. Routledge.
5. Kachru, B. (1992). *The Other Tongue* (2nd ed). Urbana: University of Illinois Press.
6. Kachru, B. (1986). *The Alchemy of English: The Spread, Functions and Models of Non-native Englishes*. Oxford: Pergamon Press, reprinted 1990, Urbana: University of Illinois Press.
7. Kachru, B., Yamuna Kachru & Cecil L.N. (2006). *World Englishes in Asian Contexts*. Hong Kong: Hong Kong University Press.
8. Kachru, B., Yamuna, K., & Cecil L.N. (Eds.), (2006). *The Handbook of World Englishes*. Malden, MA; Oxford: Blackwell.
9. Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press.
10. Pennycook, A. (1996). *English in the world / The world in English*. In J.W. Tollefson (1996) *Power and inequality in language education*. (pp.34-58). Cambridge: Cambridge University Press.
11. Simo, B, A. (2001).—Taming the madness of English. *Modern English Teacher*, Vol.10, No 2, 11-17.

DISCOURSE ANALYSIS

Course Code: 605

Credit Hours: 3(3+0)

OBJECTIVES

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

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Understand the nature of discourse theory
2. Relate discourse analysis to language learning and teaching

COURSE OUTLINES

What is discourse?

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

Formal & contextual links

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

Conversational principles

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

Views on Discourse Structure

- Discourse as product
- Discourse as process
- Discourse as a Dialogue

Discourse in communicative development Information structure in discourse

REFERENCE BOOKS:

1. Brown, G. and Yule, G. (1983). *Discourse Analysis*. Cambridge: CUP
2. Cook, G. (1989). *Discourse*. Oxford: OUP.
3. Coulthard, M. (1985). *An Introduction to Discourse Analysis*. (Second edition). London: Longman
4. Edmondson, Willis. (1981). *Spoken Discourse: A Model for Analysis*. London: Longman.
5. Gee, J. P. (2005). *An Introduction to Discourse Analysis: Theory and Method*. London: Routledge.
6. Grice, H P. (1975). Logic and Conversation. In P. Cole & J. L. Morgan. (Eds.), *Syntax and Semantics 3: Speech Acts*. London: Academic Press.
7. Johnstone, B. (2002). *Discourse Analysis*. Oxford: Blackwell
8. Leech, G. & Thomas, J. (1988). *Pragmatics: The State of the Art*. Lancaster Papers in Linguistics. University of Lancaster.
9. Leech, G. (1983). *Principles of Pragmatics*. London: Longman.
10. Levinson, S. (1983). *Pragmatics*. Cambridge: CUP.
11. McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge: CUP.
12. Richards, J. &Schimidt, R. (1983). *Language and Communication*. London: Longman.
13. Schiffrin, D. (2001). *Approaches to Discourse*. Oxford: Blackwell.
14. Stubbs, M. (1983). *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*. Oxford: Basil Blackwell.
15. Wardhaugh, R. (1985). *How Conversation Works*. Oxford: Basil Blackwell.

(8TH SEMESTER)

GENRE ANALYSIS

Course Code: 651

Credit Hours: 3(3+0)

OBJECTIVES

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

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Understand theories and procedures of genre analysis
2. Understand the application of genre analysis in second language teaching

Analyze some important genres such as professional and academic genres

COURSE OUTLINES

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

REFERENCE BOOKS:

1. Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153-160.
2. Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
3. Basturkmen, H. (2009). Commenting on results in published research articles and masters dissertations in language teaching. *Journal of English for Academic Purposes*, 8, 241-251.
4. Bhatia, V. K. (1993). *Analysing Genre*. London: Longman.
5. Biber, D., Connor, U., & Upton, T. A. (2007). *Discourse on the Move: Using a corpus to describe discourse structure*. Amsterdam: Benjamins Publishing company.
6. Connor, U., & Mauranen, A. (1999). Linguistic analysis of grant Proposals: European Union research grants. *English for Specific Purposes*, 18(1), 47-62.
7. Ding, H. (2007). Genre analysis of personal statements: Analysis of moves in application essays to medical and dental schools. *English for Specific Purposes*, 26, 369-392.
8. Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications.
9. In J. Flowerdew (Ed.), *Academic listening: Research perspectives* (pp.146–158).

Cambridge: Cambridge University Press.

10. Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications. 81

11. In J. Flowerdew (Ed.), *Academic listening: Research perspectives* (pp. 146–158). Cambridge: Cambridge University Press.

12. Dudley-Evans, T., & John, M. J. S. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: CUP.

13. Firth, D. R., & Lawrence, C. (2003). Genre analysis in information systems research. *The Journal of Information Technology Theory & Application* 5(3), 63-77.

14. Flowerdew, J. (1993). An educational or process approach to the teaching of professional genres. *ELT Journal*, 47, 305-316.

15. Flowerdew, J., & Dudley-Evans, T. (2002). Genre Analysis of editorial letters to the contributors of international journals. *Applied Linguistics*, 23(4), 463-489.

16. Flowerdew, J., & Wan, A. (2006). Genre analysis of tax computation letters: How and why tax accountants write the way they do. *English for Specific Purposes*, 25, 133-153.

17. Flowerdew, J., & Wan, A. (2010). The linguistic and the contextual in applied genre analysis: The case of the company audit report. 29, 78-93.

18. Hopkins, A., & Dudley-Evans, T. (1988). A genre-based investigation of the discussion sections in articles and dissertations. *English for Specific Purposes*, 7, 113-121.

19. Hyland, K. (2001). Humble servants of the discipline? Self-mentioned in the research articles. *English for Specific Purposes*, 20(3), 207-226.

20. Hyland, K. (2002). *Genre and second language writing*. Michigan: Michigan University Press.

21. Hyland, K. (2003). Graduates gratitude: the generic structure of dissertation acknowledgements. *English for Specific Purposes*, 22(3), 303-324.

22. Hyland, K. (2006). *English for academic purposes: an advanced resource book*. London: Routledge.

23. Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching*, 41(4), 543-562.

24. Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30(4), 693-622.

25. Johns, A. M. (2008). Genre awareness for the novice academic student: An ongoing quest. *Language Teaching*, 41(2), 237-252.

26. Kanoksilapatham, B. (2005). Rhetorical structure of biochemistry research articles. *English for Specific Purposes*, 24(3), 269-292.

27. Kwan, B. S. C. (2006). The schematic structure of literature reviews in doctoral theses of applied linguistics. *English for Specific Purposes*, 25, 30-55.

28. Nunan, D. (1997). *Research Methods in Language Learning*. Cambridge: CUP.

29. Paltridge, B. (2006). *Discourse Analysis*. London: Continuum.

30. Posteguillo, S. (1999). The schematic structure of computer science research articles. *English for Specific Purposes*, 18(2), 139-160.

31. Samraj, B. (2002). Introductions in research articles: Variations across disciplines. *English for Specific Purposes*, 21(1), 1-17. 82

32. Samraj, B. (2005). An exploration of a genre set: Research article abstracts and introductions in two disciplines. *English for Specific Purposes*, 24(2), 141-156.

33. Swales, J. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: CUP.

34. Swales, J. M. (1981). Aspects of article introductions (Aston ESP Research Report 1).

35. Swales, J. M. (1986). A genre-based approach to language across the curriculum. In M. L. Tickoo (Ed.), *Language across the curriculum* (pp. 10–22). Singapore: Regional English Language Center.

36. Thompson, S. (1994). Frameworks and contexts: A genre-based approach to analyzing lecture introductions. *English for Specific Purposes*, 13, 171-186.

37.Upton, T. A., & Connor, U. (2001). Using computerized corpus analysis to investigate the text linguistic discourse moves of a genre. *English for Specific Purposes*, 20, 313-329.

ENGLISH FOR SPECIFIC PURPOSES

Course Code: 652

Credit Hours: 3(3+0)

OBJECTIVES

The basic aim of this course is to teach the learners how to design and implement ESP programme for a group of students in a particular occupational or academic setting.

Another aim is to examine classroom practices for effective ESP instruction. By the end of the course, students will:

- Develop an understanding of the major issues of concern for ESP practitioners;
- Become aware of the methods currently practised in the teaching of ESP;
- Be able to conduct needs analysis of the students they are designing the syllabus for;

Be able to adapt or create authentic ESP material in a chosen professional or occupational area.

STUDENTS LEARNING OUTCOMES (SLOs)

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

1. Identify major issues concerning ESP practitioners
2. Describe methods currently practised in the teaching of ESP
3. Conduct need analysis of the students they are designing the syllabus for
4. Designing of an ESP programme
5. Implementation of an ESP programme

Evaluate an ESP programme for effectiveness

COURSE OUTLINE

- Introduction to ESP
- Historical and theoretical perspectives on ESP
- Conducting needs analysis (setting general goals and specific objectives)Course and Materials: evaluation, design and development
- Assessment of evaluation of ESP programs
- Issues in ESP
- Approaches to text analysis (register, discourse, and genre analysis)

REFERENCE BOOKS:

1. Barron, C. (2003). —Problem solving and ESP: Themes and Issues in a Collaborative Teaching Venture. In

- English for Specific Purposes, 22. (297-314).
2. Dudley-Evans, T. & Bates, M. (1987). -The Evaluation of an ESP Textbook. In L. E. Sheldon. (Ed.), *ELT Textbooks and Materials: Problems in Evaluation and Development*. ELT Documents 126.
 3. Dudley-Evans, T. & St. John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: CUP
 4. Fanning, P. (1993). —Broadening the ESP Umbrella. *English for Specific Purposes*. 12 (2).
 5. McDonough, J. (1984). *ESP in Perspective: A Practical Guide*. London: Collins.
 6. Swales, J. (1990). *Genre Analysis*. Cambridge: Cambridge University Press.

LANGUAGE, CULTURE AND IDENTITY

Course Code: 653

Credit Hours: 3(3+0)

OBJECTIVES

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

STUDENTS LEARNING OUTCOMES (SLOs)

- Relationship between language and culture
- Role of language and culture in the formation of identity
- Types of identity: Religious; Ethnic; Linguistic; Cultural; National
- The issue of identity in multicultural societies
- Identity Crisis
- Language Attitudes
- Ethnic conflicts
- Linguistic conflicts
- Problems of linguistic inequality
- Linguistic imposition
- Cross-cultural communication
- Culture shock

REFERENCE BOOKS:

1. Agnihotri, K. R. (2007). *Identity and Multilinguality: The Case of India*. In Tsui, M. B. A. & Tollefson, W. J. (Eds.). *Language Policy, Culture, and Identity in Asian Contexts*. Lawrence Earlbaum Associates, Publishers. Mahwah, New Jersey. (185-204).
2. Chick, K. J. (1996). *Intercultural Communication*. In McKay L. S. and Hornberger, H.N (Eds.). *Sociolinguistics and Language Teaching*. CUP (329-350).
3. Edwards, J. (1985). *Language, Society and Identity*. Oxford: Basil Blackwell.
4. Joseph, John, E. (2004). *Language and identity: national, ethnic, religious*. New York: Palgrave Macmillan.
5. Gumperz, J. J. (2005). *Interethnic Communication*. In Kiesling F. S. & Paulston, B. C. (Eds.). *Intercultural Discourse and Communication: The Essential Readings*. Blackwell Publishing. (33-44).
6. Khan, R. K. (2009). *Two Languages with One Culture: Problems in Communication*. In Hussain, N; Ahmed, A & Zafar, M. (Eds.). *English and Empowerment in the Developing World*. New Castle Upon Time: Cambridge Scholars Publishing. (191-198).
7. Ochs, E. (2005). *Constructing Social Identity: A Language Socialization Perspective*. In Kiesling F. S. & Paulston, B. C. (Eds.). *Intercultural Discourse and Communication: The Essential Readings*. Blackwell

Publishing. (78-91). 80

8. Paul Kroskrity. (2000). Identity. Journal of Linguistic Anthropology, 9(1-2), (111-114).

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

RESEARCH PROJECT

Course Code: 654

Credit Hours: 3(3+0)

OBJECTIVES

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

- develop the ability to collect, analyze and interpret data;
- apply theories and methods practiced worldwide in Research
- Present the research in a coherent and well-organized manner in 10-15 thousand words.

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

EVALUATION

The Research Thesis will be assessed by two examiners (one of them will be the supervisor and the second will be an external examiner preferably from another university). The thesis will be considered equivalent to a 3 credit hour course.



Director Academics, ULM



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Note: The document consists of 76 pages.