



University of Chitral یونیورسٹی آف چھترار
BECOME WHAT YOU WANT TO BE

**Scheme of Studies Bachelor of Studies in English
Fall 2023**

*Additional Director Academics
University of Chitral*

**Department of English
University of Chitral**



General Requirements of the Programme

Nomenclature: Bachelor of Studies in English

Eligibility Criteria: Intermediate or equivalent with at least 45% marks; preference will be given to students who have studied English Advanced in their Intermediate.

Duration: The minimum duration for completion of BS degree is four years. The HEC allows maximum period of seven years to complete BS degree requirements.

Pathway for the Associate Degree Holders in English

- The candidates with AD in English are eligible for admission in 5th Semester of BS English Programs. Such students shall complete the deficiency courses of General Education (if any) during 5th to 8th Semester.
- The candidates who acquired AD in English prior to the admission criteria (as stated above) are also eligible for admission in 5th Semester of BS English Programs. Such students shall also complete the deficiency courses of General Education (if any) during 5th to 8th Semester.
- The minimum eligibility for admission in the fifth semester in this case is 2.0 CGPA out of 4 in the prior qualification i.e., conventional two-year BA/BSc degree programs.
- Admission in 5th Semester is subject to the availability of seats.

Pathway for Conventional Two-Year BA Degree Holders

- Students having completed conventional two-year BA/BSc are allowed to be admitted in the fifth semester of the BS program, in which case students shall be required to complete deficiency courses through a bridging semester before commencement of the fifth semester as determined by the department.
- The minimum eligibility for admission in the fifth semester in this case is 45% cumulative score in the prior qualification i.e., conventional two-year BA/BSc degree programs.
- Admission in 5th Semester is subject to the availability of seats.

Exit with Associate Degree

The students after successful completion of 04 semesters in BS English Programs may exit with Associate Degree in English subject to completion of all requirements for the award of associate degree, i.e., Credit Hours, CGPA, and compulsory courses.

Degree Completion Requirements

To become eligible for award of BS degree, a student must satisfy the following requirements:

- a) Must have studied and passed the prescribed courses, totalling at least 130 credit hours.
- b) Must have earned CGPA (Cumulative Grade Point Average) of at least 2.0 on a scale of 4.0.

The students after successful completion of 04 semesters in BS English Program may exit with **Associate Degree in English** subject to completion of all requirements for the award of associate degree, i.e., Credit Hours, CGPA, and compulsory/major courses.



Coding Scheme of Courses

- Coding Scheme is based on the following principles: –
Letter Code consists of two to four characters to represent the title of the degree • Such as ENG for English
Numerical code consists of three digits.
 - 1st digit represents year
 - 2nd digit represents semester
 - 3rd digit represents the sequence of the subject in the semester
- Example: ENG-111 (English, 1st year, 1st semester, and 1st in sequence)

Admission Committee and Admission Procedure: as per guidelines provided by the Admission Office.

Assessment Criteria

Each subject carries 100 marks and will be examined and assessed as under:

Midterm: Total Marks	30
Final-Term: Total Marks	50
Internal marks	
Assignments based Presentation:	5+5= 10
Quizzes	05
Attendance and class participation:	05
Total: 30+50+10+05+05=	100

ACRONYMS AND GLOSSARY

AD: Associate Degree

Gen Ed: General Education

HEC: Higher Education Commission

HEI: Higher Education Institution (Universities, Institutes, or other Degree Awarding Institutions).

ICT: Information and Communication Technologies

AC: Allied Course

GE: General Education

Cr: Credit

Hr: Hour

BS: Bachelor of Studies

Eng: English



PROGRAM-WISE SCHEME OF STUDIES

DOMAIN		GE	MAJOR	AC	ENTREPRENEURSHIP & CAPSTONE PROJECT
Total CrHr	135	30	87	12	06

SEMESTER-WISE SCHEME OF STUDIES

Semester	General Education Courses CrHr	Major CrHr	Interdisciplinary Courses CrHr	Internship & Project CrHr	Total CrHr
1st	7	6	3		16
2nd	7	6	3		16
3rd	11	6			17
4th	5	6	6		17
5th		18			18
6th		18			18
7th		15		03	18
8th		12		03	15
8 Semesters	30	87	12	06	135



SEMESTER-WISE BREAKDOWN

YEAR-I

SEMESTER-I	Course Title	Domain	CrHr
ENG-111	Introduction to Literature-I	Major	3(3-0)
ENG-112	Introduction to Language & Linguistics	Major	3(3-0)
ENG-113	Grammar	AC	3(3-0)
ENG-114	Exploring Quantitative Skills	GE	3(3-0)
ENG-115	Ideology and Constitution of Pakistan	GE	2(2-0)
Any one subject from the following (Social Sciences):			
ENG-116	Introduction to Economics	GE	2(2-0)
ENG-117	Introduction to Political Science	GE	2(2-0)
ENG-118	Principles of Sociology	GE	2(2-0)
ENG-119	Introduction to Cultural Studies	GE	2(2-0)
Total	6		16

SEMESTER-II	Course Title	Domain	CrHr
ENG-121	History of English Literature-I	Major	3(3-0)
ENG-122	Phonetics & Phonology	Major	3(3-0)
ENG-123	Functional English	GE	3(3-0)
ENG-124	Islamic Studies	GE	2(2-0)
ENG-125	Civics & Community Engagement	GE	2(2-0)
Any one subject from the following (Natural Sciences):			
ENG-126	Environmental Studies	GE	3(2+1)
ENG-127	The Science of Global Challenges	GE	3(2+1)
ENG-128	Introduction to Geography	GE	3(2+1)
ENG-129	What is Science	GE	3(2+1)
Total	06		16



YEAR-II

SEMESTER-III	Course Title	Domain	CrHr
ENG-231	Introduction to Literature-II	Major	3(3-0)
ENG-232	Morphology and Syntax	Major	3(3-0)
ENG-233	World Englishes	AC	3(3-0)
ENG-234	Expository Writing	GE	3(3-0)
ENG-235	Tools for Quantitative Reasoning	GE	3(3-0)
Any one subject from the following (Arts and Humanities):			
ENG-236	Introduction to Creative Writing	GE	2(2-0)
ENG-237	Introduction to History	GE	2(2-0)
ENG-238	Fables, Wisdom Literature, and Epic	GE	2(2-0)
ENG-239	Introduction to Translation Studies	GE	2(2-0)
Total	06		17

SEMESTER-IV	Course Title	Domain	CrHr
ENG-241	History of English Literature-II	Major	3(3-0)
ENG-242	Semantics	Major	3(3-0)
ENG-243	Pakistani English	AC	3(3-0)
ENG-244	Cross-Cultural Communication and Translation Skills	AC	3(3-0)
ENG-245	Information & Communication Technology	GE	3(3+1)
ENG-246	Entrepreneurship	GE	2(2-0)
Total	06		17

YEAR-III

SEMESTER-V	Course Title	Domain	CrHr
ENG-351	Research Methodology	Major	3(3-0)
ENG-352	Literary Criticism	Major	3(3-0)
ENG-353	The Pre-Romantic Experience	Major	3(3-0)
ENG-354	The Novel: Birth and Rise	Major	3(3-0)
ENG-355	Schools of Thought in Linguistics	Major	3(3-0)
ENG-356	Psycholinguistics	Major	3(3-0)
Total	06		(18)



SEMESTER-VI	Course Title	Domain	CrHr
ENG-361	Literary Criticism and Theory	Major	3(3-0)
ENG-362	The Elizabethan Drama	Major	3(3-0)
ENG-363	The Romantic Experience	Major	3(3-0)
ENG-364	Sociolinguistics	Major	3(3-0)
ENG-365	Discourse Studies	Major	3(3-0)
ENG-366	Pragmatics	Major	3(3-0)
Total	06		18

YEAR-IV

SEMESTER-VII	Course Title	Domain	CrHr
ENG-471	The Novel: Growth & Development	Major	3(3-0)
ENG-472	Shakespeare Studies	Major	3(3-0)
ENG-473	American Literature	Major	3(3-0)
ENG-474	Pakistani Literature in English	Major	3(3-0)
ENG-475	Second Language Acquisition	Major	3(3-0)
ENG-476	Internship in English	Compulsory	3(3-0)
Total	06		18

SEMESTER-VIII	Course Title	Domain	CrHr
ENG-481	Post-Shakespeare Dramatic Experience	Major	3(3-0)
ENG-482	Stylistics	Major	3(3-0)
ENG-483	Applied Linguistics	Major	3(3-0)
ENG-484	World Literature in English	Major	3(3-0)
ENG-489	Capstone Project	Compulsory	3(3-0)
Total	05		15



SEMESTER-I

ENG-111 Introduction to Literature-I

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

Literature is a vast discipline: a novel, a sermon, a long poem, a drama, letters, diaries or speeches, video documentary, sit-com or a horror movie, a short story or an essay written ages ago or yesterday. This immense vastness makes it difficult for students of literature to define it. However, students study various kinds and elements of literature so as to understand and appreciate it. This course includes selected readings from poetry and drama, and the contents are chosen from canonical and contemporary writings irrespective of chronological sequence. It deals with how different writers, from different times and spaces, respond to the social and cultural dilemmas and fundamental human values in the same manner.

This course enables students to understand and evaluate issues that the writers face in their time and space and how students can relate them to theirs. The students will also be able to understand how writers respond to issues by using different forms of literature.

Course Contents

1. Definition, Role & Functions of Literature
Major Literary Genres
Recurrent Literary & Critical Terms
2. Poetry: Nature, Forms, and Devices
 - William Shakespeare (1564-1616) “Sonnet 18”
 - John Donne (1572-1631): —A Valediction Forbidding Mourning”
 - Robert Herrick (1591-1674): —To the Virgins, to Make Much of Time
 - William Wordsworth (1770-1850): “*Daffodils*”
 - John Keats (1795-1821): —Ode to a Nightingale
 - Henry Wadsworth Longfellow (1807-1882) “A Psalm of Life”
 - Lord Alfred Tennyson (1809-1892): —Break, Break, Break
 - Edgar Allen Poe (1809-1849): — ‘A Dream within a Dream’
 - Emily Dickinson (1830-1886) “I’m Nobody! Who are you?”
 - Robert Frost (1874-1963): — “The Road Not Taken”
 - Ezra Pound (1885-1972): — Salutation
 - W. H. Auden (1907-1973): —O What is that Sound
 - Theodore Roethke (1908-1963): — Root Cellar
 - Philip Larkin (1922 – 1985):- “Maiden Name”
 - Sylvia Plath (1932-1963): —The Mirror
 - J. Patrick Lewis (1942-): “The Unkindest Cut
3. Drama: nature, origin, functions, composition, types, and dramatic devices

Recommended Books



1. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2015.
2. Stoppard, Tom. *Rosencrantz and Guildenstern are Dead*. London: Faber & Faber, 1967.
3. *Literature: An Introduction to Fiction, Poetry, and Drama*. X. J. Kennedy and Dana Gioia. Fourth Edition. New York: Pearson Longman, 2005.
4. *The Annotated Shakespeare*. Alfred L. Rowse. Ed. New York: Greenwich House, 1984.
5. *The Bedford Introduction to Literature*. Michael Meyer. Ed. Boston: Bedford/St. Martin's, 2005.
6. Kamal, Daud. *A Remote Beginning*. Devon: Interim Press, 1985.
7. *An Introduction to the Study of Literature* by H. Newman
8. *Literature* by Robert Diyani. (Introductory chapters.)

ENG-112 Introduction to Language and Linguistics

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

It is important to understand the nature and working of human language. How do we define language? What makes human language unique? What are different systems of language? How is speech different from writing? How do different writing systems develop? Linguistics—the scientific study of language as a system of human communication—answers these and related questions. This course presents core concepts in linguistics; complexity of linguistic phenomenon; and its various dimensions. It also introduces phonology, morphology, syntax, and semantics. It also studies the development of various writing systems to understand the evolution of spoken to written language.

By the end of this course, students will develop a general understanding of the basic systems of language and will be able to appreciate the relationship among them. It will also enable them to differentiate speech from writing as modes of linguistic expressions.

Course Contents

1. Language Origin

- Language as a divine gift
- Natural sound source theories
- Social interaction source theories
- The Physical adaptation sources
- The genetic source

2. Speech vs Writing

- Primacy of speech
- Speech vs. Writing
- Origin of writing
- Types of writing systems

3. Language as Human Faculty

- Human Language vs animal communication



- Characteristics of Language: Design features
- Animals lack language: A controversy
- 4. Language Families**
 - What is a language family?
 - Language Families in the World: A Brief Overview
- 5. What is linguistics?**
 - Basic Terms and Concepts in Linguistics
 - Language as a System of Systems
 - The Development of Writing Systems
- 6. Development of Modern Linguistics**
 - Modern Linguistics
 - Emergence of Modern Linguistics: Saussure
 - Structuralism
 - American Structuralism
 - The Prague School
- 7. Contemporary Approaches to Linguistics**
 - Functional Linguistics

Recommended Reading

1. Aitchison, Jean. *Linguistics: Teach Yourself*. London: Hodder Headline, 2003.
2. Bough, A.C. & Cable, T. (2002). *A History of English Language*. London: Prentice Hall, Inc.
3. *Linguistics: An Introduction to Language and Communication*. Akmajian, Adrian, Richard A. Demers, Ann K. Farmer, & Robert M. Harnish. Eds. 4th Edition. Massachusetts: Massachusetts Institute of Technology press, 2001.
4. Yule, George. *The Study of Language*. Cambridge: Cambridge University Press, 2006.

ENG-113 Grammar

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Allied

Course Description

The study of language is incomplete without the study of its grammatical dimension. This course provides an understanding of different grammatical constructions in language, in this case English, and its componential analysis and significance. It focuses on different parts of speech; their functions; dependents; and their lexical and inflectional morphology from the perspective of their function and position in a sentence. By the end of the course, students will be able to understand the basic concepts of grammar from a modern descriptive perspective. They will also be able to incorporate their knowledge of grammar in their usage and judgment of both spoken and written language.

Course Contents



Unit-1 Sentence

- Basic Sentence Structure
- Sentence Fragments
- Run-on Sentences and Comma Splices
- Sentence Type and Purpose

Unit-2 Parts of Speech

- Nouns, Pronouns, Verbs, Adjectives, Adverbs, Prepositions, Conjunctions, Interjections, Articles

Unit-3 Phrase and Structure of Phrase

- NP: Noun Phrase
- VP: Verb Phrase
- AP: Adjective Phrase
- AdvP: Adverb Phrase
- PP: Preposition Phrase
- Grammar with phrases

Unit-4 Clause

- Clause and sentence
- Main and sub-ordinate clauses
- Clause constructions
- Recognizing clauses
- Subject verb Agreement

Unit-5 Direct & Indirect Narration

Unit-6 Passive and Active Voice

Unit-7 Punctuations

Unit-8 Common English problems

- multiple negation, confusion between adjectives and adverbs, dangling modifiers, misplaced parts, lexical errors, structural errors, article errors, error correction

Suggested Reading

- English Grammar in Use by Raymond Murphy. Cambridge University Press
- A University Grammar of English by Randolph Quirk and Sidney Greenbaum. ELBS
- Practical English Usage by Michael Swan. ELBS
- <https://www.butte.edu/departments/cas/tipsheets/grammar/transitions.html>

ENG-114 Exploring Quantitative Skills

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: GE



COURSE DESCRIPTION

This course aims to develop the basic mathematical skills which ultimately enhance problem solving skills using inductive and deductive reasoning and sets. The basic concepts will be developed with applications from the real world such as algebraic models with equations, rates, ratios, and percentages will be discussed. Students will also explore linear models, including rectangular-coordinates, functions, empowering them to analyze real-world problems with logical precision. By the end of course, students will have practiced problem-solving, logical reasoning, and mathematical modeling abilities to tackle diverse challenges confidently as follows:

- Students will be introduced to the above concepts, and they will be prepared to apply these concepts to analyze and interpret information in different walks of life.
- Students will get familiarized with the importance of quantitative reasoning skills in the modern age.
- This course will improve their ability to deal with scenarios involving numbers related issues in a logical manner.
- It will provide students an opportunity to appreciate the intellectual beauty of quantitative reasoning skills.
- It will prepare students to apply the quantitative reasoning skills in solving quantitative problems which they will experience in their practical lives.

COURSE CONTENTS

Exploring Importance of Quantitative Reasoning Skills

What is quantitative reasoning, Overview of contributions of mathematicians especially Muslim scholars.

Problem Solving Techniques

Understanding relationship between parts and whole, Practical life scenarios involving units and rate, Unit analysis as a problem-solving tool, Inductive and deductive reasoning, Problem solving strategies.

Numbers & the Universe

Understanding our World through numbers, Dealing with very big and small numbers & their applications, Understanding uncertainty and its applications, Introduction to number systems and different types of standard numbers and their role in practical life scenarios, square roots, cube roots, highest common factors, lowest common multiples, visualizing fractions, decimals, systems of measurements, an overview of contributions of mathematicians, unit analysis as a problem-solving tool.

Financial Issues

Money management (profit, loss, discount, taxation, and other scenarios involving percentage), money management in practical life scenarios like investments and federal budget, simple and compound interest, Saving plans and economy, percentage, profit, loss, discount, taxation, and other scenarios involving percentage, simple and compound interest with applications.

Exploring Expressions



Practical scenarios involving expressions, equating two expressions in one variable & using it to solve practical problems, linear equations, quadratic equations and their applications in social and economic problems.

Exploring Beauty in Architecture & Landscape

Introduce geometrical objects through architecture and landscape, dealing with social and economic issues involving geometrical objects, fundamentals of geometry, applications of Pythagorean theorem, introduction to unit circles, trigonometric functions and inverse trigonometric functions, problem solving with geometry.

Venn Diagrams

Venn diagrams and their applications

TEACHER MANUAL

[Quantitative Reasoning Courses/Quantitative Reasoning Teacher Manual - Sept 2021 - HEC.pdf](#)

RECOMMENDED RESOURCES

1. R. N. Aufmann, I. S. Lockwood, R. D. Nation and D. K. Clegg, Mathematical Thinking and Quantitative Reasoning (2008), Houghton Mifflin Company (New York).
2. Bennett, I. & Briggs, W. (2015). Using and understanding mathematics (6th Edition). Pearson Education, Limited.
3. Blitzer, R. (2014). Precalculus. (5th Edition). Pearson Education, Limited.
4. Using and understanding mathematics, 6th edition by Jeffrey Bennet and William Briggs, published by Pearson USA.
5. Mathematical thinking and reasoning 2008 by Aufmann, Lockwood, Nation & Clegg published by Houghton Mifflin Company USA.
6. Precalculus by Robert Blitzer 5th edition published by Pearson USA.
7. Precalculus Graphical, Numerical, Algebraic 8th edition by Franklin D. Demana, Bert K. Waits, Gregory D. Foley & Daniel Kennedy published by Addison Wesley USA.
8. Precalculus Mathematics for Calculus, 6th edition by James Stewart, Lothar Redlin and Saleem Watson published by Brooks/Cole Cengage Learning USA.
9. GRE Math Review https://www.ets.org/s/gre/pdf/gre_math_review.pdf OpenAlgebra.com
10. A free math study guide with notes and YouTube video tutorials.

ENG-115 Ideology and Constitution of Pakistan

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Domain: GE

Course Introduction

Pakistan studies is an important course at this university in which students study about their motherland. The following are the specific objective of the course • to develop vision of Historical Perspective, Government, Politics, Contemporary Pakistan, ideological



background of Pakistan. • To study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Course Outline

Introduction to Ideology

Defining the Term Ideology, Role of Ideas, Contours of Ideology, Ideology, Truth and Power

Types of Ideologies, Left, Right and Center Debate, Old and New Ideologies, Views about Ideologies

Ideology of Pakistan

Aims and Objects of Pakistan's Formation

Ideology of Pakistan – its Importance

Basics of Pakistan's Ideology

Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Iqbal's and M. A. Jinnah's Notions on Ideology of Pakistan

Constitution, Government and Politics

Definitions, Features, and Functions

Constitutional Development in Pakistan 1947-1973: Constitution of 1956, 1962

Salient Features of Constitution of Pakistan 1973

Fundamental Rights in Constitution of Pakistan 1973

Martial Law 1977-88,

Civilian Rule 1988-99

Martial Law 1999 Onward

Pakistan – Land and Peoples

Geography and its Importance

Natural resources and Their use

Agriculture and Industry

Population, Manpower, and Education

Contemporary Pakistan

Economic Institutions and Issues

Society and Social Structure

Foreign Policy of Pakistan and Challenges

Reference Materials

- 1) The Emergence of Pakistan, Chaudary M., 1967
- 2) The making of Pakistan, Aziz. 1976
- 3) A Short History of Pakistan, I. H. Qureshi, ed., Karachi, 1988
- 4) Perspectives on Contemporary Pakistan Governance, Development and Environment Edited By Ghulam Ali, Ejaz Hussain, 2020
- 5) Any other standard and latest books covering the subject.

ENG-116 Introduction to Economics

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None



Domain: GE (Social Science)

Objectives

The course is designed for the beginners with no formal background or little acquaintance with economics. The objective is to give the students with a clear understanding of the basic concepts, tools of analysis and terminologies used in macroeconomics. The teacher is expected to draw examples from the surrounding world to clarify the concepts.

Course Contents

1. Introduction

- Introduction to Economics,
- Definition of Economics by Adam Smith, Marshal & Robbins
- Human Wants, Utility & Scarcity
- Scope of Economics.
- Microeconomics vs Macroeconomics
- Micro & Macro Economics
- Positive & Normative Economics,
- Economic Problem

2. Consumer Behavior

- Utility
- Meaning and Definition of Utility
- Characteristics of utility
- Value and Price
- Income, Goods and Services
- Law of Diminishing Marginal Utility
- Law of Equi Marginal Utility
- Laws of demand and supply • Indifference Curve Analysis
- Budget line
- Consumer Equilibrium through Indifference Curve approach

3. Demand

- Demand, Law of demand, Shift in Demand Curve, Rise and Fall in Demand Curve
- Individual and Market demand
- Price elasticity of demand
- Price Elasticity of Demand,
- Measurement of elasticity of demand i.e.
- Point Elasticity, Arc Elasticity of demand, Income Elasticity

4. Supply

- Supply:
- Supply vs Stock,
- Law of Supply,
- Change in Supply



- Movement and Shift in supply Preferences, Elasticity of Supply
- 5. Market**
- Market,
 - Types of market; Determination of Price, Effect of Changes in demand or Supply on Price
 - Perfect competition,
 - Monopoly,
 - Oligopoly monopolistic competition Total,
 - Average and marginal products.
- 6. Economic System**
- Economic System:
 - Capitalism,
 - Socialism.
 - Mixed Economic System,
 - Islamic Economic System,
 - Importance of Islamic Economic System
 - Assumptions and Price/Output determination
- 7. Concepts of National Income**
- National Income,
 - Gross Domestic Product,
 - Gross National Product,
 - Net National Product,
 - Per capital income.
- 8. Money**
- Definition of money, Barter and Its Difficulties
 - Kinds of money, Instruments of Money
 - Functions of money and Evaluation of money.
- 9. Bank**
- Bank,
 - Types of Banks.
 - Commercial Banks and its functions,
 - Central Bank and functions.
- 10. Public Finance**
- Government revenue,
 - Sources of government revenue
 - Govt expenditure and Head of government expenditure ,
 - Fiscal policy and Monetary Policy



- Instruments of fiscal and Monetary Policy
- Budget:
- Types of budget i.e.
- Balance budget,
- Budget deficit and surplus budget.

11. International Trade

- Trade, Background of Trade,
- Difference between domestic and international trade
- Importance of International trade,

Recommended Books

1. Michel Parkin. 2004. Economics, 5th Ed.
2. Paul A. Samuelson and W.D. Nordhaus. 2004. Economics, 18th Ed.
3. John Sloman, Economics (Latest edition).
4. Miller. Microeconomic Theory (Latest edition).
5. Lipsey and Crystal. Economics (Latest edition).
6. Habibullah Vaseer “Fundamentals of Economics” Latest Edition.

ENG-117 Introduction to Political Science

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Domain: GE (Social Science)

Objectives

The objective of this course is to introduce the students with the fundamentals of the subject of Political Science and prepare them for advanced studies in the forthcoming semesters. The very basic concepts and terminology commonly used in the further courses of studies are taught to make the students friendly with the subject.

Contents

Introduction

- What is Political?
- What is Political Science? Theories or Approaches in Political Science
- Traditional and behavioral approach.
- Sub-fields of Political Science and Relationship of Political Science with other social sciences.
- Sub-fields of Political Science include Political Philosophy/Theory; Comparative Politics; International Relations; Public Administration/ Public Policy; Local Government, etc.

Origin, Evolution and Elements of State

- The origin of state with reference to the theories of Divine Origin, Force and Social Contract (Hobbs, Lock, Rousseau);
- The elements of a state (sovereignty, population, territory, government);



- Compare and distinguish the role of state, society and government;
- Islamic concept of state: Basis of an Islamic State, Difference between an Islamic and Secular state,
- Functions of a state: Characteristics of a welfare state.
- The concept of a failed state

Nation and Nationalism

- Define Nation, Nationality and Muslim Ummah; differentiate between nation and nationality, distinguish between nation and Ummah, characteristics of a nation.

Forms of State

- Unitary, Federation, Confederation.

Forms of Government

- Authoritarian, Democracy, Parliamentary Democracy, Presidential Democracy

Basic concepts of Political Science

- Power, Authority, Legitimacy

Organs of Government

- legislature, Executive, Judiciary and Media (Considered as fourth pillar of the state).

Recommended Books

1. Haq, Mazher ul, Theory and Practice in Political Science, Lahore Bookland, 1996.
2. Ian Mackenzi (Ed.), Political Concepts: A Reader and Guide, Edinburgh, University Press, 2005.
3. R. C. Agarwal, Political Theory (Principles of Pol. Science), New Delhi, S. Chand & Co., 2006.
4. Rodee Anderson etc. Introduction to Political Science, Islamabad, National Book Foundation, Latest Edition.
5. V. D. Mahajan, Political Theory- Principles of Pol. Science, New Delhi, S. Chand & Co., 2006.

ENG-118 Principles of Sociology

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Course Description

The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes. The course will provide due foundation for further studies in the field of sociology.

Course Outline

1. Introduction

- Historical back ground of Sociology
- Definition, Scope, and Subject Matter
- Sociology as a Science
- Relationship of Sociology with other Social Sciences



2. Community, Society, Associations and Organizations

- Community Introduction, Definition, Elements and Types
- Society, Definition, Types
- Difference between Society and community

2.1. Associations, Meaning and definition

- Non-Voluntary
- Voluntary

2.2 Organization

- Informal
- Formal

3. Social Interaction

- Levels of Social Interaction
- Process of Social Interaction
- Cooperation
- Competition
- Conflict
- Accommodation
- Acculturation and diffusion
- Assimilation
- Amalgamation

4. Social Groups

- Definition & Functions
- Classification of social groups
 - In-groups and out- groups
 - Primary and Secondary group
 - Reference groups
 - Informal and Formal groups
 - Pressure groups
 - Importance of Group Life

5. Culture

- Definition, aspects and characteristics of Culture
- Material and non-material culture
- Ideal and real culture

5.1. Elements of culture

- Beliefs
- Values
- Norms and social sanctions

6. Socialization & Personality

- Role and status
- Socialization, definitions, and types of socialization
- Agencies of socialization

Suggested Readings



1. Giddens, A. (2002). *Introduction to Sociology*. UK: Polity Press.
2. Henslin, J. M. (2004). *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.
3. Kerbo, H. R. (1989). *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.
4. Tischler, H. L. (2002). *Introduction to Sociology* (7th ed.) New York: The Harcourt Press.
5. Horton Paul B. and Hunt, Chester (1990), *Sociology* Singapore: McGraw Hill company
6. Macions, J.J. (2015). *Sociology* (16th Ed.)
7. *Sociology – 1,2* by Allama Iqbal open university, Islamabad
8. Taga, Abdul Hameed (2000) *An Introduction to Sociology*, Lahore

ENG-119 Introduction to Cultural Studies

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Domain: GE (Social Science)

Course Description

Cultural studies is the exploration of "culture," what Raymond Williams calls nothing less than "one of the two or three most complicated words in the English language." Cultural studies analyzes the artistic, social, political, and historical texts and objects that help construct our contemporary lives, and it assumes that such objects go well beyond "mere entertainment" and affect deeply how we perceive class, race, gender, and other markers of identity. As an introduction to the theory and practice of cultural studies, this course will familiarize students with some of the most important thinkers and methodologies in the field and will allow students to use some of the tools of critical analysis to analyze different forms of cultural production, including literature, popular culture, and print and electronic media.

Course Contents

- Cultural Studies As Politics
- The Parameters Of Cultural Studies
- Disciplining Cultural Studies
- Key Concepts In Cultural Studies
- Culture And Signifying Practices
- Representation
- Materialism And Non-Reductionism
- Articulation
- Power
- Ideology And Power
- Popular Culture
- Texts And Readers
- Subjectivity And Identity
- Individual, Collective and National Identities
- Race, Gender, Sexualities, And Class
- Marxism And Cultural Studies
- The Impact of Globalisation



- Digital Media Cultures
- Cultural Politics and Policy
- Diversity And Resistance
- Key Methodologies In Cultural Studies



SEMESTER-II

ENG-121 History of English Literature-I

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

This course explores how and why a particular type of literature emerges from particular historical circumstances. It covers the complex interaction between literary text and its context from the Medieval Period to the Neo-classical Period. It specifically focuses on the major trends, movements, texts, and issues; and how such movements and trends help to shape literature over the years. It also traces the evolution of love-hate relationship between church and literature to the age of sensibility; darkness to the dawn of human civilization; Greco-Roman influence to the French effect; Romance to reason; rustic life to urban sophistication; warring factions to nationalism; agrarian economy to industrialization; communal existence to individualism; nomadic tribes to colonial power; feudalism to parliamentary government. etc. The course will also look at how some new forms of literature emerge and how the popularity of some others dwindles.

The course will enable students to understand the various literary trends and movements, furthermore, they will be able to trace the growth of English imagination through these periods.

Course Contents

- The Medieval Period
- The Renaissance and the Elizabethan Periods
- The Jacobean Period
- The Caroline Period
- The Restoration and the Eighteenth Century

Recommended Reading

1. Long, William J. *English Literature: Its History and Significance for the Life of English Speaking World*, Boston: Ginn and Company, 1909.
2. Evans, Ifor. *A Short History of English Literature*. London: Penguin, 1976.
3. Daiches, David. *A Critical History of English Literature. Vols. 1-4*. London: Secker & Warburg, 1961.

ENG-122 Introduction to Phonetics and Phonology

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description



This course explores speech sounds as physical entities (phonetics) and linguistic units (phonology). In viewing sounds as physical elements, the focus is on articulatory description. In this part of the course, the goal is to learn to produce, transcribe, and describe in articulatory terms many of the sounds known to occur in human languages. In the next part of the course, the focus is on sounds as members of a particular linguistic system.

Course Objectives

This course aims to:

- assist students learn a number of technical terms related to the course
- familiarize students with sounds and sound patterning, particularly in English Language
- develop knowledge of segmental and suprasegmental speech
- help students understand the features of connected speech

Course Contents

1. Basic definitions
 - Phonetics
 - Articulatory, Auditory & Acoustic Phonetics
 - Phonology
 - Phoneme
 - Vowels
 - Consonants
 - Diphthongs
 - Triphthongs
 - Voicing
 - Aspiration
 - Minimal pairs
2. Organs of Speech
3. Phonemes
 - Consonants (place and manner of articulation)
 - Vowels (vowel trapezium/quadrilateral)
 - Monophthongs
 - Diphthongs
 - Triphthongs
4. Rules
 - Rules of Voicing
 - Rules of /r/
 - Rules of /ŋ/
5. Practice of phonemic transcription
6. Definitions
 - Homophones
 - Homographs
 - Homonyms
 - Homophones



7. Fluency Devices
 - Assimilation
 - Elision
 - Weak forms/Strong forms
 - linking
8. Sound Values
9. Stress and Intonation
10. Practice of phonemic transcription

Recommended Readings

- Collins, B. and Mees, I. (2003) Practical Phonetics and Phonology: A Resource Book for Students. London & NY: Routledge (Taylor & Francis)
- Clark, J and Yallop, C. (1995). An Introduction to Phonetics and Phonology. 2nd edition. Cambridge, Mass: Blackwell.
- Davenport, Mike & S. J. Hannahs. (2010). Introducing Phonetics & Phonology, 3rd edition. Hodder Education
- Roach, Peter. (2009). English Phonetics and Phonology: A Practical Course. 4th Edition. Cambridge.

ENG-123 Functional English

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: GE

COURSE DISCRIPTION

The purpose of this course is to develop the English-language proficiency of students and to help them become confident in reading, writing, speaking, and listening to the English language. Instead of teaching grammar in isolation and only at sentence level, this course is based on developing the language abilities of students through an integrated approach that provides opportunities to develop their listening, speaking, reading, and writing skills. With a focus on social interaction, the course draws specific attention to the accurate use of structures, improvement of pronunciation, and development of active vocabulary in descriptive, narrative, and instructional texts.

COURSE CONTENTS

Basics of Grammar

- Sentence and Its Structure
- Phrase, usage of phrases
- Clause, usage of clauses
- Parts of Speech and their Usage

Introductions

This first unit will provide students with an opportunity to interact with one another in oral and written forms. It will serve to introduce them and help them develop conversations through suggesting simple words and phrases to describe people, preferences, and other conversation topics in a logical sequence.



Making Introductions

- Making effective self and peer introductions
- Taking useful introductory notes

Expressing Requests and Enquiries

- Forming appropriate requests and enquiries
- Responding to enquiries
- Requests versus commands

Social Interaction

This unit is aimed at developing students' social interaction in English and expanding their interpersonal skills. Through class activities, they actively converse in formal and informal contexts to congratulate, express gratitude, make invitations, and respond to speakers in oral and written contexts.

Greetings

- Greeting friends and family on different occasions and for different reasons
- Responding to a positive event
- Using formal greeting expressions appropriately

Gratitude

- Using formal and informal expressions of gratitude appropriately
- Reading a story that uses expressions of gratitude
- Writing a formal letter to say thanks to a teacher, parent, or friend

Invitations

- Demonstrating the use of formal and informal expressions of invitation
- Developing verbal and written skills for invitations
- Responding to invitation requests by accepting or declining

Regrets

- Expressing regrets orally and in writing appropriately
- Saying sorry and accepting apologies

Giving and Following Directions

In this unit, students learn how to follow directions from a map as well as how to give directions to search for a location or specific information. They learn how to follow and provide clear instructions.

Following and Giving Directions

- Following directions from a map
- Giving directions to a location in oral and written forms
- Reaching a destination

Giving Clear Instructions

- Carrying out instructions
- Structuring instructions
- Writing clear instructions

Sharing experiences

In this unit, students will engage with different meanings in a variety of written and visual texts through shared, guided, and independent readings of narratives in various genres. Instructors will



encourage them to respond to the narrative and imaginative texts by composing stories and sharing them in written and oral form.

Sharing narratives

- Reading short stories
- Reading excerpts, comic strips, interviews, and other common texts

Sharing unique experiences

- Summarizing and narrating true stories
- Solving word puzzles to develop language awareness
- Reading short stories and completing exercises to test comprehension
- Converting an event into a short story
- Using pictures as stimuli for narrative creation
- Using songs as examples of personal experience

Imaginative texts

- Developing imaginative texts by communicating engrossing stories and descriptions of scenes

Discussion

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

Composition and Comprehension

Writing Mechanics

- Sentences, sentence fragments, and run-on sentences
- Subject-predicate and pronoun-reference agreement
- Punctuation and structure

Paragraph Writing (practice)

Essay Writing (practice)

Précis writing (practice)

TEXTBOOKS AND REFERENCES

- T. K. Carver and S. Fortinos-Riggs, Conversation Book II – English in Everyday Life (New York: Pearson Education Limited, 2006).
- J. Eastwood, Oxford Practice Grammar (Karachi: Oxford University Press, 2005).
- J. Swan, Practical English Usage, 3rd ed. (New York: Oxford University Press, 2005).
- J. Thomson and A. V. Martinet, A Practical English Grammar (Intermediate) (New York: Oxford University Press, 1986)
- BBC. (2013) Learning English. <http://www.bbc.co.uk/worldservice/learningenglish/>
- British Council. Learn English. <http://learnenglish.britishcouncil.org/en/>
- British Council and BBC. Learn English. <http://www.teachingenglish.org.uk/>
- Grammar English. <http://freesoftwarepc.biz/educational-software/download->



Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Domain: GE

Course Description

Islamic Studies provides an introduction to Islamic teachings, history in classical and modern periods, and contemporary thought.

Course Objective

- To enhance understanding of issues related to faith and religious life.

Course Contents (English & Urdu)

English	Urdu
1. Introduction to Quranic Studies <ul style="list-style-type: none">Basic Concepts of QuranHistory of QuranUloom-ul -Quran	1. قرآنی علوم کا تعارف <ul style="list-style-type: none">قرآن مجید کے بنیادی اصطلاحاتتاریخ تدوین و جمع قرآنعلوم القرآن
2. Study of Selected Text of Holy Quran <ul style="list-style-type: none">Verses of Surah al-Furqan Related to Social Ethics (Verse No.6377)Verses of Surah Al-Hashr (18,19, 20) Related to thinking, Day of JudgmentVerses of Surah Al-Saff Related to Tafakur, Tadabbur (Verse No-1,14)	2. منتخب آیات کریمہ کا مطالعہ <ul style="list-style-type: none">معاشرتی آداب سے متعلق سورہ الفرقان کی آیات نمبر 63-77آخرت اور اسکی فکر سے متعلق سورہ الحشر کی آیات 18-20کائنات میں غور و فکر سے متعلق سورہ الصف کی آیات 1-14
3. Seerat of Holy Prophet (PBUH) <ul style="list-style-type: none">Life of Holy Prophet (PBUH) in Makkah (After Prophethood) and its Important EventsLife of Holy Prophet (PBUH) in Madinah and its Important Events	3. سیرت طیبہ ﷺ کا مطالعہ <ul style="list-style-type: none">مکہ مکرمہ میں بعد از نبوت حضور ﷺ کی زندگی اور اہم واقعاتمدینہ منورہ میں حضور ﷺ کی زندگی اور اہم واقعات
4. Introduction to Sunnah <ul style="list-style-type: none">Basic Concepts of HadithHistory of HadithKinds of HadithLegal Position of Sunnah	4. تعارف حدیث و سنت <ul style="list-style-type: none">سنت و حدیث کا تعارف و اہمیتتاریخ حدیثحدیث کی اقسامسنت کا شرعی مقام
5. Selected Study from Text of Hadith	<ul style="list-style-type: none">عن انس بن مالک رضی اللہ عنہ قال قال رسول اللہ ﷺ: "من خرج في طلب العلم فهو في سبيل الله حتى يرجع".عن ابی امامة رضی اللہ عنہ قال قیل یارسول اللہ! الرجلان یلتقیان ایہما یبدا بالسلام فقال اولاهما باللہ".عن ابی سعید الخدری رضی اللہ عنہ قال سمعت رسول اللہ ﷺ یقول: " من رأى منكم منكراً فليغيره بيده فان لم يستطع فبلسانه فان لم يستطع فبقلبه و ذالك اضعف الايمان"عن ابی ہريرة رضی اللہ عنہ قال قال رسول اللہ ﷺ: " آية المنافق ثلاث اذا حدث كذب واذا وعد اخلف واذا ائتمن خان"عن ابی ہريرة رضی اللہ عنہ قال قال رسول اللہ ﷺ: " اياكم و الحسد فان الحسد يأكل الحسنات كما تأكل النار الحطب".عن ابی ہريرة رضی اللہ عنہ ان رسول اللہ ﷺ قال: " من كان يؤمن بالله واليوم الآخر فليقل خيراً او ليصمت ومن كان يؤمن بالله واليوم الآخر فليكرم جاره ومن كان يؤمن بالله واليوم الآخر فليكرم ضيفه".



<p>• عن عبدالله ابن عمر بن الخطاب رضى الله عنهما قال سمعت رسول الله ﷺ يقول: بنى الاسلام على خمس شهادة ان لا اله الا الله وان محمدا عبده ورسوله واقام الصلوة وايتاء الزكوة وحج البيت وصوم رمضان</p> <p>• عن ابي هريرة رضى الله عنه ان رسول الله ﷺ قال: " من حسن اسلام المرء تركه ما ليعنيه".</p>	
<p>6. Introduction to Islamic law and jurisprudence</p> <ul style="list-style-type: none">• History and Importance of Islamic Law and Jurisprudence• Sources of Islamic law and jurisprudence• Nature of differences in Islamic law• Islam and sectarianism	<p>6. اسلامى قانون اور فقہ کا تعارف</p> <ul style="list-style-type: none">• اسلامى قانون اور فقہ کی تاریخ اور اہمیت• اسلامى قانون اور فقہ کے ذرائع• اسلامى قانون میں اختلافات کی نوعیت• اسلام اور فرقہ واریت
<p>7. Political System of Islam</p> <ul style="list-style-type: none">• Basic Concepts of Islamic Political System• Islamic Concept of Sovereignty• Basic Institutions of government in Islam	<p>7. اسلام کا سیاسى نظام</p> <ul style="list-style-type: none">• اسلامى سیاسى نظام کے بنیادی تصورات• اسلامى تصور حاکمیت• اسلام میں حکومت کے بنیادی ادارے
<p>8. Social System of Islam</p> <ul style="list-style-type: none">• Basic concepts of social system of Islam• Elements of Family• Ethical Values of Islam	<p>8. اسلام کا معاشرتی نظام</p> <ul style="list-style-type: none">• اسلام کے معاشرتی نظام کے بنیادی تصورات• خاندان کے عناصر• اسلام کی اخلاقی اقدار

Recommended Readings

- Ahmad Hasan, "Principles of Islamic Jurisprudence" Islamic Research Institute, International Islamic University, Islamabad (1993)
- Dr. Muhammad Zia-ul-Haq, "Introduction to Al Sharia Al Islamia" Allama Iqbal Open University, Islamabad (2001)
- H.S. Bhatia, "Studies in Islamic Law, Religion and Society" Deep & Deep Publications New Delhi (1989)
- Hameed ullah Muhammad, "Introduction to Islam Maulana Muhammad Yousaf Islahi,"
- Hameed ullah Muhammad, "Emergence of Islam", IRI, Islamabad
- Hameed ullah Muhammad, "Muslim Conduct of State"
- Hussain Hamid Hassan, "An Introduction to the Study of Islamic Law" Leaf Publication Islamabad, Pakistan.
- Mir Waliullah, "Muslim Jurisprudence and the Quranic Law of Crimes" Islamic Book Service (1982)



ENG-125 Civics and Community Engagement

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Domain: GE

Description

Teach students the importance and role of active citizenship in promoting a productive, harmonious and development society/ world. Educate students about the importance of concepts, skills and philosophy of community linkages in developing a sustainable society. Inculcate the importance of community involvement for ensuring an improved, tolerant and generative society/ world. Provide an opportunity to the students to develop their relationship with the community.

The course is designed to be students' introduction to civic engagement and what it means to be responsible, socially conscious citizens of Pakistan and the world. Students learn the broad definition of civic engagement and critically examine key concepts related to civic and community engagement, including identity and social location, community, and systems of power. As a community-based learning course, students not only discuss these concepts in class but also experience and apply them in real world situations through community engagement experiences—direct service, attending events, exploring social issues, etc. The course provides ample opportunities to reflect on course concepts and engagement experiences, plus students will learn how to advance their knowledge and practice of these concepts beyond the course.

The Learning Outcomes of the course say that students will be able to:

- Define civic engagement and community engagement and key concepts such as identity, community, and systems of power.
- Practice skills related to civic engagement (self-awareness, relationship building, dialogue, reflection, etc.) in real-world situations through direct community engagement.
- Identify social issues connected to community engagement experiences, and be able to identify and critically examine additional social issues in class.
- Envision their own identity as an active, engaged, responsible citizen.
- Recognize how effective individual actions can affect social change.
- Identify examples of power and privilege and be able to explain their impact in everyday life.

Contents

- Introduction to Citizenship Education and Community Engagement
- Civic Engagement and Community Engagement
 - a. Identity
 - b. Community
 - c. System of Power
 - d. Culture
 - e. Social Harmony
- Practice Skills Related to Civic Engagement
 - a. Self-awareness
 - b. Relationship building



- c. Dialogue
- d. Reflection
- Social Issues in Pakistan
 - a. Poverty
 - b. Discrimination
 - c. Domestic violence
 - d. Hate speech/act
 - e. Intolerance
 - f. Unemployment
 - g. Violence
 - h. Overpopulation
 - i. Favouritism
 - j. Other
 - k. Identification of social issues connected to community engagement experiences.
- Social Action Project
 - a. Volunteerism
 - b. Community service
 - c. Public service
 - d. Political activism
 - e. Public service leadership
- Civic Collaboration
 - a. Multi-cultural society and inter-cultural dialogue
 - b. Active Citizen: Locally Active, Globally Connected
- Human rights, constitutionalism, and citizens' responsibilities

Recommended Books

1. John J. Macionis, Linda Marie Gerber, Sociology (New York: Pearson Education, 2010)
2. Community Development, Social Action and Social Planning by Alan Twelvetrees 12 May 2017
3. The Constitution of the Islamic Republic of Pakistan (Pakistan: The National Assembly of Pakistan, 2012), also available online at the official website of National Assembly of Pakistan: http://na.gov.pk/uploads/documents/13333523681_951.pdf (Accessed on April 25, 2017)

ENG-126 Environmental Studies

Credit Hours: 3 (2+1)

Contact Hours: 3-2

Pre-requisites: None

Domain: GE (Natural Sciences)

Course Description

In the last few decades “environment” has become a buzz word. A basic understanding of this term has become necessary in every field of life. Therefore, this course is designed for non-



environmental science students keeping in view their diverse background of science and nonscience subjects. This course only provides a basic understanding of the environment around us which is necessary to understand the environmental problems we face in our everyday life. This course is designed to provide a basic understanding of the environment, its components and its processes. The course will also provide a brief history and background of the environmental movements.

The course is designed to demonstrate knowledge and understanding of the environmental pollution, its causes and impact on human beings and ecosystem. Course will take a multidisciplinary approach and will cover contemporary environmental problems. Course will be beneficial in general to all students but particularly for students of economics, sociology, communication studies, management sciences and law due to wide scale application of these concepts in these fields.

The course will provide an introduction to a range of "global environmental challenges" facing humanity. It will provide the necessary background to understanding the policies, politics, governance and ethics, and decision-making processes that underpin the causes of, and responses to, environmental change. It will include an appreciation of the social construction of the term global environmental challenges and the implications of this.

Course Objectives

The course is designed to:

- provide students with a basic understanding of the environment, its components and processes.
- develop student capabilities to understand the man-environment interaction and ways human can impact environment.

Provide:

- an introduction of human attitude towards environment and how it has changed overtime,
- overview of the pollution; its causes and impacts,
- understanding of the role of human activities in causing environmental pollution,
- outline of the factors including physic-chemical, biological and socio-economic which contribute to accelerate or de-accelerate the rate of pollution.

Course Contents

1. Environment

- Definition and Concept
- Ecosystem, its component; material and energy flow in an ecosystem;
- Terrestrial and aquatic ecosystems; biomes and their distribution;
- Atmosphere: composition, air pollution, causes and its impacts.
- Hydrosphere; water distribution on earth, water quality and quantity problems.
- Lithosphere; earth structure, soil resources, pollution and problem.
- Human population and resource use, Human attitude towards environment; history and background.

2. Environmental Pollution

- Concept,
- history and background,
- Pollution sources and types: point and non-point sources.



- Air pollution; sources, types of pollutants, sources and fate, impacts on human health and on environment,
 - Water pollution; water quality and quantity problems, sources, types of pollutants, sources and fate, impacts on human health and on environment, Solid Waste,
 - Noise Pollution, Toxic chemicals in environment, approaches to manage environmental pollution.
- 3. Global Environmental Problems**
- Ozone Depletion
 - history,
 - science,
 - world response
- 4. Climate Change**
- a myth or reality,
 - Conflicting Theories,
 - climate change scientific basis,
 - its impacts, world response,
 - climate change politics.
 - Acid Rain.
- 5. Human Population and sustainability, International environmental laws.**

Recommended Readings

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

ENG-127 The Science of Global Challenges

Credit Hours: 3 (2+1)

Contact Hours: 3-2

Pre-requisites: None

Domain: GE (Natural Science)

COURSE DESCRIPTION



Our world has seen a massive transformation in the past 200 years. The progress that we see around ourselves is largely owed to the advancement in Scientific knowledge that has enabled us to harness Nature's resources in a multitude of ways. This progress however has come at a great cost, including a threat to our own existence. Through this course, we will discuss some of the core challenges mankind is facing, the scientific reasoning behind all these challenges and the actions that must be taken to create a future free of these problems. The three main areas we will focus on include Climate Change, The Energy Crisis and the survival of humanity in the wake of deadly viruses and infectious diseases. Towards the end the students will get to see the complex relationship between Science, Technology and our Society and some future directions that promise a safer future for all of us.

COURSE OUTCOMES

Through successful completion of this course, students will be able to:

1. Explain the scientific principles that help understand the key challenges we are facing today
2. Describe natural systems modulating the Earth's climate, articulate causes and consequences of anthropogenic climate change, and discuss measures to curb global greenhouse gas emissions.
3. Differentiate between renewable and nonrenewable systems
4. Explain the working principles of various renewable systems and devices including solar photovoltaics, wind mills, hydro power, geo thermal and bio energy
5. Explain the working principle of key biological ideas including viruses and diseases, evolution by natural and artificial selection
6. Demonstrate an understanding of the deep connection between science, technology and society

COURSE CONTENTS

Overview and Framing of the Course

Introduction to some key advancements we have made in the last 200 years and the associated challenges that are manifesting themselves in the form of Climate Crisis, the over reliance on fossil fuels and mass extinction of various species.

Challenge 1: Climate Change

- Intro and Framing
- What's the greenhouse effect?
- Challenges and risks of climate change
- Geologic History and Planetary Processes
- Oceans: How do ocean currents regulate global climate
- Atmosphere: How do large scale wind patterns affect global climate
- Ecosystems: Climate constrain ecosystems and ecosystems impact global climate
- Projections of future climate
- Measuring anthropogenic climate change
- What are GCMs? Carbon emission scenarios



- Sustainability

Challenge 2: Energy

- Science of Energy: Forms of Energy, Energy Conversion
- Sustainability of Energy Systems
- Working of renewable devices. How do solar cells operate? Photoelectric effect, intro to semiconductors and band gaps, Wind energy, Wind mills, Physics of a generator
- Energy quantification - Energy needs, available resources, renewable vs nonrenewable, challenges of current practices.
- Future of Energy

Challenge 3: Human Survival and Infectious Disease

- What are infectious diseases.
- Types of infectious diseases
- History of Germs, Vaccines and Diseases
- Evolution by Natural and Artificial Selection
- Why are viruses crossing species barrier?
- Anti-biotic resistance
- Human physiological limits
- Changing interactions and new diseases

Science, Technology, and Society

- Complex web of science, politics and social systems
- Development of Science in certain areas, Role of Wars
- Scientific Funding
- Technological Progress and Ethical Constraints
- Human experiences as Data

The Future of Science: Nanotechnology & Biotechnology

- Nanotechnology and its future applications in Medicine, Food, Computational Systems, Energy
- Biotechnology
- Future of foods: Agricultural production, consumption, and nutrition
- Genetic Modification: CRISPR, Gene Therapy
- Exobiology – Life and humans outside of Earth

Teacher's Manual

[Natural Sciences Course Outline - Aug 2021.pdf](#)

[Natural Sciences Teacher Manual - Aug 2021.pdf](#)

ENG-128 Introduction to Geography

Credit Hours: 3 (2+1)

Contact Hours: 3-2

Pre-requisites: None

Domain: GE (Natural Science)

Course Description



Analyses the physical structure of the earth's surface, including landforms, weather, climate, and biogeography. Emphasizes understanding of what makes each point on Earth unique and how humans interact with physical systems in multiple ways.

Course Objectives

Students should be able to:

- Explain the causes of seasons
- Discuss the formation of major landforms.
- Discuss the function, temperature profile and composition of the atmosphere.
- Discuss the hydrologic cycle, and the distribution and allocation of water resources for humans.
- Analyse patterns and consequences of human environment interaction.

COURSE OUTLINE

Unit 1: Defining Geography

- Definition of Geography
- Scope of Geography
- Themes and traditions of Geography
- Geography and its relationships with other sciences

Unit 2: Geography And Its Major Branches

- Physical Geography
- Human Geography
- Economic Geography
- Urban Geography
- Population Geography

Unit 3: Planet Earth

- Galaxies and solar system
- Earth within the solar system
- Shape, size and movements of the earth
- Location and time on earth
- Latitude, longitude network
- Local Time, Standard time
- Time zones and International Date Line

Unit 4: Spheres On and Around Earth

- Lithosphere and its main characteristics
- Hydrosphere and its main characteristics
- Atmosphere and its main characteristics
- Biosphere and its main characteristics

Unit 5: Man and Physical Environment



- Man-environment interaction.
- Population
- Major Economic activities and sustainability
- Settlements
- Pollution

Suggested Readings

1. Modern Physical Geography by A.N. Strahler 2004
2. Human Geography: Culture, Society And space By H.J.D. Blijji 2002
3. Environment, Resources and Conservation by S. Owen and P. Owen 1990

ENG-129 What is Science?

Credit Hours: 3 (2+1)

Contact Hours: 3-2

Pre-requisites: None

Domain: GE (Natural Science)

COURSE DESCRIPTION

Science and Technology have completely transformed the way we live. The development we have seen in the past few decades is unprecedented but very few understand the principles through which the scientific progress is achieved. This course, especially designed for first year students introduces various fields of natural science, how scientists operate within these fields, what methods they deploy to make new discoveries, and how they communicate the advances in their fields to the world.

The course starts with an introduction to the development of the scientific approach. It discusses the modern use of the scientific method and the tools and resources that scientists deploy to ensure that they produce authentic and reliable bodies of knowledge. Students are then introduced to three main branches of science (Physics, Chemistry and Biology), their core underlying principles, major developments in these fields and their applications in modern life. Students will work on case studies and lab experiments to understand how scientists discover various workings of nature and the missteps that they can take while conducting any scientific inquiry. The final part of the course focusses on the skills to separate valid science from fringe science. Students are also exposed to the fundamentals of scientific communication and strategies to identify reliable bodies of knowledge.

COURSE OUTCOMES

Through successful completion of this course, students will be able to:

- Clearly articulate the development of scientific thought through various parts of human history and compare it to the modern scientific method.
- Describe various branches of Science, their underlying core ideas, and compare their applications.



- Using case studies and demonstrations, practice application of the Scientific Method in the natural sciences.
- Determine whether a given claim or belief is scientifically valid or not and provide a clear rationale for doing so.

COURSE CONTENTS

Overview of Science and the Scientific Method

- What is science?
- What qualifies as science?
- Why does it matter?
- Who practices it?
- Introduction to important terminology: Fact, hypothesis, theory, law

Evolution of the Scientific Method across Civilizations

- Prehistory, Mesopotamia & Egypt, Greeks, China, South Asia, Arab/Islamic, European
- Examples of scientific contributions from different regions are used to show different forms of reasoning that were used to determine the nature of reality and develop science as a process, e.g. inductive, deductive, abductive, hypothetico-deductive, falsification.

The Modern Scientific Method

- What does modern science look like today?
- What are the advantages of using this method? What are the limitations?
- How did science become the dominant method of understanding the natural world?

Introduction to Areas/Branches of Science

1 week (Intro to areas/branches of science)

2 weeks (Physics) = Major themes in Physics, Applications, Experiments

2 weeks (Chemistry) = Major themes in Chemistry, Applications, Experiments

2 weeks (Biology) = Major themes in Biology, Applications, Experiments

For each of the branches:

- Introduction to core ideas and important theories (e.g. Physics: Gravity, Chemistry: Atomic theory, Biology: Evolution by Natural Selection).
- Introduction to possible majors: How do they relate to various professions/fields.
- Practical applications of ideas from each field

How to spot Fake Science!?

- Practices leading to pseudoscience
- Case-studies from popular discourse (e.g. Cold Fusion, Telepathy, N-rays etc.)

Scientific communication

- Introduction to the Peer Review (advantages and misuse)
- Importance of controls and replication (link with the replication crisis in science)

Teacher's Manual

[Natural Sciences Course Outline - Aug 2021.pdf](#)



SEMESTER-III

ENG-231 Introduction to Literature-II

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

In continuation with Introduction to Literature-I, this course includes selected readings from fiction and non-fiction writing. It develops the notion that literary fraternity shares an unconscious affinity and undertakes the same adventure through various ways with the same purpose in mind. The various dilemmas facing the modern times have evolved into more complex issues through the millennia. They are not only depicted through poetry and drama but also in relatively new literary genres like the Novel and Short Story. Fiction represents various individual and collective concerns; and develops narratives in all kinds of social and



physical settings. Non-fiction writing, on the other hand, is a vehicle of logical, rationalistic, philosophical, and utilitarian discourse.

By introducing students to both fiction and non-fiction writing, they will be able to understand the complex web of issues that people face across the globe. The students will also be able to draw parallels between writers from different times and spaces to develop a cross-cultural and cross-gendered understanding with a focus on commonalities among human societies.

Course Contents

1. Fiction Writing

A. What is Novel? Various types of Novel, Plot, Setting, Character, Characterization, Story, Narrative Devices/Techniques, etc.

B. Novella: Plot, Setting, Character, Characterization, Story, Narrative Devices/Techniques, etc.

C. Short Story, Constituents Elements/Essentials of short stories and essays, etc

- Oscar Wilde (1854-1900):- ‘The Nightingale and the Rose’
- Ernest Hemingway (1899-1961): — A Clean Well-lighted Place
- Naguib Mahfouz (1911-2006): —The Answer is No
- Chinua Achebe (1930-2013): —Dead Men’s Path
- Franz Kafka (1883-1924):- ‘A Hunger Artist’
- Katherine Mansfield (1888-1923):- ‘A Cup of Tea’
- Anton Chekhov (1860-1904):- ‘The Darling’
- Gail Godwin (1937-): “A Sorrowful Woman
- Dorothy West (1907-1998):- ‘The Richer The Poorer’

2. Non-fiction Writing

- Francis Bacon (1561-1626): —Of Simulation and Dissimulation
- Charles Lamb (1775-1834): —Poor Relation
- Bertrand Russell (1872-1970): —The Functions of a Teacher
- Thomas Henry Huxley (1825-1895) :- ‘A Liberal Education’
- Yuval Noah Harari (1900-):- *21 Lessons for the 21st Century* (Help students to understand the main themes of the book)

Recommended Reading

1. Baldick, Chris. *The Oxford Dictionary of Literary Terms*. Oxford: Oxford University Press, 2015.
2. Shaw, Valerie. *The Short Story: A Critical Introduction*. New York: Routledge, 2014.
3. *The Norton Anthology of English Literature*. Stephen Greenblatt. Ed. New York: W. W. Norton & Company, 2012.
4. Pickering, James H. and Jeffrey D. Hooper. *Concise Companion to Literature*. New York: Macmillan, 1981.
5. Lamb, Charles. *Essays of Elia*. Hallward. N. L. & Hill S. C. Eds. New York: Macmillan, 1895.
6. Russell, Bertrand. *Unpopular Essays*. London: Unwin Paperbacks, 1976.
7. Steinbeck, John. *The Pearl*. London: Penguin, 1994.



8. Bacon, Francis. *The Essays of Francis Bacon*. M. A. Scott. Ed. New York: Charles Scribner's Sons, 1908.
9. *The Bedford Introduction to Literature*. Michael Meyer. Ed. Boston: Bedford/St. Martin's, 2005.
10. *Literature and its Writers*. Ann Charters & Samuel Charters. Ed. Boston: Bedford/St. Martin's, 2001.

ENG-232 Morphology and Syntax

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

This course introduces the basic concepts in morphology and syntax. Morphology studies the internal structure of words and syntax studies the construction of sentence. Together these two analyze the syntactic properties and characteristics of a language. An understanding of relationship between the internal structure of words and sentences helps to understand the grammatical relationships from a linguistic perspective. With the passage of time, linguists evolved different approaches to understand the morphological and syntactic construction of language ranging from the traditional to the modern perspectives. It introduces students to these approaches and to the theory and practice of the structural grammar especially of English.

This course will enable students to analyze language, especially English, at both morphemic and syntactic levels.

They will be able to understand regular and deviant grammatical and syntactic patterns of a language.

Course Objectives

The objectives of this course are to enable the students to:

- define and describe the terms like morphemes, morphology etc.
- understand basic concepts and principles in morphology and syntax
- apply these principles in analysing word structures in Pakistan languages
- compare word formations in Pakistani languages.

Course Contents

1. Morphology

- Introduction to morphology
 - Free morphemes: roots and stems
 - Bound morphemes: affixes: prefixes, suffixes, infixes, interfixes, circumfixes
 - Morphological productivity: productivity of affixes, prefixes, suffixes, infixes
- Basics of Phonetic Transcription of Words
- Inflectional Morphology
 - Pluralization, Degree Marking, Verb Forms
- Derivational Morphology



- Formation of Nouns, Adjectives, Verbs and Adverbs
 - Minor processes of derivation: blending, clipping, backformation, acronym, Reduplication
 - Derivation by compounding: endocentric, exocentric and copulative compounds
 - Derivation by modification of base
 - Morpho-Semantics- semantic change in word formation processes
 - Morphology Interface with Phonology and Syntax
 - Word Formation Processes
 - Morphological Trees
 - The Morphology of the English Verb
2. *Syntax*
- Different Approaches towards Syntax
 - Word classes and phrasal categories.
 - Word order and clause structure.
 - Writing phrase structure grammar.
 - Major clause types, including declarative, interrogative, and imperative clauses and clauses with non-verbal predicates.
 - Multi-clausal constructions, including complement clauses and relative clauses.
 - Intermediate levels of structure, including basic X-bar syntax.
 - The principles of argument structure in two competing theoretical approaches.
 - Grammatical functions such as subject and object, including the interaction of syntax and morphology.
 - Semantic functions such as agent and patient, including the interaction of syntax and semantics.

Recommended Reading

1. Tallerman, Maggie. *Understanding Syntax*. 4th Edition. New York: Routledge, 2015.
2. Miller, Jim. *An Introduction to English Syntax*. Edinburgh: Edinburgh University Press, 2002.
3. Haspelmath, Martin. *Understanding Morphology*. London: Arnold, 2002.
4. Miller, Jim. (2002). *An Introduction to English Syntax*. Edinburg University Press.
5. Prasad, Tarni. (2012). *A course in Linguistics*. New Delhi: PHI Publications.
6. Sells, Peter & Kim, Jong-Bok. (2007). *English Syntax: An Introduction*.
7. Tallerman, M. (2015). *Understanding syntax* (4th ed). Routledge, London.
8. Wekker, H., & Haegeman, L. M. (1985). *A modern course in English syntax*. Croom Helm.
9. Valin, Jr., Robert. (2001). *An Introduction to Syntax*. Cambridge University Press.

ENG-233 World Englishes

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Allied

DESCRIPTION AND OBJECTIVES



This course emphasizes the historical, political, and ideological issues of globalization, nativization, post-colonialism, standardization, and pedagogy of native and non-native varieties of English. The course provides students an overview of the spread of the English language around the world and the development of the pluralization of English into Englishes, i.e. from one imperial language into various nativized varieties of English. Through readings and class discussion, students will investigate whether aspects of language use are a question of ‘choice’ or the result of economic, political, and/or social coercion.

Following are the focused objectives of the course:

- To provide students with an overview of historical, social, and linguistic development of varieties of English (i.e. World Englishes)
- To introduce frameworks of power and ideology that identify rhetorical tools and ideological strategies used by one group on the other
- To encourage students to conduct original research on the implications of English as an international language

SLOs

At the end of the course, students would be able to ...

- demonstrate critical understanding of the concepts and theories regarding WE and the main dimensions of language variation at the international level
- show awareness of the global spread of English and the implications regarding its use in education
- show a sound understanding of key sociolinguistic and cultural issues arising from the spread of English
- analyze and critically discuss some of the main characteristics of international varieties of English, including pidgins and creoles
- demonstrate the ability to carry out investigative study of topics regarding World Englishes

COURSE CONTENTS

World Englishes: Theories, Models, and Ideologies

- Global / International English
- World English or World Englishes
- Spread of English
- Theories and Models of World Englishes
 - The Kachruvian Paradigm
 - Schneider’s Dynamic Model for Postcolonial Englishes
- English as a Lingua Franca
- English and Linguistic Imperialism
- Language Death

World Englishes Studies by Region

- English in Europe
- English in Asia (South Asian Varieties)
- English in North America

Variations in World Englishes

- Vocabulary
- Grammar



- Spelling
- Pronunciation

World Englishes Domains

- World Englishes in Literature
- World Englishes in Newspapers
- World Englishes in Advertising

World Englishes Implications

- Contemporary Context and Functions
- WE Implications for Teaching
- Which English and Why?
- Future of English: One or Many

RECOMMENDED BOOKS

- Bauer, L. (2002). *Introduction to International Varieties of English*. Edinburg University Press
- Crystal, D. (2002). *Language Death*. Cambridge University Press
- Graddol, D. (2000). *Future of English*. British Council
- Jenkins, J. (2003). *World Englishes: A resource book for students*. Routledge
- Kachru, B., Kachru, Y & Nelson, C.L. (2006). *The Handbook of World Englishes*. Blackwell Publishing.
- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*: Cambridge University Press.
- Kirkpatrick, A. (2010). *The Routledge Handbook of World Englishes*. Routledge
- Meshtrie, R. & Bhatt, R M. (2008). *World Englishes: The study of new linguistic varieties*. Cambridge University Press.
- Phillipson, R. (1992). *Linguistic Imperialism*. Oxford University Press.

ENG-234 Expository Writing

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: GE

COURSE DESCRIPTION

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a PBL (Project-based Learning) approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. Course activities include lectures, group, pair and individual activities, as well as a series of required assignments, including reading and writing across various genres. Finally, the course prepares students for taking the next course in the sequence, 'Expository Writing II: Cross-cultural Communication and Translation Skills'.

COURSE OBJECTIVES



At the end of the course, the students will be able to:

1. Analyze basic communication skills and use them effectively in oral and written English
2. Develop skills as reflective and self-directed learners
3. Critically evaluate and review various types of texts and summarize them
4. Develop analytical and problem-solving skills to address various community-specific challenges
5. Intellectually engage with different stages of the writing process, such as: brainstorming, mind mapping, free writing, drafting and revision, etc.

LEARNING OUTCOMES

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

1. Write, edit and proofread a short essay in English language
2. Present ideas to the whole class in team presentations using English that is comprehensible and engaging.
3. Critically analyze a text written in English using SQW3R strategies
4. Conduct small-scale research about their communities
5. Draft a letter to editor.

COURSE CONTENTS

Unit 1: Expository Writing

- Introduction
- Types
- Usage

Unit 2: Self Reflection

- Introduction to the basics of the writing process
- Introduction to the steps of essay writing
- Students practice prewriting activities like brainstorming, listing, clustering and freewriting
- Students practice outlining of the essay

Unit 3: Personalized Learning

- Students reflect on their learning process
- Group discussion about learning styles based on the reading material provided to students
- Introduction to personalized learning
- Students practice goal setting
- And create a learning plan
- Introduction to the structure and significance of oral presentations
- Class discussion about content selection and slide preparation for oral presentations
- Peer review through a gallery walk

Unit 4: Critical Reading Skills

- Introduce authentic reading (DAWN newspaper and non-specialist academic books/texts)



- Conduct classroom reading activities (using strategies skimming, scanning, SQW3R, previewing, annotating, detailed reading and note-taking) using standard tests (TOEFL and IELTS) Assign books/articles/reports for their individual home assignments.
- Share model review reports and annotated bibliographies

Unit 5: Community Engagement

- Showing short documentaries to students on global environmental issues
- Student-led brainstorming on local versus global issues
- Teacher-led introduction to the unit assignment (using assignment sheet)
- Readings (or other input sources - video, social media) from local news on possible community issues, letters to editor and op-eds
- Identify research problems
- Begin drafting research questions based on the problems identified
- Facilitating students on developing research questions in groups
- Draft interview or survey questions for community research (in English or L1)
- In-class role-plays of interviews with community members
- Engaging students in critical reading and reflection on the issues found in different communities
- In-class work on understanding interview information, how to present interview or survey information
- Refining the research questions, designing a detailed research plan in groups, dividing the tasks and deciding the timeline for the completion of the project
- Exposure to interview questions and interviewing techniques to develop an in-depth understanding of the issues
- Continued group work on report outline
- In-class lecture and group work on analyzing information
- Discussion based on translating the data from the source language to the target language (English)
- Sharing the experience of field work in class orally
- Teacher feedback on outline of report (globally to entire class and individually to groups as needed)
- Revisions to oral report in groups Engaging students in individual structured reflective writing based on their experience of working on the project
- Sharing their reflective writing to learn about each other's points of view
- Think-pair-share the findings (group similar issues)
- Individual writing of reflection on the community engagement project and their role in the group
- Brainstorm using creativity for dissemination - cartoons, advertisements for university magazine or beyond, creating posts for FB
- Summarizing/ converting the report to a letter to the editor to highlight the problems explored and their possible solutions (homework - connecting activity for week 11 - Unit 5)



Unit 6: Letter to the Editor

- Teacher-directed instruction on genres (types) of writing focusing on letter-writing
- Model-practice-reflect: Introduce types of letters comparing the use of formal and informal vocabulary and phrases in each type
- Introduce the format and purpose of the letter-to-editor explaining with the help of an actual letter from a local newspaper
- Group reading of sample letters-to-editor selecting ones that deal with issues familiar to the students
- Invite a guest lecturer (local newspaper editor or faculty from journalism) to talk about what issues are currently raised in letters-to-editors and what are editors' criteria to accept letters for publication
- Work in groups to continue reviewing letter samples, analyzing the structure of letters
- Each group identifies an issue they want to write about and give a brief oral presentation to the class
- Submit the first draft of letters (to the teacher and peer-review group)
- In-class peer review of drafts using a checklist focusing on content and structure DUE:
- First draft of letter (to teacher and peer review group)
- Groups revise first draft of letter
- Differentiate among revision, proofreading and evaluation (as substages of finalizing documents)
- Discuss critically the draft-letter and implement the 'revision' phase of writing Reading of (DAWN) newspaper and sharing important letters (to editors) on local issues
- Groups revise second draft of letter Explicit instruction (paragraph structure, syntax, diction, grammar, and mechanics)
- Classroom discussion/debrief of activity Discuss critically and finalize the draft-letter as the last phase of writing

Teacher Manual & Suggested Reading

[Expository Writing Course Outline - Sept 2021 - HEC.pdf](#)

[Detailed Courses - Expository Writing - Sept 2021 - HEC.pdf](#)

[Expository Writing Teachers Manual - Sept 2021 - HEC.pdf](#)

ENG-235 Tools for Quantitative Reasoning

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: GE

COURSE DESCRIPTION

The primary objective of this course is to explore probability and statistics. The curriculum includes in-depth study of exponential and logarithmic functions, as well as problem-solving related to these mathematical concepts. Solving system of linear equations and matrix algebra is the part of this course which ultimately develops the necessary background for data analysis.



Overall, the course aims to equip students with a comprehensive understanding of mathematical concepts relevant to probability and statistics enabling them to apply these skills in real-world problems. The following are the main objectives:

- Students will be introduced to the above listed concepts, and they will be prepared to apply these concepts to practical life scenarios.
- This course will enhance their ability to deal with scenarios involving quantitative reasoning skills in a logical manner which they can face in their practical lives.
- It will prepare students to deal with different forms of data occurring in professional, social and natural sciences.
- Students will be introduced to scenarios involving functions and probability in different disciplines.
- This course will prepare the students to apply the quantitative reasoning skills in other disciplines.
- This course will provide solid foundation for students to use the quantitative reasoning skills in solving practical life problems.

COURSE CONTENTS

Exploring Graphical Information

Investigating relationships between variables, Exploring tools to find relationship between variables, Resources, and population growth: dealing with economic, environmental, and social issues.

Building blocks of a plane

Graphical and analytical approaches to solve a problem, Applications of graphical & analytical approaches to solve social & economic problems.

Exploring inequalities

Understanding inequalities around us, dealing with practical problems involving inequalities in different disciplines

Comparing quantities

Golden ratio in sculptures, Comparison of statements and their use in social and economic problems, Applications of ratio and proportion, Sequence, Arithmetic sequence, geometric sequence, counting principles and their applications.

Thinking Logically

Survival in the modern World, Propositions and truth values, Categorical proposition, and its applications

Understanding Data

Introduction to data, tabular and graphical presentation of data, descriptive analysis of data, standard deviation, measure of the locations, Scatter plots, Pearson's correlation coefficient, measure of dispersions, sampling distributions, levels of measurements, experimental design and basic rules of probability.

TEACHER MANUAL

[Quantitative Reasoning Courses\Quantitative Reasoning Teacher Manual - Sept 2021 - HEC.pdf](#)



RECOMMENDED RESOURCES

1. Using and understanding mathematics, 6th edition by Jeffrey Bennet and William Briggs, published by Pearson USA.
2. Mathematical thinking and reasoning 2008 by Aufmann, Lockwood, Nation & Clegg published by Houghton Mifflin Company USA.
3. Pre-calculus by Robert Blitzer 5th edition published by Pearson USA.
4. Pre-calculus Graphical, Numerical, Algebraic 8th edition by Franklin D. Demana, Bert K. Waits, Gregory D. Foley & Daniel Kennedy published by Addison Wesley USA.
5. Pre-calculus Mathematics for Calculus, 6th edition by James Stewart, Lothar Redlin and Saleem Watson published by Brooks/Cole Cengage Learning USA.
6. OpenAlgebra.com A free math study guide with notes and YouTube video tutorials.
7. R. N. Aufmann, J. S. Lockwood, R. D. Natio and D. K. Clegg, *Mathematical Thinking and Quantitative Reasoning* (2008), Houghton Mifflin Company (New York).
8. Blitzer, R. (2014). *Precalculus*. (5th Edition). Pearson Education, Limited.
9. R. Walpole, R. Myers, S. Myers and K. Ye, *Probability and Statistics/or Engineers & Scientists* (9th Edition), Pearson.
10. Bennett, J. & Briggs, W. (2015). *Using and understanding mathematics* (6th Edition). Pearson Education, Limited.
11. J. Yeo, T. K. Send, L. C. Yee I. Chow, N.C. Meng, J. Liew, O. C. Hong, *New Syllabus Mathematics* (7th edition 2019), Oxford University Press.

ENG-236 Creative Writing

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Domain: GE (Arts & Humanities)

Course Description

Creative writing is everywhere. It connects authors and audiences whether you are reading a novel or driving past a billboard. This course will train students in the craft of writing expressively and persuasively across a wide range of creative modes and media. From writing literary fiction for the printed page or for digital platforms, to producing compelling and poetic sales copy, this course provides students with the basic knowledge and skills that allows them to connect with a target audience and become better storytellers. It will pose questions concerning the very nature of "literary" language and examine the ways in which such language can command our attention, stir our emotions, and thus encourage us toward action.

Learning Outcomes

Students who successfully complete this course will:



- Gain exposure to a range of creative genres and forms and acquire the skills with which to identify elements and techniques of each that attract attention and persuasively affect readers
- Be introduced to practices (in tutorial workshops) to help learn to give and receive effective feedback
- Develop new vocabularies and techniques that span creative fiction and creative advertising. The development of a portfolio will give students experience in editing and presenting their own work
- Gain the ability to judge and assess creative texts for their rhetorical structure and persuasive effects
- Develop their capacity for self-directed activity through compiling their creative submissions
- Be exposed to diverse literary and cultural characteristics and their influences on each other in a global cultural context through studying how different texts affect different audiences in different contexts. This exposure will also help them develop as conscientious citizens

Topics

Topics will vary and will include:

- Crime fiction
- Creative copywriting
- Flash Fiction
- Digital narratives
- Satire
- Travelogues

Required Books and Materials

- Poem Crazy by Susan Wooldridge
- Creating Short Fiction by Damon Knight
- Edmondson's Creative Writing Models (instructor course pack bound in one volume)
- Paper, pens, notebooks, portfolio (determined by each student).
- An active UH student email account you know how to use (<https://myuhportal.hawaii.edu>)

ENG-237 Introduction to History

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Domain: GE (Arts & Humanities)

Course Description

This is an Introductory level course consist of a review of major concepts relevant to the understanding of history as discipline and as a Process. It focuses on the introduction of major concepts, terminologies and issues, understanding of those are essential for the study of history. It will aim at the clarification of basic notions or ideas about what is history and what history is for.



It evolves around the idea of the place of history as a source of knowledge and how can we approach historical knowledge with a sense of evolution.

Course Objectives

The purpose of this course is:

- To make students aware of the nature of historical knowledge and research.
- To inculcate among the students a sense of historical evolution of human knowledge, development and progress
- To develop among the students an ability to understand the common themes of historical knowledge.
- To inculcate among the students of history a sense of critical thinking.
- The Course shall form the basis for the ensuing courses of History at different levels.

Course Outcomes

At the end of the course the students shall be able to:

- Have an understanding of the major concept of historical Knowledge.
- Have an ability to distinguish between 'historical' and 'Instinctual' aspects of human knowledge.
- Have an ability to understand the historical evolution.
- Have an ability to plan a role in the future development.

Course Contents

- What is History?
 - Literal, terminological and conceptual meaning of history
 - History as Fact
 - History as Process
 - History as Narrative
- Memory, Record and History
- Nature of History:
 - Being and Becoming;
 - Continuity and Change;
 - Evolution, Progress and Development
 - Macrocosm & Microcosm: Time, Space, Causation
 - Facts and opinion/ objectivity & Subjectivity
- Utility, Benefits & importance of History:
 - History as a corrective/cohesive force;
 - History as a repetitive force
 - Continuity of History from Past to Future
 - Lessons from Past Historical determinism, etc.
 - History as Mother of All Sciences/Knowledge
- Epistemological nature of History:
 - Relationship of History with other forms of knowledge:
 - Natural Sciences
 - Social Sciences
 - Literature and Arts



- Forms and Classification of History

Suggested Readings

1. Burke, Varieties of Cultural History, Cornell University Press, 1977
2. Carlo, Ginzburg. Clues. Myths, and the Historical Method, John Hopkins: University Press, 1992
3. Carr, E. H., What is History? Harmondsworth: Penguin, 1961
4. Cohn, Bernard. An Anthropologist among Historians and Other Essay, Oxford University Press, 1988
5. Collingwood, R. G. The Idea of History. Oxford: Oxford University Press, 1978.
6. Daniels, Studying History: How and Why, New Jersey, 1981.
7. Gertrude Himmelfarb. The New History and the Old, Cambridge: Harvard University Press, 1987
8. Govranski. History Meaning and Methods, USA, 1969
9. Hegel. Elements of the Philosophy of Right. Cambridge University Press, 1991
10. Qadir, Khurram, Tarikh Nigari Nazriyat-o-Irtiqā, Lahore: Palgrave, 1994.
11. Qureshi, Muhammad Aslam. A Study of Historiography. Lahore: Pakistan Book Centre, Latest Edition.
12. Steedman. Caroline, Dust: The Archive and Cultural History, Manchester University Press, 2002
13. Stern Fritz, .Varieties of History: from Voltaire to the Present, Vintage, 2nd Edition 1975
14. Tahir Kamran, The Idea of History Through Ages, Lahore: Progressive Publisher, 1993
15. Lemon, M. C., Philosophy of History, London: Routledge, 2003
16. Marwick, Arthur, The New Nature of History, London, 1989, pp.31-35.
17. Roberts, Geoffrey, ed., History and Narrative Reader, London: Routledge, 2001.
18. Shafique, Muhammad, British Historiography of South Asia: Aspects of Early Imperial Patterns and Perceptions, Islamabad, NIHCR, Quaid-iAzam University, 2016

ENG-238 Fables, Wisdom Literature, and Epic

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Domain: GE (Arts & Humanities)

Course Description

This course has three components containing both readings and related activities: The first component is about fables—that is, stories with animal characters having human attributes. The second component concerns wisdom literature and looks specifically at some of the stories, both in prose and poetry, of the famous Persian literary figure Sa‘di. We shall introduce this author to you. The third component is on the world’s largest epic—the Shāhnāma (Book of Kings) of another literary giant, Firdausi.

Course Contents

I. FABLES



Kalīla wa Dimna is a collection of fables in Arabic dating back to the 8th century CE. The fables were originally written in Sanskrit and trace their origins to India prior to the 6th century. After being translated to Pahlavi, they were then translated into Arabic by Abdullah ibn Muqaffa during the Abbasid era and since then have been in circulation around the world in numerous languages including Greek and Latin. In these various translations, the book has not remained in a static form, but instead various additions and omissions have accompanied its long history of translation. The story of Kalīla and Dimna revolves around an ambitious jackal, Dimna, who navigates his way in the king's court to win his favor and become his most trusted advisor. In the progression of this story, various sub-stories are recounted couched in elaborate idioms and metaphors that all eventually culminate in a moral lesson for its characters and the reader. The following excerpt is near the beginning of the story in which Dimna works himself into a complicated situation after attempting to help the king. The remainder of the story is an account of his efforts to undo his mistake and learn many crucial lessons in the process about friendship, betrayal and power.

Following chapters from Kalīla wa Dimna or The Fables of Bidpai are included:

Chapter V – The Lion and the Bull, or the emblem of two friends whom a liar contrives to disunite.

Chapter VI – Investigation of the conduct together with the defence of Dimna.

Chapter VII – The Ring-dove, or the emblem of sincere friends.

Chapter VIII – The Owls and the Crows, or the danger of being deceived by an enemy,

BĀNG-I DARĀ

Bāng-i Darā or The Call of the Marching Bell is the first and perhaps the most famous of Allama Muhammad Iqbal's works of Urdu poetry, published in 1924. It came after his initial three books of poetry which were all in Persian and were considered difficult to read. The lucid and relatively accessible style of Bāng-i Darā coupled with the fact that it was written in Urdu earned it much greater acclaim and acceptance among people than the earlier books.¹ Bāng-i Darā is divided into three distinct parts based on differences that are chronological and also thematic. The first part comprises his poetry written from the start of his career until 1905. During this time, Iqbal was heavily influenced by nationalism; many of his poems such as Tasvīr -i Dard, Āftāb and Tarāna-i Hindī reflect his nationalist political fervor. The second part was written from 1905 to 1908 during his stay in Europe. Iqbal experienced a major revolution in his thinking during this time as he closely scrutinized the social and political makeup of Western societies and lost much of his earlier fervor for nationalism. His poems from this time period are critical of Western modernity and the materialism and godlessness lying at its heart. The last part was written from 1909 to 1923 after his return to India from Europe. Poems from this part feature a strong philosophical and mystical bent along with a great religious fervor especially at display in his abundant and heartfelt praise of the Prophet, peace and blessings be upon him.² The following eight poems from Bāng-i Darā have been chosen in accordance with the general theme of this component i.e. fables. They feature various animals, and at times inanimate beings, engaged in discussion about different facets of man's moral existence. They generally begin with an ethical dilemma and, by drawing on various natural and environmental sources of imagery, metaphor and religious idiom, culminate in a resolution of the dilemma leaving the reader with an accessible but profound moral lesson.



The selected poems are:

1. مکھی اور مکڑا ایک
2. گلہری اور پہاڑ ایک
3. بکری اور گائے ایک
4. یاد فر کی ندے پر
5. موج دریا
6. جگنو
7. جگنو اور پرندہ ایک
8. ہمدردی

II. WISDOM LITERATURE

GULISTĀN-E SA'DĪ The author of the following *ḥikāyāt*, Sharf al-Din Sa'dī Shirazi, was born in Shiraz, Iran, at the turn of the 12th century. Sa'dī was raised in a family of religious scholars and received his initial education in his hometown and later in the illustrious city of Baghdad where he was under the tutelage of the famous scholar Ibn al-Jawzi. Alongside his traditional education in the Islamic sciences, Sa'dī was also deeply influenced by Sufism and was a student of the great philosopher and Sufi mystic Shihab al-Din al-Suhrawardi. His deep commitment to Sufism and the moral project of purifying and elevating the self, permeate his works of poetry and especially his most famous work, for which he earned lasting acclaim throughout the Muslim world, namely, the *Gulistān*. His *ḥikāyāt*, or short stories, that are the subject of this component, are an extension of this moral project and offer the reader advice and guiding principles in various domains of life. The following selections from his collections of *ḥikāyāt* touch on a variety of themes and circumstances ranging from issues surrounding wealth, power, and injustice to those regarding the importance of knowledge and piety. The narratives are similar in style and content to the famous *ḥikam* of Ibn 'Ataillah and are part of a tradition of offering pithy and often witty pieces of advice aimed at the moral development of the reader. Despite a diversity of themes, the stories can be tied together given their emphasis on the development of personal virtue and the subduing of the lower self; resonating through each of them is a deep Sufi ethic that follows the Divine law in both letter and spirit with an unwavering concern for the permanent and the ever-lasting over the fleeting and the ephemeral.

Ten *ḥikāyāt* from: John T. Platts, *The Gulistan; or, Rose Garden of Shaikh Muslihu'd Dīn Sa'dī of Shīrāz* (London: Wm. II. Allen, 1876).

The selected ten *ḥikāyāt* are given below:

1. **Story** (chapter 1): VI, Pg. 83. "Those who make an effort to display their virtues, do the same to conceal their vices". A man purposefully eats less and prays more in court to appear pious, requesting more food within the walls of his home. His son asks him to offer his prayers again as the one he performed in front of the sultan were meant to impress a mortal, not God.
2. **Story** (chapter 1): XX, Pg. 44. "The foundation of injustice in the world began with small unjust deeds." The Sassanian King Naushirwan³ and his retinue need salt to roast their hunt. Before his men leave to get it from a nearby village, he tells them to pay for. He



- explains that the smallest action of appropriations by the rich and powerful of the poor and weak lead to unending trails of confiscations that subsequently plagues the entire society.
3. **Story** (chapter 1): XXI, Pg. 45. “Burden bearing oxen and asses are better than oppressors.” A royal revenue collector is unfair to the peasantry to fill the treasury and please the Sultan. Instead of being awarded, he is punished when the Sultan finds out. Misuse of authority as a right to oppress the weak and helpless eventually brings ruin to the oppressor. The humble ass and ox are much better than the mighty lion as they serve humanity and silently bear their burden. Similarly, humility and eagerness to serve others are qualities appreciated by God, not the ruthless lion-like pride that destroys the destitute.
 4. **Story** (chapter 1): XXVII, Pg. 56. “The pain you give to others eventually finds its way back to you.” A man oppressed the poor by forcibly purchasing cheap firewood from them and would sell it for large profits to the rich. One day his home burnt down from a fire with no apparent reason. A pious man told him that the sighs of helpless people suffering at his hands were the cause of this calamity. Contemporary equivalents: “What goes around, comes around” & the concept of “Karma.”
 5. **Story** (chapter 1): XXIX, Pg. 59. “Power and riches cannot exalt one in status.” A king passes by a faqir and becomes angry when the poor man does not acknowledge him. Upon confrontation, he learns that it is the kings who serve their subjects, rather than subjects submitting to the rich, as power comes with responsibilities towards the masses.
 6. **Story** (chapter 1): XXXI, Pg. 62. “The fleeting moment of an angry decision has everlasting consequences.” A raging king orders an innocent man to be killed. The man cries that his punishment would end in a short while, but the king’s guilt would last for as long as he lives.
 7. **Story** (chapter 1): XXXVII, Pg. 67. “A pair of hands working at one’s will are better than those clasped in obedience, waiting for orders” A poor laborer tells his rich brother (who serves the sultan) that he prefers poverty as although he is poor, his work and self-sufficiency sets him free from bowing down in front of others. Serving royalty, he says, is a burden as it causes dependency and ingratitude. Contemporary equivalent: “Less is more.” (Known mostly as associated with Architect Ludwig Mies who used the phrase to encourage simplicity in style.
 8. **Story** (chapter 1): XXXVIII, Pg. 68. “It is fruitless to celebrate the death of an enemy as one will never be spared from it either.” A happy messenger gives the Sassanian King Naushirwan the news of the death of his enemy. He refuses to rejoice because he realizes that death does not favor anyone and that he and his all friends will die one day too. Mian Muhammad Bakhsh (1830-1907): *dushman mare te khushī nā karye, sajnāñ vī mar jānā.*
 9. **Story** (chapter 1): XLII, Pg. 74. “Destruction of the good names of the departed cannot protect your own.” Alexander the Greek conqueror tells how he won over kingdoms with armies and riches greater than his own by speaking kindly of their former leaders and kings. Fortune and power perish, but one’s integrity remains behind if they keep others’.
 10. **Story** (chapter 2): XXXVIII, Pg. 124. “Do not turn away from knowledge even if one has to get it from the teachings of the ignorant.” A law professor refuses to listen to religious



preachers as he believes they don't practice what they preach. His father tells him to never reject knowledge because of this alone, as it can be gained despite their ignorance if one makes his own effort to listen and think.

III. EPIC THE SHĀHNĀMA OF FIRDAUSI

The Shāhnāma is a Persian poem completed around the year 1010 by the poet Firdausi and later presented to Sultan Mahmud Ghazni, the famous Ghaznavid ruler. It is a kind of poem known as an 'epic,' which means a long poem that tells us stories of the adventures and deeds of heroic or legendary figures from the past of a nation. The Shāhnāma is one of the most popular works of poetry in Persian and is considered to be Iran's 'national' epic as well. It consists of a total of 60,000 verses and is divided roughly into two sections. The first section is taken mainly from Iran's ancient mythology, while the second is more historical and tells us about the history of the Sassanians (the last rulers of Iran before the coming of Islam) up to their defeat by the forces of Islam. The author of the Shāhnāma is Abu'l Qasim Firdausi Tusi, who was born in Tus in northeastern Iran in 940 AD. For composing the Shāhnāma, he is considered to be one of Iran's greatest poets. But his greatness was recognized only after his death, and it seems that he led a difficult life while he was alive. For various reasons, Sultan Mahmud also seems not to have recognized the greatness of the Shāhnāma, and rewarded Firdausi with an amount that the poet thought was humiliating. Unfortunately for Firdausi but fortunately for us, the Shāhnāma was later recognized for what it was-- one of the greatest long poems ever composed in Persian, and later to become Iran's nationalepic. One of the most famous stories of the Shāhnāma is the tale of Rustam and Sohrab. Rustam is a legendary warrior from ancient Iranian mythology, famous for his strength and fearlessness in battle. He has a son called Sohrab, who is also a champion warrior. The father and son have never met, and the first time they meet is on the battlefield. But they fight without knowing who the other is. After a long battle, Sohrab receives a fatal wound from his father. As he lies on the battlefield dying, he utters his last words to Rustam, which reveal that he is actually Rustam's son, and Rustam has killed him accidentally. Rustam's horror on hearing this and his inconsolable grief is something that only a poet of Firdausi's ability could capture in verse. Read this tragic story for yourself, and experience what high tragedy looks like in the hands of a master craftsman.

Teacher's Manual

[Arts and Humanities Teacher Manual - Sept 2021 - HEC.pdf](#)

[Bang e Dara - Selected Poems - Sept 2021 - HEC.pdf](#)

[Kalila wa Dimna or The Fables of Bidpai - Sept 2021 - HEC.pdf](#)

[The Gulistan or Rose Garden - Sept 2021 - HEC.pdf](#)

ENG-239 Translation Studies
Credit Hours: 2 (2-0)
Contact Hours: 2-0
Pre-requisites: None
Domain: GE (Arts & Humanities)



Course Description

Translation studies is an academic interdisciplinary dealing with the systematic study of the theory, description and application of translation, interpreting, and localization. This course examines the theory and practice of translation from a variety of linguistic and cultural perspectives. The course covers a wide range of issues and debates in translation studies and aims to provide students with an overview of the history of translation studies, different translation theories and various approaches to translation. The basic premise of this course is, if translators are adequately aware of the theoretical and historical dimensions of the discipline they will be able to produce better translations. Besides, this course also focuses on the application of various methods and approaches to different texts.

Course Objectives

The course aims to:

- impart knowledge of the notable translation theories to students
- prepare them to critically reflect on different translation theories
- enable students to apply the methods and strategies discussed in the theories of translation
- acquaint them with the ideological and political nature of translation
- enable them to produce grammatically and stylistically appropriate translations

Course Contents

1. What is translation?
2. A brief look at the history with special focus on the 20th and 21st centuries
3. The problem of equivalence at word level and beyond
4. Kinds of translation: word-for-word, sense-for-sense
5. Translation and cultural issues
6. Translating idioms and metaphors
7. Translation, genre and register
8. Foreignization and domestication
9. Functional theories of translation
10. Polysystem theories of translation
11. Postcolonial theories of translation
12. Translation and neologism: Confronting the novel
13. Translation and literature
14. Translation in the era of information technology
15. Translation, ideology and politics
16. Translation and interpretation
17. Translation and globalization
18. Research issues in translation

Recommended Readings

- Baker, Mona, and Gabriela Saldanha, eds. (2009). Routledge encyclopedia of translation studies. Routledge.
- Bassnett, Susan. (2013). Translation studies. Routledge.
- Munday, Jeremy. (2016). Introducing translation studies: Theories and applications. Routledge.



- Snell-Hornby, Mary. (1988). Translation studies: An integrated approach. John Benjamins Publishing.
- Venuti, Lawrence. (2012). The translation studies reader. Routledge.



SEMESTER-IV

ENG-241 History of English Literature-II

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

This course provides a wide-ranging introduction to the key historical and cultural contexts in which literary texts evolved from the Romantic period to the present. It focuses on the reciprocal relationship between literature and its contexts: major movements and literary responses; and the imaginative spur and social upheavals. It traces the development from the French Revolution to the modern democracy; the Romantic spur to the Victorian curb; superstitions to scientific inquiry; theism to evolution; patriarchy to feminism; Capitalism to Communism; continental power to the leading colonizer; colonial onslaught to postcolonial reaction; the World Wars to Cold War; 9/11 and after; and in literature from rhymed verse to free verse; physical action to psychological exploration; outer world to the inner self; privileged to the wider representations; generic to liberal experimentation; writing to re-writing etc.

This course will enable students to understand the various literary trends and movements and will be able to see what lead to the celebration of the —Self and the —Individual.

Course Contents

- The Romantic Period
- The Victorian Period
- The Twentieth Century: The Beginnings (1901-1919)
- Post-WWI to Post-WWII (1920-1955)
- The Post-Modern and the Contemporary

Recommended Reading

1. Long, William J. *English Literature: Its History and Significance for the Life of English Speaking World*. Boston: Ginn and Company, 1909.
2. Evans, Ifor. *A Short History of English Literature*. London: Penguin, 1976.
3. Daiches, David. *A Critical History of English Literature*. Vols. 1-4. London: Secker & Warburg, 1961.

ENG-242 Semantics

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description



Semantics is the study of meaning and is one of the major branches of linguistics. The study of semantics has been challenging for linguists owing to the abstract and volatile nature of —meaning|. This course deals with the arbitrary nature of meaning by focusing on the division of meaning into three main kinds: the lexical meaning; the sentence meaning; and the utterance meaning. The concept of ‘_Sense’ and ‘_Denotation’ enables the students to understand the variation in meaning of lexical items. The course also explores the interdependent relationship of meaning with grammar and reveals how the two dimensions of language together make communication possible. It further introduces the relationship between logic and semantics through the concepts of proposition and truth condition.

By the end of the course, students will be able to understand the multiple dimensions of the concept of meaning and enables them to analyse complex issues of communication.

Course Contents

- Introduction
- Theories of Semantic and Pragmatics
- Types of meaning
- Semantic field
- Differences between Lexical and Sentence Meanings
- Differences between Sentence and Utterance Meanings
- Differences between Semantics and Pragmatics
- Reference, Sense, and Denotation
- Semantics and Grammar
- Semantics and Logic
- Sense Relations and Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy)
- Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)
- Speech act theory
- Conversational Implicature
- The Cooperative Principle
- Politeness
- Deixis

Recommended Readings

1. Lyons, John. *Linguistic Semantics: An Introduction*. Cambridge: Cambridge University Press, 1996.
2. Palmer, Frank R. *Semantics*. Cambridge: Cambridge University Press, 1976.

ENG-243 Pakistani English

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Allied

Course Description



This course is an attempt to present a link between the link between English as lingua Franca and International Englishes. This course is an introductory course for the students of Linguistics to show the historical background of the phenomenon of World Englishes. The application of linguistic knowledge gives an equal status to all varieties of English in the modern world. The course introduces the practical important features of Pakistani English (PE) as an emerging variety. It will highlight the use of PE as a vehicle of formal and informal communication in Pakistan.

Course Contents

- Pakistani English: Introduction
- Historical Background of Pakistani English
- A Short survey of British colonization
- Types of colonization
- Motives and consequences for communicative patterns
- Phonological variations in Pakistani English
- Morphological variations in Pakistani English
- Syntactic variations in Pakistani English
- Semantic and Pragmatic variations in Pakistani English
- Discoursal variations in Pakistani English
- Stylistic variations in Pakistani English
- Corpus based explorations of Pakistani English
- Pakistani English and cultural context
- Pedagogical impact of using Pakistani English in classroom
- Discussion on the practicality of training in language teaching methods for teachers and learners with special reference to Pakistani English
- Status of Pakistani English (Moag, Kachru, Schneider's Models)
- Language policy and planning
- Future prospectus
- Pedagogical Norms in PE
- Patterns in PE Pronunciation
- Problems of PE Pronunciation
- Vowel Restructuring
- Vowel epenthesis in Pakistani English
- Syllable Onset Clusters and Phonotactics
- Vowel disappearance from middle syllables
- Patterns in PE writing
- Grammar
- Lexis
- Code switching
- Borrowing
- Code mixing
- Conversions
- Obsolete Vocabulary
- PE as an independent variety



- Fiction in Pakistani English
- Poetry in Pakistani English
- Journalistic Language of Pakistani News Papers

Suggested Readings

- Baumgardner, R.J. (ed.) (1993). The English Language in Pakistan Karachi: Oxford University Press.
- Baumgardner, Robert J. (1987). Utilizing Pakistani Newspaper English to teach Grammar'. World Englishes 6.3:241-252.
- Baumgardner, Robert J. (Eds). (1993). The English Language in Pakistan. Oxford: Oxford University Press.
- Baumgardner, Robert J. (Eds). (1996). South Asian English: Structure, Use and Users . Urbana and Chicago: University of Illinois Press .Kachru,B.B. (1983).
- Constructing Meaning in World Englishes (2010) by AhmarMahboob and EszterSzenese
- Crystal, D. (1997). English as a global language. Cambridge: Cambridge University Press.
- English Around The World: An Introduction (2011) by Edgar W. Schneider
- English as an Islamic Language: A Case Study of Pakistani English (2009) by AhmarMahboob
- English: The Industry (2011) by AhmarMahboobPakistani English (2014) by Tariq Rahman
- Graddol, D. (1997). The future of English?: A guide to forecasting the popularity of English in the 21st century. London: British Council.
- Kachru Braj B. (1983). The Indigenization of English : The English Language of India . Delhi: Oxford University Press.
- Kachru Braj B. , Yamuna, & Nelson, C.(2006). (Eds). The Handbook of varieties of English .Oxford: Blackwell.
- Mahboob, A. (2004). Pakistani English: Morphology and Syntax. In Kortmann, Bernd /Schneider, Edgar W. (eds.). A Handbook of Varieties of English: Volume 2: Morphology and Syntax, (pp. 1045-1057). Berlin: Walter de Gruyter.
- Mehmood, M. A. (2009). A Corpus Based Analysis of Pakistani English. Ph D Dissertation BZU multan

ENG-244 Cross-Cultural Communication and Translation Skills

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: AC

COURSE DESCRIPTION

The course introduces learners to cross-cultural communication and translation in the 21st century. It aims to make students aware of the challenges in communicating across cultures by developing cross-cultural awareness and translation skills. Students will develop awareness of issues related to cultural identity and the significance of the role language plays in translating verbal and nonverbal aspects of various cultures. Using hands-on training for translating from and to English,



the students will practice with various genres—including academic, business, and literary texts—and evaluate the quality of these through application of theory, best practices, and technology. The skills acquired in this course will help students interact across cultures in English and national or indigenous Pakistani languages at a professional level and develop career skills through an inspiration toward lifelong learning.

COURSE OBJECTIVES

1. To raise students' awareness of the issues and challenges of cross-cultural communication and collaboration.
2. To sensitize students to the key roles that translation skills play in a multilingual society like Pakistan.
3. To improve the general English skills of students and to improve the specific language skills needed for translation work.
4. To provide students with a background in translation theory appropriate to support both academic and everyday translation needs.

LEARNING OUTCOMES

By the end of this course students will have developed the ability to:

1. engage in cross-cultural interactions by overcoming the challenges related to cross-cultural communication
2. translate texts related to different genres from the source language to the target language
3. use specific English language skills needed for translation
4. utilize the translation strategies and techniques to translate texts from their native language to English or vice versa

COURSE CONTENTS

Introduction to Cross-Cultural Communication

- Course description, objectives, rules and expectations
- Overview of concepts in cross-cultural communication (what is 'culture', what constitute 'cultural identities', need and use of 'cross cultural communication', etc.)

Basic concepts and definition of culture and communication

- What is 'culture'? Understanding the complexities of culture and cultural identities. Big C and Small C.
- What is 'communication'? Process of communication

Examining variation of faiths and values in relation to cross

- Cultural communication
- Examine influences of religions, faiths, beliefs and values on cultural practices, etiquette, customs, identities and ways of communication
- Identify biases and stereotypes that are detrimental to mutual respect and communication processes
- Discuss cultural sensitivity and etiquette in communication in relation to the variation in faiths and religions

Verbal vs non-verbal communication



- Nonverbal - gestures and proxemics in diff countries exercises etiquette, greetings,
- VDO clips showing examples of multicultural non-verbal communication: gestures, proxemics, eye contact, and etiquette.

Cross-Cultural Communication and Translation Skills

- Cultural Diversity in Symbolic Meaning Utilization of Online Resources Cultural Wisdom
- Exploration of Cultural Differences through Taglines of Advertisements
- Cultural Adaptation Translation Techniques and Strategies
- Translation of the Taglines of Advertisements Collaborative Translation Peer feedback Revising the Translation Back translation

Translating Cultural Heritage through Folktales

- Cross-cultural Awareness through Folklore and Translation
- Analysis of Pakistani Folktales
- Translation Applied to Folktales and Local Stories Transcription of a Folktale
- Storytelling Techniques; Rehearsal of Storytelling in Class; Class Presentation

Translation in the Business World: Product Descriptions

- Discussion on Product Descriptions Planning and Drafting the Project Description

Translating Academic Work

- Academic versus Literary Translation
- Translation Discussion and Practice
- Selection of Text(s) for Translation and review of Translation Tasks
- Finalization of group translation of academic material;
- Groups present, post, or share their translation work.

Teacher's Manual

[Expository Writing Teachers Manual - Sept 2021 - HEC.pdf](#)

ENG-245 Information & Communication Technology

Credit Hours: 3 (2+1)

Contact Hours: 3-2

Pre-requisites: None

Domain: GE

Course Description

Information technology literacy has become a fundamental requirement for any major. An understanding of the principles underlying digital devices, computer hardware, software, telecommunications, networking, and multimedia is an integral part of any IT curriculum. This course provides a sound foundation on the basic theoretical and practical principles behind these technologies and discusses up to date issues surrounding them including social aspects and how they impact everyday life.

Course Objectives

- Understand the fundamentals of information technology
- Learn core concepts of computing and modern systems



- Understand modern software programs and packages
- Learn about upcoming IT technologies

Course Contents

Basic Definitions & Concepts, Hardware: Computer Systems & Components. Storage Devices, Number Systems, Software: Operating Systems, Programming and Application Software, Introduction to Programming, Databases and Information Systems, Networks, Data Communication, The Internet, Browsers and Search Engines, The Internet: Email, Collaborative Computing and Social Networking, The Internet: E-Commerce, IT Security and other issues, IT Project.

1. Basic Knowledge of Computers

- Understand basic computer hardware components and terminology
- Understand the concepts and basic functions of a common computer operating system
- Start up, log on, and shut down a computer system properly
- Use a mouse pointing device and keyboard
- Use Help and know how to troubleshoot routine problems
- Identify and use icons (folders, files, applications, and shortcuts/aliases)
- Minimize, maximize and move windows
- Identify common types of file extensions (e.g. doc, docx, pdf, html, jpg, gif, xls, ppt, pptx, rtf, txt, exe)
- Check how much space is left on a drive or other storage device
- Backup files
- Download and install software on a hard disk
- Understand and manage the file structure of a computer
- Check for and install operating system updates

2. Proficiency in Using Productivity Software

- Create documents of various types and save in a desired location
- Retrieve an existing document from the saved location
- Select, copy, and paste text in a document or desired location
- Print a document
- Name, rename, copy and delete files
- Understand and know how to use the following types of software programs:
- Word processing (example: MS Word, Google Doc, Writer)
- Presentation (example: PowerPoint, Impress)
- Spreadsheet (example: Excel, Calc)
- PDF reader (example: Acrobat Reader, Preview)
- Compression software (example: WinZip, StuffIt, 7-Zip)

3. Electronic Communication Skills

- Email, using a common email program (example: MS Outlook, Gmail, Apple Mail)
- Compose, Send, Reply, Forward messages
- Add attachments to a message
- Retrieve attachments from an email message
- Copy, paste and print message content
- Organize email folders



- Understand what an electronic discussion list is and how to sign up and leave one (example: Listserv, Listproc)

4. Internet Skills

- Set up an Internet connection and connect to the Internet
- Have a working knowledge of the World Wide Web and its functions, including basic site navigation, searching, and installing and upgrading a Web browser
- Use a browser effectively, including bookmarks, history, toolbar, forward and back buttons
- Use search engines and directories to find information on the Web
- Download files and images from a Web page
- Understand and effectively navigate the hyperlink structure of the Web
- Understand how keep your information safe while using the Internet

5. Moving Files

- Transfer files by uploading or downloading
- View and change folder/document security settings
- Copy files from hard disk to storage devices and vice versa

Recommended Readings

- Bruce J. McLaren, Understanding and Using the Internet, West Publishing Company, 610 Opperman Drive, P. O. Box 64526, St. Paul, MN 55164.
- Computer Applications for Business, 2nd Edition, DDC Publishing, 275 Madison Avenue, New York,
- Nita Hewitt Rutkosky, Microsoft Office Professional, Paradigm Publishing Company, 875 Montreal Way, St Paul, MN 55102.42
- Robert D. Shepherd, Introduction to Computers and Technology, Paradigm Publishing Inc., 875 Montreal Way, St. Paul, MN 55102.
- Shelly Cashman Waggoner, Discovering Computers 98, International Thomson Publishing Company, One Main Street, Cambridge, MA 02142.
- V. Wayne Klemin and Ken Harsha, Microcomputers, A Practical Approach to Software Applications, McGraw-Hill Book Company, New York, NY 10016.

ENG-246 Entrepreneurship

Credit Hours: 2 (2-0)

Contact Hours: 2-0

Pre-requisites: None

Domain: GE

Course Description

This course is designed for the students to understand the Starting & operating a new business which involve considerable risk & effort to overcome the inertia against something new. In creating and growing a new venture, the entrepreneur assumes the responsibility and risks for its development & survival and enjoys the corresponding rewards. At the end the students will be able to develop business plan to start and initiate their own ventures.

Chapter-01

Introduction

- Entrepreneurship and the Entrepreneurial Mind-Set
- Entrepreneurial Intentions and Corporate Entrepreneurship



- Entrepreneurial Strategy: Generating and Exploiting New Entries

Chapter-02

From Idea to Opportunity

- Creativity and the Business Idea
- Identifying and Analyzing Domestic and International Opportunities
- Intellectual Property and Other Legal Issues for the Entrepreneur

Chapter-03

From the Opportunity to the Business Plan

- The Business Plan: (Creating and Starting the Venture)
- The Marketing Plan
- The Organizational Plan
- The Financial Plan

Chapter-04

From the Business Plan to Funding the Venture

- Sources of Capital
- Informal Risk Capital, Venture Capital, and Going Public
- Strategies for Growth and Managing the Implication of Growth
- Accessing Resources for Growth from External Sources
- Succession Planning and Strategies for Harvesting and Ending the Venture

Suggested Readings

Entrepreneurship by Robert D. Hisrich 10th edition McGraw Hill publications

Entrepreneurship by Donald F. Kuratko and Richard M. Hodgetts



SEMESTER-V

ENG-351 Research Methodology

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

In terms of research methods, Linguistics as a discipline is much closer to the 'hard' sciences than to arts and humanities. It follows stringent scientific research procedures that involve data collection, analysis, interpretation, verification, generalization, justification and theorization. It can be inductive or deductive, quantitative or qualitative, cross-sectional or longitudinal, etc. It tends to be verifiable on objective grounds and evidence. Through this course students will be guided to develop their own research proposal and modes of argumentation. Also, the course surveys the major methodological approaches in the social sciences—ethnography, qualitative research approaches, and quantitative analysis—with particular emphasis on differences in the presentation and analysis of evidence.

The course equips students with the skills to review and conduct methodologically sound research as a part of their professional work. Students develop the skills to recognise and reflect on the strengths and limitations of different research methodologies, understand the links between theory and practice, critically assess research, and address ethical and practical issues. The course takes a step-by-step approach to the design and implementation of quantitative and qualitative techniques including case study and precedent studies, surveys, interviews, focus groups, participant observation, textual and media analysis.

Course Objectives

To enable the students to:

- Students should understand a general definition of research design.
- Students should know why educational research is undertaken, and the audiences that profit from research studies.
- Students should be able to identify the overall process of designing a research study from its inception to its report.
- Students should be familiar with ethical issues in educational research, including those issues that arise in using quantitative and qualitative research.
- Students should know the primary characteristics of quantitative research and qualitative research.
- Students should be able to identify a research problem stated in a study.
- Students should be familiar with how to write a good introduction to an educational research study and the components that comprise such an introduction.
- Students should be able to distinguish between the writing structure used for a quantitative study and one used for a qualitative study.
- Students should be able to identify, explain, compare, and prepare the key elements of a research proposal/report;

Course Contents

1. Introduction



- What is Research?
 - Significance of Research
 - Types of Research
 - Research Variables
 - Research Problem and Hypothesis
 - Reliability Vs. Validity
- 2. Qualitative Approaches**
- Ethnography
 - Conversation Analysis
 - Text Analysis
 - Case study etc.
- 3. Quantitative approaches**
- Experimental Research
 - Non-experimental Research
 - Corpus Analysis
- 4. Tools of Data Collection**
- Primary VS Secondary sources
 - Interviews
 - Questionnaires etc.
- 5. Qualitative Data Analysis**
- Content Analysis
 - Thematic Analysis
 - Narrative Analysis
 - Grounded Theory Analysis
 - Discourse Analysis
- 5. Sampling and Scaling**
- Restricted and Unrestricted Sampling
 - Systematic and Stratified Sampling
- 6. Writing up Research**
- Research Proposal
 - Literature Review with APA
 - Research Abstract
 - Research Papers and Theses
 - Research Ethics and Plagiarism
 - Research paper formatting: APA
 - Sources and Citation

Further Reading

1. Balnaves, M (2001). *Introduction to Quantitative Research Methods*. Sage Publications
2. Burgess, R.G. (2005). *The Ethics of Educational Research*. The Falmer Press.
3. Cohen, L., Manion, L. & Morison, K. (2007). *Research Methods in Education*. Routledge
4. Griffiee, D.T. (2012). *An Introduction to Second Language Research Methods: Design and data*. TESL-EJ Publications.



5. Have, P. (2004). *Understanding Qualitative Research and Ethnomethodology*. Sage Publications.
6. Lodico, M. (2006). *Methods in Education Research: From theory to practice*. Jossey Bass
7. Nunan, D. (1992). *Research Methods in Language Learning*. Cambridge
8. Paltridge, B. (2007). *Theses and Dissertation Writing in Second Language*. Routledge.
9. Scott, D. (2005). *Key Ideas in Educational Research*. Continuum Intn'l Publishing Group
10. Tavakoli, H. (2012). *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Rahnama Press

ENG-352 Literary Criticism

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

This course introduces some of the most vital debates in the tradition of English literary criticism from Plato and Aristotle in the Greek times to T. S. Eliot in early twentieth century. Equipped with the ability of analysing and appreciating this literary tradition through all these centuries, the students would be able to grasp arguments in classical and romantic schools of literary criticism, represented by critics like Samuel Johnson, Mathew Arnold, T. S. Eliot, and F. R. Leavis on the one hand, and Philip Sidney, Wordsworth, and Coleridge on the other. That would help students be conversant with 'practical criticism' / 'close reading' and 'ideas-led' criticism, respectively. By concentrating on this rich canonical tradition, students will be able to learn how each generation of critics has responded to critical theorizing and creative works of not only their own times but also the ages preceding them. What is likely to excite and engage the students is debates like Plato's theory of imitation and his standpoint on poets, challenged not only by his contemporary and disciple, Aristotle, but also by Philip Sidney and others. Similarly, the import of Mathew Arnold's view---one needs to study poetry of at least two different cultures, the more different the better---will be transformative for students of literature. Moreover, this course will ground the students in familiar critical concepts and thus prepare them to grasp the complexities of literary and cultural theory in later semesters.

Course Contents

1. The Greek Critics
 - Plato (427-347 BC): Selections from *The Republic* (c. 380 BC)
 - Aristotle (384-322 BC): *The Poetics* (c. 335 BC)
 - Longinus: *On the Sublime*
2. Renaissance to Eighteenth Century Critics
 - Sir Philip Sidney (1554-1586): *An Apology for Poetry* (1595)
 - John Dryden (1631-1700): *Essay on Dramatic Poesy* (1668)
 - Samuel Johnson (1709-1784): "From *Milton*" (1779-81)
3. The Romantic Critics
 - William Wordsworth (1770-1850): *Preface to Lyrical Ballads* (1798-1802)
 - S.T. Coleridge (1772-1834): *Biographia Literaria* (Chapters xiv, xv, xvi, xvii) (1817)
4. The Victorian Critics



- Matthew Arnold (1822-1888), *The Study of Poetry*
 - Walter Pater (1839-1894): *Appreciations: "On Style"* (1895) (Optional)
5. Modern Critics
- T.S. Eliot (1888-1965): "Tradition & the Individual Talent"

Recommended Reading

1. Aristotle. *Poetics*. S. H. Butcher. Trans. New York: Courier Dover Publications, 1997.
 2. Longinus. *On the Sublime*. Andrew Russell. Ed. Oxford: Clarendon Press, 1964.
 3. *The Norton Anthology of Theory and Criticism*. Vincent B. Leitch. Ed. New York: W. W. Norton & Company, 2001.
 4. Barry, P. *Beginning Theory: An Introduction to Literary and Cultural Theory*. Manchester: Manchester UP, 1995
 5. Booker, Keith M. *A Practical Introduction to Literary Theory and Criticism*. New York: Longman Publishers, 1996
 6. Kamran, Robina and Farrukh Zad. Ed. *A Quintessence of Literary Criticism*. National University of Modern Languages, Islamabad, 2001
- Criticism: New Modern Elements W. E. Howard and Company, 1991 of Theory and

ENG-353 The Pre-Romantic Experience

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

This course focuses on the evolution of English Literature from Classicism to Neo-classicism. The early English writers look up to the ancient Greco-Roman writers, and seek inspiration from them. Continuing with the tradition of long narratives, Chaucer gets inspiration from Boccaccio's *Decameron* and writes the *Canterbury Tales*; Milton follows the Homeric epic convention and writes *Paradise Lost*; and Bacon expresses his Machiavellian 'dispersed meditations' through the conventions of essay set by Montaigne. Alexander Pope while imitating the ancient masters holds a mirror up to Nature and establishes new principles for Neo-classical poetry. However, the Metaphysical poets add a different flavor to English literature. Donne and Marvell yoke together emotion and intellect and make literature a vehicle of scientific, philosophical, and spiritual issues.

This course will enable students to understand how the pre-romantic writers conform to the Classical conventions.

It will also help them see the gradual evolution of literature from the Classicism to the Neo-Classicism.

Course Contents

- Geoffrey Chaucer (1343-1400)
 - i. *The Prologue to the Canterbury Tales*
- John Milton (1608-1674)
 - i. On his Blindness
 - ii. *Paradise Lost* (Book-I)
- John Donne (1572-1631)



- i. The Ecstasy
- ii. The Flea
- Andrew Marvell (1621-1678)
 - i. To his Coy Mistress
 - ii. A Dialogue between the Soul and the Body
- Alexander Pope (1688-1744)
 - i. *The Rape of the Lock*
 - ii. "Essay on Man"(Epistles 1&2)
- Francis Bacon (1561-1626)
 - i. Of Studies
 - ii. Of Discourse

Recommended Readings

1. Chaucer, Geoffrey. *The Riverside Chaucer*. F. N. Robinson. Ed. Princeton, NJ: Houghton Mifflin Company, 1987.
2. Hunt, Douglas. *The Riverside Anthology of Literature*. Boston: Houghton Mifflin Company, 1991.
3. Pope, Alexander. *Pope: Poetical Works*. Herbert Davis. Ed. London: Oxford University Press, 1966.
4. Bacon, Francis. *Essays*. London: J. M. Dent & Sons Ltd, 1908.
5. Milton, John. *The Poetical Works of John Milton*. H. C. Beeching. Ed. London: Oxford University Press, 1950.

ENG-354 The Novel: Birth and Rise

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

The novel, as a literary genre, emerges in the Eighteenth Century and remains popular to date. The social changes; industrialization; the rise of the bourgeoisie; and the shift from the upper class to the lower are some of the factors which lead to the birth of the novel. This genre becomes an acclaimed medium of expression for the common man, and advocates his significance and role in the English society. This course comprises the works of Fielding, Austen, Shelley, and Dickens. Though it was the time for social liberation of the common man, the earlier novelists continue to look up to the classical norms of writings. This influence can be seen in Fielding's 'comic-epic in prose' that provides a solid foundation to the novel. Austen follows the tradition by focusing on domestic issues and develops female protagonists. Shelley, on the other hand, takes it away from mundane happenings to horror and terror while Dickens brings in the effects of industrialization and other social upheavals that create a cut-throat competition among the rising bourgeoisie. This course also focuses on the social, political, and economic factors of the time. It will enable students to understand how literature responds to diversity, creativity, and popular appeal of society.

The students will be able to understand various factors which lead to the emergence and rise of the novel as a literary genre.



Course Contents

- Henry Fielding (1707-1754): *Tom Jones*
- Jane Austen (1775-1817): *Emma*
- Mary Shelley (1797-1851): *Frankenstein*
- Charles Dickens (1812-1870): *Great Expectations*

Recommended Reading

1. Allen, Walter E. *The English Novel: A Short Critical History*. London: Phoenix House, 1963.
2. Forster, Edward M. *Aspects of the Novel*. London: Penguin Books, 1990.
3. Fielding, Henry. *Tom Jones*. Hertfordshire: Wordsworth Classics, 1999.
4. Fielding, Henry. *The History of the Adventures of Joseph Andrews*. Oxford: Oxford University Press, 1964.
5. Austen, Jane. *Emma*. New York: Barnes and Nobles Classics, 2004.
6. Shelley, Mary. *Frankenstein*. London: David Campbell, 1992.
7. Dickens, Charles. *Great Expectations*. London: Penguin Books, 1985.

ENG-355 Schools of Thought in Linguistics

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

Linguistics stands as an established discipline in the modern academic world. Linguists evolved diverse theories which gradually developed into different schools of thought. This course, among others, focuses on Traditional Grammarian approach; Structuralism; Generativism; and Linguistic Relativity. These schools deal with complex issues regarding the nature and structure of language and how it works. Some of the questions that some schools of thought focus on are: Is language a social phenomenon or a cognitive one? Does it have anything to do with culture? Is it an imitable behavior? Does one have to have a vocabulary prior to acquiring language? Do we have to acquire language by learning its grammar first?

The course will enable students to have a comprehensive understanding of the research directions in linguistics. They will also be able to form an opinion of their own through the understanding and comparison of the diverse schools of thought.

Course Contents

- The Nineteenth Century
- Historicism
- Structuralism
- American Structuralism
- Functionalist Linguistics
- Generativism



- The London School
- Linguistic Relativity

Recommended Reading

1. Sampson, Geoffrey. *Schools of Linguistics: Competition and Evolution*. London: Hutchinson & Company Limited, 1980.
2. *Encyclopedia of Linguistics*. Kirsten Malmkjær. Ed. London: Routledge, 1991.

ENG-356 Psycholinguistics

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

Psycholinguistics is the study of how human beings acquire language; how they comprehend it; how they produce it; and how and where they store it in the brain. In other words, psycholinguistics explores the role of the major cognitive processes, such as speech perception; memory; and concept formation that contributes to learning; comprehension; and use of language. This course introduces students to different psychological factors which play their role in the acquisition of language by children and adults, and different variables that play an important role in learning/acquisition of language.

By the end of the course, students will be able to understand the basic concepts and theories of psycholinguistics. It will also enable the students to appreciate language mechanism and understand the processes through which they make errors.

Course Contents

- Introduction to Psycholinguistics
- Language and Mind
 - a. Acquisition and/or learning
 - b. I-language and Innateness
 - c. Patterns – Universal Grammar
 - d. Human Brain
 - e. Language deficit/ loss
- The Psychology of Learning
- Language Development in Children
- First Language Acquisition
 - a. Theories
 - b. Problems
 - c. Educational Approaches
- Acquisition of Second Language
 - a. Theories
 - b. Problems
 - c. Educational Approaches
- Neurolinguistics
- Biological & Developmental Bases of Language



- Individual Differences in Language Learning
- Memory Process in Language Learning
- Structure of Language System

Recommended Reading

1. Harley, Trevor A. *The Psychology of Language: From Data to Theory*. Hove: Psychology Press, 2001.
2. Steinberg, Danny D. *An Introduction to Psycholinguistics*. London: Longman, 1993.
3. Chomsky, N. (2006). *Language and Mind*. New York: Cambridge University Press.
4. Harris, C.L. (2003). 'Language and cognition'. *Encyclopedia of Cognitive Science*. London: MacMillan.
5. Hauser, M.D., Chomsky, N., and Fitch, W.T. (2002). 'Faculty of language: What is it, who has it, and how did it evolve?' *Science*, 298, 1569-1579.
6. Jackendoff, R. (1993). *Patterns in human mind*. New York: Harvester Wheatsheaf.
7. Jackendoff, R. (2014). 'How did language begin?' Retrieved from <http://www.linguisticsociety.org/files/LanguageBegin.pdf>
8. Pinker, S. and Jackendoff, R. (2004). 'The faculty of language: What's special about it?' *Cognition*, 95, 201-236.
9. Pool, G. (2011). *Syntactic theory* (2 ed). London/New York: Palgrave Macmillan.



SEMESTER-VI

ENG-361 Literary Criticism and Theory

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

Our preconceived notions, usually unconscious or unarticulated, influence our reading and writing about literature. Such assumptions normally respond to the basic problems, such as what a work of literature is; what it is supposed to do; and what makes it good. Literary critics, however, define and formulate their assumptions and set principles for reading and writing about literature. Such coordinated and recorded assumptions result in literary theories. This course introduces major trends in the field of literary theory; the theorists' reaction to the canonical critics; and to the subsequent conversion of criticism into literary theory in the 20th century. These theories bring out the unarticulated assumptions of the readers and provide an exciting way of looking at a literary text. Instead of finding universal, timeless, moral meanings in a literary piece, these theories enable the students to adopt a multi-pronged strategy for literary appreciation.

By the end of this course, students will develop a critical acumen and will be able to raise questions regarding the established canonical works and traditions.

Course Contents

1. Defining Literary Criticism, Theory and Literature

- What is a text?
- Who is a critic and what is literary criticism?
- What is literary theory?
- How to read and interpret texts
- The purpose of literary theory
- How to extract multiple, but cogent meanings, from a single text

2. Theory before 'Theory'—Liberal humanism

- Development
- Major ideas and concepts

2. Reader-Oriented Criticism

- Development
- Major ideas and methods (The steps involved)
- Critiques of Reader-Oriented Criticism

5. Psychoanalytic Criticism

- The development of psychoanalytic criticism
- Sigmund Freud and his basic terminology, including id, ego, superego, Models of the human psyche, neurosis, cathexes, Freudian slips, Oedipus and Electra complexes (infantile stage, phallic stage, castration complex, pleasure principle)
- Northrop Frye and archetypal criticism



- Lacan and the major concepts of the imaginary order and the mirror stage, the Ideal-I, object petit á, symbolic order, the real order
 - Key terms and concepts
 - Methodologies and Questions
6. Feminist Criticism
- Historical development
 - The First Second and Third Waves of Feminism: Virginia Woolf, Simone de Beauvoire, Showalter, Kate Millett, Betty Friedan. Elaine Showalter, Kate Millett, Betty Friedan, Butler)
 - French Feminism (Luce Irigaray, Julia Kristeva, Helene Cixous)
 - Third World Feminism (Gayatri Spivak, Sara Suleri, Chandra Talpade Mohanty, etc) and its relationship with the contemporary socio-political scenario
 - Key Terms and concepts
 - Methodology and Questions
7. Marxist Criticism
- Development of Marxism
 - Major Marxist theorists (Karl Marx, Friedrich Engels, George Lukács, Antonio Gramsci, Louis Althusser, Frederic Jameson and Terry Eagleton)
 - Key terms: dialectical materialism, base, superstructure, interpellation, false consciousness, proletariat, relations with the market, hegemony, Ideological State Apparatus, political unconscious
 - Assumptions
 - Methods and Questions
8. New Historicism and Cultural Materialism
- Differences between Old Historicism and New Historicism
 - The development of New Historicism
 - Cultural Materialism
 - Major assumptions
 - Major theorists (Michel Foucault, Clifford Geertz)
 - Major terminology (discourse, poetics of culture, interdiscursivity, irruption, etc)
8. Postcolonial Criticism
- Colonialism and Postcolonialism: Historical Development
 - Major assumptions
 - Major theorists (Homi Bhabha, Gayatri Spivak, Frantz Fanon, Edward Said, Aijaz Ahmed, Sarah Ahmed, Talal Asad, and any other of the teacher's choice)
 - Key concepts and binaries, such as hegemony, centre/ periphery, Us/Other, marginalization, double voicedness, Third Space, liminality, hybridity, assimilation, ecological mimeticism, the minoritization of the English language through code-switching and code-mixing etc.
 - Postcolonial theory and the diasporic experience.
 - Critiques of postcolonialism

Recommended Reading



1. Eagleton, Terry. *Literary Theory: An Introduction*. 2nd Edition. New Jersey: Wiley-Blackwell, 1996.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3rd Edition. Manchester: Manchester University Press, 2009.



ENG-362 The Elizabethan Drama

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

Drama, as a literary genre, becomes the most triumphant literary achievement in the Elizabethan England. The Renaissance finds its fullest expressions in the works of Marlowe, Shakespeare, Jonson, and Webster. This course comprises Elizabethan playwrights who reciprocate the Renaissance soaring spirit through their artistic impulse. The works of these writers reflect the outburst of energy; the attainment of self-conscious freedom; the discovery of 'man' and his enormous potential; the discovery of the world; the appropriation of geographical frontiers; and systematic exploration of the universe. Shakespeare and Marlowe celebrate the individual genius; Jonson exposes humours; and Webster represents the unpleasant truth about life. This course also explores the rise and growth of the Elizabethan theatre which is not only a source of entertainment and information but also a place of literary experimentation. If Jonson conforms to the Classical rules and conventions, Marlowe and Shakespeare take liberties with them and establish a native tradition of playwriting and acting. By the end of this course, students will be able to understand the rise and growth of drama in the Elizabethan period and will also see how Renaissance influences the literary development in English Literature.

Course Contents

- Christopher Marlowe (1564-1593): *Doctor Faustus*
- William Shakespeare (1564-1616): *Twelfth Night*
- Ben Jonson (1572-1637): *Volpone*
- John Webster (1580-1634): *The Duchess of Malfi*

Recommended Reading

1. Webster, John. *The Duchess of Malfi*. Leah S. Marcus. Ed. Arden Shakespeare, 3rd series. New York: Bloomsbury, 2009.
2. Shakespeare, William. *Twelfth Night*. David Daniell. Ed. Arden Shakespeare, 3rd series. New York: Bloomsbury, 1998.
3. Marlow, Christopher. *Doctor Faustus*. David. K. Scott. Ed. Norton Critical Edition. New York: Norton and Company, 2005.
4. Johnson. Ben. *Volpone*. Matthew Steggle. Ed. Arden Early Modern Drama Series. New York: Bloomsbury, 2011.

ENG-363 The Romantic Experience

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description



Inspired by the French Revolution, the Romantic writers respond to the Age of Enlightenment, the Industrial Revolution, and the subsequent social transformations. The slogan of —Liberty, Equality, and Fraternity‖ opens up new vistas of ideas, and is reflected in the works of the age. This course focuses on the English Romantic writers from Blake to Shelley. Blake deviates from classicism by featuring imagination, mysticism, symbolism, love for liberty, idealization of childhood, and the pastoral setting. Wordsworth gives a manifesto to Romanticism and democratizes poetry. Coleridge, on the other hand, brings in the supernatural wonder and takes poetry to new heights of imagination. Shelley depicts revolutionary idealism and rebels against all kinds of chains and institutions, while Keats focuses on art for the sake of art.

By the end of this course, students will be able to understand how these writers democratize poetry and how it becomes a vehicle of lofty thoughts and imaginative experiences. It will also enable the students to see how these writers celebrate the ‘_Self.’

Course Contents

- William Blake (1757-1827) Selections from *Songs of Innocence and Experience*
 - i. The Lamb and the Tiger
 - ii. The sick Rose
 - iii. The Chimney Sweeper
- William Wordsworth (1770-1850)
 - i. *The Prelude* (Extracts)
 - ii. We are Seven
- Samuel T. Coleridge (1772-1834)
 - i. Kubla Khan
 - ii. Dejection: An Ode
- Percy B. Shelley (1792-1822)
 - i. Ode to the West Wind
 - ii. Hymn to Intellectual Beauty
- John Keats (1795-1821)
 - i. Ode on a Grecian Urn
 - ii. When I have fears
 - iii. The bright star
 - iv. Upon first Looking into Chapman’s Homer
- Charles Lamb (1775-1834)
 - i. Poor Relations
- Thomas De Quincey
 - i. The Literature of Knowledge and the Literature of Power

Recommended Readings

1. Lamb, Charles. *Essays of Elia*. Hallward, N. L. & S. C. Hill. Eds. New York: Macmillan & Company, 1895.
2. *The Riverside Anthology of Literature*. Douglas Hunt. Ed. Boston: Houghton Mifflin School, 1991.
3. Blake, William. *The Poems of William Blake*. London: Oxford University Press, 1960.
4. The Works of Thomas De Quincey, Part III vol 20



ENG-364 Sociolinguistics

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

Sociolinguistics examines the relationship between language and society, with special emphasis on the dynamics of linguistic issues in relation to social structures. It studies and analyzes the systematic variation within a language such as differences between speech and writing; variation in pronunciation between different social classes; variation according to use; and differences in language according to gender. This course introduces various concepts and issues in sociolinguistics like the formation of language varieties; bilingualism and multilingualism; language planning; language maintenance; language shift; and language attitudes.

By the end of the course, students will be able to understand the interplay between language and society and will also be able to analyze language in relation to social factors at individual and community levels.

Course Contents

- Scope and ramifications of sociolinguistics
- Basics of Sociolinguistics
- Theories of sociolinguistics
- Language, Society and Culture
- Language in culture and culture in language
- Societal multilingualism
- Linguistic inequality in social paradigms
- Language Change
- Multilingualism and Bilingualism
- Social practices and ongoing global processes
- Language and Power
- Language in Education Planning
- Language planning and societal issues
- Global language practices

Recommended Reading

1. Fasold, Ralph W. *The Sociolinguistics of Language*. Oxford: Basil Blackwell, 1990.
2. Holmes, Janet. *An Introduction to Sociolinguistics*. New York: Longman, 2013.

ENG-365 Discourse Studies

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description



Simply defined as ‘language in use’, discourse is something concerned more with ‘use behind language’. With such political implications, discourses are important to comprehend and appreciate. The present course is designed for a basic level introduction to ‘Discourse Analysis’ as well as ‘Critical Discourse Analysis’ for under-graduate students. It introduces the main and most widely used approaches to discourse analysis. It aims to develop learners’ critical thinking about how discourses are used in context and how they reflect and shape our world. The course draws upon students’ prior understanding of basic linguistic concepts and provides learners with analytical tools and strategies to explore features of written and spoken texts. Course

Objectives

This course aims to:

- introduce discourse analysis as a method of text analysis and a research enquiry in language teaching and other contexts relevant to Applied and Sociolinguistics
- familiarize learners with practical applications of discourse analysis techniques to real world situations
- to acquaint students with a wide variety of discourses
- To introduce learners to practical applications of critical discourse analysis techniques to real world discourses

Course Contents

Section 1: Beginning with Discourse Analysis

1. Introduction to Discourse
 - What is Discourse?
 - Features of Discourse
 - Text and Discourse
 - Types of Discourse: Written, Spoken, Media, Political etc.
2. Discourse Analysis
 - What is Discourse Analysis?
 - A Short History of Discourse Analysis
 - Major Contributors
3. Grammatical Analysis of Discourse
 - Cohesion & Coherence
 - Cohesive Devices
 - Theme & Rheme
 - Thematic Progression
4. Pragmatic Analysis of Discourse
 - Language in context
 - Speech Act Theory
 - Co-operative Principles
 - Conversational Implicature
 - Politeness Theory
5. Analysis of Conversation as Discourse
 - Conversation as Discourse
 - Structure of conversation
 - Analyzing a conversation



Section 2: Proceeding with Critical Discourse Analysis

1. Discourse and Ideology: Beginning Critical Discourse Analysis
 - What is ideology
 - Ideology in Discourse
 - What is critical Discourse Analysis
 - A brief history of CDA
 - Foucault & CDA
2. Systemic Functional Linguistics: A Brief overview 8. Fairclough and CDA
 - Language and Society
 - Relational-Dialectal Approach-Basics
3. Van Dijk and CDA Language and Power
 - Socio-Cognitive Model- Basics
4. Doing Analysis
 - How to conduct research
 - Choosing a Discourse
 - Choosing a perspective
 - Choosing a suitable method
 - A Tool for Analysis: choosing DA, CA or CD

Recommended Reading

Alba-Juez, Laura. (2009). Perspectives on Discourse Analysis: Theory and Practice. Cambridge. ● Blommaert, J. (2005). Discourse. Cambridge: Cambridge University Press. ● Bloor, M., & Bloor, T. (2007). The practice of critical discourse analysis. An introduction. London: Hodder Arnold. ● Caldas-Coulthard, C. R., & Coulthard, M. (Eds.). An Introduction to Critical Discourse Analysis. London: Continuum. ● Gee, James Paul. (1999). An Introduction to Discourse Analysis: Theory and Method. Routledge. ● Locke, T. (2004). Critical Discourse Analysis. London: Continuum. ● Paltridge, Brian. (2006). Discourse Analysis. London: Continuum ● Rogers, R. (Ed.). (2011). An introduction to critical discourse analysis in education. Second Edition. London: Routledge. ● Schiffrin, D., Tannen, D., & Hamilton, H. (Eds.). (2001). Handbook of Discourse Analysis. Oxford: Blackwell. ● Wodak, R., & Meyer, M. (Eds.). (2009). Methods of critical discourse analysis. Second revised edition. London: Sage

ENG-366 Pragmatics

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

Speakers and writers often convey their intended meaning not through what they state but through what they communicate. This course studies how readers or/and listeners derive meanings from individual utterances in a context. Furthermore, it also identifies the role of intention, cooperation, and mutual background knowledge of the participants in communication. It introduces students to concepts and theories such as deixis, reference,



conversational implicature, and presupposition to understand the dynamics of utterances. These concepts and theories help students to identify different speech acts and their implications of politeness; the importance of cooperation in communication; and the significance of loaded utterances in understanding inferences.

Course Objectives

At the end of the course, students will be familiar with the basic topics in the study of pragmatics. Students will learn about different strategies for identifying patterns and labelling of pragmatic phenomena. Another goal of the course is to enable students to write descriptive accounts of their analyses of utterances (texts/dialogues), and to explain how the study of pragmatics contributes to a better understanding of language.

Further, students will be able to understand and use theories and concepts in pragmatics and will identify the main concerns of contextual knowledge in deriving meaning from utterances.

Course Content

Pragmatics

- Definition of basic concepts
- Overview of the field
- Pragmatics in use

Deixis

- What is deixis?
- Deictic versus non-deictic expression
- Gestural versus symbolic deixis
- Basic categories of deixis

Reference and Inference

- Referring expressions
- Aspects of Reference and Inference
- Referential and attributive uses
- Names and Referents
- The role of co-text
- Anaphoric reference
- Reference in semantics and pragmatics.

Conversational Implicature

- What are conversational implicatures
- Grice's Theory of Conversational Implicatures
- The Co-operative Principle
- Maxims of Conversation
- maxim of quality
- maxim of quantity
- maxim of relation
- maxim of manner
- Hedges and Flouting (Supplemental)

Presupposition

- Types of Presupposition
- Potential presupposition



- Existential Presupposition
- Factive Presupposition
- Lexical Presupposition
- Structural Presupposition
- Non- Factive Presupposition
- Counterfactual Presupposition
- The Projection Problem of presupposition

Speech Act Theory

- Speech Acts in Context
- Speech Act Theory
- Identifying and analysing speech acts
- John Langshaw Austin's 1. illocutionary Act 2. Locutionary Act 3. Perlocutionary Act
- Searle's division of illocutionary acts into five basic types:
Declarations, Assertives, Expressives, Directives, and Commissives

Recommended Reading

0. Levinson, Stephen C. *Pragmatics*. Cambridge: Cambridge University Press, 1983.
1. Yule, George. *Pragmatics*. Oxford: Oxford University Press, 1996.



SEMESTER-VII

ENG-471 The Novel: Growth and Development

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

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

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

Course Contents

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

Recommended Reading

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

ENG-472 Shakespeare Studies

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

William Shakespeare's works are considered one of the greatest examples of literary canon, and the bard continues to be a yardstick to measure the worth of others. The course comprises some of his well-known plays and poems, and focuses on issues common to humans through different times and spaces. It also takes into account how Shakespeare is a conscious artist



who evolves through his works. He starts with history plays, moves on to comedies, experiments with both comedy and tragedy, and ultimately produces some of the best masterpieces.

By the end of this course, students will be able to evaluate how Shakespeare responds to various issues facing his people and how the students can relate these issues to their particular time.

Course Contents

Plays:

- *Romeo and Juliet*
- *Hamlet*
- *Othello*
- *Macbeth*

Sonnets: 18, 23, 29, 44, 60

Recommended Reading

2. Shakespeare, William. *Othello*. E. A. J. Honigmann. Ed. Arden Shakespeare, 3rd series. New York: Bloomsbury, 1996.
3. *Shakespeare's Sonnets*, Katherine Duncan-Jones. Ed. Arden Shakespeare, 3rd series. New York: Bloomsbury, 1997.
4. Shakespeare, William. *King Henry VI Part 1*. Edward Burns. Ed. Arden Shakespeare, 3rd series. New York: Bloomsbury, 2000.
5. Shakespeare, William. *Hamlet*. Ann Thompson & Neil Taylor. Eds. Arden Shakespeare, 3rd series. New York: Bloomsbury, 2006.
6. Shakespeare, William. *Romeo and Juliet*. René Weis. Ed. Arden Shakespeare, 3rd series. New York: Bloomsbury, 2012.
7. Shakespeare, William. *Macbeth*. Sandra Clark & Pamela Mason. Eds. Arden Shakespeare, 3rd series. New York: Bloomsbury, 2015.

ENG-473 American Literature

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

This course introduces some of the representative American works including the slave narratives. It comprises the works of Phillis Wheatley, Harriet Jacob, John Greenleaf Whittier, Frederick Douglass, Harriet Beecher Stowe, and Thomas Paine who exert tremendous social and political impact on antebellum American culture and pave the way for American identity and diversity. Thomas Paine's *Common Sense* advocates independence from England and Harriet Beecher Stowe's *Uncle Tom's Cabin* lays the groundwork for the Civil War in America. Wheatley, Jacob, Whittier and Douglass voice their concerns against racism and their efforts lead to the abolition of the slave trade.

The course will enable students to understand how American culture and literature evolved through the most turbulent phases of American history and how race and cross-cultural experiences shape literature.



Course Contents

1. Reading and writing America: Some introductions:

- The beginnings of American literature
- Geography; history; literature (Brief intro)
- Early American texts

2. Poetry

- Phillis Wheatley (1753-1784): — “On Being Brought from Africa to America”
- Emily Dickinson (1830-1886): — “Because I could not stop for Death”
- John Greenleaf Whittier (1807-1892): — “To William Lloyd Garrison”
- Robert Frost (1874-1963):- "Mending Wall"
- Edgar Allan Poe (1809-1849):- “A Dream Within a Dream”
- Ezra Pound (1885-1972):- “Salutation”, “In a Station of the Metro”

3. Short Stories

- O. Henry: - "The Gift of the Magi"
- Kate Chopin: - "The Story of an Hour"
- Jack London (1876-1916) “To Build a Fire”

4. Novels/Novela

- John Steinbeck (1902-1968): *The Pearl*
- Mark Twain (1835-1910): *The Adventures of Huckleberry Finn*

5. Drama

- Arthur Miller: *All My Sons*

6. Non-fiction

- Thomas Paine (1737-1809): —Common Sense (pamphlet)

Recommended Books

1. *Timeless Voices, Timeless Themes*, Kate Kinsella et al Eds. Boston: Prentice Hall, 2005.
2. *The Norton Anthology of American Literature*. Nina Baym. Ed. New York: Norton & Company, 2002.
3. Hawthorne, Nathaniel. *The Scarlet Letter*. London: Oxford World’s Classic, 1903.
4. Twain, Mark. *The Adventures of Huckleberry Finn*. London: Macmillan Education, 1995.

ENG-474 Pakistani Literature in English

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

The works of Anglophone Pakistani writers constitute an important part of the contemporary English literature. The use of English language has flourished in our region as the legacy of colonial times and today English language is used broadly all over Pakistan. Pakistani literature in English is a unique blend of local themes and issues and projects the version of



reality as perceived by Pakistanis, expressed in the English language which establishes the academic and cultural relevance of teaching this literature.

The contribution of Pakistani authors to English literature is acknowledged internationally in terms of the awards won by them and these works are taught in various international universities as well. This makes the study of this literature crucial for a Pakistani scholar. This course is carefully designed to incorporate various writings since the creation of Pakistan to the present in order to trace the history and development of Pakistani literature in English.

Course Objectives

- To introduce students to local themes and issues.
- To enable students to compare and relate Pakistani writings in English with English writings from other parts of the world in order to enhance critical thinking.
- To understand and appreciate the Pakistani variety of English through this study.
- To provide the scholar with a wide basis for research in terms of Pakistani issues and conflicts as this is a relatively new and unexplored area of English literature

Course Contents

1. Reading and writing Pakistani Literature: Some introductions:

- The beginnings of Pakistani literature
- Geography; history; literature (Brief intro)
- Leading literary figures and texts

2. Poetry

- Daud Kamal: “An Ode to Death”, “Reproductions”
- Zulfiqar Ghose: “Disturbed Nights”
- Taufiq Rafat: “Wedding in the Flood”, “Thinking of Mohenjo-Daro”, “The Stone Chat”
- Faiz Ahmed Faiz: “Don’t Ask Me Now Beloved”, “I Made Some Love; I Did Some Work” (Collection: *The True Subject* translated by Naomi Lazard)

3. Short Stories

- Saadat Hasan Manto: “Toba Tek Singh” (*Kingdom’s End and Other Stories* translated by Khalid Hasan)
- Tariq Rahman “Charity” (*Selected Short Stories*)

4. Novels

- Bapsi Sidhwa: *An American Brat*
- Mohsin Hamid: *The Reluctant Fundamentalist*

5. Essays

- Intizaar Hussain: “The Problems of Pakistani Identity”
- Eqbal Ahmad: “Intellectuals’ Role in Society” (Collection: *Between Past & Future Selected Essays on South Asia*)
- Mohsin Hamid: “In the 21st century, we are all migrants” (August 2019 issue of *National Geographic* magazine)

Recommended Reading



1. *Metaphor and Diaspora in Contemporary Writing*. Jonathan P. A. Sell. Ed. London: Palgrave Macmillan, 2012.
2. *Modern South Asia: History, Culture, Political Economy*. Sujata Bose & Ayesha Jalal. Eds. 2nd Edition. Oxford: Oxford University Press, 2004.
3. *Morning in the Wilderness: Reading in Pakistani Literature*. Waqas A. Khwaja. Ed. Lahore: Sange-e-Meel Publications, 1988.
4. *Cactus: An Anthology of Pakistani Literature*. Waqas A. Khwaja. Ed. Lahore: Writers Group Publications, 1985.
5. *A Dragonfly in the Sun: An Anthology of Pakistani Writing in English*. Muneeza Shamsi. Ed. Karachi: Oxford University Press, 1997.
6. Kayani, Muhammad R. *Half Truths*. Lahore: Pakistan Writers Cooperative Society, 2012.
7. Shamsie, Kamila. *A God in Every Stone*. New York: Bloomsbury, 2014.
8. Daniyal Mueenuddin: *In Other Rooms Other Wonders*. Bloomsbury Publishing, 2010.
9. Iftikhar Arif. *Pakistani Literature*. Pakistan Academy of Letters, 2002.
10. Iftikhar Arif: *Modern Poetry of Pakistan*. Dalkey Archive Press, 2010.
11. Cilano, Cara. *Contemporary Pakistani Fiction in English: Idea, Nation, State*. (Routledge, 2013)

ENG-475 Second Language Acquisition

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

Many learn one or more languages in addition to their first. A second language may be acquired informally or/and formally: the former, through natural interaction with the native speakers of the language; the latter, through instruction in the classroom; or by mixing both. In addition to understanding basic concepts and various theories in Second Language Acquisition (SLA), the course deals with processes; characteristics of a language learner; and settings involved in SLA.

By the end of the course, students will be able to understand basic concepts in SLA and will be able to evaluate and relate those theories to their experiences as language learners.

Course Contents

- **Basic Concepts**

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



- **Theories**
The Monitor Model • The Acquisition versus Learning Hypothesis • The Monitor Hypothesis. • The Natural Order Hypothesis. • The Input Hypothesis • The Affective Filter Hypothesis
- **Inter-language Theories/Dimensions**
Overgeneralization • Transfer of Training • Strategies of Second Language Learning • Strategies of Second Language Communication • Language Transfer • Stabilization and Fossilization in Interlanguage • Language Socialization in SLA • Acculturation/Pidginization Theory • Sociocultural Theory • Processability Theory • Cognitive approaches to second language acquisition • Cognitive Processes in Second Language Learners • Universal Grammar • Role of Universal Grammar in First and Second Language acquisition • Principle and Parameter Theory • Projection Principle • Language learning through association • Connectionism
- **Cognitive Approaches**
- **The Role of Social Factors**

Recommended Reading

1. Gass, Susan M., Jennifer Behney, Luke Plonsky, & Larry Selinker. *Second Language Acquisition: An Introductory Course*. London: Routledge, 2001.
2. Mitchell, Rosamond, Florence Myles, & Emma Marsdon. *Second Language Learning Theories*. London: Routledge, 2013.

ENG-276 Internship in English

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Compulsory

Course Description

Many English majors and Certificate students find internships a profitable way to combine their academic work with practical job experience. An internship develops important contacts that may lead to jobs or at least to decisions about your post-graduation career, gives you a look at the workplace in a communication/writing-related field, and expands your college/university experience.

Almost all internships are for academic credit, though occasionally one will offer some pay in the form of a stipend as well. Students are encouraged to do more than one internship, but they may not do more than two internships for credit, and only one in a given term.

During English internship, students will learn some great generic skills like time management, accountability, organization, and teamwork. Additionally, they will be immersed in the world of



English which will help them develop their knowledge of quantitative aptitude, how to manage English projects effectively, and about their company's supply chain. Students may receive pay and academic credit for the same internship.

Prerequisite(s): Departmental Approval.

Duration: 09 to 12 weeks

Opportunities:

Editor

Editors revise and prepare materials to be published in print and digital media. They often work at newspapers, magazine publications, book publishing houses, and media networks.

Copywriter

Copywriters are in charge of writing compelling content both for a company's internal and external English. Their tasks can range from blog content to product explainer and many other facets of writing.

Special Education Teacher

Special education teachers work with students who have any learning, emotional, mental, or physical disabilities. The teachers will often adapt lesson plans to meet the needs of their students while also teaching social and life skills.

Teaching Assistant

A teacher assistant supports the teacher in planning and presenting lessons, and helps students learn. Teacher assistants may work part-time or full-time. They're usually required to pass assessments before they can work with students, although a formal university degree may not be always required.

Social Media Manager

Social media managers are in charge of the development and execution of a company's social media content and strategy. They can wear hats in other aspects such as writing, editing, and graphic design.

Receptionist

A Receptionist's duties and responsibilities include greeting visitors, helping them navigate through an office, and supplying them with refreshments as they wait. In addition, they maintain calendars for appointments, sort mail, make copies, and plan travel arrangements. In some environments, they can even assist security by monitoring visitor access.

Assistantships

Assistantships are an arrangement in which financial support is given to a graduate student who engages in teaching and/or research in furtherance of the university's academic mission, as well as his or her graduate education.

Other



SEMESTER-VIII

ENG-481 Post-Shakespeare Dramatic Experience

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

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

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

Course Contents

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

Recommended Reading

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

ENG-482 Stylistics

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major



Course Description

This is an interdisciplinary course which deals with some of the ways in which texts, particularly literary texts, can be examined from a linguistic perspective. Text is the focus of this course. It will be seen how a text may be handled to examine the specific language that reflects the determinant elements of the communication: the speaker/ writer; the recipient (listener/ reader), the occasion which led to producing the text. This course aims to assist students in exploring (primarily literary) texts. The course also covers the topics related to the ways and means writers opt for in the process of producing the text and expressing it in the way they deem to best serve their purpose.

Course Objectives

The course aims to:

- assist students understand style and stylistics
- explain what is involved in a stylistic analysis of a literary text
- describe the methods of each type of stylistics and stylistic analysis
- define the concept of foregrounding
- assist students to learn the techniques involved in stylistic analysis of various types of texts

Course Contents

1. Introduction
 - What is stylistics?
 - Historical Evolution of Stylistics
 - The Nature of Stylistics
 - The Goals of Stylistics
2. The concept of style and stylistics: Meaning of stylistics and its approaches
 - Style as choice
 - Style as the Man
 - Style as Deviation
 - Style as Conformity
 - Style as Period or Time
 - Style as Situation
3. Types of Stylistics-II
 - Features of Linguistic Stylistics
 - Lexical Repetition
 - Semantico-Syntactic Level
 - Semantic/Grammatical Level
 - Phonological Level
 - Graphological Level
4. Types of Stylistics-II
 - Reader-Response Stylistics
 - Affective Stylistics
 - Pragmatic Stylistics
 - Pedagogical Stylistics
 - Forensic Stylistics



5. Levels of Linguistic Analysis: The Lexico-Semantic Level

- Semantics
- Lexico-semantics
- Lexical Relations
- Types of Words
- Denotative/Connotative Meanings
- Idiomatic Meaning

6. Levels of Linguistic Analysis: The Syntactic Level

- Units of Grammar
- The Group
- The Clause
- The Sentence
- The notion of Rank shifting
- Voice

7. Foregrounding

- Meaning of Foregrounding
- Types of Foregrounding

8. Stylistic analysis: Practical Application

- Sample stylistic analysis of poem
- Sample stylistic analysis of short story
- Sample stylistic analysis of novel
- Sample stylistic analysis of authentic texts:
 - Magazine
 - Newspaper
 - Song
 - Speech
 - Brochure

Recommended Readings

- Chapman, R. (1973). *Linguistics and Literature: An Introduction to Literary Stylistics*, Rowman and Littlefield, London.
- Short, Mick. (1996). *Exploring the Language of Poems, Plays and Prose*. Longman
- Leech, Geoffrey & Mick Short (1981). *Style in fiction: A linguistic introduction to English fictional prose*. London/New York: Longman Group Ltd.
- Semino, Elena & Jonathan Culpeper (1995). *Stylistics*. In Jef Verschueren, Jan-Ola Östman & Jan Blommaert (Eds.), *Handbook of pragmatics* (pp. 513-520). Amsterdam/Philadelphia: John Benjamins Publishing Co.
- Wales, Katie (1989). *A dictionary of stylistics*. London/New York: Longman.
- Widdowson, H. G. (1975). *Stylistics and the teaching of literature*. London: Longman.

ENG-483 Applied Linguistics

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description



This course is a gateway to the field of applied of applied linguistics. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects. This course further aims at introducing advanced ideas related to syllabus designing and implementation. It offers a review of dominant and competing syllabuses in the 20th century focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.

Course Contents

1. Theories of language learning
2. The nature of approaches and methods in language learning
 - o GTM
 - o The Direct Method
 - o The Audio-lingual Method
 - o The Natural Approach
 - o CLT
 - o The Eclectic Approach
3. Error Analysis
4. Nature and purpose
5. Causes of errors
 - Inter-lingual errors
 - Intra-lingual errors
 - Overgeneralization
 - Literal translations
6. Contrast between Behaviouristic and Mentalistic attitude to errors
7. Stages of error analysis
 - Definition and scope of syllabus
 - Considerations common to all syllabuses
 - Relationship between theory of language, language learning and language syllabuses
 - Dichotomies of Syllabuses '
 - Product vs. Process-oriented syllabuses
 - Analytical Synthetic syllabuses
8. Product-Oriented Syllabuses
 - Grammatical Syllabus
 - o Theoretical bases
 - o Selecting and grading contents.
 - o Criticism
 - Notional Functional Syllabus
 - o Theoretical bases
 - o Selecting and grading contents.
 - o Criticism
9. Process Oriented Syllabuses



Suggested Readings

1. Allen, J. P. B. & Corder, S P. (eds) (1974). Techniques in applied linguistics. The Edinburgh course in applied linguistics (Vol. 3). Oxford: OUP.
2. Brumfit, C. (ed.) (1986). The practice of communicative teaching. Oxford: Pergamon.
3. Chomsky, N. (1959). A review of B. F: Skinner's Verbal Behaviour. In Krashen, S. D. (1982). Principles and practice in second language acquisition. New York: Pergamon.
4. Harmer, J. (1991). The practice of English language teaching. Harlow: Longman
5. Johnson, K. (1996). Language teaching and skills learning. London: Blackwell.
6. Larsen-Freeman, D. (1986). Techniques and principles in language teaching. London: OPU.
7. Munby, J. (1978). Communicative syllabus design. Cambridge: CUP.
8. Norrish, J. (1987). Language learners and their errors. New York: Macmillan.
9. Nunan, D (1988). Syllabus design. Oxford: OUP.
10. Omaggio, A. C. (1986). Teaching language in context. New York: HHP
11. Prabhu, N. S. (1987). Second language pedagogy: A perspective. Oxford: OUP.
12. Richards & Rodgers. (1986). Approaches and methods in language teaching: A description and analysis. Cambridge. CUP
13. Richards, J. C (1980). Error analysis. London: Longman.
14. Steinberg, D. D. (1988). Psycholinguistics. London: Longman
15. Ur, P (1996). A course in language teaching. Cambridge: CUP.

ENG-484 World Literature in English

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

English—once the symbol of imperial and colonial powers—no longer holds that position. In the last 200 years, English has assumed the status of a global lingua franca and is widely used in almost all parts of the world as a vehicle of literary expression.

You will be reading literary pieces by a number of writers associated with world literature, namely Paulo Coelho, Chinua Achebe, Rabindranath Tagore, Naguib Mahfouz, and throughout the course you will be asked to reflect on how these texts express their perspectives on the world, on the tensions between their seemingly universal and culturally specific aspects, between similarity and difference.

You will, among other things, address the larger questions of what is lost and what is gained when local, regional, or national literatures become world literature, and what it may mean for world literature to appear in English, the dominant world language.

Learning outcome

After completing this course, you will have:

- acquired an overview of the central issues involved in reading world literature.
- developed your skills in literary interpretation through close engagement with several key literary works from recent decades
- learned to identify theoretical developments in the field of world literature.
- developed your skills in historical and cultural analysis.

Course Contents

Poetry

- Maya Angelou (1928-2014):- “Still I Rise”



- Pablo Neruda (1904-1973): —The Horses
- Vicente Aleixandre (1898-1984): —On the Way to School
- William Wordsworth (1770- 1850):- The Tables Turned
- Samuel Taylor Coleridge (1772-1834) “The Rime of the Ancient Mariner”
- Umar Khayyam (1048-1131): - *Rubaiyat Of Omar Khayyam* (Translation by Fitz Gerald) XXIV, XXXII, LXXI, XCIX

Short Stories

- Naguib Mahfouz (1911-2006): “The Tale of Our Quarter”
- Saadat Hasan Manto (1912-1955) “Kingdom’s End” (Kingdom’s End and Other Stories translated by Khalid Hasan)
- Rabindranath Tagore (1861-1941): “The Kabuliwala”

Novels/Novellas

- Franz Kafka (1883-1924) *The Metamorphosis*
- Nikolai Gogol (1809-1852) "The Overcoat"
- Paulo Coelho (1947-): *The Alchemist*

Recommended Reading

1. *Reference Guide to World Literature*. Vol. 2. Lesley Henderson & Sara M. Hall. Eds. Indiana: St. James Press, 1996.
2. *Encyclopaedia of World Writers: 19th and 20th Centuries*. Ed. Marie J. Diamond. Delhi: Viva Books Private Limited, 2010.
3. *Glencoe World Literature: The Reader’s Choice*. Beverly A. Chinn. Ed. Columbus: McGraw-Hill Publishers, 2000.
4. *World Literature: Glencoe Macmillan Literature Series*. Laura Mongello. Ed. Columbus: McGraw-Hill, 1991.
5. The Rubaiyat of OMARKHAYYAM by Fetz Gerald

ENG-489 Capstone Project

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: Compulsory

Course Description

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

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



Students will be required to undertake a small-scale investigation on a topic of individual interest in their area of specialization.

Report Evaluation

a. The Research Report will be assessed by two examiners (one of them will be the supervisor and the second will be an external examiner). Or as per the university directives in vague.

Formatting: MLA/APA
