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Assistant Director  
Academics  
University of Chitral

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## UNDERGRADUATE PROGRAMME IN ENGLISH (BS ENGLISH)



DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE  
University of Chitral, Pakistan

2021

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## General Requirements of the Programme

**Nomenclature:** BS English (Language and Literature)

**Number of Seats:** 40, can be increased up to 50 on the approval of the Vice Chancellor.

**Fee Structure:** In accordance with the University of Chitral regulations

**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 and maximum is six years.

### Degree Completion Requirements:

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

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

**Admission Committee:** Selected (by Chairman/HoD) members of the Department.

### Assessment Criteria

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

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

### Note:

- Meeting of the Faculty of the **Department of English Language & Literature, UoCh/affiliated colleges/institutions** will be held before the commencement of each semester to select general courses from the provided courses. The decision of the faculty will be duly notified to the concerned quarters.
- The offered general course/s shall be offered at least twice in the same semester so if a student fails the subject, he may reappear in the failed subject/s.
- The foundation courses in the Scheme of Studies are mandatory.
- Provided that the Department concerned/ Affiliated College(s) must use the same course code(s) and course contents of the respective General Course(s) as devised and approved by the Board of Studies, Department of English Language and Literature, University of Chitral.
- Provided further that before commencement of each semester, the Affiliated College(s) of the University of Chitral shall consult with the Chairperson/Head of the Department of English, University of Chitral to select General Course(s) for the upcoming semester.
- Course codes of general subjects shall be given according to the allocation of subjects as per the available course codes in each semester.
- Depending upon the results of need-based analyses the universities/affiliated colleges concerned are advised to design non-credit courses of up to two (02) semesters to improve the language skills of the students. It will be mandatory for students to pass these courses.



### PROGRAM-WISE SCHEME OF STUDIES

Max/Used Credit Hours	Credit Hours	Compulsory Courses	General Courses	Foundation Courses (Subject Specific)	Major Courses
Max Total CH	130-139	25	21-24	21-24	60-63
Used Total CH	136	25	24	24	63

### SEMESTER-WISE SCHEME OF STUDIES

Semester	Compulsory Courses	General Courses	Foundation Courses (Subject Specific)	Major Courses	Total CH
1 <sup>st</sup>	(5-0)	(6-0)	(6-0)		(17-0)
2 <sup>nd</sup>	(5-0)	(6-0)	(6-0)		(17-0)
3 <sup>rd</sup>	(6-0)	(6-0)	(6-0)		(18-0)
4 <sup>th</sup>	(6-0)	(6-0)	(6-0)		(18-0)
5 <sup>th</sup>	(3-0)			(15-0)	(18-0)
6 <sup>th</sup>				(18-0)	(18-0)
7 <sup>th</sup>				(15-0)	(15-0)
8 <sup>th</sup>				(15-0)	(15-0)
8 Semesters	(25-0)	(24-0)	(24-0)	(63-0)	(136-0)



## SEMESTER-WISE BREAKDOWN

### YEAR-I

SEMESTER-I	Course Title	Course Type	Credit Hours
ENG-111	Pakistan Studies	Compulsory	(2-0)
ENG-112	English-I: Grammar-I	Compulsory	(3-0)
ENG-113	Introduction to Literature-I	Foundational	(3-0)
ENG-114	Introduction to Language & Linguistics	Foundational	(3-0)
Any two subjects from the following general courses:			
ENG-115	Everyday Science	General	(3-0)
ENG-116	Introduction to Mathematics	General	(3-0)
ENG-117	Introduction to Geography	General	(3-0)
ENG-118	Study Skills	General	(3-0)
ENG-119	Selection of Short Fictional Narratives	General	(3-0)
<b>Total</b>	<b>06</b>		<b>(17)</b>

SEMESTER-II	Course Title	Course Type	Credit Hours
ENG-121	Islamic Studies	Compulsory	(2-0)
ENG-122	English-II: Grammar-II	Compulsory	(3-0)
ENG-123	History of English Literature-I	Foundational	(3-0)
ENG-124	Introduction to Phonetics & Phonology	Foundational	(3-0)
Any two subjects from the following general courses:			
ENG-125	An Introduction to Political Science-I	General	(3-0)
ENG-126	An Introduction to Sociology	General	(3-0)
ENG-127	An Introduction to Economics	General	(3-0)
ENG-128	An Introduction to Environmental Studies	General	(3-0)
ENG-129	An Introduction to Cultural Studies	General	(3-0)
<b>Total</b>	<b>06</b>		<b>(17)</b>

### YEAR-II

SEMESTER-III	Course Title	Course Type	Credit Hours
ENG-231	Introduction to Computer Skills	Compulsory	(3-0)
ENG-232	English-III: Listening and Speaking	Compulsory	(3-0)
ENG-233	Introduction to Literature-II	Foundational	(3-0)
ENG-234	Morphology and Syntax	Foundational	(3-0)
Any two subjects from the following general courses:			
ENG-235	Islamic History & Culture-I	General	(3-0)
ENG-236	An Introduction to Political Science-II	General	(3-0)
ENG-237	An Introduction to Islamic Law	General	(3-0)



ENG-238	An Introduction to Philosophy	General	(3-0)
ENG-239	Current Affairs	General	(3-0)
<b>Total</b>	<b>06</b>		<b>(18)</b>

SEMESTER-IV	Course Title	Course Type	Credit Hours
ENG-241	Human Rights & Citizenship	Compulsory	(3-0)
ENG-242	English-IV: Reading & Writing	Compulsory	(3-0)
ENG-243	History of English Literature-II	Foundational	(3-0)
ENG-244	Semantics	Foundational	(3-0)
Any two subjects from the following general courses:			
ENG-245	An Introduction to Sociological Theories	General	(3-0)
ENG-246	An Introduction to International Relation	General	(3-0)
ENG-247	Islamic History & Culture-II	General	(3-0)
ENG-248	Pakistan Affairs	General	(3-0)
ENG-249	Geography of Pakistan	General	(3-0)
<b>Total</b>	<b>06</b>		<b>(18)</b>

#### YEAR-III

SEMESTER-V	Course Title	Course Type	Credit Hours
ENG-351	English-V: Academic Writing	Compulsory	(3-0)
ENG-352	Literary Criticism	Major	(3-0)
ENG-353	The Pre-Romantic Experience	Major	(3-0)
ENG-354	The Novel: Birth and Rise	Major	(3-0)
ENG-355	Schools of Thought in Linguistics	Major	(3-0)
ENG-356	Psycholinguistics	Major	(3-0)
<b>Total</b>	<b>06</b>		<b>(18)</b>

SEMESTER-VI	Course Title	Course Type	Credit Hours
ENG-361	Literary Criticism and Theory	Major	(3-0)
ENG-362	The Elizabethan Drama	Major	(3-0)
ENG-363	The Romantic Experience	Major	(3-0)
ENG-364	Sociolinguistics	Major	(3-0)
ENG-365	Discourse Studies	Major	(3-0)
ENG-366	Pragmatics	Major	(3-0)
<b>Total</b>	<b>06</b>		<b>(18)</b>

#### Year-IV

SEMESTER-VII	Course Title	Course Type	Credit Hours
ENG-471	The Novel: Growth & Development	Major	(3-0)
ENG-472	Shakespeare Studies	Major	(3-0)
ENG-473	American Literature	Major	(3-0)



ENG-474	Pakistani Literature in English	Major	(3-0)
ENG-475	Second Language Acquisition	Major	(3-0)
<b>Total</b>	<b>05</b>		<b>(15)</b>

<b>SEMESTER-VIII</b>	<b>Course Title</b>	<b>Course Type</b>	<b>Credit Hours</b>
ENG-481	Post-Shakespeare Dramatic Experience	Major	(3-0)
ENG-482	Stylistics	Major	(3-0)
ENG-483	Applied Linguistics	Major	(3-0)
ENG-484	World Literature in English	Major	(3-0)
ENG-488	Viva	Compulsory	(3-0)
ENG-489	Research Report	Optional	(3-0)
<b>Total</b>	<b>05</b>		<b>(15)</b>

**Note:** Those students who opt research project shall drop one of the four courses in BS 8<sup>th</sup>. Viva is mandatory for all students.



## SEMESTER-I

### ENG-111 Pakistan Studies

#### Course Description

The subject aims at enhancing students' knowledge about history, culture, and geography of Pakistan and to provide an insight into the political and social history of Pakistan from its inception to the present day. The course introduces the various aspects of the political struggle that led to the creation of Pakistan. It also examines concepts of nationhood and patriotism in the light of present-day circumstances.

#### Course Objectives

- To understand the spirit of freedom struggle in the creation of Pakistan.
- To study the process of governance and national development in the early years of creation of Pakistan.
- To examine the external and internal challenges the country faced after its independence.

#### Course Contents

##### Unit No.1 Ideology of Pakistan

- Aims and Objects of Pakistan's Formation
- Ideology of Pakistan - its Importance
- Basics of Pakistan's Ideology
- Allama Iqbal's and M. A. Jinnah's Notions on Ideology of Pakistan

##### Unit No.2 Political Struggle for Pakistan Movement

- Constitutional Reforms and Muslims
- Separate Elections for Muslims

##### Unit No.3 Pakistan Movement

- Independence of India; its problems and Muslims
- Iqbal's Address at Allahabad (1930)
- Ch. Rehmat Ali and Pakistan National Movement
- Elections (1937) and the Attitude of Congress Government towards Muslims
- Pakistan Resolution
- Elections (1945-46); Constitutional problems and transfer of power.

##### Unit No.4 Struggle for Pakistan

- Role of the Muslims Living in Minority Provinces.
- Role of the Muslims Living in Majority Provinces (Punjab, Sind, N.W.F.P., Baluchistan)

##### Unit No.5 Emergence of Pakistan

- Plan of India's Division and the Emergence of Pakistan
- Division of Provinces and Referendum
- Important events (during the partition)





#### **Unit No.6 Pakistan – Land and Peoples**

- Geography and its Importance
- Natural resources and Their use
- Agriculture and Industry
- Population, Manpower, and Education

#### **Unit No.7 Contemporary Pakistan**

- Economic Institutions and Issues
- Society and Social Structure
- Foreign Policy of Pakistan and Challenges

#### **Recommended Readings**

1. I.H. Qureshi *The Struggle for Pakistan*, Karachi, 1965
2. \_\_\_\_\_ *Ulema in Politics*, Karachi, 1974
3. \_\_\_\_\_ ed. *A Short History of Pakistan Book IV, Alien Rule and Rise of Muslim Nationalism*, Karachi, 1967
4. Richard Symonds *The Waking of Pakistan*, London, 1950
5. K.U. Qureshi *A Geography of Pakistan*, London, 1977
6. Suhail Hassan *Pakistan Naguzeer Tha*, Karachi 1969
7. Rafiq, Muhammad Sh *Tehrik wa Tarikh -e- Pakistan*, Lahore, 1977
8. Nawai Pakistan *Roznama Chiragh Rah*, Karachi

#### **ENG-112 English-I: Grammar-I**

##### **Course Description**

This course shall comprise Fundamentals of Communication Skills, focusing on part of speech with elaborate description, descriptions, and exercises.

##### **Course Contents**

- Introduction to Part of Speech
- Open and Closed Classes of Words
- Nouns and Determiners: Regular and Irregular Nouns; Classes of Irregular Nouns; Foreign Plurals; Count and Non-count Nouns; Use of Determiners with Nouns; Use of Definite Article.
- Verbs: Regular and Irregular Verbs; Lexical and Auxiliary verbs; Uses of Model Auxiliary Verbs.
- Adjectives and Adverbs: Difference; Inflection and Derivation; Types of Adjectives and Adverbs; Order of Adjectives; Degrees of Adjectives.





- Prepositions and Conjunctions
  - Basic Sentence and Its Composition
- Instead of a prescribed book, topics should be given which a teacher may cover from any source out of the suggested ones or from of their choice.

### 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

## ENG-113 Introduction to Literature-I

### 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 (1591-1634): –To the Virgins, to Make Much of Time
  - John Milton (1608-1674): Paradise Lost, Book I, Lines 221-242. from "Is this the Region, this the Soil, the Clime" to "Better to reign in Hell, then serve in Heav'n."
  - 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 (1895-1972): – 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
- William Shakespeare (1564-1616): “To be, or not to be” Soliloquy from *Hamlet*
  - William Shakespeare (1564-1616): Anthony and Brutus Speeches from *Julius Caesar*.

### 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-114 Introduction to Language and Linguistics

### 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. 4<sup>th</sup> Edition. Massachusetts: Massachusetts Institute of Technology press, 2001.
4. Yule, George. *The Study of Language*. Cambridge: Cambridge University Press, 2006.

## List of General Courses

### Eng-115 Everyday Science

#### Course Description

In this course, students consider basic concepts from several scientific disciplines, such as biology, physics, and chemistry. Through the examination of everyday occurrences, learners are introduced to scientific ways of thought and to the problem-solving methods used by scientists.

#### Course Contents

##### I. Physical Sciences

- Constituents and Structure: - Universe, Galaxy, Light Year, Solar System, Sun, Earth,
- Process of Nature: - Solar and Lunar Eclipses, Rotation and Revolution, Weather Variables .



- Natural Hazards and Disasters:- Earth Quake, Volcanic Eruption, Tsunami, Floods, Avalanche, Travelling Cyclone (Tropical Cyclone, Middle Latitude Cyclone and Tornadoes), Drought, Wildfire, Urban Fire.
- Energy Resources:- Sources of Energy (Renewable i.e. LED Energy, Solar Energy, Wind Energy and Non-Renewable Energy conservation and its sustainable use.

## II. Biological Sciences

- Plant and Animal Kingdom:- A brief survey of plant and animal kingdom to pinpoint similarities and diversities in nature.
- Common Diseases and Epidemics, Pandemic:- Polio, Diarrhea, Malaria, Hepatitis, Dengue their Causes and Prevention.

## III. Environmental Science

- Environment: - (Water Cycle, Major Water Compartments),
- Atmospheric Pollution:- Types, Sources, Causes and effects of major air pollutants Regional and Global air pollution issues (Acid-rain, Ozone Depletion, Greenhouse Effect and Global Warming). International agreements on air pollution control (Montreal Protocol and Kyoto Protocol).
- Water Pollution:- Types, sources, causes and effects of major water pollutants (Synthetic Organic Chemicals, Oxygen Demanding Wastes, Plant Nutrients, Thermal Pollution, Infectious Agents, Sediments, Radioactivity, Heavy Metals and Acids). Drinking water quality and standards.
- Land Pollution:- Solid waste management and disposal.
- Population Planning.

## IV. Food Science

- Concept of Balance Diet:- Vitamins, Carbohydrates, Protein, Fats and oil, Minerals, Fiber.
- Quality of Food:- Bioavailability of Nutrients, Appearance, Texture, Flavor, Quality of Packed and Frozen Food, Food Additives, Preservatives and Antioxidants
- Food Deterioration and its Control:- Causes of Food Deterioration, Adulteration, Food Preservation.

## Suggested Readings

Lancelot Hogben The Impact of Science on Society 2005  
Isaac Asimov, A. S. a. N. A. S. a. Fundamentals of Forensic Science 2010  
Max M. Houck, Jay A. Siegal Forensic Science Fundamentals & Investigation 2008  
Harm J. de Blij, Peter O. Muller, James E. Burt, Joseph A. Mason Physical Geography - Science and Systems of the Human Environment 2009  
Norman N. Potter, Joseph H. Hotchkiss Environmental Science: Systems and Solutions. 5th ed. 2013  
Michael L. McKinney, Robert Schoch and Logan Yonavjak Environmental Science: A Global Concern 2012  
William P. Cunningham, Barbara Woodworth Saigo

## Eng-116 Introduction to Mathematics

### Course Contents

#### 1. Introduction to Set Theory

- Types of Set
- Builder Notation Form/Roaster Form
- Basic Operations on Set (Union, Intersection)



- Functions
- Types of Function
- 2. De Morgan's Law**
  - Distributive Law
  - Commutative Law
  - Associative Law
- 3. Introduction to Number Theory**
  - Real Number System
  - Complex Number System
- 4. Linear Equations**
  - Single Variable Equations
  - Multi Variable Equations
- 5. Matrices**
  - Introduction to Matrices
  - Types of Matrices
- 7. Matrix inverse**
  - Determinant
- 8. Quadratic Equations**
  - Solution of a Quadratic Equation
  - Qualitative Analysis of Roots of a Quadratic Equation
- 9. Equation Reducible to Quadratic Equation**
  - Cube Roots of Unity
  - Relation between Roots & Coefficient of Quadratic Equations
- 10. Sequence & Series**
  - Arithmetic Progression
  - Geometric Progression
  - Harmonic Progression
- 11. Trigonometry**
  - Fundamentals of Trigonometry
  - Trigonometric Identities
- 12. Binomial Theorem**
  - Binomial Theorem with Rational & Irrational Indices

### ENG-117 Introduction to Geography

#### 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
- Trends in Evolution of Geography as a Science
- 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

- 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: KNOWLEDGE OF DIFFERENT 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: RELATIONSHIP BETWEEN PHYSICAL ENVIRONMENT AND MAN

- Man-environment interaction
- Introduction to theories of Environmental Determinism/Possibilism
- Human activities in relationship with environment
- Human activities and their impact on environment
- Human activities, utilization of environmental resources and concept of Sustainability

### Suggested Readings

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

### ENG-118 Study Skills

#### Course Description

The main purpose of this course is to guide students in their first year of learning and impart basic study skills. It is designed with the view to enable them to take immediate control of their learning. The course will enable students to devise and follow “study systems” and equip them with the ability to think critically and adopt effective learning strategies. With the help of various study techniques and styles and other available resources, the students will be able to improve their academic performance.



## Course Objectives

- To help students learn basic self-management and study skills
- To enable them to use combination of skills to minimize risks of failure
- To make them become confident and successful in the new learning environment

## Course Contents

### 1. Seeking Success in University

- Knowing your campus and its resources
- Form An Academic Support Group
- Know Where to Find Help
- Stay Informed
- Get Involved

### 2. Motivating Yourself to Learn

- Assess Academic Strengths and Weaknesses
- Discover and use your learning style
- Develop Critical Thinking & Study Skills
- Adapt learning style to teaching method

### 3. Using Critical Thinking Strategies

- Examine Your Assumption
- Make Predictions
- Read With A Purpose
- Sharpen Your Interpretations
- Find Implications in What You Learn
- Read and Understand Graphics
- Evaluate what you learn

### 4. Setting Goals and Solving Problems

- Set goals for success in college
- How to develop a positive attitude

### 5. Sharpening Your Classroom Skills

- Prepare for Class
- Become an Active Listener
- Develop A Personal Note-Taking System
- Guidelines for Note Taking
- The Informal Outline/Keywords System
- The Cornell Method ● Matching Note-Taking Style and Learning Style
- Learn To Make Effective Presentations

### 6. Making the Most of Your Time

- How to GRAB Some Time
- Scheduling Your Time
- Time Management and Learning Style
- Procrastination

### 7. Creating Your Study System

- SQ3R: The Basic System
- Devising Your Study System

### 8. Organizing Information for Study





- Memorization
- Concept or Information Maps
- Comparison Charts
- Timelines
- Process Diagrams
- Informal Outlines
- Branching Diagrams

#### **9. Controlling Your Concentration**

- Concentrations
- Eliminate Distractions
- Use A Study System
- Strategies to Improve Concentration

#### **10. Preparing for Tests**

- How To Prepare for Tests: Three Steps
- Develop a Test-taking Routine
- Master Objective Tests
- Know How to Answer Essay Questions

#### **11. Becoming an Active Reader**

- Reading Actively
- Find the Main Idea, Details, and Implications
- Using a Textbook Marking System

#### **12. Building Career Skills**

- Working in the New Economy
- Where the Jobs will be
- Choosing Your Future
- Your course of Study
- Your Plan
- What Employers Want
- Career Skills to Develop
- Workplace Ethics
- From University to Work
- Your Resume and Cover Letter
- The Interview

#### **Recommended Readings**

- Bain, Ken. (2012). What the best college students do.
- Kanar, Carol C. (2001). The Confident Student. Houghton Mifflin Co.
- Mcmillan, Kathleen. (2011). The Study skills book. Pearson.
- Pauk, Walter. How to Study in College.
- Wallace, M.J. (1980). Study Skills in English.

#### **ENG-119 Selection of Short Fictional Narratives**

#### **Course Description**

This course is a fertile field for students to broaden their vision with respect to English literature in general and short fiction, written in different cultures and languages. It focuses on students' critical engagement with different texts that represent a variety of cultures. The short stories in this course have been selected from a wide range of cultures with a view to highlighting the similarities and differences in the writings of different short story writers



and how different writers reflect the social and cultural events through their writing with a variety of themes in different styles. The authors included in this course belong to different parts of the world, so the works included are quite diverse not only in their form and language but also in themes. The issues and themes reflected or implied in these stories are illusory love, conformity, poverty, the power of words, transformation of identities, feudal structure of rural Punjab, racism in the backdrop of Civil War, political imprisonment, appearance vs reality, feminism, female violence, insanity, women's emotional complexity, and slavery, to mention a few.

In this course, students will concentrate on seminal short fictions in English written by writers from the different regions of the world who have contributed significantly to literature in English through their narrative form and structure, thematic content, and articulation of human experience.

Narrative studies prepares students for the development and evaluation of original content for short fictions and other narrative platforms. To recognise a good story, to critique, to help shape, realise and transform requires a background in the history of narrative, cross-cultural and contemporary models.

The selection of the primary texts will take into consideration that they are united by their engagement with the struggle for the expression of human identity. Consequently, the selection of the short fictions will keep two things in the foreground: representation of diverse regions and narrative structure.

### Course Objectives

The objectives of this course are:

- To provide an exposure to some classics in short fiction both in theme and form
- To familiarize students with short fiction in English literature by the most recognized and awarded authors
- To nurture the ability to think critically and promote intellectual growth of the students
- To develop sensitivity towards cultural diversity through a critical study of the selected works and involve them on a personal and emotional level by relating the stories with their own experiences
- To make them experience a genuine language context through these stories from different parts of the world

### Course Contents

- The Nightingale and the Rose Oscar Wilde
- The Three Strangers Thomas Hardy
- The Cask of Amontillado Edgar Allan Poe
- The Darling Anton Chekhov
- Hearts and Hands O' Henry
- The Necklace Guy De Maupassant
- The Secret Sharer Joseph Conrad
- The Other Side of the Hedge E. M. Forster
- Eveline James Joyce
- The Three Questions Leo Tolstoy
- A Hunger Artist Franz Kafka
- A Very Old Man With Enormous Wings Gabriel Garcia Marquez



- Two Words Isabel Allende
- A Cup of Tea Katherine Mansfield
- Everything that Rises Must Converge Flannery O'Connor
- The Story of An Hour Kate Chopin
- The Richer The Poorer Dorothy West
- The Prisoner Who Wore Glasses Bessie Head
- Lamb to the Slaughter Roald Dahl
- Bingo Tariq Rahman
- The Kingdom of Cards Rabindranath Tagore
- The Martyr Ngũgĩ wa Thiong'o
- A Watcher of the Dead Nadine Gordimer.
- Revelation Flannery O'Connor
- Nawabdin Electrician Daniyal Mueenuddin

### Suggested Readings

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



## SEMESTER-II

### ENG-121 Islamic Studies

#### 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.

**Note:** May be taught in Urdu.

#### Course Contents

##### 1. Introduction to Quranic Studies

- Basic Concepts of Quran
- History of Quran
- Uloom-ul -Quran

##### 2. Study of Selected Text of Holy Quran

- 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 Judgment
- Verses of Surah Al-Saff Related to Tafakur, Tadabbur (Verse No-1,14)

##### 3. Seerat of Holy Prophet (PBUH)

- Life of Holy Prophet (PBUH) in Makkah and its Important Events
- Life of Holy Prophet (PBUH) in Madinah and its Important Events

##### 4. Introduction to Sunnah

- Basic Concepts of Hadith
- History of Hadith
- Kinds of Hadith
- Uloom-ul-Hadith
- Sunnah & Hadith
- Legal Position of Sunnah

##### 5. Islamic Culture & Civilization

- Basic Concepts of Islamic Culture & Civilization
- Historical Development of Islamic Culture & Civilization
- Characteristics of Islamic Culture & Civilization
- Islamic Culture & Civilization and Contemporary Issues

##### 6. Political System of Islam

- Basic Concepts of Islamic Political System
- Islamic Concept of Sovereignty
- Basic Institutions of government in Islam

##### 7. Social System of Islam

- Basic concepts of social system of Islam
- Elements of Family
- Ethical Values of Islam

#### 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-122 English II: Grammar-II

#### Course Description

This course shall comprise Grammar part 2, covering punctuation, sentence-structure and paragraph on the same pattern suggested for 1<sup>st</sup> semester.

1. Introduction to Function, Structure and Types of Sentence
2. Constituents of a Sentence; Word, Phrase and Clause
3. Dependent and Independent Clauses
4. Restrictive and Non-Restrictive Clauses
5. Punctuation:
  - Uses of Capitals
  - Period
  - Question Mark
  - Exclamation Mark
  - Comma
  - Apostrophe
  - Dash
  - Hyphen
  - Parentheses
  - Brackets
  - Underlining
  - Quotation Marks
  - Colon and Semi-colon.
6. Qualities of a Standard Sentence:
  - a. Agreement: Noun-Pronoun Agreement; Subject-Verb Agreement
  - b. Unity
  - c. Coherence
  - d. Clarity



7. Paragraph: Function and Structure
8. Paragraph: Topic Sentence and Supporting Sentences
9. Phonetic Symbols & Rules of Pronunciation
10. Building Vocabulary:
  - Word-formation; Prefixes & Suffixes.
  - Pairs of Words, Synonyms & Antonyms;
  - Idioms & Phrases

### **Suggested Readings**

1. The Little Brown Handbook by H. Ramsay Fowler & Jane E. Aaron  
Little Brown & Company, 1980/1995 editions.
2. Writing Effective paragraphs by Howard CJ. Cambridge: Winthrop Publishers,  
1976
3. Writer s Guide and Index to English by Wilma and David Ebbitt.
4. English II: a Contemporary Approach by Robdert W Boyton. New York:  
Haydon,1987

## **ENG-123 History of English Literature-I**

### **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-124 Introduction to Phonetics and Phonology

#### 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.

## List of General Courses

### ENG-125 Introduction to Political Science-I

#### 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

- Definition, Nature, Scope and Sub-fields of Political Science.
- Relationship of Political Science with other social sciences.
- Approaches to the study of Political Science: Traditional and behavioural approach.
- State: its origin and evolution; Western and Islamic concepts of State,
- Nation and Sovereignty.
- Basic concepts of Political Science: Power, Authority, Legitimacy
- Organs of Government: Legislature, Executive, Judiciary.
- Forms of State: Unitary, Federation, Confederation.
- Forms of Government: democracy, Authoritarian Parliamentary, Presidential



### Recommended Books

Ahmad, Sheikh Bashir, Riyasat Jo Ilm (Sindhi meaning Science of State), Jamshoro, Institute of Sindhology, University of Sindh, 1985. 2. Haq, Mazher ul, Theory and Practice in Political Science, Lahore Bookland, 1996. 3. Ian Mackenzi (Ed.), Political Concepts: A Reader and Guide, Edinburgh, University Press, 2005. 4. Mohammad Sarwar, Introduction to Political Science, Lahore Ilmi Kutub Khana, 1996. 5. R. C. Agarwal, Political Theory (Principles of Pol. Science), New Delhi, S. Chand & Co., 2006. 6. Robert Jackson and Dorreen Jackson, A Comparative Introduction to Political Science, New Jersey, Prentice - Hall, 1997. 7. Rodee Anderson etc. Introduction to Political Science, Islamabad, National Book Foundation, Latest Edition. 8. Roskin, Michael G., Political Science: An Introduction, London: Prentice Hall, 1997. 9. Shafi, Choudhry Ahmad, Usul-e-Siyasiyat (Urdu), Lahore Standard Book Depot, 1996. 10. V. D. Mahajan, Political Theory-Principles of Pol. Science, New Delhi, S. Chand & Co., 2006.

### ENG-126 Introduction to Sociology

#### Course Objectives

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

- Definition, Scope, and Subject Matter
- Sociology as a Science
- Historical background of Sociology
- Relationship of sociology with other social sciences
- Sociological Imagination
- Sociological Perspectives

##### 2. Society

- Introduction to society
- Types of society
- Characteristics of society
- Historical development of society
- Society vs. community
- Society vs. state

##### 3. Socialization and Personality

- Introduction of Socialization
- Types
- Agents
- Personality and its types
- Determination and Personality development

##### 4. Culture

- Introduction to culture
- Characteristics of culture



- Types of culture
  - Elements of culture
  - Organization of culture
  - Culture and its related concepts
  - Culture vs. civilization
- 5. Collective Behaviour**
- Introduction to collective behaviour
  - Crowd behaviour
  - Public opinion
  - Propaganda
  - Social movements
  - Leadership
  - Mob
  - Panic
  - Riot
  - Public poll
- 6. Social Structure and Social Processes**
- Introduction to social structure
  - Role and Status
  - Cooperation
  - Accommodation
  - Acculturation
  - Assimilation
  - Amalgamation
  - Conflict
  - Competition
- 7. Social stratification and social mobility**
- Introduction to stratification
  - Determinants of social stratification
  - Characteristics of social stratification
  - Types of social stratification
  - Introduction to social mobility
  - Types of social mobility
  - Dynamics of social mobility

### **Books Recommended**

1. Brown, K. (2004). *Sociology*. UK: Polity Press
2. Frank, N. M. (2003). *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
3. Giddens, A. (2002). *Introduction to Sociology*. UK: Polity Press.
4. Henslin, J. M. (2004). *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.
5. Kerbo, H. R. (1989). *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.



6. Koenig, S. (1957). *Sociology: An Introduction to the Science of Society*. New York: Barnes and Nobel.
7. Lenski, G., & Lenski, J. (1982). *Human Societies*. (4<sup>th</sup> ed.) New York: McGraw-Hill Book Company.
8. Leslie, G. et al. (1973). *Order and Change: Introductory Sociology* Toronto: Oxford University Press.
9. Macionis, J. J. (2006). *Sociology*. (10<sup>th</sup> ed.) New York. Prentice-Hall. New Jersey.
- Tischler, H. L. (2002). *Introduction to Sociology* (7<sup>th</sup> ed.) New York: The Harcourt Press

### **ENG-127 Introduction to Economics**

#### **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.

#### **Introduction**

- Basic Concept of economics
- Definition of Economics
- Factors of Production
- Types of Economies

#### **Scarcity Problem**

- The Economic Problem of Scarcity
- Limited Resources and Goods
- Goals of Market Oriented Economy
- Concepts of Graph in Economics

#### **Basic Elements of Supply and Demand**

- Definition of Demand, Law of Demand, Assumptions, Limitations, Shifts in Demand Curve, Individual and market Demand, Determinants of Demand
- Elasticity of Demand, Income Elasticity, Price Elasticity, Cross Elasticity
- Determinants of Elasticity
- Definition of Supply
- Law of Supply
- Assumptions, Limitation, Shifts in Supply curve
- Determinants of Supply
- Market Equilibrium
- The Effects of Demand Shift on Equilibrium
- The Effect of Supply shifts on Equilibrium

#### **Demand and Consumer Behavior**

- Introduction
- Utility
- Law of Diminishing Marginal Utility
- Law of Equal and Marginal Utility
- Indifference Curve Approach
- It's Shape
- Assumptions



Budget constraint

Income And Substitution Effects of a consumer

### **Analysis of Cost**

Introduction

Total cost, Fixed Cost, Variable Cost

Marginal Cost, Average Cost

Average Fixed and Variable Cost

### **The economy in aggregate**

Complexities of the world of business

Concept of business cycles: Boom and Depression, three concerns of macroeconomics

Inflation

GDP growth and unemployment

### **National Income**

Definition and concept of national income

Measures of national income: Gross Domestic Product (GDP) and Gross National Product (GNP)

GDP at factor cost and at market prices

Computation of national income: Product, Income and Expenditure approaches,

Circular flow of income

Nominal versus Real income

Per capita income and the standard of living.

### **Recommended Books**

1. Samuelson Pual and Nordhaus W.D " Economics" Latest Edition, McGraw Hill
2. McConnel and Brue "Economics "Latest Edition" McRraw Hill.
3. G.P Gould and Ferguson "Microeconomics Theory" Latest Edition.
4. Habibullah Vaseer "Elements of Economics" Latest Edition.
5. Mankiw,G-Principles of Economics- latest edition. 2. Samulson and Nordrons - Economics -latest edition Additional Texts: 1. Parkin, Michael - Macroeconomics, latest edition 2. Miller, R.L.- Economics Today - latest edition

### **ENG-128 Introduction to Environmental Studies**

#### **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-129 Introduction to Cultural Studies

##### 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-III

### ENG-231 Introduction to Computer Skills

#### 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.
- 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.



## Course Description

This course is comprised of two parts: part-1 and part-2. Part-1 focuses on listening and speaking: the former gives students an exposure to the accent, and stress and intonation patterns of different native and non-native speakers, while the latter is a practice of what they listen to. Both are equally important in bringing about an improvement in learners' language proficiency in an academic or/and non-academic settings. Through audio-visual aids, pen and paper exercises, and interactive sessions in the class, students improve their listening and speaking skills and build their vocabulary.

By the end of the course, students will be able to listen, comprehend, and speak more proficiently. They will also be able to communicate effectively and efficiently with their peers and teachers.

Part-2 builds on Part-I and moves from Listening and Speaking to Speaking and Reading. This part focuses on speaking activities and reading exercises. It introduces students to various written texts, which they must comprehend, interpret, and discuss with their peers in the classroom.

By the end of the course, students will be able to listen, speak and read rationally and effectively.

## Course Contents

### 1. Listening and Speaking

- Listening for Gist, Specific Information, Global Meaning
- Asking For Information And Directions
- Making Statements
- Giving Instructions, Descriptions, Reasons
- Discussion Skills
- Narration

### 2. Speaking and Reading

- Questions and Answers
- Understanding Reading, Discussions, and Decisions
- Stories and Scenes
- Presentations

## Suggested Readings

1. Helgesen, Marc & Steven Brown. *Active Listening Building Skills for Understanding*. Cambridge: Cambridge University Press, 1994.
2. Klippel, Friederike. *Keep Talking*. Cambridge: Cambridge University Press, 1984.
3. Gough, Chris. *English Vocabulary Organizer*. Stamford: Thomson Corporation, 2002.
4. Wallwork, Adrican. *Discussions: A-Z*. Cambridge: Cambridge University Press, 1997.
5. Ford, Martyn & Dave King. *For Real! English in Everyday Situations*. London: Mary Glasgow Magazines, 2003.
6. Gammidge, Mick. *Speaking Extra*. Cambridge: Cambridge University Press, 2005.
7. Klippel, Friederike. *Keep Talking*. Cambridge: Cambridge University Press, 2008.
8. Dainty, Peter. *Newspaper Articles to Get Teenagers Talking*. Glasgow: Mary Glasgow Magazines, 2006.
9. Greenall, Simon & Michael Swan. *Effective Reading*. Cambridge: Cambridge University Press, 2002.



10. Ediger, Anne & Cheryl Pavlik. *Reading Connections: Skills and Strategies for Purposeful Reading*.  
Oxford: Oxford University Press, 2000.

### ENG-233 Introduction to Literature-II

#### 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.

- Charles Dickens (1812-1870): *Hard Times* (Just to familiarize students with novel)

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

- John Steinbeck (1902-1968): *The Pearl* (Just to familiarize students with novella)

###### 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-234 Morphology and Syntax

### 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*. 4<sup>th</sup> 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*. Edinburgh 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.

### List of General Courses

#### ENG-235 Islamic History & Culture-I

##### Course Description

This is a general introductory course about Islamic history and culture. It will necessarily entail frequent references to the rise of Islamic civilization since the time of the Holy Prophet (PBUH) to the fall of Mughal Empire in the Subcontinent and the Ottoman Empire. Special emphasis may be given to Muslim contributions in the development of arts, crafts, sciences, medicine and particularly to the translations of Greco-Roman works of philosophy and literature; and how they contributed to the beginning of European Renaissance.

##### Course Objectives

The course will focus on three aspects: the formative period of Islam; its medieval achievements; and its modern situation. Upon completion, students should be able to develop their own understanding of the Islamic history, culture, and religion.

##### Course Contents

- Introduction to History and the philosophy of history; why study history
- Pre- Islamic period. Religious, political, and social systems before Islam.
- The Coming of Islam. Period of the Prophet (PBUH).
- Life at Makkah.
- The Prophet (PBUH) at Madina.
- The Caliphate and the Four Rightly guided Caliphs.
- The Umayyad Caliphate (its characteristics and major events)

##### Suggested Readings

- Abdul Hakim Khalifa. Islamic Ideology
- Farid Esack, On Being a Muslim: Finding a Religious Path in the World Today
- Hitti, Philip K. The History of the Arabs
- Maududi. Syed Abul Ala. Why Islam?
- Mazhar-ul-Haq. History of Islam
- Nadvi. Abul Hassan. Pillars of Islam.
- Nadvi. Moeen Ud Din. Tareekh-e-Islam
- Nicholson. R. The History of the Arabs.
- Pickthall. M. M. The Cultural Side of Islam.
- Shustery, A. M. A. Outlines of Islamic Culture: historical and Cultural Aspect

#### ENG-236 Introduction to Political Science-II

##### Objectives

This course is the continuation of Political Science-II. It mainly focuses on the conceptual framework of political parties and pressure groups and their role in shaping and reshaping of public opinion. Along with this, the emphasis is also on the process of election and kinds of representation. The students are to be enabled to understand the philosophical discourses of different political ideologies, and emerging trends in politics.

##### Contents

- Political System: Definition, Characteristics and Functions



- Constitution: Definition, sources, kinds and amendments.
- Law: Definition, Sources, kinds; rule of law, its relationship with Morality, individual Liberty and Rights & Duties.
- Political Parties: Kinds, Structures, Functions
- Interest Groups: Kinds, Functions, Relationship with Political Parties.
- Public Opinion: Definition, Formulation, Assessment.
- Electoral Process: Mechanism, Kinds of representation, requirements of impartial elections.
- Political Ideologies: Liberalism, Fascism, Nazism, Socialism, Marxism, Nationalism.
- National Integration
- Emerging political concepts and terminologies: globalization, governance, feminism, terrorism, political exclusion and inclusion, power sharing.

### Recommended Books

1. Choudhry Ahmad Shafi, Usul-e-Siyasiat (Urdu), Lahore Standard Book Depot, 1996.
2. Ian Mackenzi (Ed.), Political Concepts: A Reader and Guide, Edinburgh, University Press, 2005.
3. Mazher ul Haq, Theory and Practice in Political Science, Lahore Bookland, 1996.
4. Michael G. Roskin, Political Science: An Introduction, London: Prentice Hall, 1997.
5. Mohammad Sarwar, Introduction to Political Science, Lahore Ilmi Kutub Khana, 1996.
6. R. C. Agarwal, Political Theory (Principles of Pol. Science), New Delhi, S. Chand & Co., 2006.
7. Robert Jackson and Dorreen Jackson, A Comparative Introduction to Political Science (New Jersey, Prentice - Hall, 1997)
8. Rodee Anderson etc. Introduction to Political Science, Islamabad, National Book Foundation, Latest Edition.
9. Sheikh Bashir Ahmad, Riyasat Jo Ilm (Sindhi meaning Science of State), Jamshoro, Institute of Sindhalogy, University of Sindh, 1985.
10. V. D. Mahajan, Political Theory (Principles of Pol. Science), New Delhi, S. Chand & Co., 2006.

### ENG-237 Introduction to Islamic Law

#### Course Description

The module offers an overview of Islamic law covering its religious historical and contemporary dimensions.

#### Course Contents

##### Part-I

- Islamic law in the Modern Age. Influence, extent and meaning of sharia
- Sources of Islamic Law. Quran, Hadith, Ijma and Qiyas.
- Who is a Muslim? Conversion to Islam and marital status: Conversion to Islam and right of inheritance. Sects and sub-sects of Muslims, Sunni and Shias and their sub-sects, Change of sects or sub-sects.
- The Hadd Offences. Pakistan Huddood Ordinance.
- The Muslim Family Law Ordinance 1961.

##### Part-II

- Family Law: Marriage, Definition and Capacity of Marriage, Essentials of Marriage, Number of Wives, Types of Marriage, Valid, Irregular and Void Marriages, Effects of Valid Marriage, Void Marriage and Irregular Marriage, Difference between Void and



Irregular Marriages, Unlawful Conjunction, Marriage of Minors, Guardianship in Marriage.

- Mutta Marriage, Essentials of Mutta Marriage, Its incidents.
- Dower: Definition of Dower, Kinds of dower, Specified Dower, Proper Dower, Prompt Dower and Deferred Dower.
- Divorce: Different forms of Divorce by Talaq, Oral Talaq and Talaq in writing, Modes of Talaq (i) Talaq-e-Ahsan (ii) Talaq-e-Hasan and (iii) Talaq-e-Biddat.
- Will, Definition of Will, Parties in Will, Testator, Legatee, Executor, Persons capable of making Will, subject matter of will, Extent of testamentary powers, Bequest to Heirs, Revocation of will.
- Gift: Definition, Essentials of Gift, Parties involved in Gift Transaction, Subject matter of Gift, Extent of Gift, Persons capable of making Gifts, Gift of Mushaa, Revocation of Gift,
- Waqaf: Definition of Waqaf, Essential of Waqaf, Objects of Waqaf, Mutawali, who may be appointed Mutawali? Appointment of Mutawali.

#### **Recommended Books:**

Denning, lord. The discipline of Law London  
Posner Richard A. overcoming Law  
D.F. Mulla Principles of Mohammedan Law by Dr. M.A Mannan.  
Muslim Law & Jurisprudence by Dr. Liaquat Ali Khan Niazi.  
Islamic Law by Amna Bakhtiyar Malik.

### **ENG-238 Introduction to Philosophy**

#### **Course Description**

The course introduces undergraduate students to some of the main concerns in philosophy concentrating on the works of major thinkers such as Plato, Aristotle, Descartes, Hume, Kant, Hegel, Marx, Kierkegaard, Husserl, Sartre, Foucault, and Derrida, to name a few. The class discussions will center on broad philosophical concerns: the nature of philosophy, the nature and limits of human knowledge, the scope and limits of human freedom, the differences between right and wrong conduct, the nature of good life, and the meaning and the value of human existence. The students will thus be given introductory overview of different areas of philosophy beginning with Plato. The topics for discussion will include: Morality, Free Will, Metaphysics and Knowledge. The basic principles and methods of logical reasoning will be introduced and students will be given opportunity to participate actively in class discussions.

#### **Course Objectives**

- Understanding basic concepts of philosophy in the fields of metaphysics, axiology, and epistemology.
- Understanding of philosophical terms.

#### **Course Contents**

1. A review of the history of philosophy
2. A discussion on the major problems and methods of philosophy
3. Studying the work of at least ONE philosopher from each of the following groups:



Week	Topics
1	Introduction Definition of philosophy Literal and general Subject Matter, Nature, and Scope of philosophy
2-3	Branches of philosophy Metaphysics Branches of Metaphysics (Ontology, Cosmology, and philosophical psychology)
4-5	Epistemology Knowledge (Definition, Nature, Scope and condition of knowledge, Empiricism. Rationalism, institution theories of Truth)
6-7	logic Basic Logical concepts Deductive Reasoning vs. inductive Reasoning
8-9	Ethics Definition, Nature, and Scope Branches of Ethics (Normative Ethics and Applied Ethics Normative theories of truth)
10	Aesthetics Definition and Nature objectivity vs. subjectivity
11	Greek philosophical thought Schools of thought in philosophy.
12-13	Materialism (Mechanistic Materialism Dialectical Materialism and Naturalistic Humanism) Idealism (subjective idealism objective idealism and personal idealism)
14	Realism (Naïve Realism Representative realism, critical Realism Dogmatic and agnostic realism)
15-16	Pragmatism Existentialism Phenomenalism Analytic Tradition

### Recommended Books

- Copi, Irving M. and Carl Cohen, introduction to logic, 2009, An imprint of Pearson Education.
- Durant, Will. The story of philosophy, 1985, services Book club, Rawalpindi, Pakistan. National Book foundation, Islamabad, Pakistan.
- Stewart, David and Blocker, H. Gene. Fundamentals of philosophy, 2006, Pearson Education inc. Dorling Kindersley Pvt. Ltd, India
- Stace, W.T.C critical History of Greek philosophy, 2008, 5th Reprint, National Book foundation, Islamabad, Pakistan.
- Titus, Harold H. Living issues in philosophy (An introductory Text Book), 1964, 4th Edition, American Book company, USA

### ENG-239 Current Affairs

### Course Description



This is a discussion-based course that will provide students with an opportunity to explore broad and ever-changing arrays of social concerns and issues. As the student, you will be expected to do research on various topics and thoroughly explore all sides of the issues. The students need to consider a variety of opinions and perspectives on controversial and complex topics. Ultimately, they will have to take and defend a position. This subject requires extensive class participation and discussion. The intention of this Current Affairs course is to add relevance to past and current studies as well as to promote global awareness and create an educated citizenry.

### Course Objectives

To familiarize students with general knowledge of history, politics, and International Affairs, as deemed necessary to interpret current affairs.

### Course Contents

#### I. Pakistan's Domestic Affairs

- Political
- Economic
- Social

#### II. Pakistan's External Affairs

- Pakistan's relations with its Neighbours (India, China, Afghanistan, Russia)
- Pakistan's relations with the Muslim World (Iran, Saudi Arabia, Indonesia, Turkey)
- Pakistan's relations with the United States
- Pakistan's relations with Regional and International Organizations (UN, SAARC, ECO, OIC, WTO, CW)

#### III. Global Issues

- International Security
- International Political Economy
- Human Rights
- Environment: Global Warming, Kyoto Protocol, Copenhagen Accord
- Population: world population trends, world population policies
- Terrorism and Counter Terrorism
- Global Energy Politics
- Nuclear Proliferation and Nuclear Security
- Nuclear Politics in South Asia
- International Trade (Doha Development Round and Bali Package)
- Cooperation and Competition in Arabian Sea, Indian and Pacific Oceans.
- Millennium Development Goals, Current Status,
- Globalization
- Middle East Crisis

### Suggested Readings

1	Pakistan Foreign Policy 1947-2005: A Concise History, 2011	Abdul Sattar
2	Issue in Pakistan's Economy, 2010	Akbar S. Zaidi



3	Pakistan: A Hard Country, 2012	Anatol Lieven
4	Government & Politics in South Asia, 6th ed., 2009	Baxter, Malik, Kennedy & Oberst,
5	Introduction to International Political Economy, 2010	David Balaam & Bradford Dillman
6	International Organization (Second Edition) 2012	Volker Rittberger, Bernhard Zangl and Andress Kruck
7	The Age of Deception: Nuclear Diplomacy in Treacherous Times (2011)	Mohamed Elbaradei
8	International Relations, 2012	Joshua Goldstein
9	World Politics: Trends & Transformation, 2011	Kegley & Blanton
10	Pakistan Beyond the Crisis, 2011	Maleeha Lodhi
11	Globalization in Question, 2009	Paul Hirst
12	International Political Economy: Interests & Institutions in the Global Economy, 2010	Thomas Oatley
13	Politics and Change in the Middle East, 10th Ed., Pearson, 2012	Andersen, Seibert, and Wagner
14	The Management of Pakistan's economy 1947 to 1982	Ahmed, V., Rashid Ahmed





## SEMESTER-IV

### ENG-241 Human Rights & Citizenship

#### Course Description

This course deals with good citizenship values and human rights components. Although the course does not strictly or necessarily fall under the category of English curriculum and syllabi, the contents/ topics designed for this course must be studied and used by the teachers of English language and literature to offer a comparative study with the textbooks they use for their classes.

#### Course Objectives

- To promote human values, in particular religious tolerance for others
- To promote HR, those of the minorities and ethnic groups
- To develop a cross-cultural understanding, to recognize the value of difference
- To relate human progress through a sense of diversity, good citizenship & tolerance for social harmony.

#### Course Contents

- The Last address of the Holy Prophet (Peace be upon Him)
  - The United Nations Human Rights Charter.
- The above may be studied for the understanding of the following:
- What is Human Rights (HR)?
  - Evolution of the Concept of HR
  - Four Fundamentals in HR: freedom, equality, justice, and human dignity
  - Universal Declaration of HR
  - Three Key Principles in HR: inalienability, indivisibility, and universality
  - Are HR Universal? (debate/ discussion etc.)
  - HR in South Asia: Issues
  - Rights of Women
  - Rights of Children (debate/ discussion on child labour, etc.)

#### Recommended Readings

1. Dean, B. Joldoshalieva, R. & Sayani, F. (2006). Creating a Better World. Karachi, Pakistan: Aga Khan University, Institute for Educational Development.
2. Ed. Williams, Isabel. (2008). Teaching Human Rights through English Education. Karachi: Oxford University Press.

### ENG-242 English-IV: Reading and Writing

#### Course Description

This course introduces students to advanced level reading-writing and moves to intermediate level writing. It includes exercises which give students an opportunity to further improve upon their reading and subsequently compose short pieces/paragraphs about what they read.

By the end of the course, students will be able to read a given text, comprehend it, and write about it comprehensibly too.



### Course Contents

- Sentence Patterns
- Paragraph Writing
- Summaries
- Précis Writing
- Paraphrasing
- Essay Writing

### Recommended Reading

1. Jordan, R. R. *Academic Writing Course*. Essex: Pearson Education Limited, 1999.
2. Oshima, Alice & Ann Hogue. *Introduction to Academic Writing*. New York: Pearson Education Limited, 2007.
3. Conlin, Mary L. *Patterns Plus: A Short Prose Reader with Argumentation*. Boston: Houghton Mifflin Company, 1990.
4. Withrow, Jean. *Effective Writing*. Cambridge: Cambridge University Press, 2001.
5. Howe, D. H., T. A. Kirkpatrick & D. L. Kirkpatrick. *Oxford English for Undergraduates*. Karachi: Oxford University Press, 2004.
6. Bazerman, Charles. *The Informed Writer*. Boston: Houghton Mifflin Company, 1992.

## ENG-243 History of English Literature-II

### 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-244 Semantics

#### 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-245 Introduction to Sociological Theories

### Course Description

The course provides a review of classical sociological theorists to contemporary sociological thinking. It focuses on the content and utility of classical theories in terms of understanding social world. While the course provides a general history of sociological theory, the focus remains on examining how classical theories have provided the basis for a better understanding of the character and dynamics of societies around the world. The contents of the course also help understand the nature of contemporary sociological theories.

### Course Outline

1. Development of Sociological Theory
  - a. Theory and Knowledge
  - b. Difference between social thought and sociological theory
  - c. Process of Theorizing
  - d. Types of Sociological Theories
  - e. Inductive and Deductive
  - f. Process of theorizing
  - g. Fact, Propositions, and Laws
2. August Comte
  - a. Positivism
  - b. The law of Human Progress
3. Emile Durkheim
  - a. Rules of Sociological methods
  - b. Division of Labour
  - c. Social Solidarity
  - d. Theory of Religion
  - e. Theory of Suicide
4. W. G. Sumner
  - a. Folkways and Mores
  - b. Ingroup and outgroup
  - c. Basic motives
5. Karl Marx
  - a. Communist Manifesto
  - b. Socialism
  - c. Stages of Social Evolution
6. Herbert Spencer
  - a. The law of Social Evolution
  - b. Concept of Society
  - c. Laissez-faire
7. Max Weber
  - a. Sociology of Religion
  - b. Bureaucracy
  - c. Protestant Ethic and the Spirit of Capitalism

### Recommended Books



1. Farganis, James (2000). "Readings in Social Theory: The Classic Tradition to Post-Modernism (3rd Ed.)". Boston: McGraw Hill.
2. Kinloch, Graham C. (1977). "Sociological Theory: Its Development and Major Paradigms" New York: McGraw Hill.
3. Ritzer, George (2002). Sociological Theory (10th edition). New York: McGraw Hill.
4. Blalock, Hubert M. (1969) Theory Construction from Verbal to Mathematical Formulation (Ed). N.J.; Prentice Hall Inc.
5. Bronner, Stephen Erick (latest ed.) Critical Theory and Society-A Reader, London; Routledge and Kegan paul.
6. Cooley, C.H. (1962). Social Organization, New York: Scribner Books.
7. John, J. Macionis. 2004. Sociology, 10th edition. Hardcover
8. Ross, H. Laurence (1963). Perspectives on the Social Order, New York: McGrawHill Book Company, Inc.
9. Imasheff, N. and G.A. Theoderson, (1976) Sociological Theory: Its Nature and Growth, New York: Random House.

### **ENG-246 Introduction to International Relation**

#### **Objectives**

The course is designed to focus on the dynamics of International Relations, national interests, power factor and state behavior as a guide to understand the nature of real politick. The course will enable the students to analyze the basic approaches and fundamental concepts of International Relations.

#### **Course Outline**

- Introduction, Nature and Scope of International Relations
- Approaches to the Study of International Relations: a) Realism, neo realism b) Idealism (Liberalism) c) Behaviouralism
- Concept of Nationalism
- Modern State System and Sovereignty
- Doctrine of Power in International Relations: a) Elements of Power b) Balance of Power.
- National Interests in International Relations
- Concept of Diplomacy
- Huntington theory of Clash of civilization, Fukuyama theory of End of History

#### **Recommended Books**

1. Bruce Russett, Grasping the Democratic Peace: Principles for post Cold War World, Princeton, Princeton University Press, 1993.
2. Chris Brown, Understanding International Relations, London, Palgrave, 2005.
3. Hans J. Morgenthau, Politics Among Nations, New York, McGraw Hill, 1993.
4. J. Steans and L. Pettiford, International Relations: Perspectives and Themes, Harlow, Pearson Education Press, 2005.
5. James E. Dougherty and Robert L. Pfaltzraff Jr. Contending Theories of International Relations: Comprehensive Survey, Ed (New York), Harper and Row Publishers, 1981
6. John Baylis and Steve Smith, The Globalization of World Politics: An introduction to International Relations, Oxford University Press, London, 2005
7. John T. Rourke, International Politics on the World Stage, Boston, Boston University Press, 2004.
8. Joshua Goldstein, International Relations 9th edition
9. Karen A. Mingst, Essentials of International Relations, London, W.W. Norton & Company, 2004.
10. Robert Jervis and Art Robert, International Politics: Enduring Concepts and Contemporary Issues, New York, Addison Wesley, 2003.
11. Robert Jervis, Perception and Misperception in International Politics, Princeton, Princeton University Press, 1976.





## ENG-247 Islamic History & Culture-II

### Course Description

This is a general introductory course about Islamic history and culture. It will necessarily entail frequent references to the rise of Islamic civilization since the time of the Holy Prophet (PBUH) to the fall of Mughal Empire in the Subcontinent and the Ottoman Empire. Special emphasis may be given to Muslim contributions in the development of arts, crafts, sciences, medicine and particularly to the translations of Greco-Roman works of philosophy and literature; and how they contributed to the beginning of European Renaissance.

### Course Objectives

The course will focus on three aspects: the formative period of Islam; its medieval achievements; and its modern situation. Upon completion, students should be able to develop their own understanding of the Islamic history, culture, and religion.

### Course Contents

- Umayyad Dynasty in Spain
- Islam and Muslims in India
- Definition of Culture in Islam
- Foundations of Islamic culture
- Islamic art, civilization, culture, philosophy

### Suggested Readings

- Abdul Hakim Khalifa. Islamic Ideology
- Farid Esack, On Being a Muslim: Finding a Religious Path in the World Today
- Hitti, Philip K. The History of the Arabs
- Maududi. Syed Abul Ala. Why Islam?
- Mazhar-ul-Haq. History of Islam
- Nadvi. Abul Hassan. Pillars of Islam.
- Nadvi. Moeen Ud Din. Tareekh-e-Islam
- Nicholson. R. The History of the Arabs.
- Pickthall. M. M. The Cultural Side of Islam.
- Shustery, A. M. A. Outlines of Islamic Culture: historical and Cultural Aspect

## ENG-248 Pakistan Affairs

### Course Description

The aim of this course is to provide students with an opportunity to explore broad and ever-changing arrays of Pakistan affairs, concerns, and issues. The intention of this course is to add relevance to past and current studies as well as to create an educated citizenry.

### Course Contents

- Ideology of Pakistan – --definition and elucidation, historical aspects
- Land and people of Pakistan – -- Geography, Society, Natural resources, Agriculture, Industry, and education with reference to characteristics, trends, and problems.
- Pakistan and Changing Regional Apparatus
- Civil-Military Relations in Pakistan
- Economic Challenges in Pakistan
- Pakistan's Role in the Region
- Foreign Policy of Pakistan Post 9/11
- Evolution of Democratic System in Pakistan
- Pakistan's Energy Problems and their Effects





- The Prevailing Social Problems of Pakistan and the Strategies to Deal with Them, Poverty, Education, Health, and Sanitation.

### Suggested Readings

S.No.	Title	Author
1.	Federalism and Ethnic Conflict Regulation in India and Pakistan.	Adeney, Katharine. , New York: Palgrave Macmillan, 2007.
2.	Labor, Democratization and Development in India and Pakistan.	Candland, Christopher, New York: Routledge, 2007.
3.	Perception, Politics and Security in South Asia: The Compound Crisis in 1990.	Chari, P.R. at al, New York: Routledge, 2003.
4.	The Future of Pakistan.	Cohen Stephen P. et al. Washington: Brookings Institute Press, 2011.
5.	Frontline Pakistan: The Struggle with Militant Islam.	Hussian, Zahid. New York: I.B.Tauris, 2007.
6.	Modern South Asia: History, Culture, Political Economy.	Jalal, Aisha and Bose, Sugata. New York: Routledge, 1998.
7.	Democracy and Authoritarianism in South Asia.	Jalal, Aisha, Cambridge: CambridgeUniversity Press, 1995.
8.	Conflict Between India and Pakistan: an Encyclopedia.	Lyon, Peter. California: ABC-CLIO, 2008.
9.	Back to Pakistan: A Fifty Year Journey.	M**** Leslie Noyes. Plymouth: Rowman & Littlefield Publishers, 2011.
10.	Judging the State: Courts and Constitutional Politics in Pakistan.	Newberg, Paula R. CambridgeCambridge University Press, 1995.
11.	Pakistan: Manifest Destiny.	Qureshi, Atiff. London: Epic Press, 2009.
12.	Pakistan, America, and the Future of Global Jihad.	Riedel, Bruce. Deadly Embrace: Washington: Brookings Institute Press, 2011.



13.	Kashmir in Conflict: India, Pakistan and the Unending War.	Schofield, Victoria. New York: I.B.Tauria, 2003.
14.	Islamic Law and the Law of Armed Conflict: The Armed Conflict in Pakistan.	Shah, Niaz A. New York: Routledge, 2011.
15.	Making Sense of Pakistan.	Shaikh, Farzana. New York: Colombia University Press, 2009.
16.	A Brief History of Pakistan.	Wynbrandt, James. New York: Infobase Publishing, 2009.

### ENG-249 Geography of Pakistan

#### Objective

This course attempts to impart knowledge about the relationship between man and physical, socio-economic and cultural environment with special reference to Pakistan, including land, population, human settlements, resources and related human activities.

#### Course outline

- Introduction
- Geo-strategic position of Pakistan
  - o Location and Geographical significance
  - o Geo-political Importance
  - o Administrative setup
- Land and Physical Environment:
  - o Physiography
  - o Climate and climatic regions
  - o Hydrology o Soils and vegetation
- The People
  - o Population characteristics: structure, composition and distribution
  - o Population Change
  - o Urbanization
- Economy
  - o Agriculture (crops and livestock)
  - o Irrigation
  - o Power and mineral resources
  - o Industries
  - o Trade
  - o Tourism
- Transport and Communication
- Major challenges of Pakistan
  - o Water, power, security, and environmental issues

#### Recommended Books



Ahmad, K. S. (1978) Geography of Pakistan, Oxford University Press, Oxford. Burkey, J. S. (1991) Pakistan the continuing search for Nationhood, Western Press Oxford, UK. Davidson, A. P. & Ahmad, M. (2003) Privatization and the Crisis of Agricultural Extension: The Case of Pakistan, King's Soas Studies in Development Geography, Ashgate Publishing, New Delhi. Dichter, D. (1967) Geography of N-W.F.P, Oxford University Press, Oxford. Hameed, A. (1972) Study of the Middle Indus Basin, San Francisco State College, San Francisco. Johnson, B.L.C (198). Khan, F. K. (1991) Geography of Pakistan, Oxford University Press, Karachi Spate, O. H. K. (2004) India and Pakistan, Munshiram Mohoanlal Publications Pvt. Ltd., UK. Tayyeb, A. (1973) A Political Geography of Pakistan, Oxford University Press. Oxford.



## SEMESTER-V

### ENG-351 English-V: Academic Writing

#### Course Description

This course aims at inculcating proficiency in academic writing through research. It guides students to develop a well-argued and well documented academic paper with a clear thesis statement, critical thinking, argumentation, and synthesis of information. This course also teaches students how to use different systems of citations and bibliography. It allows students to become independent and efficient readers armed with appropriate skills and strategies for reading and comprehending texts at undergraduate level. Further, the course introduces the basics of the research to the undergraduate students. It includes language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. It is designed to assist students understand the difference between different forms of research writings like book, thesis, and research paper.

#### Course Objectives

To enable the students to:

- Improve literal understanding, interpretation & general assimilation, and integration of knowledge
- Write well organized academic texts including examination answers with topic/thesis statement and supporting details.
- develop an understanding of research terminology
- learn the steps involved in research process
- identify the components of a literature review process
- develop knowledge about different components of a synopsis and a research paper

#### Course Contents

##### *Writing Academic Texts:*

- I. Plan writing: identify audience, purpose and message (content)
- II. Collect information in various forms such as mind maps, tables, charts, lists
- III. Paragraph structure (topic sentence, supporting examples, transition sentence)
- IV. Write argumentative and descriptive forms of writing using different methods of developing ideas like listing, comparison, and contrast, cause and effect, for and against.
  - Write good topic and supporting sentences and effective conclusions
  - Use appropriate cohesive devices such as reference words and signal markers

##### *Grammar in Context*

- Phrase, clause, and sentence structure
- Combining sentences
- Paragraph structure (topic sentence, supporting examples, transition sentence)
- Basic rhetorical modes (narration, description, exposition)
- Writing process (pre-writing, writing, re-writing)

##### *Academic Texts*

- Letter Writing



- Personal Statement
- Assignment Writing
- Term Paper Writing
- Proposal Writing
- Thesis Writing

#### *Introduction to Research*

- The Wh-Questions of Research (What? Why? Who, Where? How?)
- Research process overview
- Research methods: Qualitative, Quantitative, Mixed method research
- Types of Qualitative and Quantitative research
- Thinking like a researcher: Understanding concepts, constructs, variables, and definitions
- Problems and Hypotheses: Defining the research problem, Formulation of the research hypotheses
- Reviewing literature
- Data collection
- Data processing and analysis
- Parts of a synopsis
- Research ethics and plagiarism
- Research paper formatting: MLA and APA

#### **Further Reading**

1. Evans, Virginia. *Successful Writing Proficiency*. Berkshire: Express Publishing, 2002.
2. Stott, Rebecca, Anna Snaith, & Rick Rylance. *Making Your Case*. Essex: Pearson Education Limited, 2001.
3. Lunsford, Andrea & Robert Connors. *The New St. Martin's Handbook*. Boston: St. Martin's Press, 1999.
4. Scheraga, Mona. *Practical English Writing Skills*. Illinois: Contemporary Publishing Group, 1999.
5. Withrow, Jean. *Effective Writing*. Cambridge: Cambridge University Press, 2001.
6. Coe, Norman, Robin Rycroft, & Pauline Ernest. *Writing Skills*. Cambridge: Cambridge University Press, 2005.
7. Turabian, Kate L. A. *Manual for Writers of Term Papers, Theses, and Dissertations*. 6<sup>th</sup> Edition. Chicago: The University of Chicago Press, 1996.
8. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 5<sup>th</sup> Edition. New York: The Modern Language Association of America, 1999.
9. *Publication Manual of the American Psychological Association*. Revised Edition. The University of California: The Association, 1967.

### **ENG-352 Literary Criticism**

#### **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 Matthew 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 (394-322 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* (1880)
- *Function of Criticism at the Present Time* (1865)
- 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 (Theory and

Criticism, New York: Longman Publishers, 1996





## ENG-353 The Pre-Romantic Experience

### 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
- Andrew Marvell (1621-1678)
  - i. To his Coy Mistress
- 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

#### 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

#### 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

### 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

- Neurolinguistics and Psycholinguistics
- First Language Acquisition
- Language and Mind
- The Psychology of Learning
- Bilingualism and Psycholinguistics

### 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.



## SEMESTER-VI

### ENG-361 Literary Criticism and Theory

#### 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 20<sup>th</sup> 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*. 2<sup>nd</sup> Edition. New Jersey: Wiley-Blackwell, 1996.
2. Barry, Peter. *Beginning Theory: An Introduction to Literary and Cultural Theory*. 3<sup>rd</sup> Edition. Manchester: Manchester University Press, 2009.





## ENG-362 The Elizabethan Drama

### 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, 3<sup>rd</sup> series. New York: Bloomsbury, 2009.
2. Shakespeare, William. *Twelfth Night*. David Daniell. Ed. Arden Shakespeare, 3<sup>rd</sup> 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

### 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
  - iii. The Ancient Mariner (extracts)
- 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

### 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.

## ENG-364 Sociolinguistics

### 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

### 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

#### 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

#### 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

#### 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*

**Sonnets:** 18, 23, 29, 44, 60

### Recommended Reading

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

## ENG-473 American Literature

### 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

#### 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"

#### Short Stories:

O. Henry: - "The Gift of the Magi"

Kate Chopin: - "The Story of an Hour"

#### Novels:

- Nathaniel Hawthorne (1804-1864): *The Scarlet Letter*
- Mark Twain (1835-1910): *The Adventures of Huckleberry Finn*

#### Drama

- Arthur Miller: *All My Sons*



### 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

#### 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

##### Poetry

- Daud Kamal: "An Ode to Death", "Reproductions"
- Zulfikar 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)

##### Short Stories

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

##### Novels



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

#### 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. 2<sup>nd</sup> 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

#### 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.



## SEMESTER-VIII

### ENG-481 Post-Shakespeare Dramatic Experience

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

### ENG-482 Stylistics

#### 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:
    - o Magazine
    - o Newspaper
    - o Song
    - o Speech
    - o 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

#### Course Description

This course is a gateway to the field 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. (1 986). 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 leaching. Cambridge: CUP.



## ENG-484 World Literature in English

### 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:

- Sarojini Naidu (1879-1949): –Street Cries
- Vicente Aleixandre (1898-1984): –On the Way to School
- Pablo Neruda (1904-1973): –The Horses
- Imtiaz Ahmad Sahibzada (1936-): –Ghani Khan’s Translations"Love and Beauty" and Heaven and World
- Fariduddin Attar:- The Conference of Birds

#### Short Stories:

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

#### Novels/Novellas:

- Earnest Hemmingway (1899-1961): –*The Old Man and the Sea*
- Paulo Coelho (1947-): *The Alchemist*
- Elif Shafak (1971-): *The Bastard of Istanbul*

### 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: 19<sup>th</sup> and 20<sup>th</sup> 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.

#### **ENG-488 Viva**

A viva, in case of thesis, is an academic interview at which your examiners will be looking for an understanding of the subject matter of your thesis, an appreciation of its significance to established knowledge in the field, and an awareness of the breadth of the subject area. While in case of extra subject, a viva is an academic interview at which your examiners will be looking for the overall understanding of the program.

The objective of comprehensive viva-voce is to assess the overall knowledge of the student in the relevant field of English acquired over 4 years of BS English program. The viva shall normally cover the subjects taught in all the semesters of BS English Program.

#### **ENG-489 Research Report**

##### **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 five 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

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