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## **Course Contents for Subjects with Code: ENG**

This document only contains details of courses having code **ENG**.



Code	Subject Title	Cr. Hrs	Semester
ENG-101	Introduction to Literature-I (History of English Literature-I)	3	I
Year	Discipline		
1	English		

**Aims:**

One of the objectives of this course is to inform the readers about the influence of historical and socio-cultural events upon the production of literature. Although the scope of the course is quite expansive, the readers shall focus on early 14<sup>th</sup> to 19<sup>th</sup> century. Histories of literature written by some British literary historians will be consulted to form some socio-cultural and political cross connections. In its broader spectrum, the course covers a reference to the multiple factors from economic theories to religious, philosophical and metaphysical debates that overlap in these literary works of diverse nature and time periods under multiple contexts. The reading of literature in this way i.e. within the socio-cultural context will help the readers become aware of the fact that literary works are basically a referential product of the practice that goes back to continuous interdisciplinary interaction.

**Contents:**

- The Medieval Age
- The Age of Renaissance and Reformation
- The Elizabethan Age
- The Age of Milton
- The Age of Metaphysical and the Cavalier Poets
- The Age of Reason and Neo-Classicism
- The Age of Restoration Drama
- The Augustan Age
- The Age of Rise of Novel
- The Age of Romanticism

**Recommended Readings:**

1. Long, William J. *English Literature: Its History and Significance for the life of English Speaking world*. Boston: Athenian Press, 1909.
2. Evans, Ifor. *A Short History of English Literature*. London: Penguin, 1976.
3. Ford, Boris. *The New Pelican Guide to English Literature*. Vol. 1-9. London: Penguin, 1990.
4. Compton-Rickett, A. *A History of English Literature*. Latest Edition. London: Thomas-Nelson & Sales, 1940.
5. Gillie, C. *Longman. Companion to English Literature*. 2<sup>nd</sup> ed. London: Longman, 1977.
6. Dachies, David. *A Critical History of English Literature*. Vol. 1-4. London: Secker & Warburg, 1961.



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7. Sanders, Andrew. *The Short Oxford History of English Literature*. USA: Oxford University Press, 2002.

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**

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Code	Subject Title	Cr. Hrs	Semester
ENG-102	Introduction to Linguistics-I	3	I
Year	Discipline		
1	English		

**Aims:**

To introduce students to the basic concepts in Linguistics and language study

**Contents:****Basic Terms and Concepts in Linguistics**

- What is language (e.g. design features, nature and functions of language)?
- What is linguistics (e.g. diachronic/synchronic; paradigmatic/syntagmatic relations)?

**Elements of Language**

- Phonology (Sounds of English)
- Morphology (Word forms & structures)
- Syntax (Sentence structures)
- Semantics (Meanings)

**Recommended Readings:**

1. Aitchison, J. *Linguistics (Teach Yourself Books)*. Lincolnwood, Ill.: NTC Pub Group, 1992.
2. Demers, Richard A., and Ann Kathleen Farmer. *A Linguistics Workbook*. Cambridge, Mass.: MIT, 1986.
3. Finch, Geoffrey. *How to Study Linguistics: A Guide to Understanding Language*. 2nd ed. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2003.
4. Fromkin, V. A; Rodman, R. and Hymas, M. *Introduction to Language*. 6<sup>th</sup> Ed. New York: Heinley, 2002.
5. Radford, Andrew. *Linguistics: An Introduction*. Cambridge: Cambridge UP, 1999.
6. Todd, Loreto. *An Introduction to Linguistics*. Burnt Mill, Harlow, Essex, England: Longman, 1987.
7. Yule, George. *The Study of Language: An Introduction*. Cambridgeshire: Cambridge UP, 1985.

**Note:** The concepts listed in the syllabus contents may be acquired from sources other than those recommended.



Code	Subject Title	Cr. Hrs	Semester
ENG-103	Introduction to Literature-II (Poetry and One Act Plays)	3	II
Year	Discipline		
1	English		

**Aims:**

This course introduces various forms and styles of the genre of poetry either written or translated in English or translated. Irrespective of any chronological or historical development or the hierarchy of major and minor or continental and local or classical and popular, the main purpose of these readings is to highlight the variety of poetry worldwide and its possible inter-connection. The readers will find here a combination of elegy, ode, lyric, ballad, free verse, and many other types. In a way the variety of the poetic expression informs about the sub-generic elements of verse. There is lot of scope for further analysis and research into the secrets of versification such as tone and mood, meter, rhythm, rhyme, and such technical details. Above all the function of this course is to aesthetically enrich the readers with various mechanisms of musicality through words placed in poetic order. For some background help, the teachers may introduce a diversity of poetic expression and also consult any reference book detailing the fundamentals of poetry. As far as the aim of introducing one act and other plays is concerned, it is to familiarize the readers with fundamentals of drama i.e. character, plot, setting, dialogue. It would prepare them for a mature understanding of drama as a popular genre in literature.

**1. Poetry****Sonnet**

- Milton On His Blindness
- Robert Frost The Silken Tent

**Song**

- Christina Rossetti When I am Dead my Dearest
- John Donne Go and Catch a Falling Star

**Dramatic Monologue**

- Robert Browning My Last Duchess
- Alfred Tennyson Ulysses

**Elegy**

- Thomas Gray Elegy Written in a Country Churchyard
- Dylan Thomas A Refusal to Mourn the Death, by Fire, of a Child in London
- Elizabeth Jennings For a Child Born Dead

**Ballad**

- John Keats La Belle Dame Sans Merci
- W. H. Auden O What Is That Sound

**Ode**

- Percy B. Shelley Ode to the West Wind
- John Keats Ode to Autumn
- Fleur Adcock For Heidi with Blue Hair



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**Free Verse**

- William Carlos Williams      Red Wheel Barrow

**Epic**

- John Milton      Paradise Lost (Lines 1-125)
- Alexander Pope      Rape of the Lock (Canto-I)

**Recommended Readings:**

1. Abbs, P. & Richardson, J. *The Forms of Poetry*. Cambridge: Cambridge UP, 1995.
2. Barnet, Sylvan. *A Short Guide to Writing about Literature*. 7<sup>th</sup> Ed. New York: Harper and Collins, 1996.
3. Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge and Kegan Paul, 1977.
4. Kennedy, X. J. Gioia, D. *An Introduction to Poetry*. 8<sup>th</sup> Ed. New York: Harper Collins College Publishers, 1994.

**2. Drama**

- Lady Gregory      The Rising of the Moon
- Edward Albee      The Sandbox

**Recommended Readings:**

1. Cassady, Marsh. *An Introduction to Modern One-Act Plays*. USA: McGrawHill/Contemporary, 1991.
2. Litz, A. Walton, Menand, Louis and Rainey, Lawrence, ed. *The Cambridge History of Literary Criticism, Vol. 7: Modernism and the New Criticism*. United Kingdom: Cambridge University Press, 2006.
3. Chakraborty, Bhaktibenode. *Anton Chekov, The Crusader For A Better World*. India: K.P. Bagchi & Co, 1990.
4. Kopper, Edward A. *Lady Gregory: A Review of the Criticism*. Modern Irish Literature Monograph Series. Ireland: E.A. Kopper, Jr., 1991.
5. Schrank, Bernice and Demastes, William W, ed. *Irish Playwrights, 1880-1995: A Research and Production Sourcebook*. London: Greenwood Press, 1997.
6. Zinman, Toby. *Edward Albee (Michigan Modern Dramatists)*. U S A : University of Michigan Press, 2008.
7. Roudane, M a t t h e w C . *Understanding Edward Albee (Understanding Contemporary American Literature)* USA: University of South Carolina Press, 1987.
8. Bottoms, Stephen. *The Cambridge Companion to Edward Albee. (Cambridge Companions to Literature)*. United Kingdom: Cambridge University Press, 2005.
9. Manheim, Michael. *The Cambridge Companion to Eugene O'Neill (Cambridge Companions to Literature)*. United Kingdom: Cambridge University Press, 1998.

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**

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Code	Subject Title	Cr. Hrs	Semester
ENG-104	Introduction to Linguistics-II	3	II
Year	Discipline		
1	English		

**Aims:**

To introduce the students to:

- Major schools and movements in Linguistics
- Use of language in communication

**Contents:**

- Scope of Linguistics: An Introduction to Major Branches of Linguistics
- Schools of Linguistics (Mentalism, Behaviorism, Generativism, Structuralism, Functionalism)
- Discourse Analysis (Difference between Spoken and Written discourse, conversational structure, coherence/cohesion)
- Stylistic variation

**Recommended Readings:**

1. Akmajian, A, Demers, R. A, Farmer, A. K. and Harnish, R. M. *An Introduction to Language and Communication*. 4th Ed. Massachusetts: MIT, 2001.
2. Coulthard, Malcolm. *An Introduction to Discourse Analysis*. New Ed. London: Longman, 1985.
3. Crystal, D. *The Encyclopedia of Language*. Cambridge: CUP, 1997.
4. Fromkin, V. A, Rodman, R. and Hymas, M. *Introduction to Language*. 6th Ed. New York: Heinley, 2002.
5. Chapman, Siobhan, Christopher. *Key Ideas in Linguistics and Philosophy of Language*. Routledge Ed. Edinburgh: Edinburgh University Press, 2009.
6. Leech, Geoffery, Margaret Deuchar, and Robert Hoogenraad. *English Grammar for Today. A New Introduction*. New York: Palgrave. 2006. (Chapter: 1, 8 and 10. Pp. 6- 10,133-170).
7. Leech, N. Geoffery. *A Linguistic Guide to English Poetry*. Hong Kong: Longman, 1987. (pp 42-52).
8. Lyons, John. *Language and Linguistic: An Introduction*. Cambridge: Cambridge University Press 1981. (Chapter 7).
9. Radford, Andrew, Martin Atkinson, David Britain, Herald Clashen, Andrew Spenser. *Linguistics: An Introduction*. Melbourne: Cambridge University Press. 1999. (Chapter: 4, 16 and 22).

**Note:** The concepts listed in the syllabus contents may be acquired from sources other than those recommended.



Code	Subject Title	Cr. Hrs	Semester
ENG-111	English-I (Language in Use)	3	I
Year	Discipline		
1	Botany, Zoology, Mathematics-I,II, Statistics-I,II,III, Chemistry-I,II, Applied Psychology, Business Administration, Commerce, Economics, English, Sociology & Sociocultural Studies, Social Work, Political Science, Physics, Mass Communication, Islamic Education, History, Education (Elementary), Education (Secondary), Urdu		

### Basics of Grammar I

#### Recommended Reading:

Eastwood, John. *Oxford Practice Grammar*. UK: Oxford University Press, 1992.

- Unit No. 76, 77,78,79,80,81,82,83,84,85,86,87,88,89,90. (ARTICLES)
- Unit No. 98, 99, 100, 101, 102 103. (PRONOUNS)
- Unit No. 104, 105, 106, 107, 110, 111, 112. (ADJECTIVES AND ADVERBS)
- Unit No. 118, 119, 120, 121, 122, 123, 124, 125, 126, 127. (PREPOSITIONS)
- Unit No. 150, 151, 152, 153. (LINKING WORDS)
- Appendix 3 Page No. 372

### Reading Comprehension and Summarizing Skills

#### Recommended Reading:

Ellison, Peter and Gould, Mike. *Focus on Comprehension*. Volume 4. Singapore: Learner's Publishing Pte, 2009.

- Section 1: Unit No. 1.
- Section 2: Unit No. 2, 3, 4, 5. Practice Unit 1.
- Section 3: Unit No. 6, 7, 8, 9, 10, 11. Practice Unit 2.

### Paragraph Writing I

The students are required to know basics of Paragraph Writing with an emphasis on Topic sentences and Supporting sentences and a possible Concluding sentence. (Word Limit Up to 120 words)

#### Recommended Reading:

Arnaudet, Martin L. and Barrett, MaryEllen. *Paragraph Development: A Guide for Students of English as a Second Language*. Prentice-Hall, Englewood Cliff, N.J. 1981 (Page 1 -32).

### Listening and Speaking Skills

This unit will lead up to the teaching and evaluation of "Oral Presentation Skills" in the following semesters also.

#### Recommended Reading:

Eastwood, John. *Oxford Practice Grammar*. UK: Oxford University Press, 1992.

- Unit No. 34, 35, 36, 38, 39.

### Vocabulary Building Skills

GAT HIGH FREQUENCY WORDS (GAT Word List) Page No. 143-152

#### Recommended Reading:





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Idrees, Muhammad. *Guide for GAT General Test. SMART BRAIN. GRE (General, Local)* 2010-2011 Ed. Lahore: Dogar Brother Publishers, 2010.

**Note: The concepts listed in the syllabus contents may be acquired from sources other than those recommended.**



Code	Subject Title	Cr. Hrs	Semester
ENG-112	English-II (Academic Reading and Writing)	3	II
Year	Discipline		
1	Botany, Zoology, Mathematics-I,II, Statistics-I,II,III, Chemistry-I,II, Applied Psychology, Business Administration, Commerce, Economics, English, Sociology & Sociocultural Studies, Social Work, Political Science, Physics, Mass Communication, Islamic Education, History, Education (Elementary), Education (Secondary), Urdu		

### Basics of Grammar II

#### Recommended Reading:

Eastwood, John. *Oxford Practice Grammar*. UK: Oxford University Press, 1992.

- Unit No. 4, 5, 8, 9, 11, 12, 13, 16, 18, 20, 22, 23, 24, 26, 28, 29, 30 (Tenses)
- Unit No. 128, 129, 130, 131 (Phrasal Verbs).

### Reading and Critical Thinking

#### Recommended Reading:

Ellison, Peter and Gould, Mike. *Focus on Comprehension*. Volume 4. Singapore: Learner's Publishing Pte, 2009.

- Section 4: Unit No. 12, 13, 14, 15. Practice Unit 3.
- Section 5: Unit No 16, 17, 18.
- Section 6: Unit No. 19. Practice Unit 4.

### Paragraph Writing II

The students are required to know basics of Paragraph Writing with an emphasis on Topic sentences and Supporting sentences and a possible Concluding sentences. (Word Limit Up to 120 words)

#### Recommended Reading:

Arnaudet, Martin L. and Barrett, MaryEllen. *Paragraph Development: A Guide for Students of English as a Second Language*. Prentice-Hall, Englewood Cliff, N.J. 1981. (Page 179-185).

### Study Skills

The students are expected to be proficient in Reading Skills like Skimming, Scanning, Speed Reading and avoiding Faulty Reading Habits.

#### Recommended Reading:

Aziz, Nadeem. *English Language Communication Skills for B.Ed*. Pakistan: Majeed Book Publishers, (Page 139-159).

### Vocabulary Building Skills

WORD ROOT METHOD Unit 1-6. Page No. 88-103.

#### Recommended Reading:

Idrees, Muhammad. *Guide for GAT General Test. SMART BRAIN. GRE (General, Local)* 2010-2011 Ed.Lahore: Dogar Brother Publishers, 2010.



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Code	Subject Title	Cr. Hrs	Semester
ENG-201	English-III (Advance Communication Skills)	3	III
Year	Discipline		
2	English		

**Aims:**

To enable the students to meet their real life communication needs

**Contents:**

- Oral presentation skills (prepared and unprepared talks)
- Preparing for interviews (scholarship, job, placement for internship, etc.)
- Writing formal letters
- Writing different kinds of applications (leave, job, complaint, etc.)
- Preparing a Curriculum Vitae (CV), (bio-data) etc.
- Writing short reports

**Recommended Readings:**

1. Kaye, Ellen, K. *Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top*. NewYork: Crown Publishing Group, 2002.
2. Owen, Hargie. ed. *Hand Book of Communications Skills*. Sussex: Routledge, 2006.
3. Mandel, Steve. *Effective Presentation Skills: A Practical Guide For Better Speaking (Fifty Minute Series)*. USA: Crisp Publication, 1999.
4. Powell, Mark. *Presenting in English*. Butch: Language Teaching Publications) USA: Thomson Heinle, 2003.



Code	Subject Title	Cr. Hrs	Semester
ENG-202	Introduction to Literature-III (Fiction & Non Fiction)	3	III
Year	Discipline		
2	English		

**Aims:**

The objective of this course is to introduce the readers to fiction and prose. However, instead of introducing full length texts of the novel, the readers would be required to do selected extracts from the novels mentioned in the reading list below. It will prepare them for the reading of full length texts of novels with an understanding of the elements of the novel such as plot, character, vision etc. The aim behind the selection of prose texts is to make the readers understand distinct features of prose. The course will also help the students in providing them with first class models of essays to improve their writing skills

**A. Short Stories:**

- Oscar Wilde                      The Nightingale and the Rose
- O' Henry                            After Twenty Years
- Nadine Gordimer                Once Upon a Time
- Guy de Maupassant            The String
- D. H. Lawrence                 The Fox
- Issac Asimov                     True Love
- James Joyce                      Araby
- Rudyard Kipling                The Man Who Would Be King
- Flannery O'Connor            Everything that Rises Must Sink
- Kate Chopin                      The Story of an Hour

**B. Extracts From Novels:**

- George Eliot                      The Mill on the Floss.            (Book Four: Chapter )1
- T. Hardy                            The Mayor of Casterbridge. (Chapter 26)
- Ernest Hemingway              A Farewell to Arms.            (Book One: Chapter 1  
Book Two: Chapter 19).

**Recommended Readings:**

1. Baym, Nina. *The Norton Anthology of American Lit.* Vol. D. USA: W. W. Norton & Company, 2002.
2. Martin, Brian. *Macmillan Anthology of Eng Lit.* Vol. 4. USA: Macmillan Pub Co. 1989.
3. Forster, E.M. *Aspects of the Novel.* Harvest Books.1956.
4. Bloom, Harold. *George Eliot's The Mill on the Floss (Bloom's Modern Critical Interpretations).* USA: Chelsea House Pub. 1988.
5. Michie, Elsie B. *Charlotte Bronte's Jane Eyre: A Casebook (Casebooks in Criticism).* USA: Oxford University Press, 2006.
6. Bloom, Harold. *John Steinbeck's The Grapes of Wrath (Bloom's Guides).* USA: Chelsea House Publications. 2005.
7. Gioia, Dana and Gwynn, R. S. *The Art of the Short Story.* England: Longman, 2005.
8. Brown, Julia Prewitt. *Cosmopolitan Criticism: Oscar Wilde's*





Code	Subject Title	Cr. Hrs	Semester
ENG-203	Introduction to Linguistics-III (Phonetics and English Phonology)	3	III
Year	Discipline		
2	English		

**Aims:**

To provide students with descriptive, analytical and applied knowledge about the sound system of English and varieties of English.

**Contents:****A) Introduction**

- Stages in the production of speech
- Speech organs
- Manner of articulation

**B) Segmental Phonology**

- i. Phonemes and allophones
  - Consonants
  - Vowels
  - Diphthongs and triphthongs
- ii. Syllable and syllabic structure
  - Consonant clusters
  - Syllable
  - Word stress: nouns, verbs, and adjectives

**C) Suprasegmental Phonology**

- i. Sounds in connected speech
  - Weak forms
  - Assimilation, elision and liaison

**D) Contrastive Phonology**

Teaching of pronunciation

**Recommended Readings:**

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

**Note:** The concepts listed in the syllabus contents may be acquired from sources other than those recommended.



Code	Subject Title	Cr. Hrs	Semester
ENG-204	English-IV (Advance Academic Reading and Writing)	3	IV
Year	Discipline		
2	English		

**Aims:**

To enable the students to:

- Read academic text critically.
- Write well organized academic text e.g. assignments, examination answers etc.
- Write narrative, descriptive, argumentative essays and reports (assignments).

**Contents:**1) **Critical Reading**

Advanced reading skills and strategies building on Foundations of English I & II courses in semesters I and II of a range of text types e.g. description, argumentation, comparison and contrast.

2) **Advanced Academic Writing**

Advanced writing skills and strategies building on English I & II in semesters I and II:

- Writing summaries of articles.
- Report writing.
- Analysis and synthesis of academic material in writing.
- Presenting an argument in assignments/term-papers and examination answers.

**Recommended Readings:**

1. Aaron, Jane E. *The Compact Reader*. New York: Bedford, 2003.
2. Axelrod, R. B and Cooper, C.R. *Reading Critical Writing Well: A Reader and Guide*. New York: St. Martin's Press, 1987.
3. Barnet, S. and Bedau, H. *Critical Thinking, Reading and Writing: A Brief Guide to Writing*. 6<sup>th</sup> Ed. Boston: Bedford/ St. Martin's, 2011.
4. Behrens & Rosen. *Reading and Writing Across the Curriculum*. 2<sup>nd</sup> Ed. Boston: Little, Brown, 1985.
5. Gardner, P. S. *New Directions: Reading, Writing and Critical Thinking*. New York: Cambridge University Press, 2005.
6. George, D. and Trimbur, J. 2006. *Reading Culture: Context for Critical Reading and Writing*. 6th Ed. New York: Longman, 2009.
7. Goatly, A. 2000. *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis, 2000.
8. Grellet, F., *Writing for Advanced Learners of English*. Cambridge: CUP, 1996.
9. Jordan, K. M. and Plakans, L. *Reading and Writing for Academic Success*. Ann Arbor: University of Michigan Press, 2003.
10. Jordon, R. R. *Academic Writing Course*. Harlow: Longman, 1999.
11. Smith, L. C. *Issues for Today: An Effective Reading Skills Text*. New York: Newbury House Pub., 1990.
12. Withrow, J., *Effective Writing*. Cambridge: CUP, 1987.





Code	Subject Title	Cr. Hrs	Semester
ENG-205	Introduction to Literature-IV (History of Literature-II)	3	IV
Year	Discipline		
2	English		

**Aims:**

This course will focus on some of the major literary movements of the twentieth century. The spirit of course should be taken as an extension of the previous history course. The students are required to go through the history of modern literature with a perspective to explore overlapping major literary trends and traditions of the time. For example, at its core, the course will explore the changing forms of Realism as a literary requirement during the twentieth century. It will explore some of the divergent offshoots of Realism like Naturalism, Symbolism, Existentialism, Absurdism, Surrealism, and others. By its extension, it will be very challenging for the teachers to tackle controversial debates such as seeing modern and twentieth century Romanticism as types of Realism. This course on the one hand supplements historical survey while on the other it offers an exposure to forms of Modern drama, fiction, and poetry, the courses to be offered in the coming semesters.

**Contents:**

- Realism
- Naturalism
- Symbolism
- Modernism
- Existentialism
- Absurdism
- Surrealism
- Formalism
- Structuralism / Poststructuralism
- Post Modernism (New Historicism, Feminist Literary Theory).

**Recommended Readings:**

1. Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge, 1989. (For Postcolonial Theory)
2. Belsey, Catherine. *Critical Practice*. London: Routledge, 1980. (For Marxist and Russian Formalist Theory)
3. Benvensite, Emile. *Problems in General Linguistics*. Miami: Miami UP, 1971. (For Linguistic, Structural, and Poststructuralist Theories)
4. Culler, Jonathan. *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge, 1981. (For Reader-oriented Theory)
5. Docherty, Thomas. Ed. *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf, 1992. (For Postmodern Theory)
6. Eagleton, Mary. Ed. *Feminist Literary Criticism*. London: Longman, 1991.
7. Eliot, T. S. *Selected Essays*. London: Faber, 1965. (For New Criticism, Moral Formalism, and F. R. Leavis).
8. Lodge, David. Ed. *Twentieth Century Literary Criticism*. London: Longman, 1972. (For Introduction)
9. Vincent B. Leitch (General Editor). *The Norton Anthology of Theory and Criticism*.



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New York & London: W. W. Norton and Company, 2001 (or later editions).  
(For all the various approaches, and topic and author wise selections)

10. Wright, Elizabeth. *Psychoanalytic Criticism: Theory in Practice*. London: 1984. (For Psycho-analytic Theory).

**Note: The concepts listed in the syllabus contents may be acquired from sources other than those recommended.**

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Code	Subject Title	Cr. Hrs	Semester
ENG-206	Introduction to Linguistics-IV	3	IV
Year	Discipline		
2	English		

**Aims:**

To introduce the students to:

- The internal structure of words.
- The theory and practice of the structural grammar of the English Language.
- The process by which a detailed analysis of English Morphemes may be conducted.

**Contents:**

- Morphemes
- Types of Morpheme
- Morphemic analysis
- Morphological productivity
- Phrases and its types
- Clauses
- Sentences
- Types of sentences
- The Negative Transformation
- The Passive Transformation
- The Wh-Transformation
- Word order Transformations
- Agreement, case and movement
- Syntactic analysis
- Morpho-syntactic analysis

**Recommended Readings:**

1. Aronoff, Mark, and Kirsten Anne Fudeman. *What Is Morphology?* Malden, MA: Blackwell Pub., 2005.
2. Booij, G. E. *The Grammar of Words an Introduction to Linguistic Morphology*. 2nd ed. Oxford: Oxford UP, 2007.
3. Culicover, Peter W., and Ray Jackendoff. *Simpler Syntax*. Oxford: Oxford UP, 2005.
4. Kempson, Ruth M., and Wilfried Viol. *Dynamic Syntax: The Flow of Language Understanding*. Oxford [England: Blackwell, 2001.
5. Katamba, Francis. *Morphology: Its Relation to Semantics and the Lexicon*. London [u.a.: Routledge, 2004.
6. Matthews, H. P. *Morphology*. 2<sup>nd</sup> ed. Cambridge: Cambridge University Press, 1991.
7. Radford, A. *English Syntax: an Introduction*. Cambridge: CUP, 2004.
8. Spencer, Andrew. *Morphological Theory: An Introduction to Word Structure in Generative Grammar*. Oxford, UK: Basil Blackwell, 1991.
9. Spencer, Andrew. *The Handbook of Morphology*. Oxford, UK: Blackwell, 1998.

**Note:** The concepts listed in the syllabus contents may be acquired from sources other than those recommended.



Code	Subject Title	Cr. Hrs	Semester
ENG-211	English-III (Communication Skills)	3	III
Year	Discipline		
2	Botany, Zoology, Mathematics-I,II, Statistics-I,II,III, Chemistry-I,II, Applied Psychology, Economics, Sociology & Sociocultural Studies, Social Work, Political Science, Physics, Mass Communication, Islamic Education, History, Education (Secondary), Urdu, Education (Elementary)		

### Formal Letters

The students are expected to be proficient in formal letter writing like Letters to the editor, public officials (WAPDA, WASA etc.)

### Advanced Reading and Comprehension I

The students are required to read the given prose critically and answer the questions.

#### Recommended Reading:

Rise. B. Axelrod. and Cooper, Charles R. *The St. Martin's Guide to Writing* New York: St. Martin's Press, 1985.

(Page 18-19, 26-34, 49-55, 66-67, 77-80, 88-94, 104-105, 110-115, 129-137).

### Oral Presentations

The students must be taught strategies for oral presentations. This will prepare them for formal presentations. In order to make them proficient, the teacher should assign them presentations in class.

#### Recommended Reading:

Murphy, Herta A. *Effective Business Communication*. 7<sup>th</sup> Ed. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2009. (Page 384-399).

### Connected Paragraph Writing and Picture Description

The students are required to practice paragraph writing with an emphasis on Topic sentence and Supporting sentences. The students are supposed to write **at least 3** connected paragraphs on a single theme (word limit: 350 words). The students are required to learn how to analyze and describe pictures in correct English.

#### Recommended Reading:

Arnaudet, Martin L. and Barrett, Mary Ellen. *Paragraph Development: A Guide for Students of English as a Second Language*. Prentice-Hall, Englewood Cliff, N.J, 1981. (Page 179-185).

### Vocabulary Building Skills

WORD ROOT METHOD Unit 7-11. Page No. 103-116.

#### Recommended Reading:

Idrees, Muhammad. *Guide for GAT General Test. Smart Brain GRE (General, Local)*. 2010-2011 ed. Lahore: Dogar Brother Publishers, 2010.



Code	Subject Title	Cr. Hrs	Semester
ENG-212	English-IV (English for Practical Aims)	3	IV
Year	Discipline		
2	Botany, Zoology, Mathematics-I,II, Statistics-I,II,III, Chemistry-I,II, Applied Psychology, Economics, Social Work, Political Science, Physics, Mass Communication, Islamic Education, History, Education (Secondary), Urdu, Education (Elementary)		

### Professional Correspondence

- CV and covering letter.
- Follow up messages after the job interview.

#### Recommended Reading:

Murphy, Herta A. *Effective Business Communication*. 7<sup>th</sup> Ed. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2009 (Page 504-529, 540-548).

### Advanced Reading and Comprehension II

The students are required to read the given prose critically and answer the questions.

#### Recommended Reading:

(Rise. B. Axelrod. and Cooper, Charles R. *The St. Martin's Guide to Writing* New York: St. Martin's Press, 1985. Page 146-147, 152-155, 158-172).

### Job Interviews

The students should learn to handle job interviews through “mock interviews”.

#### Recommended Reading:

Murphy, Herta A. *Effective Business Communication*. 7<sup>th</sup> Ed. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2009. (Page 539-539).

### Essay Writing

The students should be able to compose essays of 4 to 6 paragraphs relying on what they have learnt in the previous semesters about paragraph writing. (Word Limit about 500 words).

### Vocabulary Building Skills

WORD ROOT METHOD Unit 12-17. Page No. 116-131.

#### Recommended Reading:

Idrees, Muhammad. *Guide for GAT General Test. Smart Brain GRE (General, Local)*. 2010 -2011 ed. Lahore: Dogar Brother Publishers, 2010.



Code	Subject Title	Cr. Hrs	Semester
ENG-221	English-III (Business Communication-I)	3	III
Year	Discipline		
2	Business Administration, Commerce		

### Introduction to Business Communication

#### Recommended Reading:

Murphy, Herta A. *Effective Business Communication*. 7<sup>th</sup> Ed. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2009.

Chapter 1: Effective Communication in Business.

Chapter 2: The Seven C's of Effective Communication.

### Designing Business Messages

#### Recommended Reading:

Murphy, Herta A. *Effective Business Communication*. 7<sup>th</sup> Ed. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2009.

- Chapter 6: The Process of Preparing Effective Business Messages.
- Chapter 7: The Appearance and Design of Business Messages.
- Chapter 8: Good News and Neutral Messages.
- Chapter 9: Bad News Messages.
- Chapter 10: Persuasive Written Messages.

### Strategies for Oral Communication

#### Recommended Reading:

Murphy, Herta A. *Effective Business Communication*. 7<sup>th</sup> Ed. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2009.

- Chapter 14: Strategies for Successful Speaking and Successful Listening
- Appendix A: Visual Aids in Business Communication
- Chapter 15: Strategies for Successful Informative and Persuasive Speaking
- Chapter 16: Strategies for Successful Interpersonal Communication

### Vocabulary Building Skills

WORD ROOT METHOD Unit 7-11. Page No. 103-116

#### Recommended Reading:

Idrees, Muhammad. *Guide for GAT General Test. Smart Brain GRE (General, Local)*. 2010-2011 ed. Lahore: Dogar Brother Publishers, 2010.



Code	Subject Title	Cr. Hrs	Semester
ENG-222	English-IV (Business Communication-II)	3	IV
Year	Discipline		
2	Business Administration, Commerce		

### **Business Communication in Different Perspectives**

#### **Recommended Reading:**

Murphy, Herta A. *Effective Business Communication*. 7<sup>th</sup> Ed. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2009.

- Chapter 3: Business Communication and the Global Context
- Chapter 4: Business Communication and the Ethical Context
- Chapter 5: Business Communication and the Technology Context.

### **Written Communication in Business**

#### **Recommended Reading:**

Murphy, Herta A. *Effective Business Communication*. 7<sup>th</sup> Ed. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2009.

- Chapter 11: Short Reports
- Chapter 12: Long (Formal) Reports
- Chapter 13: Proposals.

### **Job Application Process**

#### **Recommended Reading:**

Murphy, Herta A. *Effective Business Communication*. 7<sup>th</sup> Ed. New Delhi: Tata McGraw-Hill Publishing Company Limited, 2009.

- Chapter 18: The Job Application Process - The Written Job Presentation
- Chapter 19: The Job Application Process - Interviews and Follow up

### **Vocabulary Building Skills**

WORD ROOT METHOD Unit 12-17. Page No. 116-131.

#### **Recommended Reading:**

Idrees, Muhammad. *Guide for GAT General Test. Smart Brain GRE (General, Local)*. 2010-2011 ed. Lahore: Dogar Brother Publishers, 2010.



Code	Subject Title	Cr.Hrs	Semester
ENG -301	Criticism and Theory I	3	V
Year	Discipline		
3	English		

**Aims:**

This course aims to make students understand the historical background to literary criticism, exploring its development in the light of some contemporary viewpoints. Overall, “Principles of Literary Criticism” will focus much on the poetic and dramatic forms in order to highlight some significant trends and concepts around poetry, imagination and tradition. The course is intended to be a question- raiser arising questions like ‘why and how to understand literature through criticism? The question may grow comparatively and specifically more relevant when the reader of our part of the world is permitted to ask: why to study English literature or literatures in English?

**Contents:**

Aristotle	The Poetics
Sidney	An Apology for Poetry
Dr. Johnson	Preface to Shakespeare
Wordsworth	Preface to Lyrical Ballads
Mathew Arnold	Culture and Anarchy: Chap 1
T. S. Eliot	Religion and Literature

**Recommended Reading:**

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

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**





Code	Subject Title	Cr. Hrs	Semester
ENG -302	Poetry (14th to 18th Century)	3	V
Year	Discipline		
3	English		

**Aims:**

- To focus on a genre-specific historical development.
- To perceive Poetry as refined commentary on the aesthetic concerns of its time.
- To develop keen awareness of poetic language and tone.

**Contents:**

- Chaucer Prologue to the Canterbury Tales  
 Spenser The Faerie Queene (Book 1: Canto 1)  
 Milton Paradise Lost (Book 1)  
 John Donne Love and Divine Poems
- The Anniversarie
  - The Blossome
  - Thou hast made me, and shall thy work decay
  - This is my playes last scene, here heavens appoint.

**Recommended Readings:**

1. Abrams, M. H. *The Mirror and the Lamp*. Romantic Theory and the Critical Tradition. New York: Oxford University Press, 1953.
2. Bowden, Muriel. *A Commentary on the General Prologue to the Canterbury Tales*, New York: Macmillan, 1960.
3. Coghill, Nevil. *The Poet Chaucer*. Oxford: Oxford University Press, 1967.
4. Gardner, Helen, ed. *John Donne: Twentieth Century View Series*. Englewood Cliffs: Prentice Hall, 1962
5. Spens, Janet. *Spenser's Faerie Queene: An Interpretation*. London: Edward Arnold, 1934.
6. Tillotson, G. *On the Poetry of Pope*. Oxford: Clarendon Press, 1950.

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**



Code	Subject Title	Cr. Hrs	Semester
ENG-303	Novel (18th & 19th Century)	3	V
Year	Discipline		
3	English		

**Aims:**

The aim of this course is to enable the readers to have a full view of 18<sup>th</sup> and 19<sup>th</sup> century novel which is rich in diversity, creativity and popular appeal.

**Contents:**

Henry Fielding     Joseph Andrews  
Jane Austen         Emma  
Charles Dickens    Hard Times  
Thomas Hardy      Tess of the D' Urbervilles

**Recommended Readings:**

1. Watt, Ian P. *The Rise of the Novel*. USA: University of California Press, 1957.
2. Allen, Walter. *The English Novel*. New York: E. P. Dutton, 1958.
3. Bloom Harold. Ed. *Modern Critical Views*. New York: Chelsea House, 1987.
4. Bloom, Harold. Ed. *Modern Critical Interpretations*. New York: Chelsea House, 1987.
5. Kettle, Arnold. *An Introduction to the English Novel*. Vols. 1&2. 2<sup>nd</sup> ed. London: Hutchison, 1967.

Code	Subject Title	Cr. Hrs	Semester
ENG-304	Journalistic Discourse	3	V
Ye ar	Discipline		
3	English		

### Aims:

The course offers a rigorous test to improve the non-fiction writing abilities of students seriously considering a career in journalism. By reading award-winning authors; reporting and writing non-fiction pieces and critiquing each other's work, students will gain expertise in writing for journalistic purposes. In depth, this course will teach students to write reports and feature stories. They will learn to gather and organize material, develop feature and editorial writing techniques. Readings from selected literary texts, assigned writing drills and virtually every class on topics like accidents, crime, government, and courts etc. will be part of the practice. This practice shall then be combined with writing features, profiles, and the art of story telling.

### Contents:

Primary Texts:

Eqbal Ahmed

- Murder of Metropolis
- Feudal Culture & Violence
- Between Past and Future
- Selected essays on South Asia (Published by Oxford University Press, 2004)

Robert Fisk

- The Jargon Disease
- The Ship that Stands Upright at the Bottom of the Sea
- The Age of the Warrior: Selected Writings (Published by Forth Estate (Harper Collins),2008)

William Dalrympal

- Lahore: Blood on the Tracks
- The Age of Kali (Published by Penguin, 1998)

Concepts:

Discourse structure: sentence, dialogue

Discourse: thematic development

### Recommended Readings:

1. Cook, Guy. *Discourse*. Oxford: OUP, 1989.
2. Brown, Gillan and Yule, George. *Discourse Analysis*. Cambridge: Cambridge University Press, 1983.
3. Leech, Geoffrey and Thomas, Jenny. *Pragmatics: The State of the Art*.
4. Levinson, Stephen C. *Pragmatics*. Cambridge: Cambridge University Press. 1983.
5. Wardhaugh, Ronald. *How Conversation Works*. Oxford. Blackwell, 1985.wq
6. Wodak, R. and Meyer, M. *Methods of Critical Analysis*. London: Sage, 2001.
7. Johansen, Jørgen Dines. 2002. *Literary Discourse: A Semiotic-Pragmatic Approach to*

- Literature*. Toronto: University of Toronto Press, 2001.
8. Carter, Ronald and Paul Simpson. *Language, Discourse and Literature: An Introductory Reader in Discourse*. London: Routledge, 1988.
  9. Todorov, Tzvetan and Catherine Porter. *Stylistics Genres in Discourse*. Cambridge: Cambridge University Press, 1990.
  10. Pratt, Mary Louise. *Toward a Speech Act Theory of Literary Discourse*. Bloomington: Indiana University Press, 1977.
  11. Knight, Robert M. *Journalistic Writing: Building the Skills, Honing the Craft*. Portland: Marion Street Press, 2010.
  12. Stovall, James Glen. *Writing for the Mass Media*. 8th Ed. Engle-wood Cliff: Prentice Hall, 1985.
  13. Kershner, James W. *Elements of News Writing*. 3rd Ed. Boston: Pearson, Allyn & Bacon, 2005.
  14. Camenson, Blythe. *Careers in Writing (McGraw-Hill Professional Careers)*. Chicago: VGM Career Books, 2011.
  15. Lieb, Thom. *All the News: Writing and Reporting for Convergent Media*. Boston: Allyn & Bacon, 2008.
  16. Pape, Susan and Susan Featherstone. *Feature Writing: A Practical Introduction*. London: Sage Publications, 2006.
  17. Fontaine, Andre and William A. Glavin. *The Art of Writing Nonfiction*. New York: Crowell, 1974.
  18. Wray, Cheryl Sloan. *Writing for Magazines: A Beginner's Guide*. Lincolnwood: NTC Pub. Group, 1997.

**Note: The concepts listed in the syllabus contents may be acquired from sources other than those recommended.**

Code	Subject Title	Cr. Hrs	Semester
ENG-305	Sociolinguistics	3	V
Ye ar	Discipline		
3	English		

**Aims:**

To enable the students to demonstrate awareness of social phenomenon and factors that are relevant to language use in general and with special reference to Pakistan.

**Contents:**

Functions of Language in Society

- Domains of Language Use
- Variation and Variety in Language
- Speech Community
- Dialects, Accents, Registers, Pidgin and Creoles
- National Language, Standard Language
- Language, Culture and Thought
- Multilingualism and Bilingualism
- Dimensions of bilingualism
- Bilingualism and Diglossia
- Causes of bilingualism
- Effects of bilingualism

- a. Language conflicts
- b. Language attitudes
- c. Language maintenance
- d. Language shift
- e. Language death

**Recommended Readings:**

1. Auer, Peter (Ed). *Code-switching in Conversation: Language Interaction and Identity*. London: Routledge, 1998.
2. Hudson, R.A. *Sociolinguistics*. Cambridge: Cambridge University Press, 1996.
3. Suzanne Romaine. *Bilingualism* . 2nd Ed. Oxford: Basil Blackwell, 1995.
4. Trudgill, P. *Introduction to Language and Society*. England: Penguin, 1983.
5. Wardhaugh, R. *An Introduction to Sociolinguistics*. Oxford: Basil Blackwell, 2006.

**Note: The recommended readings are optional and are provided to facilitate the aims and Objectives of the syllabus. They are not to be taken as text books.**

Code	Subject Title	Cr. Hrs	Semester
ENG-306	Visionary Discourse	3	V
Year	Discipline		
3	English		

**Aims:**

- To familiarize students with the concept of having a harmonizing vision for the future
- To explore the subjects that great men have considered of value
- To discover the coherence that makes for an effective discourse (speech/letter/essay)
- To trace the common stylistic and thematic ground in the discourses taught

**Contents:**

Selections of speeches/letters/writings:

Religious Documents:

- The Truce of Hudaibiya – a case of conflict resolution.
- Causes and Consequences leading to the battle of Khyber.

Quaid-e-Azam Muhammad Ali Jinnah's speeches:

- Constitutional Assembly Aug 14, 1947
- Eid-ul- Azha Oct, 24 1947; Radio Pakistan Lahore. Oct 30, 1947
- Quetta Municipality address June 15, 1948
- Opening of State Bank of Pakistan July 1, 1948.

Allama Muhammad Iqbal:

- Khutaba Allahbad
- Last Five Letters to Quaid

World Politicians:

- Abraham Lincoln: The Gatsby Address.
- Nelson Mandela's Release Speech.

**Recommended Readings:**

1. Hazrat Ali bin Abu Talib, Nahajul Balagha: Sermon ash-shiqshiqyyah & instructions to his soldiers and ambassadors.
2. Guy, Cook. *Discourse*. Oxford: Oxford University Press, 1989.
3. Black, Elizabeth. *Pragmatic Stylistics*. Edinburgh: Edinburgh University Press, 2006.
4. Toolan, Michael. *Language in Literature*. New York: Routledge, 1996.
5. Crystal, David. *Rediscover Grammar*. Harlow, Essex: Longman, 1988.
6. Johnston, Barbara. *Discourse Analysis*. Malden: Blackwell, 2002.

**Note: The length and number of discourses is to be decided upon by the individual universities according to the credit hour requirement of the course**

Code	Subject Title	Cr. Hrs	Semester
ENG-307	Criticism and Theory II	3	VI
Year	Discipline		
3	English		

**Aims:**

To familiarize students with texts that deal with theories about criticism, where they would encounter philosophical and critical thoughts on selected topics. This course in line with the topics taken up in literary movements would prepare the students for critical and analytical analysis of texts and will help them in their research work.

**Contents:**

Oscar Wilde	The Critic as an Artist (Norton, 900-913)
Plotinus	On the Intellectual Beauty (Norton, 174-185)
David Hume	Of the Standard of Taste (Norton, 486-499)
Ngugi Wa Thiongo	On Abolition of the English Department (Norton, 2092-2097)
Ronald Barthes	From Mythologies (Norton, 1461-1470)
Georg W F Hegel	Lectures on Fine Arts (Norton, 636-645)
Mary Wollstonecraft	A Vindication of the Rights of Woman (Norton, 586-594)
Terry Eagleton	Introduction to Literary Theory: An Introduction
Sigmund Freud	The Interpretation of Dreams (Norton, 919-956)
Charles Baudelaire	The Painter of Modern Life (Norton, 792-802)

**Recommended Readings:**

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

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**

Code	Subject Title	Cr. Hrs	Semester
ENG-308	Classics in Drama	3	VI
Year	Discipline		
3	English		

**Aims:**

The course will present some classic plays which have influenced the development of English drama. It will represent various forms for example tragedy and comedy and their variations. The course is designed to impart, discuss, evaluate, and above all enjoy the spirit of classics in drama. The socio-cultural aspects of society reflected in the drama of the selected ages will also be highlighted. Students will be able to apply their knowledge of the elements of drama to their critical reading.

**Contents:**

Sophocles	Oedipus Rex
Christopher Marlow	The Tragical History of Dr. Faustus
Shakespeare	Macbeth
Shakespeare	Twelfth Night
Ibsen	The Doll's House

**Recommended Readings:**

1. Justina Gregory. *A Companion to Greek Tragedy*. Malden: Blackwell, 2005.
2. H. D. F. Kitto. *Greek Tragedy*. London and New York: Routledge, 2002.
3. Shawn O' Bryhim. *Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays*. Texas: University of Texas Press, 2002.
4. Constance B. Kuriyama. *Christopher Marlowe: A Renaissance Life*. Ithca: Cornell University Press, 2002.
5. Patrick Cheney. *The Cambridge Companion to Christopher Marlowe*. Cambridge: CUP, 2004.
6. Barber, C. L. *Shakespeare's Festive Comedy*. Princeton: Princeton University Press, 1959.
7. Bloom, Harold. *Shakespeare: The Invention of the Human*. London: Fourth Estate, 1999.
8. Bradley, A. C. *Shakespearean Tragedy*. 22<sup>nd</sup> Ed. London: Macmillan, 1929.
9. Chambers, E. K. *Shakespeare: A Survey*. New York: Hill and Wang, Macmillan, 1925.
10. Danby, John F. *Shakespeare's Doctrine of Nature*. London: Faber & Faber, 1949.
11. Eagleton, Terry. *William Shakespeare*. New York: Blackwell, 1986.
12. Elliot, G. R. *Flaming Minister*. Durham, N.: Duke University Press, 1953.
13. Erikson, Peter. *Rewriting Shakespeare, Rewriting Our-selves*. Berkley: U of California P, 1991.

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**



Code	Subject Title	Cr. Hrs	Semester
ENG-309	19th Century Poetry	3	VI
Year	Discipline		
3	English		

### Aims:

The scope of this course does not admit the first Romantic Movement of the giants like Spenser, Sidney and Shakespeare etc. This is worth mentioning that the romantic literature in fact, starts from the graveyard school of the 18<sup>th</sup> century primarily known for its classic taste. Poets like Goldsmith and Gray are justifiably known as precursors of romanticism. However, the scope of this course does not admit them as part of its reading. The period of romantic aesthetics covered under this course starts from 1789 with the advent of Blake's work. This is the romantic revival period in which Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, Lamb etc. established its immense poetic and prosaic richness. The aim of this course is to develop in the reader and awareness of the second wave of the Romantics and to enable them distinguish between the poets of the age keeping in mind the similarities that group them together.

### Contents:

William Blake	The Divine Image Infant Sorrow Earth's Answer.
William Wordsworth	The Thorn Old Cumberland Beggar Lines Written in Early Spring Lines Lucy Poems Lucy Gray Ruth
S.T. Coleridge	Kubla Khan Dejection: An Ode
John Keats	Ode to Nightingale Ode on a Grecian Urn
Shelley	Ode to the West Wind Hymn to Intellectual Beauty

### Recommended Readings:

1. Dowden, Edward. *The French Revolution and English Literature*. New York: C. Scribner's Sons, 1897.
2. Robertson, J. G. *Studies in the Genesis of Romantic Theory in the Eighteen Century*. New York: Russell and Russell, 1962.
3. Leavis, F. R. *Revaluation: Tradition and Development in English Poetry*. New York: W. W. Norton, 1963.
4. Brooks, Cleanth. *The Well-Wrought Urn: Studies in the Structure of Poetry*. New York: Reynal and Hitchcock, 1947.
5. Abrams, M. H. *The Mirror and the Lamp: Romantic Theory and Critical Tradition*. New York: Oxford University Press, 1953.
5. Abrams, M. H. ed. *English Romantic Poets Modern Essays in Criticism*. New York: Oxford University Press, 1960.
6. Erdman, David V. ed. *The Poetry and Prose of William Blake*. Berkeley: University of California Press, 1982.
7. Damon, S. F. *William Blake: His Philosophy and Symbolism*. Gloucester, Mass: P. Smith, 1958.
8. Baker, J. V. *The Sacred River: Coleridge's Theory of Imagination*. Baton Rouge: Louisiana State University Press, 1957.
9. Beer, J.B. *Coleridge the Visionary*. Tirril, Penrith: Humanities-ebooks, 2007.
10. Bate, W. J. ed., *Keats: A Collection of Critical Essays*. Englewood Cliff: Prentice-Hall, 1964.
11. Barnett, George, *Charles Lamb: The Evolution of Elia*. New York: Haskell House, 1973.
12. Ridenour, G. M. *Shelley, A Collection of Critical Essays*. Englewood Cliffs: Prentice-Hall, 1965.
13. Weaver, Bennett. *Wordsworth: Poet of the Unconquerable Mind*. Ann Arbor, Mich:

G. Wahr Pub., 1965.

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**

Code	Subject Title	Cr. Hrs	Semester
ENG-310	Fantasy	3	VI
Ye ar	Discipline		
3	English		

**Aims:**

In this course students will read and analyze some significant elements in Science Fiction And Fantasy, a genre that overlaps myth, science fiction, and the supernatural; but also differs from the traditional norms and each other in tone, theme, setting and overall effect. This course will develop their understanding of the conventions of this genre. This course includes texts by writers whose works have become literary “classics” or are a part of today’s popular fiction. However due to the short duration of the course, majority of the works chosen will be either short stories or novellas. The course aims to:

- Introduce students to the unique voice of Science Fiction and Fantasy.
- Encourage students to evaluate the literature they read on the merit of its content rather than its presence or absence in the literary world.
- Increase their understanding of the historical & literary origins of Science Fiction and Fantasy.
- Broaden their knowledge of classic and popular works of Science Fiction and Fantasy beyond their prior experience.

**Contents:**

H. G. Wells The Door in the Wall

Isaac Asimov Robbie

Mary Shelley The Mortal Immortal

Neil Gaiman Goliath

Stephen King Word Processor of the Gods

J. K. Rowling The Harry Potter, Book: I

J. R. R. Tolkien Riddles in the Dark

**Recommended Readings:**

1. The Fall of the House of Usher, Edgar Allan Poe.
2. Young Goodman Brown, Nathaniel Hawthorne.
3. The Old Nurse's Story, Elizabeth Cleghorn Gaskell.
4. The Body Snatcher, Robert Louis Stevenson.
5. Dracula's Guest, Abraham "Bram" Stoker.
6. The Colour Out of Space, Howard Phillips Lovecraft.
7. The Howling Man, Charles Beaumont.
8. The Raft, Stephen Edwin King.
9. Nightcrawlers, Robert Richard McCammon.
10. Red as Blood, Tanith Lee Kaiine.
11. Troll Bridge, Neil Richard Gaiman.
12. The Clock That Went Backward, Edward Page Mitchell.
13. An Express of the Future, Jules Gabriel Verne.
14. The Star, Herbert George Wells.
15. A Princess of Mars, Edgar Rice Burroughs.
16. Robot Nemesis, Edward Elmer "Doc" Smith.
17. Robbie, Isaac Asimov.
18. The Long Watch, Robert Anson Heinlein.
19. There Will Come Soft Rains, Raymond Douglas Bradbury.
20. The Sentinel, Arthur Charles Clarke.
21. Mousetrap, Andre Norton.
22. Exiles of Tomorrow, Marion Zimmer Bradley.
23. The Engine at Heartspring's Center, Roger Joseph Zelazny.
24. Ender's Game, Orson Scott Card.
25. The Plague Star, George Raymond Richard Martin.
26. Remaking History, Kim Stanley Robinson.
27. The Purchase of Earth, Jack Williamson.
28. Through the Looking Glass, Lewis Carroll.
29. The Lion, the Witch, and the Wardrobe (Book 1: Chronicles of Narnia), C.S. Lewis
30. Double Star / The Door into Summer / The Past Through Tomorrow, Robert A. Heinlein
31. The Hobbit / Riddles in the Dark, J.R.R. Tolkien
32. The Time Machine, H. G. Wells
33. Rendezvous with Rama, Arthur C. Clarke
34. The Lottery, Shirley Jackson
35. Exiles of Tomorrow, Marion Zimmer Bradley
36. We Can Remember It for You Wholesale, Phillip K. Dick
37. Card Ender's Game, Orson Scott
38. The Golden Compass, Philip Pullman

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**

Code	Subject Title	Cr. Hrs	Semester
ENG-311	World Literatures in Translation	3	VI
Ye ar	Discipline		
3	English		

**Aims:**

After completing the course students will be able to understand the complexities of translation from one language to the other – in this case from English to Urdu and from Urdu to English – through studying translations. They will be expected to demonstrate their knowledge and skills in translation.

**Contents:**

**Primary Texts**

Albert Camus (French and Algerian)  
Cervantes, M (Spanish)  
Franz Kafka (German)  
Rumi (Persian)

The Outsider (Chapter: 2 & 5)  
Don Quixote (Part:1-Book:1)  
Metamorphosis (Short Story)  
I will beguile with the Tongue  
A New Rule  
Ode 2180 trans. by A.J. Arberry.

Mohammad Iqbal (Urdu)

Secrets of the Self trans. by R.A. Nicholson.

Faiz Ahmed Faiz (Urdu)

Last Night  
Speak, O Restless Heart trans.by V.G. Kiernan.

Bulleh Shah (Punjabi)

He Who is Stricken by Love  
Not a Believer Inside the Mosque, Am I  
This Love – O Bulleh – Tormenting Unique trans. by Taufiq Rafat.

Rehman Baba (Pashtu)

My Lord  
The Way of the World

Sachal Sarmast

Friend this is the only Way  
We are- what are we?

**Concepts:**

- Language, Culture and Society
- The concept of universe of discourse
- Linguistic relativity
- Semantic competence
- Comparative Morphology, Syntax, and Semantics
- Translatability, Expressibility and Effability

**Recommended Readings:**

1. Baker, Mona. *In Other Words: A Coursebook on Translation*. London: Routledge, 1992.

2. Bell, Roger T. *Translation and Translating*. London: Longman, 1994.
3. Beaugrande, Robert-Alain and Dressler, Wolfgang U. *Introduction to Text Linguistics*. London: Longman, 1981.
4. Catford, John C. *A Linguistic Theory of Translation: an Essay on Applied Linguistics*. London: Oxford University Press.
5. Duff, Alan. *Translation*. Oxford: Oxford University Press, 1989.
6. Fawcett, Peter. D. *Translation and Language: Linguistic Theories Explained*. Manchester: St Jerome Publishing, 1997.
7. Guenther, Franz and Guenther-Reutter (eds). *Meaning and Translation: Philosophical and Linguistic Approaches*. New York: New York University Press, 1978.
8. Mona Baker. "Equivalence". *Routledge Encyclopedia of Translation Studies*. London: Routledge, 1998.
9. Nida, Eugene Albert. *Towards a Science of Translating*. Netherlands: E. J. Brill, 1969.
10. Nida, Eugene Albert. *The Theory of Practice of Translation*. Leiden: E. J. Brill, 1969.
11. Paul, Kussmaul. *Training the Translator*. Amsterdam: J. Benjamins Publishing Co., 1995.
12. Gunther, Kress. *Linguistic Process in Sociocultural Practice*. 2<sup>nd</sup> Ed. Oxford: Oxford University Press. 1989.
13. Peter, Newmark. *A Textbook of Translation*. New York: Prentice Hall International. 1988.

Code	Subject Title	Cr. Hrs	Semester
ENG-401	20 <sup>th</sup> Century British Literature : Poetry & Drama	3	VII
Ye ar	Discipline		
4	English		

**Aims:**

The aim of this course is to give the reader an opportunity to read representative works of 20<sup>th</sup> century writers including poets, dramatists and novelists. It would enhance their understanding of the emerging trends in 20<sup>th</sup> century literature and prepare them for full length study of the genres.

**Poetry:**

W.B. Yeats	Dialogue of Self and Soul Byzantium.
T.S.Eliot	The Wasteland
Auden	Partition
Ted Hughes	Wodwo Thrushes

**Drama:**

Samuel Beckett	Waiting for Godot
Edward Bond	The Sea
Harold Pinter	Mountain Language

**Recommended Readings:**

1. Beach, J.W. *The Twentieth Century Novel. Studies in Technique*. New York: Century Co., 1932.
2. Kettle, Arnold. *Introduction to the English Novel II*. London: Hutchinson, University Lib, 1967.
3. Lumley, Fredrik. *Trends in 20th Century Drama*. London: Rockliff, 1961.
4. Gassner, John. *Form and Idea in Modern Theatre*. New York: Dryden Press, 1956.
5. Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge and Kegan Paul, 1977.
6. Unterecker, J. *A Reader's Guide to William Butler Yeats*. New York: Noonday Press, 1959.
7. Spears, Monroe K. *The Poetry of W.H. Auden*. New York: Oxford University Press, 1963.

**Note:** The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Code	Subject Title	Cr. Hrs	Semester
ENG-402	20 <sup>th</sup> Century Fiction & Prose	3	VII
Year	Discipline		
4	English		

**Aims:**

This course is designed to offer the students a sense of the 20<sup>th</sup> Century literary, social and political context. It offers introduction to the literary artists and intellectuals of our times. This course introduces students to the Modern English Novel and Prose in its historical context of development. They will also be able to identify and respond to elements of literary experimentation in the field of prose writing and fiction.

**Fiction:**

Virginia Woolf	A Haunted House (A Short Story)
E. M. Foster	A Passage to India
Joseph Conrad	Heart of Darkness
James Joyce	The Portrait of an Artist as a Young Man
Doris Lessing	In the National Gallery

**Prose:**

Edward Said	Introduction to Culture and Imperialism
George Orwell	Shooting an Elephant.

**Recommended Readings:**

1. Said, Edward. *Culture and Imperialism*. New York: Knopf, 1993.
2. Casebook Series
3. Harold Bloom Series

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**



Code	Subject Title	Cr. Hrs	Semester
ENG-403	American Literature	3	VII
Year	Discipline		
4	English		

### **Aims:**

The course focuses on connecting diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, as they influence multiple trends in American literary heritage and nationalism. It will highlight emerging trends as they culminate in the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race, gender and class equations reinterpreted the central meaning of America and of the changing social and economic values. Whether we follow a simple chronology or draw connections through themes and genres, the final objective of this course is to look for the sense of democratic diversity amid the constitutional unity of the US.

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

### **Contents:**

#### **Poetry:**

Walt Whitman	Leaves of Grass – Song of Myself (Lines: 1-139)
Emily Dickinson	Poem 448 This was a poet – It is that Poem 435 Much Madness is divinest sense
Robert Frost	Mending Walls The Road Not Taken
Sylvia Plath:	Daddy Lady Lazarus
Elizabeth Bishop	Filling Station In the Waiting Room
Richard Wilbur	The Writer The Death of a Toad.

**Fiction:**

Mark Twain	The Story of a good Little Boy & The Story of a Bad Little Boy
Faulkner	A Rose for Emily
Flannery O'Connor	A Good Man is Hard to Find
Alice Walker	Everyday Use
Morrison	Jazz

**Drama**

Eugene O'Neill	Long Days Journey into Night
Arthur Miller	Death of a Salesman

**Recommended Readings:**

1. Bigsby, C.W.E. *A Critical Introduction to Twentieth Century American Drama: Vol 1,2,3.* Cambridge: Cambridge University Press, 1982.
2. Modern Critical Interpretation on each dramatist and work. Edited by Harold Bloom, 1980s editions.
3. Bigsby, C.W.E. *Modern American Drama 1945-2000.* Cambridge: Cambridge University Press, 2000.
4. Bigsby, Christopher. *Contemporary American Playwrights.* Cambridge: Cambridge University Press, 1999.
5. Pfister, Manfred. *The Theory and Analysis of Drama.* Cambridge: Cambridge University Press, 1993.

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**

Code	Subject Title	Cr. Hrs	Semester
ENG-404	South Asian Literature	3	VII
Year	Discipline		
4	English		

**Aims:**

To familiarize the students with South Asian writing and the regional flavor that it adds to literatures in English.

**Contents:**

**Drama**

Girish Karnad Naag Mandala

**Fiction**

Kamila Shamsi Burnt Shadows  
 Bapsi Sidhwa Ice Candy Man  
 Mohsin Hamid The Reluctant Fundamentalist  
 Arundhati Roy The God of Small Things

**Poetry**

Taufiq Rafat The Stone Chat  
 Flood Wedding  
 Zulfiqar Ghose Attack on Sialkot  
 A Dragonfly in the Sun  
 Nesim Ezekiel Goodbye Party for Ms Pushpa  
 Maki Kureshi The Far Thing  
 Christmas Letter to My Sister  
 Sujata Bhatt A Different History  
 Genealogy

**Recommended Readings:**

1. Singh, B. P. *The State, The Arts and Beyond*. Delhi: Oxford University Press, 1998.
2. Mirza, Shafqat Tanveer. *Resistance Themes in Punjabi Literature*. Lahore: Sang-e-meel, 1992.
3. Hanaway, William. Ed. *Studies in Pakistani Popular Culture*. Lahore: Lok Virsa Publishing House, 1996.
4. G. N. Devy. Ed. *Indian Literary Criticism Theory and Interpretation*. Hyderabad Press: Orient Longman, 2002.

**Note:** The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.

Code	Subject Title	Cr. Hrs	Semester
ENG-405	Research Methodology	3	VII
Year	Discipline		
4	English		

**Aims:**

To enable students to conduct their own short research related to language and literature to familiarize them with techniques and methods of selecting topics, developing questions, collecting and analyzing data and writing a dissertation.

**Contents:**

- Introduction: Qualitative and Quantitative Research Paradigms
- Identifying and Defining a Research Problem
- Ethical considerations
- Sampling Techniques
- Tools for Data Collection: Questionnaires, Interviews, Observations & Documents
- Data analysis and Interpretation
- Some Aspects of the Research Report
  - a. Review of literature
  - b. Transcription and Transliteration
  - c. Referencing and Citation

**Recommended Readings:**

1. Grix, Jonathan. *Palgrave Study Skills: The Foundations of Research*. Basingstroke: Palgrave Macmillan, 2010.
2. Brown, Dean. *Doing Second Language Research*. Oxford: OUP, 2004.
3. Creswell, J. W. *Qualitative Inquiry and Research Design: Choosing among Five Approaches*. 2<sup>nd</sup> Ed. Thousand Oaks: Sage Publications, 2007.
4. Robin, Colin. *Real world research*. 2<sup>nd</sup> ed. Oxford: Blackwell Publishers, 2002.
5. Scholfield, P. *Qualitative and Quantitative Research*.
6. Silverman, David. Ed. *Qualitative Research: Theory, Method and Practice*. London: Sage Publications, 1997.
7. Silverman, David. *Interpreting Qualitative Data: Text, Context and Talk*. London: Sage Publications, 1997.

**Note:** The concepts listed in the syllabus contents may be acquired from sources other than those recommended.

Code	Subject Title	Cr. Hrs	Semester
ENG-406	Continental Literature	3	VIII
Year	Discipline		
4	English		

**Aims:**

The aim is to encourage the readers to discover the dominant dramaturgical traditions in the history of Western drama and performance and to explore how modernist experiments with the constituent elements of plot, characterization, language, setting, movement, or theme challenge these traditions.

**Contents:**

August Strindberg	Miss Julie
Luigi Pirandello	Six Characters in Search of an Author
Hermann Hesse	The Poet
Bertolt Brecht	Mother Courage
Franz Kafka	Metamorphosis
Arthur Rimbaud	Song From the Highest Tower; Golden Age; Eternity;
Sartre	Nausea
Jean Genet	The Balcony
Chekhov	Ward No. 6

### **Recommended Readings:**

1. Modern critical views and interpretation, eds. Harold Bloom, 1980s
2. Bishop, Thomas. *Pirandello and the French Theatre*. New York: New York University Press, 1960.
3. Campbell, George A. *Strindberg*. New York: Haskell House 1971.
4. Clark, Barrett H. Ed. *European Theories of the Drama*. New York: Crown, 1965.
5. Gassner, John. *Form and Idea in Modern Theatre*. New York: Dryden Press, 1956.
6. Spiers, Ronald. *Bertolt Brecht*. Houndmills: Macmillan, 1987.
7. Kitchin, L. *Mid-Century Drama*. London: Faber and Faber, 1960.
8. Kritzer, Amelia Howe. *The Plays of Caryl Churchill: Theatre of Empowerment*. New York: Macmillan, 1991.
9. Lane, Richard. Ed. *Beckett and Philosophy* Houndmills: Palgrave Macmillan, 2002.
10. Lumley, Fredrik. *Trends in 20<sup>th</sup> Century Drama*. London: Rockliff, 1961.
11. Northam, John. *Ibsen's Dramatic Method*. London: Faber & Faber, 1953.
12. Pronko, Lenard Cabell. *The World of Jean Anouilh*. Berkeley: University of California Press, 1961.
13. Scott, M. Ed. *The Birthday Party, The Caretaker, The Homecoming: A Casebook*. London: Macmillan, 1986.
14. Artaud, Antonin. *The Theatre and Its Double*. Trans: Mary Caroline Richards. New York: Grove Press, 1958.
15. Garten, H. F. *Modern German Drama*. Fairlawn: Essential Book, 1959.
16. Chothia, Jean. *English Drama of the Early Modern Period: 1890-1940*. New York: Longman, 1996.

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**

Code	Subject Title	Cr. Hrs	Semester
ENG-407	Pakistani Literature	3	VIII
Ye ar	Discipline		
	English		

### Aims:

Pakistan has an emerging tradition of writing in English. Owing to its colonial history a great deal of its writing originally respond to this literary heritage.

After studying the course students will be introduced to literature from the region. They will be able to appreciate the Pakistani literary experience and the impact of cultural exchange.

### Contents:

#### Novels and Short Stories

Ahmed Ali                                      Twilight in Dehli

Sara Suleri                                      Meatless Days

#### Poetry

Allama M. Iqbal                                      Hawk  
The Mosque of Cordoba  
Slave Mentality  
Gabriel and Satan

Aamir Hussain                                      Sweet Rice  
Tahira Naqvi                                      Attar of Roses  
Daud Kamal                                      Reproductions  
Adrian A Hussain                                      Ark  
Shadab Zeest Hashmi                                      Jinnah's Typewriter  
Fatima Jinnah enters Her Brother's Study

### Recommended Readings:

1. Afzal- Khan, Fawzia. *Cultural Imperialism and the Indo-English: Genre and ideology in R. K. Narayan, Anita Desai, Kamla Das and Markandaya*. University Park Pa: Pennsylvania State University Press, 1993.
2. Hashmi, Alamgir. *Kamal Daud's Entry in Encyclopaedia of Post-Colonial Literatures in English*. Vol 1. Ed Benson E. & Connolly, L W. London: Routledge, 1994.

3. Khawaja Waqas A, *Morning in the Wilderness: Reading in Pakistani Literature*. Lahore: Sang-e Meel Publications, 1988.
4. Rahman, Tariq A, *History of Pakistani Literature in English*. Lahore: Vanguard Press (Pvt) Ltd, 1991.
5. Said, Edward W. *Culture and Imperialism*. London: Vintage, 1993.
6. Underhill, Evelyn. *The Essentials of Mysticism*. Oxford: Oxford Oneworld, 2007.
7. Ernst, Carl W. *The Shambhala Guide to Sufism*. Boston: Shambhala, 1997.
8. Poems From Iqbal. Tras. V.J. Kieranan. OUP, 1995.

**Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.**



Code	Subject Title	Cr. Hrs	Semester
ENG-408	Teaching of Literature	3	VIII
Ye ar	Discipline		
4	English		

### Aims:

The aim of this course is to enable students practise what they have learnt in the courses on Linguistics and Literature in the earlier semesters. In this course students will be guided to apply their knowledge. They will be guided on how to plan lessons using techniques of classroom dynamics. The objective is to produce effective teachers in English literature.

### Contents:

- Context of teaching-learning of English in Pakistan
  - School level
  - Higher Education
  
- Lesson Planning
  - Making and using Lesson Plans for teaching Listening, Speaking, Reading and Writing Skills and also for Grammar and Vocabulary.
  
- Classroom Observation
  - The importance of classroom observation
  - Observation of English Language/Literature Classrooms/Peer Observation
  
- Classroom Dynamics
  - Roles of Teachers and Learners
  - Classroom Interaction
  - Teaching the Whole Class
  - Pair-Work
  - Group-Work
  
- Microteaching
  - Students will teach their peers a topic of their choice from the lessons that they have already planned with support from the tutor/peers.
  
- Reflective Teaching
  - Maintaining a reflective journal, peer observation, etc. for continuous professional development.

### **Recommended Readings:**

1. Allwright, Dick. *Observation in the Language Classroom*. London: Longman, 1988.
2. Crooke, G. *Practicum in TESOL*. Cambridge: Cambridge University Press, 2003.
3. Hadfield, Jill. *Classroom Dynamics*. Oxford: O UP, 1992.
4. Hedge, T. *Teaching and Learning in the Language Classroom*. Oxford: OUP, 2004.
5. Memon, R. & Badger, R. "A Purposeful Change? Changing the Teaching of Reading in a Regional University in Pakistan". *System*. 35.4(2007): 551-565.
6. Shamim, F. and Tribble, C. "Current Provisions for Teaching and Learning of English in Higher education Institutions in Pakistan". Research Report for the National Committee on English, Higher Education Commission, Islamabad, Pakistan.
7. Shamim, F., Negash, N, Chuku, C., & Demewoz, N. (2007). *Maximizing learning in large classes*. Addis Ababa, Ethiopia: The British Council.
8. Wright, Tony. *Roles of Teachers and Learners*. Oxford: OUP, 1987.

**Note: The concepts listed in the syllabus contents may be acquired from sources other than those recommended.**

<b>Code</b>	<b>Subject Title</b>	<b>Cr. Hrs</b>	<b>Semester</b>
<b>ENG-409</b>	<b>Research Project</b>	<b>6</b>	
<b>Ye ar</b>	<b>Discipline</b>		
<b>4</b>	<b>English</b>		

Thesis (equivalent to two courses- 6 credit hours spread over semesters VII & VIII).

Students will be required to undertake a small-scale investigation on a topic of individual interest

in their area of specialization. The aim of this component is to encourage the students to

- Develop the ability to collect, analyze and interpret data
- Present their findings in a coherent and well-organized research paper and to avoid plagerism.
- Write an abstract presenting a critical summary of the paper comprising 150 – 200 words
- Document their sources using MLA format for intext citation and works cited list

They will submit the first draft of the research paper at the end of semester VII.

Each student will be provided individual supervision and guidance in the proposed research that

he or she is conducting.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-312	SEMANTICS	3	V
Year	Discipline		
3	English		

### Aims:

To introduce students to fundamental semantic relations and concepts and contextualize their existing Notions of meaning into systematic linguistic study.

### Contents:

- **Early theories of meaning** (Ogden and Richards; Ferdinand de Saussure)
- **Sense Relations/ Lexical Relation**
  - Sense Inclusion**
    - a. Semantic fields
    - b. Hyponymy
    - c. Synonymy
    - d. Polysemy
  - Sense Exclusion**
    - e. Antonymy
    - f. Homonymy
- **Componential analysis**
- **Syntactic Semantics**
  - a. Contradiction
  - b. Ambiguity
  - c. Semantic Anomaly
  - d. Entailment
  - e. Presupposition
- **Reference**
  - a. Denotation
  - b. Connotation
  - c. Synthetic Sentence
  - d. Prototype
  - e. Stereotype
  - f. Extension
  - g. Context

### Recommended Readings:

- Allan, K. (1986). *Linguistic Meaning*. London: Routledge.
- Cruse, A. (1986). *Lexical semantics*. Cambridge: Cambridge University Press.
- Cruse, A. (2011). *Meaning in Language: An Introduction to Semantics and Pragmatics*. (Third edition). Oxford Textbooks in Linguistics.
- Davis, S. & Gillon, S. B. (2004). *Semantics: A Reader*. Oxford University Press.
- Frawley, W. (2002). *Linguistic Semantics*. Cambridge: Cambridge University Press.
- Fuchs, Catherine and Victorri, Bernard. (1994). *Continuity in Linguistic Semantics*. Amsterdam; Philadelphia: J. Benjamins.
- Geeraerts, D. (2010). *Theories of Lexical Semantics*. Oxford University Press.
- Griffiths, P. (2006). *An Introduction to English Semantics and Pragmatics*. Edinburgh University Press Ltd.
- Howard, G. (2000). *Semantics: Language Workbooks*. Routledge.
- Hudson, R. (1995). *Word Meaning*. New York and London: Routledge.
- Hurford, R. J., Heasley, B. & Smith, B. M. (2007). *Semantics: a coursebook*. (Second edition) Cambridge: CUP.
- Kearns, K. (2000). *Semantics*. Palgrave Modern Linguistics. Great Britain.
- Kreidler, W. C. (2002). *Introducing English Semantics*. Routledge.
- Lyons, J. (1996). *Linguistic Semantics: An Introduction*. Cambridge: University of Cambridge.
- Ogden, C. & Ivor A. R. [1923 (1949)]. *The meaning of meaning*. London: Kegan Paul.
- Palmer, F.R. (1976). *Semantics*. Cambridge: Cambridge University Press.
- Riemer, N. (2010). *Introducing Semantics*. Cambridge Introductions to Language and Linguistics.
- Saeed, I. J. (2009). *Semantics*. (Third edition). Wiley-Blackwell

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-313	PSYCHOLINGUISTICS	3	V
Year	Discipline		
3	English		

### Aims:

To develop in the students an awareness and understanding of different variables that effect the teaching and learning of language and to develop the theoretical background for language learning.

### Contents:

- **The Psychology of Learning**
  - a. Theories of language learning (Behaviourism, Cognitivism, Interactionism)
  - b. Memory
  - c. Interlanguage
  - d. Error Analysis
- **Language Acquisition:** age 0 to 12
- **Individual Learner Factors**
  - a. Age
  - b. Affective and personality factors
  - c. Cognitive styles
  - d. Motivation
  - e. Learner Strategies

### Recommended Readings:

- Aitchison, J. (1998). *The Articulate Mammal: An Introduction to Psycholinguistics*. Routledge.
- Brown, H. D. (2007). *Principles of language learning and teaching*, (Fifth edition). New York: Longman.
- Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. In N. Schmitt (Ed.). *An Introduction to Applied Linguistics*. London: Arnold. (170-190).
- Lightbown, P., & Spada, N. (2006). *How languages are learned*, 3rd edition. New York: Oxford University Press.
- Long, M. (2005). Methodological issues in learner needs analysis. In M. Long (Ed.). *Second language needs analysis*. Cambridge: Cambridge University Press. (19-76).
- Long, M., & Robinson, P. (1998). Focus on form: Theory, research, practice. In C. Doughty and J. Williams (Eds.), *Focus on form in classroom second language acquisition*. New York: Cambridge University Press. (15-41).

- McLaughlin, B. (1987). *Theories of Second-language Learning*. London: Edward Arnold.
- Richards, J. (1993). *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman.
- Steinberg, D. & Sciarini, N. (2006). *Introduction to Psycholinguistics*. (Second edition). London: Longman.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-314	SOCIOLINGUISTICS	3	V
Year	Discipline		
3	English		

### Aims:

To enable the students to demonstrate awareness of social phenomena and factors that are relevant to language use with special reference to bilingualism.

### Contents:

- Functions of Language in Society
- Domains of Language Use
- Variation and Variety in Language
- Speech Community
- Dialects, Accents, Registers, Pidgin and Creoles
- National Language, Standard Language
- Language, Culture and Thought
- Multilingualism and Bilingualism
- Dimensions of bilingualism
- Bilingualism and Diglossia
- Causes of bilingualism
  
- **Effects of bilingualism**
  - a. Language conflicts
  - b. Language attitudes
  - c. Language maintenance
  - d. Language shift
  - e. Language death

### Recommended Readings:

- Aitchison, J.(1993). *Language Change: Progress or Decay?* (Second edition). Cambridge University Press.
- Auer, P. (Ed.). (1998). *Code-switching in Conversation: Language Interaction and Identity*. London: Routledge.
- Bhatia, K. T. & Ritchie, C. W. (Eds.), (2006). *A Handbook of Bilingualism*. Oxford:

Basil Blackwell.



- Gardner-Chloros, P. (2009). *Code-switching*. Cambridge: Cambridge University Press.
- Giles, H. & Billings, C. A. (2006). Assessing Language Attitudes: Speaker Evaluation Studies. In Davies, and Elder, C. (Eds.), *The Handbook of Applied Linguistics*. (187-209). Blackwell Publishing.
- Holmes, J. (1992). *An Introduction to Sociolinguistics*. New York: Longman.
- Hudson, R.A. (1996). *Sociolinguistics*. Cambridge: Cambridge University Press.
- Kachru, Y. (1992). Language Maintenance, Shift & Accomodation: Linguistic Repertoire in South Asia. In Dimock, E. C, Kachru. B. B & Krishnamurti. BH (Eds.), *Dimensions of Sociolinguistics in South Asia*. (261-269). Oxford: OUP.
- Meshthric, J. (2000). *Introducing Sociolinguistics*. Philadelphia: John Benjamins.
- Milroy, L. & Muysken, P. (Eds.), (1995). *One Speaker, Two Languages: Cross-disciplinary Perspectives on Code-switching*. Cambridge: Cambridge University Press.
- Myers-Scotton, C. (2006). *Multiple Voices: An Introduction to Bilingualism*. Blackwell Publishing.
- Nahir, M. (2003). Language Planning Goals: A Classification. In Paulston and Tucker, R.G. (Eds.), *Sociolinguistics: The Essential Readings*. (423-448). Basil Blackwell.
- Fasold, R. (1990). *The Sociolinguistics of Language*. Oxford: Basil Blackwell.
- Suzanne, R. (1995). *Bilingualism*. (Second edition). Oxford: Basil Blackwell.
- Trudgill, P. (2002). *Introduction to Language and Society*. Penguin Books.
- Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. Oxford: Basil Blackwell.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-315	SECOND LANGUAGE ACQUISITION	3	V
Year	Discipline		
3	English		

To introduce participants to the major concepts and Theories of SLA and to enable them to evaluate SLA theories from the point of view of second Language Learners.

### Contents

#### Basic Concepts of SLA

- 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 of SLA

##### The Monitor Model

- The Acquisition Vs Learning Hypothesis
- The Monitor Hypothesis
- The Natural Order Hypothesis
- The Input Hypothesis

- The Affective Filter Hypothesis

### **Interlanguage Theories**

- 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**

- Universal Grammar
- Role of Universal Grammar in First and Second Language Acquisition
- Principle and Parameter Theory
- Projection Principle
- Language Learning through association
- Connectionism

### **Recommended Readings:**

- Cook, V. (1993) *Linguistics and Second Language Acquisition*. London: Macmillan.
- Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- McLaughlin, B. (1987). *Theories of Second Language Learning*. London: Edward Arnold.
- Ortega, L. (2007) *Understanding Second Language Acquisition*. London: Hodder Arnold.
- Long, M.H. (2002) *The Handbook of Second Language Acquisition*. Oxford: Blackwell.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-316	DISCOURSE ANALYSIS	3	V
Year	Discipline		
3	English		

### Aims:

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

### Contents:

1. What is discourse?
  - Discourse and the sentence
  - Grammar within and beyond the sentence
  - Language in and out of context
2. Formal Links
  - Formal and contextual links
  - Verb forms
  - Parallelism
  - Referring expressions
  - Repetition and lexical chains
  - Substitution
  - Ellipsis
  - Conjunction
3. Functional Analysis
  - Macro-functions
  - Micro-functions
  - Functional analysis and coherence
4. Conversational principles
  - Cooperation and politeness
  - Speech act theory and coherence
  - Declaration and performatives
  - Underlying force
  - Pragmatics, discourse analysis and language teaching
5. Views of Discourse Structure
  - Discourse as product

- Discourse as process
6. Discourse as Dialogue
- Discourse in communicative development
  - Discourse typology: reciprocity
  - Reciprocity, dialogue, and word order
  - Information structure in discourse

**Recommended Readings:**

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

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-317	PRAGMATICS	3	VI
Year	Discipline		
3	English		

**Aims:** to enable students to study factors that govern choice of language in social interaction and the impact of these choices on listeners.

### Contents

- Speech act theory – complex speech acts
- Felicity conditions
- Conversational implicature
- The cooperative principle
- Conversational maxims
- Relevance
- Politeness
- Phatic tokens
- Deixis

### Recommended Reading:

- Burton-Roberts, N. (Ed.), (2007). *Pragmatics*. Palgrave Macmillan.
- Carston., R. (2002). *Thoughts and Utterances: the pragmatics of explicit communication*. Wiley-Blackwell
- Cutting, J. (2002). *Pragmatics and Discourse: a resourcebook for students*. Routledge.
- Davis, S. (Ed.), (1991). *Pragmatics: a reader*. Oxford University Press.
- D'hondt, S., Ostman, J., & Verscheuren, J. (Eds.), (2009). *The pragmatics of interaction*. John-Benamins Publishing Company.
- Grice, H.P. (1989) *Studies in the Way of Words*, Harvard University Press.
- Grundy, P. (2000). *Doing Pragmatics*. Arnold.
- Horn. R. L., & Ward, L. G. (Eds.), (2005). *The handbook of pragmatics*. Wilsey-Blackwell.
- Huang, Y. (2007). *Pragmatics*. Oxford University Press.
- Leech, G. & Thomas, J. (1988). *Pragmatics: The State of the Art*. Lancaster Papers in Linguistics. University of Lancaster.
- Leech, G. (1983). *Principles of Pragmatics*. London: Longman.
- Levinson, S. (1983). *Pragmatics*. Cambridge University Press.

- Levinson, S. (2000) *Presumptive Meanings: The Theory of Generalized Conversational Implicature*, MIT Press.
- Mey, J. (2001). *Pragmatics: an introduction*. Wiley-Blackwell.
- Peccei, S. J. (1999). *Pragmatics*. Routledge.
- Sandra, D., Ostman, J., & Verschuren, J. (Eds.), (2009). *Cognition and Pragmatics*. John-Benjamins Publishing Company.
- Sbisà, M., Ostman, J., & Verschuren, J. (Eds.), (2011). *Philosophical Perspectives for Pragmatics*. John-Benjamins Publishing Company.
- Verschuren, J. (1999). *Understanding Pragmatics*. Arnold.
- Verschuren, J., & Ostman, J. (Eds.), (2009). *Key notions for Pragmatics*. John-Benjamins Publishing Company.
- Yule, G. (1996). *Pragmatics*. Oxford University Press.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-318	FOUNDATION OF LINGUISTIC THOUGHT	3	VI
Year	Discipline		
3	English		

### Aims:

To introduce students to the philosophical ideas that shape linguistic thought and to enable them to make connections between seemingly divergent ideas.

- Definitions of linguistics
- Branches of linguistics
- Brief history of the discipline
- Medieval/classical concepts
  - (i) Ferdinand de Saussure
  - (ii) Noam Chomsky
- Rudimentary phonetics and phonology
- Definitions in morphology and syntax
- Basic definition in semantics
- Language and society
  - (i) Varieties of language
  - (ii) Sapir-Whorf hypothesis
  - (iii) Diglossia
  - (iv) Linguistic politeness
- Language planning and language politics
- Language and education

### Recommended Reading:

- Aitchison, Jean. 1976. *The Articulate Mammal* London: Hutchinson. Latest edition, 2007.
- Aitchison, Jean. 1987. *Words in the Mind* Oxford: Blackwell
- Crystal, David. 1971. *Linguistics* Harmondsworth: Penguin Books, 1990 edition
- Lyons, John. 1970. *Chomsky* London: Fontana Press.
- Lyons, John. 1981. *An Introduction to Linguistics* Cambridge: Cambridge University Press, 1990 edition



- Miller, George A. 1999. *The Science of Words* New York: Scientific American Library
- Pavel, Thomas. 1992. *The Feud of Language* Oxford: Blackwell
- Rahman, Tariq. *An Introduction to Linguistics* Lahore: Vanguard, 1987-Revised and expanded edition Delhi: Orient Blackswan, 2010 and Karachi: Oxford University press, forthcoming.
- Robins, R.H. 1985. *General Linguistics: An Introductory Survey* New York: Longman Group.
- Simpson, J.K.Y. 1979. *A First Course in Linguistics* Edinburgh: Edinburgh University Press.
- Trask, R.L. 1995. *Language: The Basics* London, New York: Routledge.
- Yule, George. 1985. *The Study of Language: An Introduction* Cambridge: Cambridge University Press.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-319	ANTHROPOLOGICAL LINGUISTICS	3	VI
Year	Discipline		
3	English		

**Aims:** to familiarize students with the ways people negotiate, contest, and reproduce cultural forms and social relations through language, and the ways in which language provides insights into the nature and evolution of culture, cognition, and human society. The course integrates traditional anthropological concerns with the relations among language, culture, and meaning.

### Contents:

- Introduction to Linguistic Anthropology
- Language as a cultural resource
- Linguistic diversity
- Linguistic relativity
- Cultural and linguistic constraints on mind
- Cultural and linguistic practices
- Metaphor and embodied experience
- The cultural construction of gender
- Kinship terms
- Colour terms
- Gestures across culture

### Recommended Reading:

- Bradd, S. (1996). *Culture in mind: cognition, Culture and the problem of meaning*. OUP.
- Brenneis, L.D., & Macaulay, S.K.R. (1996). *The Matrix of Language: contemporary Linguistic Anthropology*. Westview Press.
- Duranti, A. (Ed.), (2004). *A companion to Linguistic Anthropology*. Blackwell Publishing.
- Duranti, A. (Ed.), (2009). *Linguistic Anthropology: A Reader*. (Second Edition). Blackwell Publishing.
- Foley, A. W. (2004). *Anthropological Linguistics: an introduction*. Blackwell Publishing.
- Gumperz, J.J. (1996). *Rethinking linguistic relativity*. Cambridge University Press.
- Ottenheimer, J.H. (2008). *The Anthropology of Language: An Introduction to Linguistic Anthropology*. Wadsworth.
- Stroinska, M. (2001). *Relative Points of View: linguistic representation of culture*. Berghahn Books.
- Verspoor, M. (2000). *Explorations in linguistic relativity*. John Benjamins Publishing Company.

- Wilson, C. J. & Lewiecki-Wilson, C. (Ed.), (2001). *Embodied Rhetorics: Disability in language and Culture*. Southern Illinois University. USA.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-320	TRANSLATION STUDIES	3	VI
Year	Discipline		
3	English		

### Aims:

To understand the complexities of translation from one language to the other – in this case from English to Urdu and from Urdu to English – through studying translations. They will be expected to demonstrate their knowledge and skills in the reading of translated material.

### Contents

- Language, culture and society
- The concept of universe of discourse
- Linguistic relativity
- Semantic competence
- Comparative Morphology, Syntax, and Semantics
- Translatability, Expressibility and Effability

### Recommended Reading

- Baker, Mona. (1992). *In Other Words: A Coursebook on Translation*. London: Routledge.
- Bell, R. T. (1994). *Translation and Translating*. London: Longman.
- Catford, J. C. (1965). *A Linguistic Theory of Translation: an Essay on Applied Linguistics*. London: Oxford University Press.
- de Beaugrande, Robert-Alain & Dressler, W. 1983. *Introduction to Text Linguistics*. London: Longman.
- Duff, A. (2004). *Translation*. Oxford: Oxford University Press.
- Fawcett, P. (1997). *Translation and Language: Linguistic Theories Explained*. Manchester: St Jerome Publishing.
- Kenny, Dorothy. (1998). 'Equivalence'. In Baker, M. (ed.), *Routledge Encyclopaedia of Translation Studies*, (77-80). London and New York: Routledge.
- Kress, G. (1989). *Linguistic Process in Sociocultural Practice* (Second edition). Oxford: Oxford University Press.
- Kussmaul, P. (1995). *Training the Translator*. John Benjamins Publishing Co.
- Newmark, P. (1995). *A Textbook of Translation*. Library of Congress Cataloging-in-Publication Data.
- Robinson, D. (2007). *Becoming a Translator: An Introduction to the theory and practice of Translation*. (second edition). Routledge.
- Sameulsson-Brown, G. (2004). *A Practical Guide for Translators*. Multilingual Matters Ltd.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-321	STYLISTICS	3	VI
Year	Discipline		
3	English		

### Aims:

To study the features of distinctive varieties of language and to discover and describe the impact of particular choices made by individual and social groups in their use of language. The course also aims at developing the skills in students to perform stylistic analysis of texts.

### Contents

- Stylistics as a branch of linguistics
- Style and Register
- Methods and theories of Stylistics
- Linguistic Description
- Conversational style
- Scripted speech
- Stylistic Analysis of a Variety of Written and Spoken Texts

### Recommended Reading:

- Black, E. (2006). *Pragmatic Stylistics*. Edinburgh University Press.
- Bradford, R. (1997). *Stylistics: The New Critical Idiom*. London: Routledge.
- Fowler, R. (1996). *Linguistic Criticism* (second edition.). Oxford: Oxford University Press.
- Haynes, J. (1995). *Style*. Routledge.
- Halliday, M.A.K. (1990). *Spoken and Written Language*. Oxford: Oxford University Press
- Hoey, M. (2003). *Textual Interaction*. London: Routledge.
- Leech, G. & Short, M. (1986). *Style in Fiction*. London: Longman.
- Simpson, P. (2004). *Stylistics: A resourcebook for students*. Routledge.
- Thomas, Jenny. (1995). *Meaning in Interaction*. London: Longman.
- Widdowson, H. (1992). *Practical Stylistics*. Oxford: Oxford University Press.
- Wright, L., & Hope, J. (1996). *Stylistics: A Practical Coursebook*. Routledge.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-411	PEDAGOGICAL GRAMMAR	3	VII
Year	Discipline		
3	English		

### Aims:

To introduce the students to some basic concepts of English grammar to enable them to understand, analyse and enhance their own grammatical competence. It will also help them transmit these concepts in their own teaching. The major emphasis of the course, therefore, will be on how to teach grammar.

### Contents:

- Clause Elements (Subject, Verb, Object, Adverbial, Complement)
- Sub-ordination and Coordination
- Some Basic Concepts of English Grammar
- Modality
- Tense and Aspect System of English
- Voice
- Hypothetical Meaning
- Teaching Grammar in Context

### Recommended Readings:

- Borjars, K. & Burridge, K. (2010). *Introducing English Grammar*. Hodder Education. UK.
- Celce-Murcia, & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. (Second edition). Boston, MA: Heinle and Heinle.
- Harmer, J. (1993). *Teaching and Learning Grammar*. London: Longman.
- Huddleston, R. & Pullum, G. (2005). *A Students' Introduction to English Grammar*. Cambridge: Cambridge University Press.
- Huddleston, R. (2002). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.
- Leech, G. (1988). *Meaning and the English Verb*. London: Longman.
- Leech, G. & Svartvik, J. (2003). *A Communicative Grammar of English* (Third edition). London: Longman.
- McKay, S. (1990). *Teaching Grammar: Form, Function and Technique*. New York: Prentice Hall.
- Odlin, T. (Ed.), (1994). *Perspectives on Pedagogical Grammar*. Cambridge: Cambridge University Press.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-412	TESOL 1- ENGLISH LANGUAGE SKILLS	3	VII
Year	Discipline		
3	English		

### Aims:

This introductory course on English Language Teaching (ELT) combines the principles of ELT with practice to enable students to see and perpetuate a model of classroom interaction and effective teaching. The aim is to enable students to understand the theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan.

### Contents:

#### 1. Methods of Language Teaching

- Approach, Method and Technique
- Selected ELT Methods: Grammar-Translation, Direct, Audio-lingual
- Communicative Language Teaching
- ELT models for Pakistan

#### 2. Theory and Practice of Teaching Oral Skills

- Nature of Oral Communication
- Theory and techniques of teaching listening and speaking
- Lesson Planning for Teaching Oral Skills

#### 3. Theory and Practice of Teaching Reading Skills

- Nature of Reading
- Theories of Reading – Interactive and Schema
- Designing activities for reading skills
- Lesson Planning for teaching reading

#### 4. Theory and Practice of Teaching Writing Skills

- Nature of Writing
- Theories of Writing – Product and Process
- Lesson Planning for teaching writing
- Techniques for giving feedback and correcting written work

#### 5. Teaching Language through Literature

### Recommended Readings:

- Alderson, J. C., & Urquhart, H. A. (Eds.) (1984). *Reading in a Foreign Language*.

London: Longman.

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



## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-413	LANGUAGE AND GENDER	3	VII
Year	Discipline		
3	English		

### Aims:

To introduce students to a wide range of linguistic analyses of language used by and about women and men; to examine models of explanation for gender differences and to enable students to explore gender in the structure and use of language at different levels of linguistic analysis (speech style/pronunciation, vocabulary, sentence construction, discourse) and in different social and cultural contexts.

### Contents:

#### This course explores:

- The relationships between language, gender, and society: In what ways do men and women use language differently? How do these differences reflect and/or maintain gender roles in society? understand the primary linguistic approaches to the topic of gender and language
- Appreciate the past history of the subject as well as the present issues and controversies which dominate the field.
- While the course takes primarily a linguistic perspective, it will also draw on insights from anthropology, sociology, psychology, and women's studies.

### Recommended Reading

- Coates, J. (1986). *Women, Men and Language*. Longman: London.
- Eckert, P. & McConnell, G. S. (2003). *Language and Gender*. CUP.
- Ember, R. C & Ember, M. (Eds.), (2004). *Encyclopedia of Sex and Gender: Men and women in the world's cultures*. Kluwer Academic/ Plenum Publishers
- Graddol, D. and J. Swann. (1989). *Gender Voices*. Blackwell: Oxford, UK.
- Johnson, S. & Ulrike, H. M. (1997). *Language and Masculinity*. Oxford: Blackwell. (LAM).
- King, R. (1991). *Talking Gender: A Guide to Non-Sexist Communication*. Copp Clark Pitman Ltd.: Toronto.
- Litosseliti, L. (2006). *Gender and Language: Theory and Practice*. London: Hodder Arnold.
- Tannen, D. (1990). *You Just Don't Understand*. New York: Ballantine Books (YJDU)
- Tannen, D. (Ed.), (1993). *Gender and Conversational Interaction*. New York: OUP

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-414	LANGUAGE, CULTURE AND IDENTITY	3	VII
Year	Discipline		
3	English		

### Aims:

To develop a better understanding of what constitutes identity and how it relates to language and culture and to conceptualize views of language, literacy and cultural practices within different contexts.

### Contents:

#### Basic Concepts

- Relationship between Language and culture
- Role of language and culture in the formation of identity
- Types of identity: religious, ethnic, Linguistic, cultural, national.
- Issues of identity in multicultural societies
- Identity crisis
- Language attitudes
- Ethnic conflicts
- Linguistic conflicts
- Problems of linguistic inequality
- Linguistic imposition
- Crosscultural communication
- Culture shock

#### The case of Pakistan

- Language Teaching Policies
- The medium of instruction controversy
- Cultural invasion and linguistic politeness
- Language and ethnic politics
- Language planning and ethnic politics

#### Recommended Reading

- Rahman, Tariq. (1999). *Language Education and Culture*. Oxford: Oxford University Press.
- Tollefson, W.J. *Language Policy, Culture and identity in Asian Contexts*. Lawrence Earlbaum Associates. Mahwah, New Jersey.
- Edwards, J. (1985). *Language, Society and identity*. Oxford: Basil Blackwell.
- Gumperz, J.J.(2005). Interethnic Communication. In Kiesling F.S & Paulton, B.C. (Eds.). *Intercultural Discourse and Communication: The Essential Readings*. Blackwell Publishing.
- Hussain, N; Ahmed, A & Zafar, M. (Eds.). *English and Empowerment in the Development World*. New Castle Upon Time: Cambridge Scholars Publishing.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-415	INTRODUCTION TO RESEARCH METHODS IN APPLIED LINGUISTICS	3	VII
Year	Discipline		
3	English		

**Aims:** to enable students to conduct their own small scale research; the main aim is to familiarize them with techniques and methods of selecting topics, developing questions, collecting and analyzing data and also preparing the research report.

### Contents:

- Introduction: Qualitative and Quantitative Research Paradigms
- Identifying and Defining a Research Problem
- Ethical considerations
- Sampling Techniques
- Tools for Data Collection: Questionnaires, Interviews, Observation & Documents
- Some Aspects of the Research Report a. Review of literature  
b. Transcription and Transliteration  
c. Referencing and Citation

### Recommended Readings:

- Allwright, D. & Bailey, K. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: CUP.
- Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. (Fifth edition.) Boston: Pearson Education, Inc.
- Brown, D. (2004). *Doing Second Language Research*. Oxford: OUP.
- Brown, D. (1988). *Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design*. Cambridge: CUP.
- Brown, J. D. & Rogers, T.S. (2002). *Doing Second Language Research*. Oxford: OUP.
- Bryman, A. (2004). *Research Methods for Social Sciences*. Second edition. Oxford: Oxford University Press.
- Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. (Second edition). Thousand Oaks: Sage Publications.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: OUP.
- Drever, E. (1995). *Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide*. Edinburgh: Scottish Council for Research in Education.
- Fraenkel, J. & Wallen, N. (1995). *How to Design and Evaluate Research in Education* (Second edition). New York: McGraw Hill.
- Hammersley, M. & Atkinson, P. (1995). *Ethnography: Principles in Practice*. (Second edition). New York: Routledge.

- Miles, M. & Huberman, M. (1994). *Qualitative Data Analysis*. CA: Sage.
- Munn, P. & Drever, E. (1995). *Using Questionnaires in Small- Scale Research*. Edinburgh: Scottish Council for Research in Education.
- Nunan, David. (1992). *Research Methods in Language Learning*. Cambridge: CUP.
- Robson, C. (2002). *Real world research* Malden, MA: Blackwell Publishing.
- Schofield, J. W. (2007). Increasing the generalizability of qualitative research. In M. Hammersley. (Ed.), *Educational research and evidence-based practice*. Thousand Oaks, CA: Sage. (181-203).
- Silverman, D. (Ed.), (1998). *Qualitative Research: Theory, Method and Practice*. London: Sage.
- Silverman, D. (Ed.), (2002). *Interpreting Qualitative Data: Text, Context and Talk*. London: Sage.
- Wallace, M.J. (1998). *Action Research for Language Teachers*. Cambridge: Cambridge University Press.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-416	LANGUAGE IN EDUCATION	3	VIII
Year	Discipline		
4	English		

### Aims:

To introduce students to broad issues in language and education to enable them to make informed decisions as future leaders in the TESOL profession. It aims to enable the students to compare the language policy of their country with other countries and understand its implications for the teaching of English, national and local languages; to develop a range of perspectives to review the language in education situation in a country and its possible impacts on access, equity, poverty alleviation etc. and to make informed choices for school/institutional level policies and practices.

### Contents:

- Place of language in Education for All
- Medium of instruction in bilingual/multilingual communities
- Bilingual education programs
- Role of majority and minority languages
- Linguistic rights
- Language and literacy

### Recommended Reading

- Bisong, J. (1995). Language Choice and Cultural Imperialism: A Nigerian Perspective. *ELT Journal* 49:2. 122-132.
- Pennycook, A. (1996). English in the world/The world in English. In Tollefson, W. J (Ed.), *Power and Inequality in Language Education*. (34-58). Cambridge: Cambridge University Press.
- Phillipson, R. (1992)..*Linguistic Imperialism*. Oxford: Oxford University Press.
- Platt, J., Weber, H., & Ho, M. (1984). *The New Englishes*. London: Routledge.
- Ricento, T. & Hornberger, N. (1996). Unpeeling the Onion: Language Planning and Policy and the ELT Professional. *TESOL Quarterly* 30:3, 401-428.
- Schiffman, H.E. (1996). *Linguistic Culture and Language Policy*. London: Routledge.
- Smith, L. (Ed.), (1981). *English for Cross-cultural Communication*. New York: Macmillan.
- Strevens, P. (1982). World English and the Worlds Englishes or, Whose Language is it Anyway? *Journal of the Royal Society of Arts*. June, 418-31.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-417	TESOL 11 - SYLLABUS AND MATERIALS EVALUATION AND DESIGN	3	VIII
Year	Discipline		
4	English		

**Aims:** to introduce the students to principles and process of evaluating and designing a language syllabus and materials for language teaching.

### Contents:

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

### Recommended Reading:

1. Alderson, J. C & North, B. Eds. 1991. *Language Testing in 1990s*. Macmillan.
2. Brown, H. Douglas. 2001. *Teaching by Principles*. 2<sup>nd</sup> Edition. New York. Addison.
3. Cohen, A. 1994. *Assessing Language Ability in the Classroom* (2<sup>nd</sup> Ed). Rowley, Mass.: Newbury House / Heinle and Heinle.
4. Cunningsworth, Alan. 1984. *Evaluating and Selecting EFL Materials*. Oxford.
5. Cunningsworth, Alan. 1995. *Choosing Your Coursebook*. Oxford: Heinemann.
6. Decapua, Andrea and Wintergerst, Ann. 2004. *Crossing Cultures in the Language Classroom*. U of Michigan Press.
7. Ellis, R. 2005. *Task Based Language Learning*. Oxford: Oxford University Press.
8. Grant, N. 1987. *Making the Most of Your Textbook*. Harlow: Longman.
9. Graves, K. (ed). 1996. *Teachers as Course Developers*. Cambridge: C UP
10. Hall, David and Ann Hewings. 2001. *Innovation in English Language Teaching*. London: Routledge
11. Markee, N. 1997. *Managing Curriculum Innovation*. Cambridge: C UP.
12. Nunan, D. 1988. *Syllabus Design*. Oxford: OUP.
13. Nunan, D. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge: C UP.
14. Prabhu, N. S. 1987. *Second Language Pedagogy*. Oxford: OUP.
15. Tomlinson, B. Ed. 1998. *Materials Development in Language Teaching*. Cambridge.
16. Tomlinson, B. Ed. 2003. *Developing Materials for Language Teaching*. Continuum.
17. Tomlinson, B. Ed. 1998. *Materials Development in Language Teaching*. Cambridge.

18. White, r.v. 1988. *The ELT Curriculum: Design, Innovation, Management*. Blackwell.
19. Wintergerst, Ann. 1994. *Second-Language Classroom Interaction*. Toronto: U of Toronto.
20. Yalden, J. 1987. *Principles of Course Design for Language Teaching*. Cambridge.



## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-418	MULTILINGUALISM	3	VIII
Year	Discipline		
4	English		

### Aims:

To enable participants to recognize their multilingual environment and to familiarize them with multilingual scenarios across the world and the anxieties it poses to the individuals struggling in such environments and to look into linguistic survival and learning strategies in multilingual environments.

### Contents:

- Multicultural environment
- Bilingualism & Language Acquisition
- Foundations of Multicultural Education
- Descriptive Linguistics
- Methods of Teaching Multilingual Students
- Assessment of Language Learners
- Emergent Literacy for ELLs
- Curriculum Development for Language Learners

### Recommended Reading

- Pattanayak, Debi Prasanna, Ivan Illich. 1981. *Multilingualism and Mother Tongue Education*. Oxford University Press: Oxford.
- Ramakrishna, Shantha. 1997. *Translation and Multilingualism: Post Colonial context*. Pencraft International.
- Rahman, Tariq. (1999). *Language Education and Culture*. Oxford: Oxford University Press.
- Tollefson, W.J. *Language Policy, Culture and identity in Asian Contexts*. Lawrence Earlbaum Associates. Mahwah, New Jersey.
- Adebija, Efeurosibina. 2004. *Multilingualism: A Nigerian Case Study*. Africa World Press.
- Mansour, Gerda. 1993. *Multilingualism and Nation Building*. Multilingual Matters.
- Ed. Extra, Guss. Kutlay Ygmur. 2004. *Urban Multilingualism in Europe: Immigrant Minority Languages at Home and School*. Multilingual Matters.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
ENG-410	RESEARCH PROJECTS IN APPLIED LINGUISTICS	6	VIII
Year	Discipline		
4	English		

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

- Develop the ability to collect, analyze and interpret data
- Present their findings in a coherent and well-organized research paper and to avoid plagiarism.
- Write an abstract presenting a critical summary of the paper comprising 150 – 200 words
- Document their sources using MLA format for in-text citation and works cited list

Each student will be provided individual supervision and guidance in the proposed research that he or she is conducting.

## BS (4 Years) for Affiliated Colleges



Code	Subject Title	Cr. Hrs	Semester
<b>ENG-322</b>	<b>World Englishes</b>	<b>3</b>	<b>V</b>
Year	Discipline		
<b>3</b>	<b>English</b>		

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

**Objectives:** The students should:

- be familiar with the current debate in linguistics regarding the future of English as an International Language
- understand that there is a repertoire of models for English; that the localized innovations have pragmatic bases; and that the English language now belongs to all those who use it.
- be familiar with general characteristics of and issues related to Pakistani, Indian, Malaysian, Singapore, and Nigerian, Chinese, Japanese, and Hong Kong English
- At the end of the course, students should be able to describe the spread and the diverse functions and statuses of English in the world. They should further be able to describe and recognize selected varieties of English, saying how they differ from the traditional dictionary norms and from each other. Finally, they should know the debate(s) going on concerning the various Englishes in the world, and on the legitimacy of New Englishes in particular.

**Course Contents:**

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

### **Recommended Reading:**

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