

Scheme of Studies

BS English 2nd, 4th, 6th & 8th semester

Code	Course Title	Credits
GEN-3201	Expository Writing	3
GEN-3202	Arabic	2
GEN- 3203	Application of Information & Communication Technologies	3
MGT-3204	Phonetics & Phonology	3
ENG -325	History of English Literature-II	3
ENG -326	Introduction to Anthropology	3
		17

Old Scheme of Studies for semester II, IV, VI & VII

Semester-II

Code	Course Title	Credits
ENG-321	English-II Advanced Academic Reading & Writing	3(3-0)
PST-322	Pakistan Studies	2(2-0)
ANT- 323	Introduction to Anthropology	3(3-0)
MGT-324	Introduction to Management	3(3-0)
ENG -325	Phonetics & Phonology	3(3-0)
ENG -326	History of English Literature-I (Medieval to Romantics)	3(3-0)
		17

SEMESTER-II

Course Title: Expository Writing

Credit Hours: 3(3-0)

GEN-3201

Course Objectives: The course is developed with the aim to enable the students to meet their real life communication needs by

- Helping them learn and understand basic concepts of communication process
- Practically implementing theoretical aspects in the real life situations

Course Contents:

What is Communication?

- Process of communication, effective steps of communication, basic communication skills

Paragraph Writing;

- Practice in writing a good, unified and coherent paragraphs
- Paragraph writing leading towards the writing of five to seven paragraphs long essay
- Stages of writing (brain storming, researching, drafting and editing)
- Methods of writing (cause and effect, problem solutions, comparison and contrast)

Essay Writing;

- Basic structure of essay, topic sentence, supporting sentence, concluding sentence, thesis statement
- Unity and Coherence, Introduction and Conclusion

CV and Job Application;

- Preparing a Curriculum Vitae
- Writing a formal job application

Translation Skills;

- Urdu to English

(Practice at advanced level)

Study Skills;

- Skimming and scanning, intensive, extensive and speed reading
- Summary and precis writing
- Comprehension (at advanced level)
- (sQ3R and Sq4r methods)

Academic Writing;

- Letter/ Memo writing, Minutes of Meeting, use of Dictionary, Library and Internet

Presentation Skills;

- Personality development (emphasis on content, style and pronunciation)
- Preparation stage, audience analysis, handling and asking questions, managing time, handling non-verbal means, feedback

Academic Writing;

- How to write a research proposal for research paper/term paper?
- How to write a research paper/ term paper?
- (Emphasis on style, content, language, form, clarity , consistency)

Report Writing;

- Technical Report writing
- Progress report writing
- Preparation and planning

E-mail writing;

- Creating e-mail account
- Writing and sending e-mails

Preparing for Interview and Research proposal/ research paper defense

Note: Documentaries to be shown for discussion and review

Recommended Books:

Communication Skills

- a) **Grammar**
1. Practical English Grammar by A. J. Thomson and A. V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.
- b) **Writing**
1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Françoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
 2. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19 435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).
- c) **Reading**
1. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.
 2. Reading and Study Skills by John Langan
 3. Study Skills by Richard York.
- d) **Speaking**
4. Ellen, K. 2002. Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top
 5. Hargie, O. (ed.) Hand book of Communications Skills
 6. Mandel, S. 2000. Effective Presentation Skills: A Practical Guide Better Speaking Mark, P. 1996. Presenting in English. Language Teaching Publications

Course Title: Arabic

Credit Hours: 2(2-0)

Course Code: GEN-3202

Objectives of the Course	<p>۱۔ طلباء کو عربی زبان کی علوم اسلامیہ میں اہمیت سے آگاہ کرنا</p> <p>۲۔ طلباء کو علم صرف اور نحو کے بنیادی قواعد سے آگاہ کرنا تاکہ اسلامی علوم سے کما حقہ استفادہ کیا جا سکے</p> <p>۳۔ طلباء کو علم صرف کے بنیادی اصولوں سے آگاہ کرنا</p> <p>۴۔ قرآن مجید سے قواعد عربیہ کی عملی مشق کروانا۔</p>
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Week	Lecture No.	قواعد	عملی مشق
Week 1	Lecture 1	• اسم کی پہچان	• تعوذ اور سورۃ الفاتحة (4-1)
	Lecture 2	• هُو، هُم، ضمائر منفصلہ	• سورۃ الفاتحة (-5) 7، تکبیر، ثناء،

			تسيجات	
Week 2	Lecture 3	• ل، مِنْ، عَن، مَعَ حروف جار	• تشهد، درود، دعا	
	Lecture 4	• فعل ماضى: فَعَلَ	• سورة الإخلاص	
Week 3	Lecture 5	• فعل مضارع: يَفْعَلُ	• سورة الفلق	
	Lecture 6	• فعل امر، فاعل، مفعول، فعل	• سورة النَّاس	Quiz # 01
Week 4	Lecture 7	• نَصَرَ، عَبَدَ	• سورة النصر	Assignment# 01
	Lecture 8	• ضَرَبَ، ظَلَمَ، سَمِعَ، عَلِمَ	• سورة الكافرون	
Week 5	Lecture 9	• كمزور أفعال: وَهَبَ، وَعَدَ	• سورة البقرة: 5-1	
	Lecture 10	• كمزور أفعال: قَالَ، زَادَ	• سورة البقرة: 6-10	
		•	•	
		• Mid Term		
Week 6	Lecture 11	• بمزه والى أفعال: أَمَرَ	• سورة البقرة: 11-13	
	Lecture 12	• يكسان حروف والى أفعال: طَنَّ، طَلَّ	• سورة البقرة: 14-18	
Week 7	Lecture 13	• فعل مجهول: نُصِرَ، جُعِلَ	• سورة البقرة: 19-20	
	Lecture 14	• فعل مجهول: وُعدَ، أُمِرَ	• سورة البقرة: 21-22	
Week 8	Lecture 15	• مزيد في: حَاسَبَ	• سورة البقرة: 23-25	
	Lecture 16	• مزيد في: اسَلَّمَ، اِخْتَلَفَ	• سورة البقرة: 26-29	
Week 9	Lecture 17	• مزيد في: اسْتَعْفَرَ	• سورة البقرة: 30	Quiz # 02

	Lecture 18	• مزيد في: تَدَبَّرَ، تَدَارَسَ، إِنْقَلَبَ	• سورة البقرة: 31-35	
		•	•	
Week 10	Lecture 19	• مزيد في: وُلِيَ	• سورة البقرة: 36-37	Assignment# 02
	Lecture 20	• مزيد في: نَادَى، أَقَامَ	• سورة البقرة: 38-42	
		•	•	
Week 11	Lecture 21	• مزيد في: اتَّقَى، سَتَقَامَ	• سورة البقرة: 43-46	
	Lecture 22	• مؤنث ضمائر	• سورة البقرة: 47-50	
Week 12	Lecture 23	• مؤنث فعل كا ثبيل	• سورة البقرة: 51-53	
	Lecture 24	• مؤنث فعل كا ثبيل، تثنيه (دو) ثبيل	• سورة البقرة: 54-57	
		•	•	
Week 13	Lecture 25	• فعل مجهول (مزيد في) عَلِمَ، أَنْزَلَ	• سورة البقرة: 58-59	
	Lecture 26	• فعل: كَرَّمَ، مَّ اور فعل مضارع	• سورة البقرة: 60-61	
		•	•	
Week 14	Lecture 27	• لَمْ اور مضارع مزيد في افعال	• سورة البقرة: 62	
	Lecture 28	• لَنْ اور فعل مضارع , اسم مكان	• سورة البقرة: 63-66	
		•	•	
Week 15	Lecture 29	• اسم مكان	•	
	Lecture 30	• جمع تكسير ، جمله اسميه	• سورة البقرة: 67-70	
		•	•	
Week 16	Lecturer 31	• جمله فعليہ	• سورة البقرة: 71-73	
	Lecturer 32	• مضاف، مضاف اليه، موصوف، صفت	• سورة البقرة: 74	

Week 17		•	•	
		Terminal Examination		

نصابی کتب

نمبر شمار	نام مصنف	نام کتاب
1	عبدالستار خان	عربی کا معلم (چاروں حصے)
2	معین اللہ ندوی	تمرین صرف
3	محمد مصطفیٰ ندوی	تمرین النحو
4	مولانا عبدالماجد ندوی	معلم الانشاء
5	مولانا مختار احمد	مختار النحو

حوالہ جاتی کتب

نمبر شمار	نام مصنف	نام کتاب
1	علی جارم	النحو الواضح
2	نعیم الرحمن	اساس عربی
3	رشید الشراطوی	مبادئ العربية في الصرف و النحو
4	عبدالرحمن امرتسری	کتاب النحو
5	محمد مصطفیٰ ندوی	تمرین النحو
6	عبدالرحمن طاہر	قواعد القرآن
7	جامعۃ الملك السعود، ریاض	اللغة العربية لغير الناطقين بها
8	ڈاکٹر ابراہیم سورتی	قرآنی عربی

APPLICATIONS OF INFORMATION AND COMMUNICATION TECHNOLOGIES

UGE Policy V 1.1 : General Education Course

Credits: 03 (Class Credits: 02; Lab Credits: 01)
Pre-Requisite: Nil
Offering: Undergraduate Degrees (including Associate Degrees)
Placement: 1 - 4 Semesters
Type: General Education
Fields: All

DESCRIPTION

This course is designed to provide students with an exploration of the practical applications of Information and Communication Technologies (ICT) and software tools in various domains. Students will gain hands-on experience with a range of software applications, learning how to leverage ICT to solve daily life problems, enhance productivity and innovate in different fields. Through individual and interactive exercises and discussions, students will develop proficiency in utilizing software for communication, creativity, and more.

COURSE LEARNING OUTCOMES

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

1. Explain the fundamental concepts, components, and scope of Information and Communication Technologies (ICT).
2. Identify uses of various ICT platforms and tools for different purposes.
3. Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life.
4. Understand the ethical and legal considerations in use of ICT platforms and tools.

SYLLABUS

1. **Introduction to Information and Communication Technologies:**
 - Components of Information and Communication Technologies (basics of hardware, software, ICT platforms, networks, local and cloud data storage etc.).
 - Scope of Information and Communication Technologies (use of ICT in education, business, governance, healthcare, digital media and entertainment, etc.).
 - Emerging technologies and future trends.
2. **Basic ICT Productivity Tools:**
 - Effective use of popular search engines (e.g., Google, Bing, etc.) to explore World Wide Web.
 - Formal communication tools and etiquettes (Gmail, Microsoft Outlook, etc.).
 - Microsoft Office Suites (Word, Excel, PowerPoint).
 - Google Workspace (Google Docs, Sheets, Slides).
 - Dropbox (Cloud storage and file sharing), Google Drive (Cloud storage with Google Docs integration) and Microsoft OneDrive (Cloud storage with Microsoft Office integration).
 - Evernote (Note-taking and organization applications) and OneNote (Microsoft's digital notebook for capturing and organizing ideas).
 - Video conferencing (Google Meet, Microsoft Teams, Zoom, etc.).
 - Social media applications (LinkedIn, Facebook, Instagram, etc.).
3. **ICT in Education:**
 - Working with learning management systems (Moodle, Canvas, Google Classrooms, etc.).
 - Sources of online education courses (Coursera, edX, Udeny, Khan Academy, etc.).
 - Interactive multimedia and virtual classrooms.

Dahyad

Course Title: Introduction to Phonetics & Phonology

Level: BS 2nd

Course Code: ENG- 3204

Credit Hours:03

Course Description

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

Course Objectives

This course aims to:

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

Course Contents

1. Basic definitions

- Phonetics
- Articulatory, Auditory & Acoustic Phonetics
- Phonology
- Phoneme
- Vowels
- Consonants
- Diphthongs
- Triphthongs
- Voicing
- Aspiration
- Minimal pairs

2. Organs of Speech

3. Phonemes

- Consonants (place and manner of articulation)

- Vowels (vowel trapezium/quadrilateral)

- Monophthongs

- Diphthongs

- Triphthongs

4. Rules

- Rules of Voicing

- Rules of /r/

- Rules of /ŋ/

5. Practice of phonemic transcription

6. Definitions

- Homophones

- Homographs

- Homonyms

- Homophenes

7. Fluency Devices

- Assimilation

- Elision

- Weak forms/Strong forms

- linking

8. Sound Values

9. Stress and Intonation

10. Practice of phonemic transcription

Recommended Readings

- Collins, B. and Mees, I. (2003) *Practical Phonetics and Phonology: A Resource Book for Students*. London & NY: Routledge (Taylor & Francis)

- Clark, J and Yallop, C. (1995). *An Introduction to Phonetics and Phonology*. 2nd edition. Cambridge, Mass: Blackwell.

- Davenport, Mike & S. J. Hannahs. (2010). *Introducing Phonetics & Phonology*, 3rd edition. Hodder Education

- Roach, Peter. (2009). English Phonetics and Phonology: A Practical Course. 4th Edition. Cambridge.

Course Title: History of English Literature II

Course Code: ENG-3205

Cr. Hrs 03

Aims & Objectives:

This course will focus on some of the major literary movements of the 20th Century. The spirit of the course should be taken as an extension of any of the previous courses suggested in the literary history; like the one in Year 01, Semester 1, but this time the historical topics are to be accessed a bit differently. Here the students are to explore the history of Modern literature from the perspective of overlapping major literary trends and tradition of the time. For example, at its core, the course will explore the changing forms of Realism as a literary requirement during the 20th century. It will explore some of the divergent offshoots of Realism like Naturalism, Symbolism, Existentialism, Absurdism, Surrealism, and many others. By its extension, it will be very challenging for the teachers to tackle controversial debates such as seeing modern and 20th 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:

- 19th Century Realism
- Modernism and the 20th Century
- Post-Modernism and the Contemporary

Recommended Readings:

1. Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge. (For Postcolonial Theory)
2. Belsey, Catherine. (1980). *Critical Practice*. London: Routledge. (For Marxist and Russian Formalist Theory)
3. Benveniste, Emile. (1971). *Problems in General Linguistics*. Miami: Miami UP. (For Linguistic, Structural, and Poststructuralist Theories)
4. Culler, Jonathan. (1981). *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge. (For Reader-oriented Theory)
5. Docherty, Thomas. Ed. (1992). *Postmodernism: A Reader*. Hemel Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)
6. Eagleton, Mary. Ed. (1991). *Feminist Literary Criticism*. London:

Course Title: Introduction to Anthropology Course Code: ANT-3206

Credit Hours: 2(2-0)

. Introduction

- a. Definition of Anthropology
- b. Fields of anthropology
- c. Anthropological research methods
- d. Anthropology and other social sciences
- e. Significance of anthropology

2. Culture

- a. Definition, properties and taxonomy
- b. Evolution and growth of culture
- c. Evolution of man: religious and modern perspectives
- d. Evolution of culture

3. Language and culture

- a) Communication
- b) Structural linguistics
- c) Historical linguistics
- d) Sociolinguistics
- e) Relationship between language and culture
- f) Sapir Whorf Hypothesis

4. Economic system

- a. Economic anthropology
- b. Adaptive Strategies
 - Foraging
 - Pastoralists
 - Horticulture

- Agriculture
 - Industrial
- c. Distribution and Exchange
- Market exchange
 - Redistribution
 - Reciprocity (types)
 - Barter
- d. Kula Ring
- e. Pot latching

5. Marriage and family

- a. Marriage its types and functions
- b. Forms and functions of family
- c. Residence patterns
- d. Kinship and descent
- e. Descent groups; Rules and types of descent

6. Political organization

- a. Types of political organization
- b. Centralized and Un centralized political systems
- c. Membership, settlement patterns, decision making in Band Tribes and Chiefdom
- d. Leadership/Resolution of conflict in Band Tribes and Chiefdom

7. Religion and magic

- a. Definition, Basic Concepts
- b. Animism and Animatism
- c. Religious practitioners (Shamans)
- d. Rituals and its examples
 - Rites of Passage
- e. Witchcraft, Magic and sorcery
- g. Functions of religion

8. Culture change

- a. Mechanism of cultural change
- b. Repressive change
 - Acculturation and Ethnocide
 - Genocide
- c. Cultural change in the modern world
- d. Problems of cultural change in Pakistani society

9. The arts

- a. Visual Arts
- b. Verbal Art
 - Myth
 - Legend
 - Tale

Books recommended

1. Adamson, Hoebel and Everett L. Frost. (1979). Cultural and Social Anthropology, New Delhi: McGraw Hill Publishing Co.
2. Bernard, H. Russell (1994). Research Methods in Anthropology; Qualitative and Quantitative Approaches. London: Sage Publications

3. Bodley, Jhon H. (1994). Cultural Anthropology. California: Mayfield Publishing Co.
4. Clammer, John R. (1983). Modern Anthropological Theory, New Delhi, Cosmo
5. Ember, Carol R. and Ember, Melvin (1990). Anthropology. (6th ed. Englewood Cliffs: Prentice Hall Inc.
6. Harris, Marvin (1987). Cultural Anthropology, New York: Harper and Row.
7. Harris, Morven (1985). Culture, People, Nature; An Introduction to General Anthropology. London: Harper and Row.

SEMESTER IV

	Code	Course Title	Credits
1	MCM-421	Introduction to Mass Communication	3
2	ISJ-422	Islamic Jurisprudence	3
3	ENG- 423	English for Specific Purposes	3
4	ENG-424	Semantics	3
5	ENG -425	History of English Literature-II	3
6	ENG -426	Classics in Drama-I	3
			18

1.Course Title: Introduction to Mass Communication

Course Code: MCM-421

Cr. Hrs 03

Objectives:

This course is aimed at introducing the students with basic concept of communication and mass communication. This course further enables the student to understand the communication process and distinguish among various mass media

OUTCOMES OF STUDY:

Mass communication or a related field can help individuals launch their careers in the media industry. Those who continue on to advanced degrees may be considering higher-level positions in communication or teaching opportunities. Below are a few examples of careers students can pursue with a degree in mass communication. For more options, explore *Study.com*.

- Broadcaster
- Journalist
- Careers in Communications and Journalism

.CONTENTS:

Mid Term

Communication

Definitions, types and significance,

Process of Communication:

Source; Message; channel; noise; destination; encoding; decoding; and feedback.

Barriers in communication.

Essentials of effective communication

Role of mass media in agenda setting

Terminal

Nature and Functions of mass communication (Information, Education, Opinion Formation, Entertainment and Development.)

MEDIA OF MASS COMMUNICATION

Print Media newspapers, magazines, periodicals, books, pamphlets Broadcast

Media: radio, TV, film. News Media: (Internet)–On-line journals

Traditional/Folk-Media.

Comparative study of mass media, their components, functions and effects

Books Recommended:

1. Dominick, J.R. (2006) Dynamics of Mass Communication (8thed.).New York; McGraw-Hill.
2. Straubhaar, LaRose (2002) Media Now: Communication Media in the Information Age (3rded.). USA; Wads worth.30
3. Understanding Mass Communication, Defleur Dennis, Houghton MufflinCo.Bostan.2000
4. Introduction to Mass Communication, Edward J.Whetmore, Wads worth Publishing Co. California 1995.
5. Journalism for All, Mehdi Hassan and Abdus Salam Khurshid ,Aziz Book Depot, Lahore.6th ed., 1997.
6. Iblagh Kay Nazriy at, Muqaddara Shamsuddin,M, M (National Language Authority, Islamabad 1990.
7. Dynamics of Mass Communication Roger Dominic 6th ed , McGraw Hill New York , London 1999.
8. Ta'araf-e-Iblagh-e-Amma, Matin-ur-Rehman Murtaza, Department of mass Com University of Karachi
9. Communication, University of Karachi –2000.
10. Introducing Mass Communication Michael W.Gambol,Mc, Graw Hill, 1996.
11. Media of mass communication, John Vivian 5th Ed. Allyn and Bacon,London,200

2. Course Title: Islamic Jurisprudence

Course Code: ISL-422

Cr. Hrs 03

Course Title: Islamic Jurisprudence

Course Code: ISL-422

Semester: BS 4TH

Credit Hrs:3

	فقہ اسلامی کی تاریخ تعریف
	فقہیہ کے اوصاف
	فقہ کی ضرورت اہمیت اور خصوصیات
	فقہ کا بنیادی ماخذ قرآن حکیم
	قرآن حکیم میں ناسخ کو و منسوخ اور علماء اکرام کی راہے
	فقہ اسلامی کا ماخذ ثانی سنن نبویہ کی تعریف
	سنت کی شرائط
	اقسام احادیث
	احادیث کی تدوین کی تاریخ راوی کی خصوصیات احادیث کا ماخذ ثانی ہونے کے دلائل
	فقہ اسلامی کا ماخذ ثالث
	اجماع کی تعریف اور شرائط
	اسکے شرعی حجت ہونے پر دلیل
	استحسان اور استصلاح کی تعریف مثالیں اور ضرورت
	شرع اسلامی میں اجتہاد کی تعریف
	مجتہدین کے درجے
	تقلید کیا ہے کیوں ضروری ہے
	کونسی تقلید صحیح ہے
	تقلید نہ کرنے کے نقصانات
	فقہ اسلامی کا تدریجی ارتقاء
	فقہ اسلامی کے مختلف ادوار
	فقہی مسائل
	ٹرمینل سلیبس
	وضو کا طریقہ، فرائض اور سنتیں

	نواقض وضو کے متعلق ائمہ کرام کا اختلاف اور دلائل
	تیمم کا طریقہ ،فرائض
	نواقض تیمم اور تیمم کی مشروعیت کی تاریخ
	کن اشیاء پر تیمم جائز ہے اور ائمہ کرام کے اختلافات اور دلائل
	غسل کا مسنون طریقہ فرائض
	ائمہ کرام کے اختلافات اور دلائل
	زکوٰۃ کا معنی اور مفہوم
	زکوٰۃ کی شرائط اور فرائض
	نصاب زکوٰۃ ، سونا ،چاندی اور جانور
	زکوٰۃ کی تاریخ مشروعیت
	ائمہ کرام کے اختلافات اور دلائل
	حج کا معنی اور مفہوم ،اقسام حج
	ارکان حج
	فرائض حج ،ائمہ کرام کے اختلافات کے ساتھ
	بیمہ (انشورنس) کے معنی اور مفہوم
	بیمہ کی اقسام ،مصالح اور مفسد اغاز
	جواز اور عدم جواز کے دلائل
	بنککاری کیا ہے
	موجودہ بنکاری کے نقصانات
	غیر سودی بینکاری کا طریقہ کار

**3.Course Title: English For Specific Purposes (ESP)
Course Code: ENG-423 Cr.Hrs:03**

Aims and Objectives:

The basic aim of this course is to teach the learners how to design and implement ESP programme for a group of students in a particular occupational or academic setting. Another aim is to examine classroom practices for effective ESP instruction. By the end of the course, students will:

- Develop an understanding of the major issues of concern for ESP practitioners;
- Become aware of the methods currently practiced in the teaching of ESP;
- Be able to conduct needs analysis of the students they are designing the syllabus for;
- Be able to adapt or create authentic ESP material in a chosen professional or occupational area.

Course Contents:

Mid Term

- Introduction to ESP
- Historical and theoretical perspectives on ESP
- Conducting needs analysis (setting general goals and specific objectives) Course and Materials: evaluation, design and development

Terminal

- Assessment of evaluation of ESP programs
- Issues in ESP
- Approaches to text analysis (register, discourse, and genre analysis)

Recommended Readings:

1. Barron, C. (2003). "Problem solving and ESP: Themes and Issues in, a Collaborative Teaching Venture. In English for Specific Purposes, 22. (297-314).
2. Dudley-Evans, T. & Bates, M. (1987). "The Evaluation of an ESP Textbook." In L. E. Sheldon. (Ed.), ELT Textbooks and Materials: Problems in Evaluation and Development. ELT Documents 1 26.
3. Dudley-Evans, T. & St. John, M. J. (1998). Developments in English for Specific Purposes. Cambridge: CUP
4. Fanning, P. (1993). "Broadening the ESP Umbrella." English for Specific Purposes. 12 (2).
5. McDonough, J. (1984). ESP in Perspective: A Practical Guide. London: Collins.
6. Swales, J. (1990). Genre Analysis. Cambridge: Cambridge University Press.

4. Course Title: Semantics Course Code: ENG-424

Cr. Hrs 03

Aims & objectives

The aim of this course is to introduce students to the basic concepts of semantics. By the end of the course the students will be able to conceptualize the relationship between words and their meaning.

Contents

Mid Term

- Sense Relations/ Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy)
- Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)

Terminal

- Early theories of meaning (Ogden and Richards; Ferdinand de Saussure)
- Types of meaning
- Semantic field
- Componential analysis

Recommended Readings:

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

5.Course Title: History of English Literature II: 19th Century Realism to Contemporary Times

Course Code: ENG-425

Cr. Hrs 03

Aims & Objectives:

This course will focus on some of the major literary movements of the 20th Century. The spirit of the course should be taken as an extension of any of the previous courses suggested in the literary history; like the one in Year 01, Semester 1, but this time the historical topics are to be accessed a bit differently. Here the students are to explore the history of Modern literature from the perspective of overlapping major literary trends and tradition of the time. For example, at its core, the course will explore the changing forms of Realism as a literary requirement during the 20th century. It will explore some of the divergent offshoots of Realism like Naturalism, Symbolism, Existentialism, Absurdism, Surrealism, and many others. By its extension, it will be very challenging for the teachers to tackle controversial debates such as seeing modern and 20th 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 course to be offered in the coming semesters.

Contents:

Mid Term

•19th Century Realism

Early Victorian Age

Poetry

- a. Alfred Tennyson
- b. Robert Browning
- c. Mathew Arnold

Novel

- a. Charles Dickens
- b. William Makepeace Thackeray
- c. Bronte sisters

Prose

- a. Thomas Carlyle
- b. John Ruskin Lord Macaulay
- c. Mathew Arnold

Later Victorian Age

Pre Raphaelite Poets

- i. Dante Gabriel Rossetti
- ii. Christina Rossetti
- iii. William Morris
- iv. Swinburne

Aesthetic movement (Oscar Wilde)

Novel

- a. George Eliot
- b. Thomas Hardy
- c. George Meredith
- d. Robert Louis Stevenson

Prose

Newman and the Oxford movement

Walter Pater

Terminal

•Modernism and the 20th Century

Poetry

- a. Robert Bridges
- b. Gerard Manley Hopkins
- c. A.E. Houseman

The Imagists

- a. Ezra Pound
- b. William Carlos Williams

W.B. Yeats

T.S. Eliot

W.H. Auden

Modern Drama

- a. George Bernard Shaw
- b. Oscar Wilde

c. John Galesworthy

The Irish Dramatic Revival

a. John Millington Surge

b. Sean O Caesy

Novel

The Ancestors

a. H.G Wells

b. Joseph Conrad

c. Rudyard Kipling

d. E.M Foster

The Transitionalists

a. James Joyce

b. Virginia Woolf

c. D.H Lawrence

The Moderns

Somerset Mangham

•Post-Modernism and the Contemporary

Intellectuals

a. Michael Foucault

b. Bakhtin

c. Jacques Derrida

Post War Novel

a. Graham Greene

b. Samuel Beckett

c. William Golding

Women Novelists

a. Iris Murdoch

Angry Young Man

John Osborne

Post War Poetry

a. Dylan Thomas

b. Ted Hughes

Post Modern Drama

a. John Osborne

b. Samuel Beckett

c. Harold Pinter

Post Modern Criticism

a. T.S Eliot

b. I.A Richards

c. The New Critics

Recommended Readings:

1. Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge. (For Postcolonial Theory)

2. Belsey, Catherine. (1980). *Critical Practice*. London: Routledge. (For Marxist and Russian Formalist Theory)
3. Benveniste, Emile. (1971). *Problems in General Linguistics*. Miami: Miami UP. (For Linguistic, Structural, and Poststructuralist Theories)
4. Culler, Jonathan. (1981). *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge. (For Reader-oriented Theory)
5. Docherty, Thomas. Ed. (1992). *Postmodernism: A Reader*. Hemel Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)
6. Eagleton, Mary. Ed. (1991). *Feminist Literary Criticism*. London: Longman. (For Feminist Theory)
7. Eliot, T. S. (1965). *Selected Essays*. London: Faber. (For New Criticism, Moral Formalism, and F. R. Leavis)
8. Lodge, David. Ed. (1972). *Twentieth Century Literary Criticism*. London: Longman. (For Introduction)
9. Vincent B. Leitch (General Editor). (2001). *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company (or later editions). (For all the various approaches, and topic and author wise selections)
10. Wright, Elizabeth. (1984). *Psychoanalytic Criticism: Theory in Practice*. London. (For Psycho-analytic Theory)

6. Course Title: Classics in Drama -I

Course Code: ENG-426

Cr. Hrs 03

Aims & Objectives:

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

Contents:

Mid Term

- Sophocles: *Oedipus Rex*
- Christopher Marlowe: *Dr Faustus*
- Shakespeare: *Macbeth*

Terminal

- Shakespeare: *Twelfth Night*
- Ibsen: *Doll's House*
- G.B Shaw: *Arms and the Man*

Recommended Readings:

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

SEMESTER- VI

	Code	Course Title	Credits
1	ENG-521	Discourse Analysis	3
2	ENG-522	Psycholinguistics	2
3	ENG- 523	Classics in Prose-I	3
4	ENG-524	Classics in Poetry-II	3
5	ENG -525	Literary Criticism	3
			15

1.Course Title: Discourse Analysis

Course Code: ENG-521

Cr.Hrs 03

Aims:

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

Contents:

Mid Term

What is discourse?

Discourse and the sentence

Grammar within and beyond the sentence

Language in and out of context

Spoken vs. written discourse

Formal & contextual links

Parallelism

Referring expressions

Repetition and lexical chains
Substitution
Ellipsis
Conjunction

Terminal

Conversational principles

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

Views on Discourse Structure

Discourse as product
Discourse as process
Discourse as a Dialogue
Discourse in communicative development
Information structure in discourse

Recommended Readings:

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

2.Course Title: Psycholinguistics

Course Code: ENG-522

Cr. Hrs 03

Aims & Objectives:

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

Contents:

Mid Term

Introduction to Psycholinguistics:

- The scope of Psycholinguistics
- The connection between Psycholinguistics & Neurolinguistics
- How does Psycholinguistics differ from Neurolinguistics
- Theories of language learning (Behaviourism, Mentalism, Interactionism)

Terminal

- The Psychology of learning
- Error analysis
- Individual learner factors, Age
- Affective and personality factors
- Cognitive styles
- Motivation
- Learner strategies
- Memory

Recommended Readings:

1. Aitchison, J. (1998). *The Articulate Mammal: An Introduction to Psycholinguistics*. Routledge.
2. Brown, H. D. (2007). *Principles of language learning and teaching*, (Fifth edition). New York: Longman.
3. 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).
4. Lightbown, P., & Spada, N. (2006). *How languages are learned*, 3rd edition. New York: Oxford University Press.
5. Long, M. (2005). Methodological issues in learner needs analysis. In M. Long (Ed.). *Second language needs analysis*. Cambridge: Cambridge University Press. (19-76).
6. 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).
7. McLaughlin, B. (1987). *Theories of Second-language Learning*. London: Edward Arnold.
8. Richards, J. (1993). *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman.
9. Steinberg, D. & Sciarini, N. (2006). *Introduction to Psycholinguistics*. (Second edition). London: Longman.

3. Course Title: Classics in Prose-I
Course Code: ENG-523

Cr.Hrs 03

Aims/Objectives:

To enable the students learn how to comprehend, discuss, evaluate and above all enjoy the spirit of English Prose style, Essay, and short story. The socio_ cultural aspects and thematic priorities reflected in this genre of the selected ages and writes will also be highlighted.

Contents

Midterm

1. F. Bacon , Bacon Essays (of Studies , Of Death , Of love , Of Followers and Friends)
2. J. Swift , Gulliver's Travels

Terminal

3. C. Lamb , Essays Of Elia (Dream Children , The Chimney Sweepers)
4. W.Hazlitt , My First Acquaintance with poets , From Mr. Wordsworth
5. J. Ruskin , The Crown of The Wild Olive (Lecture -1 work)

References

David Thompson , Political ideas . Penguin : London , 1996

4. Course Title: Classics in Poetry- II
Course Code: ENG-524

Cr.Hrs 03

Aims/Objectives:

To develop fineness of taste in students and make them identify and analyze elements of poetic experimentation in form, style and theme. The Course focuses on a genre-specific historical development. Since the connection between human imagination and words is very deep, the present selection offers some examples of the expressions of personal settings, ideas and experiences. The poems can be studied as a refined commentary on the aesthetic concerns related to poetry and its types.

Topics

Mid Term

John Keats

- a. Ode on Grecian Urn
- b. Ode to A Nightingale
- c. Ode to Autumn

Tennyson

- a. The Lotus Eaters
- b. The Lady of Shallot
- c. Break Break Break
- d. Tears, Idle Tears

T.S. Eliot

- a. The Waste Land
- b. The Love Song of Alfred J. Prufrock

Percy Bysshe Shelley

- a. To a Skylark

Terminal

Mathew Arnold

- a. Dover Beach

William Butler Yeats

- a. Easter 1916
- b. Second Coming
- c. Wilde Swans at Coole

S.T. Coleridge

- a. Rime of The Ancient Mariner (First 100 and last 50 lines)
- b. Kubla Khan

W. Wordsworth

- a. Intimation Ode, Tintern Abbey
- b. The Solitary Reaper
The World is too Much With Us

Reference Books

1. M.H. Abrahms, The Mirror And The Lamp
2. F.L. Lucas, Ten Victorian Poets
3. H. Kenner, The Invisible Poets
4. The Oxford Companion to Women's writing in the United States 1995, Oxford University Press

5. Course Title: Literary Criticism

Course Code: ENG-525

Cr.Hrs 03

Aims & Objectives:

To acquaint the students to the process of theorizing and its inter-textual growth and enable them to debate and apply their knowledge of such critical insights to find answer to why and how 'Criticism' translates into 'Theory.'

Topics

Mid Term

- Introduction to Literary Criticism
- Aristotle "The Art of Poetics (edited by Fyfe)"
- Plato "Form: The Republic"
- Johnson, Samuel

From Milton

Terminal

- Wordsworth, William
 Preface to Lyrical Ballads
- Coleridge, Samuel Taylor
 From: Biographia Literaria (Chapters 14; 15; 16 and 17)
- Arnold, Methew
 The Study of Poetry
 The Function of Criticism at the Present Time
- Eliot, Thomas Stearns
 Tradition and the Individual Talent

Reference Books:

Aristotle Poetics (Aristotle's The Art of Poetry edited by Fyfe)

Catherine Basely, Critical Practice, London: Routledge, 1980

Rene Wellek and Austin Warren, Theory of Literature. London

SEMESTER- VIII

	Code	Course Title	Credits
1	ENG-621	Literary Stylistics	3
2	ENG-622	Anthropological Linguistics	3
3	ENG- 623	Language in Education/ Research Project	3
4	ENG-624	Classics in Novel-II	3
5	ENG -625	American & Canadian Literature	3
			15

1. Course Title:Literary Stylistics

Course Code: ENG-621

Cr.Hrs 03

Aims and Objectives :

To introduce the students to this newly emerging field / approach to the study of Literature and acquaint them not only with the theoretical aspects of Stylistics but also to guide and prepare them for the practical application to stylistically analyse the selected texts from literature . Selected Proportions from literary texts will also be given to the students as part of their class assignments.

Topics

Mid Term

1. An Introduction to Stylistics

a. Style

b. Aims and Perspectives

2. Literature as Text

3. Literature as Discourse

4. Figurative Language in Literature

5. The Noun Phrase

6. The Verb Phrase

Terminal

7. The Nature of Literary Communication

8. Stylistic Analysis & Literary Appreciation

9. Stylistic Analysis & Literary Appreciation

10. The Clause

11. Text Structure

12. Vocabulary

Reference Books

1. Wright, Laura Stylistics: A Practical Course book

2. Widdowson, H. G Stylistics and the Teaching of Literature

3. Freeborn, Dennis Style

2. Course Title: Anthropological Linguistics

Course Code: ENG-622

Cr. Hrs 03

Aims and Objectives

The course 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

Mid Term

Introduction to Linguistic Anthropology

Language as a cultural resource
Linguistic diversity
Linguistic relativity
Cultural and linguistic constraints on mind

Terminal

Cultural and linguistic practices
Metaphor and embodied experience
The cultural construction of gender
Kinship terms
Colour terms
Gestures across culture

Recommended Readings:

1. Bradd, S. (1996). Culture in mind: cognition, Culture and the problem of meaning. OUP.
2. Brenneis, L. D., & Macaulay, S. K. R. (1996). The Matrix of Language: contemporary Linguistic Anthropology. West view Press.
3. Duranti, A. (Ed.), (2004). A companion to Linguistic Anthropology. Blackwell Publishing.
4. Duranti, A. (Ed.), (2009). Linguistic Anthropology: A Reader. (Second Edition). Blackwell Publishing.
5. Foley, A. W. (2004). Anthropological Linguistics: an introduction. Blackwell Publishing.
6. Gumperz, J. J. (1996). Rethinking linguistic relativity. Cambridge University Press.
7. Ottenheimer, J. H. (2008). The Anthropology of Language: An Introduction to Linguistic Anthropology. Wadsworth.
8. Stroinska, M. (2001). Relative Points of View: linguistic representation of culture. Berghahn Books.
9. Verspoor, M. (2000). Explorations in linguistic relativity. John Benjamins Publishing Company.
10. Wilson. C. J. & Lewiecki-Wilson, C. (Ed.), (2001). Embodied Rhetorics: Disability in language and Culture. Southern Illinois University. USA.

3.Course Title: Language in Education

Course Code: ENG- 623

Aims and Objectives:

Cr. Hrs 03

- The course 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. By the end of the courses the students will be able to:
- Compare the language policy of their country with other countries and understand its implications for the teaching of English, national and local languages
- 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.
- Make informed choices for school/institutional level policies and practices

Contents:

Mid Term

- Place of language in Education for All
- Medium of instruction in bilingual/multilingual communities
- Bilingual education programs

Terminal

- Role of majority and minority languages
- Linguistic rights
- Language and literacy

Recommended Readings:

1. Bisong, J. (1995). Language Choice and Cultural Imperialism: A Nigerian Perspective. *ELT Journal* 49:2. 122-132.
2. Pennycook, A. (1996). English in the world/The world in English. In Tollefson, W. J (Ed.), *Power and Inequality in Language Education*. (34-84) 58). Cambridge: Cambridge University Press.
3. Phillipson, R. (1992)..*Linguistic Imperialism*. Oxford: Oxford University Press.
4. Platt, J., Weber, H., & Ho, M. (1984). *The New Englishes*. London: Routledge.
5. Ricento, T. & Hornberger, N. (1996). Unpeeling the Onion: Language Planning and Policy and the ELT Professional. *TESOL Quarterly* 30:3, 401-428.
6. Schiffman, H. E. (1996). *Linguistic Culture and Language Policy*. London: Routledge.
7. Smith, L. (Ed.), (1981). *English for Cross-cultural Communication*. New York: Macmillan.
8. Strevens, P. (1982). World English and the Worlds Englishes or, Whose Language is it Anyway? *Journal of the Royal Society of Arts*. June, 418-

OR

Research Project (ENG-623)

Cr. Hrs 03

Aims and Objectives:

The aim of this module is to make the students develop their own research project and lead it to its successful completion. This will be carried out under the supervision of an allotted supervisor/ supervisors.

Note:

The minimum eligibility criterion for writing a research thesis is 3 GP in the Research Methods course. Those students who score less than 3 GP will be required to study Language in Education.

4. Course Title:Classics in Novel-II:

Course Code: ENG-624

Cr. Hrs 03

Aims and Objectives:

A study of Classics in the Novel will offer a detailed reading of the Development and varying forms in this particular genre. The course also relates to the changing aesthetics of the Novel form and to the diverse historical, social, and cultural aspects and features that become sources for representation and reflection through fiction.

Topics

Mid Term

- | | |
|-------------------|--------------------|
| 1. Conrad, Joseph | Heart of Darkness |
| 2. Foster, E.M | A passage to India |

Terminal

- | | |
|---------------------|---|
| 3. Joyce, James | A portrait of The Artist As A Young Man |
| 4. Woolf , Virginia | To the Light House |

5. Course Title:American and Canadian Literature

Course Code: ENG-625

Cr. Hrs 03

Aims and Objectives:

This course is specifically concerned with the aim to enhance readers overall understanding of American Literature. It has Voices from many genres in American Literature that have played a great role in determining the distinctive American Strength in Novel, Poetry, Prose, Short Story and Drama. The course is representative of many trends and movements in American Literature i.e.Realism,Naturalism, Romanticism, Transcendentalism, imagism, Harlem Renaissance and Modernism.

The course also surveys the origins of American Literary movements with reference to the representative writers chosen and sets some traditions to the study of specific trends in the American Literature.

Topics

Mid Term

1. A Brief History of American Literature
2. Walt Whitman
 - a. Give me the splendid silent sun
3. Robert Lee Frost
 - c. Birches
4. Thomas Stearns Eliot
 - d. The Love song of J. Alfred Prufrock
 - e. The Hollow Men
5. Eugene O' Neil
Long Day's Journey in to Night

Terminal

7. A Brief History of Canadian Literature
8. Stephen Leacock
Men who Have Shaved Me
9. Margaret Atwood
 - a. This is a Photograph of Me
 - b. Morning in a Burned House
10. Emily Pauline Johnson
 - a. Penseroso
11. Charles Sangster
 - a. The Soldiers of the Plough
12. H. McLennan
Two Solitudes

Reference Books

1. An Anthology of American & Canadian Literatures (NUML)
2. Eugene O' Neil A Long Day's Journey Into Night
3. H. McLennan Two Solitudes

