

## 2<sup>nd</sup> Semester

|                        |                               |          |                                       |         |    |
|------------------------|-------------------------------|----------|---------------------------------------|---------|----|
| <b>Second Semester</b> | 1                             | ENG-3201 | Introduction to Literary Movements    | 3 (3-0) | MC |
|                        | 2                             | ENG-3202 | Introduction to Phonetics & Phonology | 3 (3-0) | MC |
|                        | 3                             | GEN-3203 | Quantitative Reasoning-II             | 3 (3-0) | GE |
|                        | 4                             | GEN-3204 | Pakistan Studies                      | 2 (2-0) | GE |
|                        | 5                             | GEN-3205 | Expository Writing                    | 3 (3-0) | GE |
|                        | 6                             | GEN-3206 | Introduction to Sociology             | 2 (2-2) | GE |
|                        | 7                             | GEN-3207 | Civics & Community Engagement         | 2 (2-0) | GE |
|                        | <b>Total Credit Hours= 18</b> |          |                                       |         |    |

**Course Title: Introduction to Literary Movements**  
**3201 Credit Hours: 3(3-0)**

**Course Code: ENG-**

### **Course objectives**

The course has been designed to intellectually groom the students for a broad understanding of the major literary movements in the history of world literature, especially British and American literature.

### **Contents**

- Introduction to Literary Movements  
What defines a movement?  
Influence of social, political and artistic context
- Literary Movements vs. Literary Periods
- Renaissance/Humanism
- Romanticism
- Raphaelitism
- Transcendentalism
- Realism & Naturalism
- Harlem Renaissance
- Beat Generation & American Counter Culture
- Modernism
- Colonialism
- Surrealism & Dadaism
- Symbolism & Imagism
- Post-Colonialism
- Feminism and Post-Feminism
- Post-Modernism (Magical Realism, Eco Criticism, Afro futurism, Transnationalism)

### **Recommended Readings**

- Berman, Art. Preface to Modernism. Chicago: University of Illinois Press, 1994.

- Dirks, B Nichols. Colonialism and Culture. Michigan: Michigan Univ Press. 1992.
- Fowler, Alastair. Kinds of Literature: An Introduction to the Theory of Genres and Modes. Oxford:Clarendon, 2002.
- Galea, Ileana. Victorianism and Literature. California. Dacia, 2008.
- Gura, Philip. American Transcendentalism. NP: Farrar, 2008.
- Hooks, Bell. Feminist Theory. London: Pluto Press, 2000.
- Hudson, William Henry. An Introduction to the Study of Literature. New Delhi : Rupa, 2015.
- Marcuse, J Michael. Arefence Guide for English Studies. Los Angeles: Univ of California Press,1990.
- Osborne, Susan. Feminism. NP: Product Essentials, 2001.
- Philips, Jerry , Andrew Ladd, and K H Meyers. Romanticism and Transcendentalism. New York:DWJ Books: 2010.
- Tandon, Neeru. Feminism: A Paradigm Shift. New Delhi: Atlantic, 2008

**Course Title: Introduction to Phonetics & Phonology**

**Course Code: ENG-3202**

**Credit Hours:3(3-0)**

**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 supra segmental 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: Quantitative Reasoning-II**

**Course Code: GEN-  
3203 Credit Hours:3(3-0)**

**Course Objectives:**

Summarizing, interpreting, and presenting quantitative data in mathematical forms, such as graphs, charts, tables, or mathematical text. Construct or compute representations of data using mathematical forms or equations as models and use statistical methods to assess their accuracy.

**Course Contents:**

**Logic, Logical and Critical Reasoning:**

Introduction and importance of logic

Inductive, deductive and abductive approaches of reasoning

Propositions, arguments (valid; invalid), logical connectives, truth tables and propositional equivalences

Logical fallacies

Venn Diagrams

Predicates and quantifiers

Quantitative reasoning exercises using logical reasoning concepts and techniques.

**Mathematical Modeling and Analyses:**

Introduction to deterministic models

Use of linear functions for modeling in real-world situations

Modeling with the system of linear equations and their solutions

Elementary introduction to derivatives in mathematical modeling

Linear and exponential growth and decay models

Quantitative reasoning exercises using mathematical modeling.

**Statistical Modeling and Analyses:**

Introduction to probabilistic models

Bivariate analysis, scatter plots

Simple linear regression model and correlation analysis

Basics of estimation and confidence interval

Testing of hypothesis (z-test; t-test)

Statistical inference in decision making

Quantitative reasoning exercises using statistical modeling.

**Recommended Books:**

1. Using and Understanding Mathematics: A Quantitative Reasoning Approach by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
  1. Discrete Mathematics and its Applications by Kenneth H. Rosen.
  2. Discrete Mathematics with Applications by Susanna S. Epp.
  3. Applied Mathematics for Business, Economics and Social Sciences by Frank S. Budnick.
  4. Elementary Statistics: A Step-by-Step Approach by Allan Bluman.
  5. Introductory Statistics by Prem S. Mann.
  6. Applied Statistical Modeling by Salvatore Babones.
  7. Barrons SAT by Sharvon Weiner Green, M.A and Ira K. Wolf

**Course Title: Pakistan Studies**

**Course Code: GEN-3204 Credit Hours: 2(2-0)**

**Aims:**

Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.

Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

**Contents:**

**Course Contents:**

1. Introduction to Pakistan: Geographical location and significance. Historical background: Ancient civilizations in the region. • Factors leading to the creation of Pakistan.
2. Political History of Pakistan: • Formative phase. Military interventions and democratic transitions.
3. Geography of Pakistan: • Physiography: Mountains, plains, plateaus, deserts, valleys and coastal areas. • River systems: Indus River and its tributaries. Climatic regions of Pakistan.
4. Society and Culture of Pakistan: • Socio-cultural diversity. • Languages and literature of Pakistan.
5. Economic Development of Pakistan: • Agriculture and industrial sectors of Pakistan. • Economic challenges of Pakistan.
6. Contemporary Issues: • Foreign relations of Pakistan. Security challenges: terrorism, extremism, and regional conflicts. Environmental problems and sustainable development (SDGs). Media and social change.

**Recommended Books:**

1. "Jinnah of Pakistan" by Stanley Wolpert
2. "The Sole Spokesman: Jinnah, the Muslim League, and the Demand for Pakistan" by Ayesha Jalal
3. "The struggle for Pakistan" by Ishtiaq Husain Qureshi
4. "Pakistan, the Formative Phase, 1857-1948" by Khalid B. Sayeed
5. "Pakistan Studies: A Book of Readings" by Sikandar Hayat
6. "Constitutional and Political History of Pakistan" by Hamid Khan
7. "Trek to Pakistan" by Ahmad Saeed and Kh. Mansur Sarwar
8. "Pakistan: A Modern History" by Ian Talbot
9. "Politics in Pakistan: The Nature and Direction of Change" by Khalid B. Sayeed
10. "Physical Geography of Pakistan" by Umar Jahangir
11. "A Geography of Pakistan: Environment, People, and Economy" by Fazle Karim Khan

12. "Pakistan's Foreign Policy: An Historical Analysis" by S. M. Burke
13. "Separatism in East Pakistan" by Rizwan Ullah Kokab
14. "Being Pakistani: Society, Culture and the Arts" by Raza Rumi
15. "Pakistan's Cultural Heritage: Socio-Economic and Technological Aspects" edited by Abdul Jabbar Khan
16. "Language and Politics in Pakistan" by Tariq Rahman
17. "Sociology" by Horton and Hunt
18. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring
19. "Economic Development of Pakistan" by Ishrat Husain
20. "Issues in Pakistan's Economy" by S. Zaidi

**Course Title: Expository Writing**

**Course Code:GEN-3205**

**Credit Hours:3(3-0)**

**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

1. Ellen, K. 2002. Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top

2. Hargie, O. (ed.) Hand book of Communications Skills

3. Mandel, S. 2000. Effective Presentation Skills: A Practical Guide Better Speaking
4. Mark, P. 1996. Presenting in English. Language Teaching Publications.

**Course Title: Introduction to Sociology**

**Course Code: GEN-3206**

**Credit Hours: 2(2-0)**

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

### **Course Outline**

#### **Course Outline**

##### **Unit I: Introduction**

- a. Definition, Scope, and Subject Matter
- b. Sociology as a Science
- c. Historical back ground of Sociology

##### **Unit II: Basic Concepts**

- a. Group, Community, Society
- b. Associations
  - i. Non-Voluntary
  - ii. Voluntary
- c. Organization
  - i. Informal
  - ii. Formal
- d. Social Interaction
  - i. Levels of Social Interaction
  - ii. Process of Social Interaction
    1. Cooperation
    2. Competition
    3. Conflict
    4. Accommodation
    5. Acculturation and diffusion
    6. Assimilation
    7. Amalgamation

##### **Unit III: Social Groups**

- a. Definition & Functions
- b. Types of social groups
  - i. In and out groups

- ii. Primary and Secondary group
- iii. Reference groups
- iv. Informal and Formal groups
- v. Pressure groups

#### **Unit IV: Culture**

- a. Definition, aspects and characteristics of Culture
  - i. Material and non-material culture
  - ii. Ideal and real culture
- b. Elements of culture
  - i. Beliefs
  - ii. Values
  - iii. Norms and social sanctions
- c. Organizations of culture
  - i. Traits
  - ii. Complexes
  - iii. Patterns
  - iv. Ethos
  - v. Theme
- d. Other related concepts
  - i. Cultural Relativism
  - ii. Sub Cultures
  - iii. Ethnocentrism and Xenocentrism
  - iv. Cultural lag

#### **Unit V: Socialization & Personality**

- a) Personality, Factors in Personality Formation
- b) Socialization, Agencies of Socialization
- c) Role & Status

#### **Unit VI: Deviance and Social Control**

- a) Deviance and its types
- b) Social control and its need
- c) Forms of Social control
- d) Methods & Agencies of Social control

#### **Unit VII: Collective Behavior**

- a) Collective behavior, its types
- b) Crowd behavior
- c) Public opinion
- d) Propaganda
- e) Social movements
- f) Leadership

#### **Recommended Books:**

1. Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
2. Brown, Ken 2004. *Sociology*. UK: Polity Press
3. Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
4. Macionis, John J. 2006. 10<sup>th</sup> Edition *Sociology* New Jersey: Prentice-Hall

5. Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
6. Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
7. Macionis, John J. 2005. *Sociology* 10<sup>th</sup> ed. South Asia: Pearson Education
8. Kerbo, Harold R. 1989. *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.
9. Koenig Samuel. 1957. *Sociology: An Introduction to the Science of Society*. New York: Barnes and Nobel..
10. Lee, Alfred Mclung and Lee, Elizabeth Briant 1961. *Marriage and The family*.New York: Barnes and Noble, Inc.
11. Leslie, Gerald et al. 1973. *Order and Change: Introductory Sociology*Toronto: Oxford University Press.
12. Lenski, Gevbard and Lenski, Jean. 1982. *Human Societies*. 4<sup>th</sup> edition New York: McGraw-Hill Book Company.
13. James M. Henslin. 2004. *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.

**Course Title: Civics & Community Engagement      Course Code: GEN- 3207**

**Credit Hours:2(2-0)**

### **Learning Outcome**

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

1. Demonstrate fundamental understanding of civics, government, citizenship and civil society.
2. Understand the concept of community and recognize the significance of community engagement for individuals and groups.
3. Recognize the importance of diversity and inclusivity for societal harmony and peaceful co- existence.

### **Course Contents:**

1. **Civics and Citizenship:**
  - Concepts of civics, citizenship, and civic engagement.
  - Foundations of modern society and citizenship.
  - Types of citizenship: active, participatory, digital, etc.
2. **State, Government and Civil Society:**
  - Structure and functions of government in Pakistan.
  - The relationship between democracy and civil society.
  - Right to vote and importance of political participation and representation.
3. **Rights and Responsibilities:**
  - Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973.
  - Civic responsibilities and duties.
  - Ethical considerations in civic engagement (accountability, non-

violence, peaceful dialogue, civility, etc.)

**4. Community Engagement:**

- Concept, nature and characteristics of community.
- Community development and social cohesion.
- Approaches to effective community engagement.
- Case studies of successful community driven initiatives.

**5. Advocacy and Activism:**

- Public discourse and public opinion.
- Role of advocacy in addressing social issues.
- Social action movements.

**6. Digital Citizenship and Technology:**

- The use of digital platforms for civic engagement.
- Cyber ethics and responsible use of social media.
- Digital divides and disparities (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship.

**7. Diversity, Inclusion and Social Justice:**

- Understanding diversity in society (ethnic, cultural, economic, political etc.).
- Youth, women and minorities' engagement in social development.
- Addressing social inequalities and injustices in Pakistan.
- Promoting inclusive citizenship and equal rights for societal harmony and peaceful co- existence.

**Suggested Reading**

1. "Civics Today: Citizenship, Economics, & You" by McGraw-Hill Education.
2. "Citizenship in Diverse Societies" by Will Kymlicka and Wayne Norman.
3. "Engaging Youth in Civic Life" by James Youniss and Peter Levine.
4. "Digital Citizenship in Action: Empowering Students to Engage in Online Communities" by Kristen Mattson.
5. "Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education" by Graham Pike and David Selby.

## BS English 4<sup>th</sup> Semester

|                           |                                     |           |
|---------------------------|-------------------------------------|-----------|
| GEN-4401                  | Introduction to Sociology           | 2(2-0)    |
| GEN-4402                  | Civics & Community Engagement       | 2(2-0)    |
| GEN- 4403                 | Ideology & Constitution of Pakistan | 2(2-0)    |
| ENG- 4404                 | Introduction to Classical Poetry    | 3(3-0)    |
| ENG- 4405                 | Introduction to Morphology          | 3(3-0)    |
| INT-4406                  | International Relations             | 3(3-0)    |
| <b>Total Credit Hours</b> |                                     | <b>15</b> |

**1. Course Title: Introduction to Sociology**

**Course Code: GEN-4401**

**Credit Hours: 2(2-0)**

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

### **COURSE OUTLINE**

#### **Course Outline**

#### **Unit I: Introduction**

- d. Definition, Scope, and Subject Matter
- e. Sociology as a Science
- f. Historical back ground of Sociology

#### **Unit II: Basic Concepts**

- e. Group, Community, Society
- f. Associations
  - i. Non-Voluntary
  - ii. Voluntary
- g. Organization
  - i. Informal
  - ii. Formal
- h. Social Interaction
  - i. Levels of Social Interaction
  - ii. Process of Social Interaction
    - 1. Cooperation
    - 2. Competition
    - 3. Conflict
    - 4. Accommodation

5. Acculturation and diffusion
6. Assimilation
7. Amalgamation

### **Unit III: Social Groups**

- a. Definition & Functions
- b. Types of social groups
  - vi. In and out groups
  - vii. Primary and Secondary group
  - viii. Reference groups
  - ix. Informal and Formal groups
  - x. Pressure groups

### **Unit IV: Culture**

- c. Definition, aspects and characteristics of Culture
  - iii. Material and non-material culture
  - iv. Ideal and real culture
- d. Elements of culture
  - iv. Beliefs
  - v. Values
  - vi. Norms and social sanctions
- c. Organizations of culture
  - vi. Traits
  - vii. Complexes
  - viii. Patterns
  - ix. Ethos
  - x. Theme
- d. Other related concepts
  - v. Cultural Relativism
  - vi. Sub Cultures
  - vii. Ethnocentrism and Xenocentrism
  - viii. Cultural lag

### **Unit V: Socialization & Personality**

- d) Personality, Factors in Personality Formation
- e) Socialization, Agencies of Socialization
- f) Role & Status

### **Unit VI: Deviance and Social Control**

- e) Deviance and its types
- f) Social control and its need
- g) Forms of Social control
- h) Methods & Agencies of Social control

### **Unit VII: Collective Behavior**

- g) Collective behavior, its types
- h) Crowd behavior
- i) Public opinion
- j) Propaganda
- k) Social movements

## 1) Leadership

### **Recommended Books:**

1. Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
2. Brown, Ken 2004. *Sociology*. UK: Polity Press
3. Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
4. Macionis, John J. 2006. 10<sup>th</sup> Edition *Sociology* New Jersey: Prentice-Hall
5. Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
6. Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
7. Macionis, John J. 2005. *Sociology* 10<sup>th</sup> ed. South Asia: Pearson Education
8. Kerbo, Harold R. 1989. *Sociology: Social Structure and Social Conflict*. New York: Macmillan Publishing Company.
9. Koenig Samuel. 1957. *Sociology: An Introduction to the Science of Society*. New York: Barnes and Nobel..
10. Lee, Alfred Mclung and Lee, Elizabeth Briant 1961. *Marriage and The family*.New York: Barnes and Noble, Inc.
11. Leslie, Gerald et al. 1973. *Order and Change: Introductory Sociology*Toronto: Oxford University Press.
12. Lenski, Gevbard and Lenski, Jeam. 1982. *Human Societies*. 4<sup>th</sup> edition New York: McGraw-Hill Book Company.
13. James M. Henslin. 2004. *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.

**Course Title: Civics & Community Engagement      Course Code:GEN-4402**

**Credit Hours:2 (2-0)**

### **Learning Outcome**

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

1. Demonstrate fundamental understanding of civics, government, citizenship and civil society.
2. Understand the concept of community and recognize the significance of community engagement for individuals and groups.
3. Recognize the importance of diversity and inclusivity for societal harmony and peaceful co- existence.

### **Course Contents:**

1. **Civics and Citizenship:**
  - b. Concepts of civics, citizenship, and civic engagement.
  - c. Foundations of modern society and citizenship.
  - d. Types of citizenship: active, participatory, digital, etc.
2. **State, Government and Civil Society:**

- a. Structure and functions of government in Pakistan.
  - b. The relationship between democracy and civil society.
  - c. Right to vote and importance of political participation and representation.
3. **Rights and Responsibilities:**
- a. Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973.
  - b. Civic responsibilities and duties.
  - c. Ethical considerations in civic engagement (accountability, non-violence, peaceful dialogue, civility, etc.)
4. **Community Engagement:**
- a. Concept, nature and characteristics of community.
  - b. Community development and social cohesion.
  - c. Approaches to effective community engagement.
  - d. Case studies of successful community driven initiatives.
5. **Advocacy and Activism:**
- a. Public discourse and public opinion.
  - b. Role of advocacy in addressing social issues.
  - c. Social action movements.
6. **Digital Citizenship and Technology:**
- a. The use of digital platforms for civic engagement.
  - b. Cyber ethics and responsible use of social media.
  - c. Digital divides and disparities (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship.
7. **Diversity, Inclusion and Social Justice:**
- a. Understanding diversity in society (ethnic, cultural, economic, political etc.).
  - b. Youth, women and minorities' engagement in social development.
  - c. Addressing social inequalities and injustices in Pakistan.
  - d. Promoting inclusive citizenship and equal rights for societal harmony and peaceful co-existence.

### **Suggested Reading**

1. "Civics Today: Citizenship, Economics, & You" by McGraw-Hill Education.
2. "Citizenship in Diverse Societies" by Will Kymlicka and Wayne Norman.
3. "Engaging Youth in Civic Life" by James Youniss and Peter Levine.
4. "Digital Citizenship in Action: Empowering Students to Engage in Online Communities" by Kristen Mattson.
5. "Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education" by Graham Pike and David Selby.

**Course Objectives**

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

1. Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding father of Pakistan.
2. Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.
3. Explain about the guiding principles on rights and responsibilities of Pakistan citizens as enshrined in the Constitution of Pakistan 1973.

**Course Contents**

- 1. Introduction to the Ideology of Pakistan:**
  - Definition and significance of ideology.
  - Historical contest of the creation of Pakistan (with emphasis on socio-political religious and cultural dynamics of British India between 1857 till 1947).
  - Contributions of founding fathers of Pakistan of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah., etc.
  - Contributions of women and students in the freedom movement for separate homeland for Muslims of British India.
- 2. Two-Nation Theory:**
  - Evolution of the Two-Nation Theory (Urdu-Hindi controversy, Partition of Bengal, Simla Deputation 1906, Allama Iqbal's Presidential Address 1930, Congress Ministries 1937 Lahore Resolution 1940).
- 3. Introduction to the Constitution of Pakistan:**
  - Definition and importance of a constitution.
  - Ideological factors that shaped the Constitution(s) of Pakistan (Objectives Resolution 1949).
- 4. Constitution and State Structure:**
  - Structure of Government (executive, legislature, and judiciary).
  - Distribution of powers between federal and provincial governments.
  - 18<sup>th</sup> Amendment and its impact on federalism.
- 5. Fundamental Right, Principles of Policy and Responsibilities:**
  - Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan 1973 (Articles 8-28).
  - Overview of Principles of Policy (Articles 29-40).
  - Responsibilities of the Pakistan citizens (Article 5).
- 6. Constitutional Amendments:**
  - Procedures for amending the Constitution.
  - Notable Constitutional amendments and their implications

**Recommended Books**

1. "The Idea of Pakistan" by Stephen P. Cohen.
2. "Ideology of Pakistan" by Javed Iqbal.
3. "The Struggle for Pakistan" by I.H. Qureshi.
4. "Pakistan the Formative Phase" by Khalid Bin Sayeed.
5. "Pakistan: Political Roots and Development" by Safdar Mahmood.
6. "Ideology of Pakistan" by Sharif-ul-Mujahid.
7. "The Struggle for Pakistan: A Muslim Homeland and Global Politics" by Ayesha Jala.
8. "Jinnah, Pakistan and Islamic Identity: The Search for Saladin" by Akbar S. Ahmed.
9. "The Making of Pakistan: A Study in Nationalism" by K.K. Aziz.
10. "Pakistan: A New History" by Lan Talbot.
11. "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring.
12. "The Constitution of Pakistan 1973". Original.
13. "Constitutional and Political Development of Pakistan" by Hamid Khan.
14. "The Parliament of Pakistan" by Mahboob Hussain.
15. "Constitutional Development in Pakistan" by G.W. Choudhury.
16. "Constitution-Making in Pakistan: The Dynamics of Political Order" by G.W. Choudhury.

**Course Title: Introduction to Classical Poetry**

**Course Code: ENG 4404**

**Credit Hours:03**

### **COURSE DESCRIPTION**

This course focuses on the study of poetry from Geoffrey Chaucer to Alexander Pope. The term 'classical' understandably refers to the lasting appeal and artistic pleasure of the poetical works selected for this course. Though belonging to different poetical genres, the poetry of Chaucer, Shakespeare, Donne, Milton, and Pope have stood the tests of time and no further study in this genre of literature is possible without studying these bench marks of English poetry. The teachers of classical poetry need to inculcate a spirit of studying the aesthetic concerns of the times of these poetical masterpieces along with giving a holistic understanding of different genres of poetry, namely epic, ballad, sonnet, lyric, and elegy etc. Offering a study of the congenial humor and gentle satire of Chaucer's Prologue to Canterbury Tales (c. 1389), the puritanical strain of Milton's epic Paradise Lost (1667), the fiery quality of Love and divine poetry of the metaphysical poet John Donne, some sonnets of William Shakespeare and famous mock epic of Alexander Pope, this course is designed to cover the classical aspects of English poetry. By teaching the fundamentals of poetry that this course entails, the teachers may introduce a diversity of poetic expressions that will help the students further their inquiry into this genre in the coming semesters.

### **COURSE OBJECTIVES**

This course aims to:

1. Trace the generic specific historical development of classical poetry, but also to develop a

keen awareness of poetic language and tone of the period.

2. Introduce various forms and styles of the genre of poetry for creating an in-depth understanding of this genre.

### **COURSE CONTENTS**

1. William Shakespeare (1564-1616)

- Shall I compare thee to a summer's day? (Sonnet 18)
- Let me not to the marriage of true minds (Sonnet 116)

2. GEOFFREY CHAUCER

- a. Introduction to the Prologue
- b. The prologue to the Canterbury Tales

3. EDMUND SPENSER

Faerie Queene: Book 1, Canto 1

4. JOHN MILTON

- a. The Argument: Paradise Lost Book 1
- b. Paradise Lost, Book 1

5. ALEXANDER POPE

The Rape of the Lock; canto 1-4

6. JOHAN DONNE

- a. Love poems; song; the sun rising; Love's alcheney ; A valediction of weeping
- b. Holly Sonnets: Thou Hast Made me, and shall they work decay; I am a little world made cunningly; if poisonous minerals, and if that tree; death be not proud.

### **Reference Books**

1. Anthologies of English Poetry, Central Library, HU
2. Muriel Bowden, A Commentary on the General Prologue to the Canterbury Tales , Macmillan; New York , 1960.
3. Helen Gardener( Ed) , Johan Donne ; Twentieth Century View series

4. Janet Spenser, *The Faerie Queene; an interpretation*, London, 1934
5. G. Tallotson, *on the poetry of Pope*

**Course Title: Introduction to Morphology**

**Course Code: 4405**

**Credit Hours: 3(3-0)**

### **COURSE DESCRIPTION**

The key aim of the course is to introduce the students to the basic word structure in Pakistani languages. It engages them to have an understanding of words and parts of words. It will help them to understand word structure in Pakistani languages.

### **COURSE OBJECTIVES**

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

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

### **Course Contents**

Introduction to morphology (with examples from Pakistani languages) free morphemes: roots and stems, bound morphemes: affixes: prefixes, suffixes, infixes, interfixes, circumfixes

- morphological productivity: productivity of affixes, prefixes, suffixes, infixes
- Inflectional Morphology
  - Pluralization, Degree Marking, Verb Forms
- Derivational Morphology
  - Formation of Nouns, Adjectives, Verbs and Adverbs
  - Minor processes of derivation: blending, clipping, backformation, acronym, Reduplication
  - derivation by compounding: endocentric, exocentric and copulative compounds
  - derivation by modification of base

- Morphology of Pakistani Languages
- word forms in Urdu, Punjabi, Sindhi, Pashto and other
- Descriptive analysis of word forms in Pakistani language
- Morpho-Semantics- semantic change in word formation processes
- Morphology Interface with Phonology and Syntax
- Morphology-Syntax Interface

### **RECOMMENDED READINGS**

1. Aronoff, M. (1994). *Morphology by itself*. MIT Press, Cambridge.
2. Bauer, L. (2003). *Introducing Linguistic Morphology*—Edinburgh University Press
3. Booij, G. (2005) *The Grammar of Words--An Introduction to Linguistic Morphology*
4. David et al. (2009). *Urdu Morphology*. Oxford University Press, London
5. Mangrio, R. A. (2016). *The Morphology of Loanwords in Urdu: the Persian, Arabic and English Strands*, Cambridge Scholars Publishing, Newcastle upon Tyne.
6. McCarthy, A. C (2002). *An Introduction to English Morphology Words and their Structure*, Edinburgh University Press. Edinburgh
7. Plag, I. (2002). *Word Formation in English* -Cambridge University Press. Cambridge
8. Ayto, J. (1999). *Twentieth Century Words*, Oxford: OUP .
9. Bauer, L. (2001). *Morphological Productivity*, Cambridge University Press
10. Halpern, A. (1995). *On the placement & morphology of clitics*. CSLI Publications, Stanford
11. Yu, A. C (2006) *A Natural History of Infixation*. Oxford University Press, Chicago
12. Zwicky, A. (1985b). 'How to Describe Inflection.' *Proceedings of the Berkeley Linguistics Society* 11: 372-386. Berkeley, California.
13. Zwicky, A and Pullum, G. (1992). A misconceived approach to morphology. In *Proceedings of WCCFL 91*, ed. D. Bates. CSLI, Palo Alto, 387-39.

**Course Title: International Relations**

**Course Code: GEN-4406**

**Credit Hours: 3(3-0)**

**COURSE OBJECTIVES:**

- To highlight the significance and introduce the fundamentals of the Discipline of International Relations to the students.
- To help understand the nature of the discipline.

**COURSE CONTENTS:**

- Meaning, Definition, Nature, and Scope of International Relations
- Evolution and Development of International Relations
- Significance of International Relations
- Concept of Nation State
- International System and Sub-Systems National Interest,
- Foreign Policy and Diplomacy
- Power and Balance of Power
- Regionalism and Globalization State and Non-state Actors
- Human Rights in International Relations
- Religion, Ethics, Morality and Justice in International Relations
- The Role of Economics in International Relations
- The Concept of War and Peace in International Relations
- Latest/emerging concepts and trends

**Recommended Books:**

1. Karen A. Mingst, and Ivan M. Arreguín-Toft, Essentials of International Relations (London: Oxford Publishers, 2016)
2. Richard Devetak and Jim George, An Introduction to International Relations (Cambridge: Cambridge University Press, 2017)

3. Theodore Columbus, *Introduction to International Relations: Power and Justice* (New Delhi: Prentice Hall, 1992)
4. Joshua Goldstine, *International Relation* (Washington DC: Pearson Education, 2003)
5. Mark R. Amstutz, *International Conflict and Cooperation: An Introduction to World Politics* (Chicago: Brown & Benchmark, 1995)
6. Martin Griffiths, and Terry O'. Callaghan, *International Relations: The Key Concepts* (London, Rutledge, 2003)
7. Paul Wilkinson, *International Relations: A Very Short Introduction* (Oxford: Oxford University Press, 2007)

### Sixth Semester

| Semester                  | CourseCode | Course Title      | Credit Hrs. |
|---------------------------|------------|-------------------|-------------|
| <b>6th</b>                | ENG- 5601  | Modern Poetry     | 3(3-0)      |
|                           | ENG-5602   | Modern Drama      | 3(3-0)      |
|                           | ENG- 5603  | Modern Novel      | 3(3-0)      |
|                           | ENG- 5604  | Grammar & Syntax  | 3(3-0)      |
|                           | ENG- 5605  | Discourse Studies | 3(3-0)      |
| <b>Total Credit Hours</b> |            |                   | <b>15</b>   |

**Course: Modern Poetry**  
**Course Code: ENG-5601**

**Level: BS 6th**  
**Credit Hours: 03**

#### **Course Description:**

This course aims at teaching critical analysis of modern poetry and, thus, developing an understanding of the aesthetic and intellectual contexts in which it was produced. The beginning and ending of modernist period are arbitrary, however, it is generally agreed that works written between 1890 and 1950 in North America and Western Europe follow the modernist tradition. The course will examine the roles of poets like T.S. Eliot and Ezra Pound, who are credited with radical shifts in style and content from their predecessors, to introduce modernist aesthetics in poetry. The students will do close reading of poems to discern differences in poetic style and idiom of authors.

#### **Course Objectives:**

- to identify and critically examine form, style and themes in modernist poetry.
- to study historical and cultural developments in which modernist poetry evolved and later gave way to confessional and other forms of poetry.

#### **Course Contents**

1. T. S. Eliot  
The Hollow Men  
The Waste Land
2. Ezra Pound  
In a Station of the Metro  
A Girl  
An Immortality
3. W.B. Yeats  
Second Coming  
  
Easter 1916
4. W.H Auden  
As I Walked Out One Morning  
  
The Unknown Citizen
5. Ted Hughes  
That Morning  
Hawk's Monologue
6. Philip Larkin  
Mr. Bleaney  
Church Going

**Course Outcomes:**

Students are expected:

- to demonstrate understanding of aesthetics of modernist poetry.
- to do a critical analysis of poems through close reading of the text.

**Further Readings:**

1. Blair, John G. The Poetic Art of W.H. Auden (n.p., n.d.).
2. Drew, Elizabeth T.S. Eliot: The Design of his Poetry.(London, 1950)
3. Gardener, Helen. The Art of T.S. Eliot. (London, 1968)
4. Jeffares, A.N. W.B. Yeats, Man and Poet.(London, 1949)
5. Leavis, F.R. New Bearings in English Poetry. (London 1961 ed)
6. Macneice, Louis The Poetry of W.B. Yeats.( London, 1967)

7. Spears, Monroe K. *The Poetry of W.H. Auden*. (New Jersey, 1981)
8. Unterecker, J. W.B. *Yeats: A Reader's Guide* (London, 1988).
9. Ferguson, M. Salter, M. J., Stallworthy, J. (2005). *The Norton Anthology of Poetry*. New York: W.W. Norton & Co

**Course: Modern Drama**  
**Course Code: ENG-5602**

**Level: BS 6th**  
**Credit Hours:03**

### **Course Description**

Modern day dramatic performances, live as well as those treated in different mediums of film and television, owe a lot to the genre of drama of antiquity. Building upon the prior knowledge of the key elements of the literary terms and techniques of drama learnt by students in the course of Classical Drama, this course will present some modern plays of the late nineteenth and twentieth century which have influenced the development of English drama. (Though the knowledge of literary terms acquired in Classical Drama will be of great help, yet this course can be studied as an entirely independent module). The dramas suggested for this course lend a considerable amount of variety to different forms of tragedy and comedy. The course is designed to impart, discuss, evaluate, and above all enjoy the spirit of modern drama. The socio-cultural aspects of society reflected in the drama of the selected age will also be highlighted along with its significance in our modern world.

### **Course Objectives**

1. An overview of some of the most influential dramatists of modern age and their works with reference to their themes and dramatic techniques.
2. An emphasis on how certain dramatists are related to new ideas about the role of the theatre and its method.
3. A number of literary texts are read together with critical and theoretical discussions.

### **Course Contents**

1. Ibsen, Henrik *A Doll's House*, (1879)
2. Shaw, G. B. *Arms and the Man* (1894)
3. Beckett, Samuel *Waiting for Godot*, (1953)

4. Harold Pinter *The Caretaker* (1960)
5. Anton Chekov *Cherry Orchard* (1904)

**Note:** The teachers may choose any four as the core texts with taking Ibsen, Shaw and Beckett as compulsory writers and any other one writer from the list. Additionally they may assign class assignments and class projects from any other if they so choose.

### **Recommended Readings**

1. Billington, Michael. *Harold Pinter*. Faber and Faber. 1996
2. Esslin, Martin *The Theater of the Absurd*. New York, Doubleday Anchor Books 1961.
3. Evans, T. F. *George Bernard Shaw*. Routledge. 2013
4. Fraser, G.S. *The Modern Writer and His World*. Rupa and Co. Calcutta, 1961.
5. Kenner, Hugh *Samuel Beckett: A Critical Study*. New York, Grove Press, 1961.
6. Mayor, Laura Reis. *Four Major Plays of Ibsen*. Penguin Group USA. 2008
7. Rayfield Donald. *Anton Chekov: A Life*. Northwest University Press. 1997
8. Tornquist, Egil. *Ibsen's The Doll's House*. Cambridge University Press. 1995
9. White, John J. *Bertolt Brecht's Dramatic Theory*. Camden House. 2004
10. Williams, Raymond *Drama from Ibsen to Brecht*. Penguin in association with Chatto and Windus.

**Course: Modern Novel**

**Level: BS 6th**

**Course Code: ENG-5603**

**Credit Hours:03**

### **Course Description**

With a background knowledge of the types of fictions, the diversity in the art of characterization, i.e. round, flat, and stock characters etc. and all the associated details students have learnt in the course of classical novel, this course focuses the novels of 20th century. Through this course on Modern fiction, the students are able to grasp different techniques used and art/literary movements used in novel writing. For instance, questioning modes of imperialism in the *Heart of Darkness* (1902), stream-of-consciousness technique used in Woolf and Joyce's works and, similarly, questions about cultures and humanity at large raised in the novels of Forster and

Golding respectively. The basic questions raised against imperialism in works of Conrad will aid the students to study postcolonial novel in the later semesters. Students will appreciate the fact novel is the leading genre of modern literature that caters to the literary needs of modern readers. The diversity of themes explored in the novels of this course will excite the students to think critically and make them realize the importance of this genre of literature which, as is apparent from its nomenclature, has the capacity to incorporate any level of ingenuity of thought in its narrative.

### **Course Objectives**

1. This course will survey the work of novelists who represent the artistic and cultural aspects of modern narratives.
2. The students are to examine different aspects of modern novels considering the style, point of view, tone, structure, and culture which contribute to the development of modern fiction.
3. Emphasis in this course is not on teaching the students a few modern novels but to enable them for reading and analyzing a modern novel.
4. The students will be acquainted and familiarized with the changing social and literary trends of 20th century as an aftermath and effects of WWI and later World War 2.

### **Course Contents**

- Joseph Conrad *The Heart of Darkness* (1899-1902)
- E.M. Forster *A Passage to India* (1924)
- Virginia Woolf *To the Light House* (1927)
- James Joyce *A Portrait of the Artist as a Young Man* (1916)(Optional)
- William Golding *Lord of the Flies* (1954)

### **Recommended Books**

1. Allen, Walter *The English Novel* 1954.
2. Baker, R. S. *The Dark Historical Page: Social Satire and Historicism in the Novels of Aldous Huxley, 1921-1939*. London, 1982.
3. Bedford, Sybille. *Aldous Huxley*, 2 vols. London, 1973-4
4. Bowering, Peter. *Aldous Huxley: A Study of the Major Novels*. London, 1969.
5. Beer, J. B. *The Achievement of Forster*. London, 1962.

6. Burgess, Anthony. *Joysprick: An Introduction to the Language of James Joyce* (1973), Harcourt (March 1975).
7. Caramagno, Thomas C. *The Flight of the Mind: Virginia Woolf's Art and Manic-Depressive Illness*. Berkeley: University of California Press, c1992 1992. <http://ark.cdlib.org/ark:/13030/ft9c600998/>
8. Cavaliero, Glen. *A Reading of E. M. Forster*. London, 1979.
9. Church, Richard *The Growth of the English Novel*. 1951.
10. Das, G. K. and Beer, John (ed.) *E. M. Forster: A Human Exploration*. London, 1979.
11. Ellmann, Richard. *James Joyce*. Oxford University Press, 1959, revised edition 1983.

**Course: Grammar & Syntax**

**Level: BS 6<sup>th</sup>**

**Course Code: ENG-5604**

**Credit Hours:03**

### **Course Description**

Syntax is concerned with sentence structure - how words are combined to form phrases, how phrases are combined to form larger phrases, clauses and sentences, and how clauses are combined to form complex sentences. Ability to identify constituents and agreement constraints helps students to improve and correct their academic writing. The course is practical in focus and aims to teach students essential skills for the linguistic description and analysis of a language. The course also includes basic syntactic theories.

### **Course Objectives**

The course aims to:

- acquaint students with basics of syntax
- enable students to identify various parts of speech through structural signals
- introduce the major syntactic structures of the English language to students
- enable students to recognize various grammatical constructions
- familiarize students with some elementary syntactic theories

### **Course Contents**

1. Syntax

- Some concepts and misconceptions
- What is the study of syntax about?
- Use of linguistic examples
- Why not just use examples from English?
- How to read linguistic examples
- Why do languages have syntax?

## 2. Structure of Phrase

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

## 3. Clause

- Clause and sentence
- Main and sub-ordinate clauses
- Clause constructions
- Recognizing clauses

## 4. Grammatical Functions

- Introduction
- Subject
- Direct and indirect object
- Complements
- Modifiers

- Form and Function together
5. Head, Complements and Modifiers
    - What is a head?
    - Head and its dependents
    - Projections from lexical heads to modifiers
    - Differences between modifiers and complements
    - PS Rules, X Rules and Features
  6. Constituents and Tree diagrams
    - What is a constituent?
    - Evidence of structure in sentences
    - Some syntactic tests for constituent structure
    - Introduction to constituent structure trees
    - Relationships within the tree
    - Developing detailed tree diagrams and tests for constituent structure
    - An introduction to the bar notation
  7. Phrase Structure Grammar
  8. Transformational Generative Grammar
    - Generative Grammar
    - Properties of Generative Grammar
    - Deep & Surface structures
    - Transformational Grammar
    - Transformational Rules
  9. Basics of Systemic Functional Linguistics

### **Recommended Books**

- Miller, Jim. (2002). *An Introduction to English Syntax*. Edinburg University Press.
- Prasad, Tarni. (2012). *A course in Linguistics*. New Delhi: PHI Publications.
- Sells, Peter & Kim, Jong-Bok. (2007). *English Syntax: An Introduction*.
- Tallerman, M. (2015). *Understanding syntax* (4th ed). Routledge, London.
- Wekker, H., & Haegeman, L. M. (1985). *A modern course in English syntax*. Croom Helm.
- Valin, Jr., Robert. (2001). *An Introduction to Syntax*. Cambridge University Press.

**Course Title: Discourse Studies**

**Level: BS 6th**

**Course Code: ENG-5605**

**Credit Hours:03**

### **Course Description**

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

### **Course Objectives**

This course aims to:

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

### **Course Contents**

## **Section 1: Beginning with Discourse Analysis**

### 1. Introduction to Discourse

- What is Discourse?
- Features of Discourse
- Text and Discourse
- Types of Discourse: Written, Spoken, Media, Political etc.

### 2. Discourse Analysis

- What is Discourse Analysis?
- A Short History of Discourse Analysis
- Major Contributors

### 3. Grammatical Analysis of Discourse

- Cohesion & Coherence
- Cohesive Devices
- Theme & Rheme
- Thematic Progression

### 4. Pragmatic Analysis of Discourse

- Language in context
- Speech Act Theory
- Co-operative Principles
- Conversational Implicature
- Politeness Theory

### 5. Analysis of Conversation as Discourse

- Conversation as Discourse
- Structure of conversation

- Analyzing a conversation

## **Section 2: Proceeding with Critical Discourse Analysis**

### 6. Discourse and Ideology: Beginning Critical Discourse Analysis

- What is ideology
- Ideology in Discourse
- What is critical Discourse Analysis
- A brief history of CDA
- Foucault & CDA

### 7. Systemic Functional Linguistics: A Brief overview

### 8. Fairclough and CDA

- Language and Society
- Relational-Dialectal Approach-Basics

### 9. Van Dijk and CDA

#### Language and Power

- Socio-Cognitive Model- Basics

### 10. Doing Analysis

- How to conduct research
- Choosing a Discourse
- Choosing a perspective
- Choosing a suitable method
- A Tool for Analysis: choosing DA, CA or CDA

## **Recommended Books**

- Alba-Juez, Laura. (2009). Perspectives on Discourse Analysis: Theory and Practice. Cambridge.
- Blommaert, J. (2005). Discourse. Cambridge: Cambridge University Press.

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

### 8<sup>th</sup> Semester

| Semester                  | CourseCode | Course Title                   | Credit Hrs. |
|---------------------------|------------|--------------------------------|-------------|
| <b>8th</b>                | ENG- 621   | Literary Stylistics            | 3(3-0)      |
|                           | ENG-622    | Anthropological Linguistics    | 3(3-0)      |
|                           | ENG- 623   | Language in Education          | 3(3-0)      |
|                           | ENG-626    | Or<br>Research Project         |             |
|                           | ENG- 624   | Classics in Novel-II           | 3(3-0)      |
|                           | ENG- 625   | American & Canadian Literature | 3(3-0)      |
| <b>Total Credit Hours</b> |            |                                | <b>15</b>   |

**Course Title: Literary Stylistics**

**Course Code: ENG-621**

**Cr.Hrs 3(3-0)**

#### **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 analyze the selected texts from literature .

Selected Proportions from literary texts will also be given to the students as part of their class assignments.

#### **Topics**

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
- 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

**Course Title: Anthropological Linguistics**  
**Cr. Hrs 3(3-0)**

**Course Code: ENG- 622**

### **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**

- 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 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.

**Course Title: Language in Education**  
**Cr. Hrs 3(3-0)**

**Course Code: ENG- 623**

**Aims and Objectives:**

- 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:**

- 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 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**

**Course Title: Classics in Novel-II:  
Cr. Hours 3(3-0)**

**Course Code: ENG-624**

**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

1. Conrad, Joseph Heart of Darkness
2. Foster, E.M A passage to India
3. Joyce, James A portrait of The Artist As A Young Man
4. Woolf , Virginia To the Light Hous

**Course Title: American and Canadian Literatures**      **Course Code: ENG-625**  
**Cr. Hrs 3(3-0)**

**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**

1. A Brief History of American Literature
2. Walt Whitman
  - a. Give me the splendid silent sun
  - b. There was a child went forth
3. Robert Lee Frost
  - c. Birches
  - d. The Death of a Hired Man
4. Thomas Stearns Eliot
  - e. The Love song of J. Alfred Prufrock
  - f. The Hollow Men
5. Ezra Loomis Pound

Hugh Selwyn Mauberley

6. Eugene O'Neil

Long Day's Journey Into Night

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

b. The Song my Paddle Sings

11. Charles Sangster

a. The Soldiers of the Plough

b. Sonnet

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

**Research Project (ENG-626)****Cr. Hrs 3(3-0)****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.































