

BS ENGLISH PROGRAM
REVISED SCHEME OF STUDIES
2018-ONWARDS



DEPARTMENT OF ENGLISH

THE UNIVERSITY OF POONCH



THE UNIVERSITY OF POONCH, RAWALAKOT

FACULTY OF MANAGEMENT SCIENCES, HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

INTRODUCTION

The Department of English was established in 2013. The department offers BS English and M.A English programs in Linguistics and Literature. BS English is a four year program which aims at producing well- rounded young professionals with sound knowledge of linguistics and literature. M.A English is a two year program which builds sound foundation of the students and foregrounds them for research in their chosen fields of interest. The department offers a wide range of courses keeping in view the importance of both traditional and innovative trends regarding English Language and Literature. It is a vibrant department with highly qualified and professionally dedicated faculty members. The department provides support to all other departments of the university by providing teaching faculty for allied courses (English).

The main focus of the department is to cater to the need of the country and most specifically to the need of the state of Azad Jammu & Kashmir for English Graduates; and to provide quality education and rigorous training in the fields of English Language and Literature, Theoretical and applied linguistics and Research. In this context M.A English and BS English are the leading programs offered by the department. The Faculty members are highly motivated to prepare competent graduates in the fields of English language and literature by broadening their knowledge, fostering creativity and critical thinking, and developing a reflective bent of mind which ultimately leads to academic and professional success.

Students of the department of English have entered a variety of vocational fields. Some of these fields are: CSS, Advertising, Media (T.V., Radio, Newspapers, Magazines, etc.) Banking, Business, Teaching, Educational Administration, Research, Translation, to mention only a few. Excellent job opportunities are available for the students of English department in the country and abroad

VISION

To introduce the students to the major school of thoughts of Linguistics and Literature so that they may be able to apply the knowledge that they acquire during the course of these programs, regardless of the path their professional and personal lives may take.

MISSION

The department aims at enabling students to become active and dynamic professionals to accept the challenges of the fast moving world. We aim at further strengthening the teaching, learning, assessment and quality of education as a whole.

DURATION OF THE PROGRAM

Total Duration:	4 Years
Total Semesters:	08
Total Number of Courses	45
Total Credit hours:	133

ELIGIBILITY CRITERIA

Minimum eligibility criteria is 2nd division (45% marks) in Intermediate.

Semester-Wise Detail of Courses

Semester-I

Code	Course Title	Credits
ENG -311	English-I Language in Use	3
ISL -312	Islamic Studies	2
CMP- 313	Introduction to Computers	3
SOC-314	Introduction to Sociology	3
ENG -315	Introduction to Linguistics	3
ENG -316	Introduction to Literature-I (Poetry & Drama)	3
		17

Semester-II

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

Semester III

Code	Course Title	Credits
ENG -411	English III -Communication Skills	3
POL-412	Political Science	3
MKT-413	Marketing	3
ARB-414	Arabic	3
ENG-415	Morphology & Syntax	3
ENG-416	Introduction to English Literature-II (Novel, Short Story & Prose)	3
		18

Semester IV

Code	Course Title	Credits
MCM -421	Introduction to Mass Communication	3
ISL-422	Islamic Jurisprudence	3
ENG-423	English for Specific Purposes	3
ENG -424	Semantics	3
ENG -425	History of English Literature II (19 th Century	3

	Realism up to Contemporary Times)	
ENG -426	Classics in Drama-I	3
		18

Semester-V

Code	Course Title	Credits
ENG -511	Research Methodology	3
ENG -512	Sociolinguistics	3
ENG -513	Pragmatics	3
ENG -514	Teaching of English as a Foreign Language	3
ENG -515	Classics in Drama-II	3
ENG -516	Classics in Poetry-I	3
		18

Semester-VI

Code	Course Title	Credits
ENG -521	Discourse Analysis	3
ENG -522	Psycholinguistics	3
ENG -523	Classics in Prose-I	3
ENG -524	Classics in Poetry-II	3
ENG -526	Literary Criticism	3
		15

Semester-VII

Code	Course Title	Credits
ENG -611	Second Language Acquisition	3
ENG -612	South Asian Literature	3
ENG -613	Classics in Novel-I	3
ENG -614	Classics in Prose-II	3
ENG -615	Literary Theory	3
		15

Semester-VIII

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



THE UNIVERSITY OF POONCH, RAWALAKOT

Faculty of Management Sciences, Humanities & Social Sciences

Department of English

Course Outlines BS English (Session 2018 & Onwards)

(YEAR-1)

FIRST SEMESTER

1. Course Title: English – I (Language In Use)

Course Code: ENG-311

Cr.Hrs-03

Objectives:

- The aim of this course is to introduce the students with some of the basic concepts of English grammar in order to enable them to understand, analyze and enhance their own grammatical competence.
- To enable the students to understand and use English to express ideas and opinions related to students' real life experiences inside and outside the classroom.
- To enhance basic knowledge of English language and English language skills.
- To enable the students to read a text to:
identify main idea/topic sentences
find specific information quickly
distinguish between relevant and irrelevant information according to purpose for reading
recognize and interpret cohesive devices
distinguish between fact and opinion

Contents:

Basics of Grammar

- Use of Tenses
- Parts of Speech
- Use of articles and prepositions
- Sentence structure
- Use of active and passive voice
- Analysis of Phrase, Clause and sentence structure

- Punctuation
- Practice of Unified sentences

Paragraph Writing

(Topic to be chosen at the discretion of the teacher)

Comprehension

(Reading from different sources at the discretion of the teacher)

Translation Skills

(From Urdu/English Vice Versa)

Presentation skills

Reference Books:

1. Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). Oxford English for undergraduates. Karachi: Oxford University Press. 2. Eastwood, J. (2004). English Practice Grammar (New edition with tests and answers). Karachi: Oxford University Press. 3. Murphy, R. (2003). Grammar in use. Cambridge: Cambridge University Press. 4. Pedagogical Grammar by Fiaz Ul Hassan

2. Course Title: Islamic Studies

Course Code: ISL-312

Cr. Hrs 02

Aims:

- 1 To provide Basic information about Islamic Studies
- 2 To enhance understanding of the students regarding Islamic Civilization
- 3 To improve Students skill to perform prayers and other worships
- 4 To enhance the skill of the students for understanding of issues related to faith and religious life.

Contents:

Introduction to Quranic Studies

Basic Concepts of Quran

History of Quran

Uloom-ul -Quran

Study of Selected Text of Holy Quran

Verses of Surah Al-Baqra Related to Faith(Verse No-284-286)

Verses of Surah Al-Hujrat Related to Adab Al-Nabi

(Verse No-1-18) Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)

Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)

Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)

Study of Selected Text of Holy Quran

Verses of Surah Al-Ihzaab Related to Adab al-Nabi (Verse No.6, 21, 40, 56, 57, 58.)

Verses of Surah Al-Hashar (18,19, 20) Related to thinking, Day of Judgment

Verses of Surah Al-Saf Related to Tafakar, Tadabar (Verse No-1,14)

Seerat of Holy Prophet (S.A.W) I

Life of Muhammad Bin Abdullah (Before Prophet Hood)

Life of Holy Prophet (S.A.W) in Makkah

Important Lessons Derived from the life of Holy Prophet in Makkah

Seerat of Holy Prophet (S.A.W) II

Life of Holy Prophet (S.A.W) in Madina

Important Events of Life Holy Prophet in Madina

Important Lessons Derived from the life of Holy Prophet in Madina

Introduction to Sunnah

Basic Concepts of Hadith

History of Hadith

Kinds of Hadith

Uloom-ul-Hadith

Sunnah & Hadith

Legal Position of Sunnah

Introduction to Islamic Law & Jurisprudence

Basic Concepts of Islamic Law & Jurisprudence

History & Importance of Islamic Law & Jurisprudence

Sources of Islamic Law & Jurisprudence

Nature of Differences in Islamic Law

Islam and Sectarianism

Islamic Culture & Civilization

Basic Concepts of Islamic Culture & Civilization

Historical Development of Islamic Culture & Civilization

Characteristics of Islamic Culture & Civilization

Islamic Culture & Civilization and Contemporary Issues

Islam & Science

Basic Concepts of Islam & Science

Contributions of Muslims in the Development of Science

Quranic & Science

Islamic Economic System

Basic Concepts of Islamic Economic System
Means of Distribution of wealth in Islamic Economics
Islamic Concept of Riba
Islamic Ways of Trade & Commerce

Political System of Islam

Basic Concepts of Islamic Political System
Islamic Concept of Sovereignty
Basic Institutions of Govt. in Islam

Islamic History

Period of khlaft-e-rashida
Period of Umayyads
Period of Abbasids

Recommended Readings:

1. Hameed ullah Muhammad, “**Emergence of Islam**” , IRI, Islamabad
2. Hameed ullah Muhammad, “**Muslim Conduct of State**”
3. Hameed ullah Muhammad, „**Introduction to Islam**
4. Mulana Muhammad Yousaf Islahi,”
5. Hussain Hamid Hassan, “**An Introduction to the Study of Islamic Law**” leaf Publication Islamabad, Pakistan.
6. Ahmad Hasan, “**Principles of Islamic Jurisprudence**” Islamic Research Institute, International Islamic University, Islamabad (1993)
7. Mir Waliullah, “**Muslim Jurisprudence and the Quranic Law of Crimes**” Islamic Book Service (1982)
8. H.S. Bhatia, “**Studies in Islamic Law, Religion and Society**” Deep & Deep Publications New Delhi (1989)
9. Dr. Muhammad Zia-ul-Haq, “**Introduction to Al Sharia Al Islamia**” Allama Iqbal Open University, Islamabad (2001)

3. Course Title: Introduction To Computers

_Course Code: CMP-313

Cr. Hrs 03

Aims

- Effectively organize, manage, and present data, using contemporary software applications such as spreadsheets, word processing, databases, and electronic presentation software
- Store and retrieve data from locally (e.g. from within the computer, a CD-ROM, or USB drive) or remotely (e.g. via a network virtual drive, FTP service, or WebDAV service)

- Understand the relationships of key components behind concepts such as hardware, networks, data storage, operating systems, and software programs

Contents

Basic Definitions & Concepts

Hardware, Computer Systems & Components

Storage Devices, Number Systems, Software: Operating Systems

MS Word, excel, power point, MS access, Networks, Data Communication

The Internet, Browsers and Search Engines, The Internet: Email

Collaborative Computing and Social Networking, The Internet, E-Commerce

IT Security and other issues, Project Week, Review Week

RECOMMENDED BOOKS

Introduction to Computers by Peter Norton, 6th International Edition (McGraw HILL)

Using Information Technology: A Practical Introduction to Computer & Communications by Williams Sawyer, 6th Edition (McGraw HILL)

Computers, Communications & information: A user's introduction by Sarah E. Hutchinson, Stacey C. Swayer

Fundamentals of Information Technology by Alexis Leon, Mathewsleon Leon press

4. Course Title: Introduction to Sociology

Course Code: SOC-314

Cr. Hrs 03

Contents

Introduction

Definition, Scope and Subject Matter

Sociology as a Science

Historical Background of Sociology

Basic Concepts

Group, Community, Society

Associations

Non-Voluntary

Voluntary

Organization

Informal

Formal

Social Interaction

Levels of Social Interaction

Process of Social Interaction

- Cooperation

- Conflict

- Competition

- Accommodation
- Accumulation and Diffusion
- Assimilation
- Amalgamation

Social Groups

Definition and Function

Types of Social Groups

- In and Out Groups
- Primary and Secondary Groups
- Reference Groups
- Informal and Formal Groups
- Pressure Groups

Culture

Definition, aspects and characteristics of culture

Material and Non-Material Culture

Ideal and Real Culture

Elements of Culture

Beliefs

Values

Norms and Social Sanctions

Organization of Culture

Traits

Complexes

Patterns

Ethos

Theme

Other Related Concepts

Cultural Relativism

Sub Cultures

Ethnocentrism and Xenocentrism

Cultural Lag

Socialization and Personality

Factors in personality formation

Socialization, Agencies of Socialization

Role & Status

Deviance and Social Control

Deviance and its Types

Social Control and its Need

Forms of Social Control

Methods and Agencies of Social Control

Collective Behaviour

Collective Behaviour and its Types

Crowd Behaviour

Public Opinion

Propaganda

Social Movements
Leadership

Books Recommended

- Anderson Margret and Howard F Taylor *Sociology the Essentials* Australia Wadsworth
- Gidden Anthony 2002 *Introduction to Sociology* UK. Polity Press
- Macionis, John J.2006. 10th edition *Sociology*. : New Jersey Prentice Hall
- Tischler, Henry.L. 2002. *Introduction to Sociology* 7th edition New York The Harcourt Press
- James M. Henslin, 2004, *Sociology: A Down to Earth Approach*. Toronto, Allen and Bacon

5. Course Title: Introduction to Linguistics

Course Code: ENG-315

Cr. Hrs 03

Aims & Objectives:

The aim of this course is to introduce students to the basic concepts of language which have immediate relation to their ordinary as well as academic life, and to sensitize students to the various shades & aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. Serious theoretical discussions about these aspects have been differed to subsequent studies of language at advanced level. The core components of linguistics like phonology, morphology, syntax, semantics, discourse and pragmatics will also be introduced through this course.

Contents:

Basic terms and concepts in Linguistics

What is language (e.g. design features, nature and functions of language)?

What is Linguistics (e.g. diachronic/synchronic; paradigmatic/syntagmatic relations)

Scope of Linguistics: an introduction to major branches of linguistics

Schools of Linguistics (Historicism, Structuralism, Generativism, Functionalism)

Elements of Language

Phonology

Phonetics

Lexis

Morphology

Grammar and Syntax (Types of Grammar)

Semantics

Psycholinguistics

Sociolinguistics

Discourse Analysis (Difference between Spoken and Written discourse, conversational structure, turn-taking, coherence/cohesion)

Stylistic variation and change

Recommended Readings:

1. Aitchison, J. (2000). *Linguistics*. Teach Yourself Books.
2. Akmajian, A., Demers, R. A., Farmer, A. K. & Harnish, R. M. (2001). *Linguistics: An Introduction to Language and Communication*. (Fourth edition). Massachusetts: MIT.
3. Crystal, D. (1997). *The Encyclopedia of Language*. Cambridge: CUP.
4. Farmer, A. K, & Demers, R. A. (2005). *A Linguistics Workbook*. M. I. T Press.
5. Finch, G. (2004). *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave.
6. Fromkin, V. A., Rodman, R. & Hymas, M. (2002). *Introduction to Language*. (Sixth edition). New York: Heinley.
7. Radford, A., Atkinson, M., Briatain, D., Clahsen, H., Spencer, A. (1999). *Linguistics: An Introduction*. Cambridge: CUP.
8. Todd, L. (1987). *An Introduction to Linguistics*. Moonbeam Publications.
9. Yule, G. (2006). *The Study of Language*. CUP.

6. Course Title: Introduction to Literature I: Poetry & Drama **Course Code: ENG-316** **Cr. Hrs 03**

Aims & Objectives:

This course introduces various forms and styles of the genre of poetry, originally in English or translated. Irrespective of any chronological or historical development or the hierarchy of major and minor or continental and local or classical and popular, the main purpose of these readings is to highlight the variety of poetry worldwide and its possible inter-connection.

The readers will find here a combination of elegy, ode, lyric, ballad, free verse, and many other types. In a way the variety of the poetic expression informs about the sub-generic elements of verse. There is lot of scope for further analysis and research into the secrets of versification: tone and mood, metre, rhythm, rhyme, and such technical details, but, above all the function is to aesthetically enrich the readers with various mechanisms of musicality through words placed in poetic order. For some background help, the teachers may introduce a diversity of poetic expression and also consult any reference book detailing the fundamentals of poetry. As far as the aim of introducing one act and other plays is concerned, it is to familiarize the readers with fundamentals of drama i.e. character, plot, setting, dialogue. It would prepare them for a mature understanding of drama as a popular genre in literature.

1. Poetry

- Sonnet •□ Milton: On His Blindness
- Robert Frost: The Silken Tent

Song

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

Dramatic Monologue

- Robert Browning: My Last Duchess
- Alfred Tennyson: Ulysses

Elegy

- Thomas Gray: An Elegy Written in the Country Churchyard
- Dylan Thomas: A Refusal to Mourn the Death by Fire of a Child

Ballad

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

Ode

- Percy B. Shelley: Ode to the West Wind
- John Keats: Ode to Autumn

Free Verse

- William Carlos Williams: Red Wheel Barrow

Epic

- Lines from John Milton's Paradise Lost
- Lines from Alexander Pope's Rape of the Lock

Recommended Readings:

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

2. Drama

- Sophocles *Antigone*
- Eugene O'Neill: *Moon of the Caribbees*
- Anton Chekhov: *The Bear*
- Lady Gregory: *The Rising of the Moon*
- Edward Albee: *The Sandbox*

Recommended Readings

1. Hill, McGraw. (1991) *An Introduction to Modern One-Act Plays*. Glencoe/McGraw-Hill.
2. Litz, A. Walton, Menand, Louis and Rainey, Lawrence. (2006) *The Cambridge History of Literary Criticism, Vol. 7: Modernism and the New Criticism*. Cambridge University Press.
3. Chakraborty, Bhaktibenode. (1990) *Anton Chekov, The Crusader For A Better World*. K. P. Bagchi & Co.
4. Kopper Edward A. (1991) *Lady Gregory: A Review of the Criticism (Modern Irish Literature Monograph Series)*. E. A. Kopper, Jr.

5. Schrank, Bernice and Demastes, William W. (1997) *Irish Playwrights, 1880-1995: A Research and Production Sourcebook*. Greenwood Press.
6. Zinman, Toby. (2008) *Edward Albee (Michigan Modern Dramatists)*. University of Michigan Press. University of South Carolina Press.
7. Roudane, Matthew C. (1987) *Understanding Edward Albee (Understanding Contemporary American Literature)*.
8. Bottoms, Stephen. (2005) *The Cambridge Companion to Edward Albee. (Cambridge Companions to Literature)*. CUP.
9. Manheim, Michael. (1998) *The Cambridge Companion to Eugene O'Neill*

SEMESTER-II

1. Course Title: English II – Advanced Academic Reading and Writing

Course Code: ENG-321

Cr. Hrs 03

Aims:

To enable the students to

- Read the text for:
a literal understanding
interpretation &
the general assimilation & integration of knowledge
- Write well organized academic texts including examination answers with topic/thesis statement & supporting details.
- Write argumentative essays and course assignments

Contents

Reading and Critical Thinking

1. Read academic texts effectively by:

- Using appropriate strategies for extracting information and salient points according to a given purpose
- Identifying the main points supporting details, conclusions in a text of intermediate level
- Identifying the writer's intent such as cause and effect, reasons, comparison and contrast, exemplification
- Interpreting charts and diagrams
- Making appropriate notes using strategies such as mind maps, tables, lists, graphs.
- Reading and carrying out instructions for tasks, assignments and examination questions

2. Enhance academic vocabulary using skills learnt in Compulsory English I course
3. Acquire efficient dictionary skills such as locating guide words, entry words, choosing appropriate definition, and identifying pronunciation through pronunciation key, identifying part of speech, identifying syllable division and stress patterns

Writing Academic Texts:

Students will be able to:

1. Plan their writing: identify audience, purpose and message (content)
2. Collect information in various forms such as mind maps, tables, charts, lists
3. Order information such as:
 - Chronology for a narrative
 - Stages of a process
 - From general to specific and vice versa
 - From most important to least important
 - Advantages and disadvantages
 - Comparison and contrast
 - Problem solution pattern
4. Write argumentative and descriptive forms of writing using different methods of developing ideas like listing, comparison, and contrast, cause and effect, for and against
 - Write good topic and supporting sentences and effective conclusions
 - Use appropriate cohesive devices such as reference words and signal markers
5. Redraft checking content, structure and language.
6. Edit and proof read

Grammar in Context

- Phrase, clause and sentence structure
- Combining sentences
- Reported Speech

Methodology

In this curriculum, students will be encouraged to become independent and efficient readers using appropriate skills and strategies for reading and comprehending texts at intermediate level. Moreover, writing is approached as a process. The students will be provided opportunities to write clearly in genres appropriate to their disciplines.

Recommended Readings:

1. Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
2. Fisher, A. (2001). *Critical Thinking*. C UP

3. Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis
4. Hacker, D. (1992). *A Writer's Reference*. 2nd Ed. Boston: St. Martin's
5. Hamp-Lyons, L. & Heasley, B. (1987). *Study writing: A course in written English for academic and professional purposes*. Cambridge: Cambridge University Press.
6. Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for Undergraduates*. Karachi: Oxford University Press.
7. Murphy, R. (2003?). *Grammar in Use*. Cambridge: Cambridge University Press. 18
8. Smazler, W. R. (1996). *Write to be Read: Reading, Reflection and Writing*. Cambridge: Cambridge University Press.
9. Wallace, M. (1992). *Study Skills*. Cambridge: Cambridge University Press.
10. Yorlky, R. *Study Skills*.

2. Course Title: Pakistan Studies

Course Code: PST-322

Cr.Hrs 02

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:

1. Historical Perspective

- Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-i-Azam Muhammad Ali Jinnah.
- Factors leading to Muslim separatism
- People and Land
- Indus Civilization
- Muslim advent Location and geo-physical features.

2. Government and Politics in Pakistan

Political and constitutional phases:

- 1947-58
- 1958-71
- 1971 -77
- 1977-88
- 1988-99
- 1999 onward

3. Contemporary Pakistan

- Economic institutions and issues
- Society and social structure
- Ethnicity

- Foreign policy of Pakistan and challenges
- Futuristic outlook of Pakistan

Recommended Readings:

1. Burki, Shahid Javed. *State & Society in Pakistan*, The Macmillan Press Ltd 1980.
2. Akbar, S. Zaidi. *Issue in Pakistan"s Economy*. Karachi: Oxford University Press, 2000.
3. S. M. Burke and Lawrence Ziring. *Pakistan"s Foreign policy: An Historical analysis*. Karachi: Oxford University Press, 1993.
4. Mehmood, Safdar. *Pakistan Political Roots & Development*. Lahore, 1994.
5. Wilcox, Wayne. *The Emergence of Bangladesh.*, Washington: American Enterprise, Institute of Public Policy Research, 1972.
6. Mehmood, Safdar. *Pakistan Kayyun Toota*, Lahore: Idara-e-Saqafat-eIslamia, Club Road, nd.
7. Amin, Tahir. *Ethno - National Movement in Pakistan*, Islamabad: Institute of Policy Studies, Islamabad.
8. Ziring, Lawrence. *Enigma of Political Development*. Kent England: WmDawson & sons Ltd, 1980.
9. Zahid, Ansar. *History & Culture of Sindh*. Karachi: Royal Book Company, 1980.
10. Afzal, M. Rafique. *Political Parties in Pakistan*, Vol. I, II & III. Islamabad: National Institute of Historical and cultural Research, 1998.
11. Sayeed, Khalid Bin. *The Political System of Pakistan*. Boston: Houghton Mifflin, 1967.
12. Aziz, K. K. *Party, Politics in Pakistan*, Islamabad: National Commission on Historical and Cultural Research, 1976.
13. Muhammad Waseem, *Pakistan Under Martial Law*, Lahore: Vanguard, 1987.
14. Haq, Noor ul. *Making of Pakistan: The Military Perspective*. Islamabad: National Commission on Historical and Cultural Research, 1993.

3. Course Title: Introduction to Anthropology

Course Code: ANT-323

Cr.Hrs 03

1. 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) Relationship between language and culture

5. Food getting

- a. Food collection
- b. Food production
- c. The origin and spread of food production

6. Economic system

- 7.3 The allocation of resources
- 7.4 The conversion of resources
- 7.5 The distribution of goods and services

7. Marriage and family

- 7.1 Marriage and mate selection
- 7.2 The family: types and functions
- 7.3 Kinship system: structure, terminology
- 7.4 Rules and types of descent

8. Political organization

- 8.1 Types of political organization
- 8.2 Resolution of conflict

9. Religion and magic

- 9.1 The universality of religion
- 9.2 Religious beliefs and practices
- 9.3 Witchcraft and sorcery

10. The arts

- 10.1 Forms of art
- 10.2 Expressive culture

11. Culture change

- 11.1 Process of cultural change
- 11.2 Cultural change in the modern world
- 11.3 Problems of cultural change in Pakistani society

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

4. Course Title: Introduction to Management

Course Code: MGT-324

Cr. Hrs 03

Aims:

The students should be able to hold informed conversations with functional specialists and understand how to draw effectively on their enterprise in managing organizations.

To understand the relevance of the western management principles and theories, for local settings.

To understand the Islamic perspective of managing business and organizations.

Apply course concepts and theory in a practical context.

Recognize the need to take a holistic approach to performance improvement rather than a narrowly functional approach.

Contents

- Introduction to Management Organization
- The Management Process
- The History and Evaluation of Management
- Organizational Theories and Different Approaches to Management
- The Organizational Culture and the Manager
- The External Environment and the Manager
- The Internal Environment and the Manager
- Foundations and Basic Elements of Planning
- Process of Planning and MBO
- Effective Strategic Planning
- Decision Making Process
- Basics of Strategic Management, Case of Strategic Management

Recommended Books

Mary Coulter & Robbins, *Management*, International ed

5.Course Title: Phonetics and Phonology

Course Code: ENG-325

Cr. Hrs 03

Aims & Objectives:

The course aims to build on the background knowledge of phonological description & theory in order to explain the theories & the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken languages particularly English; & examine cross linguistic similarities & variation in sounds particularly English & Urdu.

Contents:

1. Introduction to Phonetics & Phonology • Introduction to Phonetics & Phonology • Branches of Phonetics • Difference between Phonetics and Phonology
2. Stages in the production of speech •Speech organs • Manner of articulation 54
- 3.Segmental Phonology i. Phonemes and allophones
- 4.Suprasegmental Phonology
Sounds in connected speech • Weak forms • Assimilation, elision and liaison
- ii. Sentence stress and intonation
5. Contrastive Phonology •Teaching of pronunciation

Recommended Readings:

1. Burquest, D. A. (2001). *Phonological analysis: A functional approach*. Dallas: SIL International.
2. Celce-Murcia, M., Brinton, D. & Goodwin, J. (1996). *Teaching Pronunciation: reference for Teachers of English to speakers of Other Languages*. Cambridge: CUP.
3. Cruttenden, A. (1994). *Gimson's Pronunciation of English*. Oxford: Edward Arnold.
4. Giegerich, H. (1992). *English Phonology: An Introduction*. Cambridge: Cambridge University Press.
5. Gimson, A. C. (1984). *An Introduction to the Pronunciation of English*. London: Edward Arnold.
6. Hogg, R & Mc Cully, C.B. (1987). *Metrical Phonology: A Course Book*. Cambridge. CUP.
7. Kenworthy, J. (1987). *Teaching English Pronunciation*. London: Longman.
8. Knowles, G. (1987). *Patterns of Spoken English*. London: Longman.
9. Kreidler, C. W. (1989). *The Pronunciation of English*. Oxford: Basil Blackwell.
10. Roach, P. (2000). *English Phonetics and Phonology: A Practical Course*. Cambridge.
11. Rocca, I & Johnson, W. (2005). *A Course in Phonetics*. Oxford: Basil Blackwell.

6. Course Title: History of English Literature-I(Medieval to Romantic Times)

Course Code: ENG-326

Cr. Hrs 03

Aims & Objectives:

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

Contents:

- Medieval Literature
- The Renaissance and the Elizabethan Periods
- The Age of Neo-Classicism
- The Victorian Age
- The Romantic Age

Recommended Readings:

1. Long, William J. (2006). *English Literature: Its History and Significance for the life of English speaking world, enlarged edition.*
2. Evans, Ifor. (1976). *A Short History of English Literature.* London: Penguin.
3. Ford, Boris. (1990). *The New Pelican Guide to English Literature.* Vol. 1 - 9. London: Penguin.
4. Compton-Rickett, A. *A History of English Literature.* Thomas-Nelson & Sales, 1940 (latest edition).
5. Gillie, C. (1977). *Longman. Companion to English Literature (2nd Edition).* London: Longman.
6. Dachies, David. (1961). *A Critical History of English Literature.* Vol. 1 -4. London: Secker & Warburg (latest edition).
7. Sanders, Andrew. (2002). *The Short Oxford History of English Literature.* Oxford University Press, USA.

YEAR-II

SEMESTER-III

1.Course Title: English III -Communication Skills

Course Code: ENG-411

Cr. Hrs 03

Objectives

Enhance language skills and develop critical thinking

To enable the students to meet their real life communication needs.

Contents

Presentation skills:

Introduction to presentation Skills

Essay Writing:

Writing Descriptive, Narrative, Discursive, Argumentative Essays

Academic writing

How to write a proposal for research paper/term paper

How to write a research paper/term paper (emphasis on style, content, language, form, clarity, consistency)

Technical Report writing

How to write a Technical Report

Progress report writing

How to write a Progress Report

Note: Extensive reading is required for vocabulary building

Recommended Books:

a) Essay Writing and Academic Writing

1. Writing. Advanced by Ron White. Oxford Supplementary Skills.Third Impression 1992. (particularly suitable for discursive,descriptive, argumentative and reportwriting).

2. College Writing Skills by John Langan. Mc=Graw-Hill HigherEducation. 2004.

3. Patterns of College Writing (4th edition) by Laurie G. Kirsznerand Stephen R. Mandell. St. Martin's Press.

b) Presentation Skills) Reading:

The Mercury Reader. A Custom Publication. Compiled by northerIllinoisUniversity. General Editors: Janice Neulib; Kathleen ShineCain; Stephen Ruffus and Maurice Scharton.

2. Course Title: Introduction to Political Science**Course Code: POL-412****Cr. Hrs 03****Objectives**

Students will come to understand that there are various types of political systems around the world, and that these may differ from each other with regard to their individual political institutions, political culture, political ideologies, and public policies.

Mission

Courses provide an understanding of political concepts and the organization and function of political systems. Our major programs equip students with the ability to understand political theories and to gain knowledge and experience through written work, lectures, reading, active learning and internships

Contents

1. Definition, Nature, Scope and Sub fields of Political Science.
2. Relationship of Political Science with other social sciences.
3. Approaches to the study of Political Science: Traditional and behavioral approach.
4. State: its origin and evolution; Western and Islamic concepts of State,
5. Nation and Sovereignty.
6. Basic concepts of Political Science: Power, Authority, Legitimacy
7. Organs of Government: Legislature, Executive, Judiciary.

Note:

Sub-fields of Political Science include: Political Philosophy/Theory; Comparative Politics; International Relations; Public Administration/ Public Policy; Local Government, etc

Recommended Books:

1. Ahmad , Sheikh Bashir, Riyasat Jo Ilm (Sindhi meaning Science of State), Jamshoro, Institute of Sindhology, University of Sindh, 1985.
2. Haq, Mazher ul, Theory and Practice in Political Science, Lahore Bookland, 1996.
3. Ian Mackenzi (Ed.), Political Concepts: A Reader and Guide, Edinburgh, University Press, 2005.
4. Mohammad Sarwar, In trodution to Political Science , Lahore Ilmi Kutub Khana, 1996

3. Course Title: Marketing
Course Code: MKT-413

Cr. Hrs 03

Contents

- Introduction to Marketing
 - Definition, Evolution of Marketing
 - Importance and scope of Marketing Functions
 - Marketing Concepts
- System Approach to Marketing
 - External and Internal Environment of Marketing
- Marketing Segmentation
 - Market Aggregation and Multiple Segmentation
 - Lucrative Aspects of Market Segmentation
 - Basis for Market Segmentation
 - Requirements of Successful Segmentation
- The Product
 - Meaning of Product
 - Classification of Product
 - Why New Product Fails or Succeeds
 - PLC, New Product Adoption
 - Planned Obsolescence and Fashion
- The Price
 - Meaning and Importance of Price
 - Pricing Objectives
 - Price and Non Price Competition
 - Factors Influencing Pricing Decisions
- The Distribution
 - Classification of Retailers and Whole Sales
 - Selecting a Channel of Distribution
 - Types of Channels
 - Physical Distribution
- The Promotion
 - Determination of Promotional Mix
 - Scope and Importance of Personal Selling
 - Types of Channels
 - Developing a Personal Selling Plan

Books Recommended

- William J Stantom, *Fundamentals of Marketing*
- Charles D Schew and M, Snith, *Marketing Concepts and Applications*
- Phillip Kotler, *Principles of Marketing*

5. Course Title: Arabic
Course Code: ARB-414

Cr.Hrs 03

5.Course Title: Morphology & Syntax-I

Course Code: ENG-415

Cr. Hrs 03

Aims & objectives:

The aim of this course is to provide the students with a general introduction to English morphology and syntax. The course introduces the students to the internal structure of words and sentences, presenting them to the theory and practice of the structural grammar of the English language. By the end of this course students will be able to do a detailed analysis of English morphemes as well as sentences.

Contents:

- Morphemes
- Types of Morpheme
 - Morphemic analysis
- Morphological productivity
- Phrases and its types
- Clauses
- Sentences
 - Types of sentences
 - The Negative Transformation
 - The Passive Transformation
- Word order Transformations
- Agreement & case

Recommended Readings:

1. Aronoff, M., & Feudman, K. (2010). *What is Morphology?* (Second edition). John Wiley and Sons.
2. Booij, G. (2007). *The Grammar of Words: an Introduction to Morphology*. OUP.
3. Culicover, W.P., & Jackendoff, R. (2005). *Simpler Syntax*. Oxford: OUP.
4. Flabb, N. (2007). *Sentence Structure*. (Second edition). Taylor & Francis.
5. Kampson, R., Meyer-Viol, W., & Gabbay, D. (2001). *Dynamic syntax: the Flow of Language Understanding*. Blackwell Publishing.
6. Katamba, F. (2004). *Morphology: Morphology and its relation to Semantics and the lexicon*. Routledge.
7. Medina, G.P. (Ed.), (2011). *Morphosyntactic Alternations in English: Functional and Cognitive Perspectives*. Equinox Publishing.
8. Matthews, H. P. (1991). *Morphology*. (Second edition) Cambridge University Press.
9. Radford, A. (1997). *A Minimalist Introduction*. CUP.
10. Radford, A. (2004). *English Syntax: an introduction*. CUP.
11. Roberts, G. I. (2007). *Diachronic Syntax*. Oxford: OUP. 56

12. Roberts, G. I. & Roussou, A. (2003). *Syntactic Change: a minimalist approach to grammaticalization*. Cambridge University Press.
13. Spenser, A. (1991). *Morphological Theory*. Wiley-Blackwell.
14. Spenser, A., & Zwicky, M. A. (Eds.), (2001). *The Handbook of Morphology*. Wiley-Blackwell.
15. Warner, R. A. (1993). *English Auxiliaries: Structure and History*. C.U.P.

6. Course Title: Introduction to Literature II: (Short Story, Novel & Prose)

Course Code: ENG-416

Cr.Hrs 03

Aims & Objectives:

To introduce readers to fiction and prose. However, instead of using full length texts of the novel, selected extracts will be chosen from the novels mentioned in the reading list below. It will prepare them for the reading of full length texts of novels with an understanding of the elements of the novel such as plot, character, vision etc.

A. Short Stories

- D. H. Lawrence: *The Fox*
- Isaac Asimov: *True Love*
- James Joyce: *Araby*
- Oscar Wilde: *The Nightingale and the Rose*
- O' Henry: *After Twenty Years*
- Alexander Poe: *The Fall of the House of Usher*
- Nadine Gordimer: *Once Upon a Time*
- Naguib Mahfouz: *The Mummy Awakens*
- Guy de Maupassant: *The String*

- Rudyard Kipling: *The Man Who Would Be King*
- Dorothy Parker: *Arrangement in Black and White*
- O'Conor: *Everything that Rises Must Sink*
- Kate Chopin: *The Story of an Hour*
- Ernest Hemingway: *A Clean Well Lit Place*

Note: at least five of the above mentioned stories must be selected

B. Novels

- Daniel Defoe: *Robinson Crusoe*
- George Eliot: *The Mill on the Floss*

Recommended Readings:

1. Baym, Nina. (2002). *The Norton Anthology of American Lit. Vol. D*. W. W. Norton & Company.

2. Martin, Brian. (1989). *Macmillan Anthology of Eng Lit. Vol. 4.* Macmillan Pub Co.
3. Forster, E. M. (1956). *Aspects of the Novel.* Harvest Books.
4. Bloom, Harold. (1988) *George Eliot's the Mill on the Floss (Bloom's Modern Critical Interpretations).* Chelsea House Pub.
5. Michie, Elsie B. (2006). *Charlotte Bronte's Jane Eyre: A Casebook (Casebooks in Criticism).* Oxford University Press, USA.
6. Bloom, Harold. (2005). *John Steinbeck's The Grapes of Wrath (Bloom's Guides).* Chelsea House Publications.
7. Gioia, Dana and Gwynn, R. S. (2005). *The Art of the Short Story.* Longman.
8. Brown, Julia Prewitt. (1999) *Cosmopolitan Criticism: Oscar Wilde's Philosophy of Art.* University of Virginia Press.
9. Schoenberg, Thomas J. (2005). *Twentieth Century Literary Criticism: Criticism of the Short Story Writers, and Other Creative Writers Who Lived between 1900 and 1999, from the First. Curr (Twentieth Century Literary Criticism).* Gale Cengage
10. Neill, Edward. (1999). *Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective).* Camden House.

C. Prose

Aims:

To make readers understand the distinct features of prose. The course will also be helpful for students in providing them with first class models of essays to improve their writing skills. The selection of the authors is chronological and starts with Bacon.

- John Ruskin : *War & Work*
- Lytton Strachey: *Dr Arnold or Florence Nightingale*
- B. Russell: *Selection from Skeptical Essays (2)*
- *The Value of Scepticism*
- *The Harms that Good Men Do*
- *Eastern and Western Ideals of Happiness*
- *Authority Versus Freedom in Education*

Recommended Readings:

1. Walker, Hugh. (1959) *The English Essays and Essayists.* S. Chand & Co. Delhi.
2. Gravid, Richard, ed. (1974) *Gulliver's Travels (Case-book Series).* Macmillan.
3. Schoeman, R. (ed.) (1967). *Bertrand Russell, Philosopher of the Century.* Allen & Unwin.
4. Leavis, John. (1968). *Bertrand Russell, Philosopher and Humanist.* New World Paperbacks.
5. Coleridge, Stephen (2008). *The Glory of English Prose.* Tutis Digital Publishing Pvt. Ltd.
6. Yu, Margaret M. (2008) *Two Masters of Irony: Oscar Wilde and Lytton Strachey.* AMS Press.
7. Coote, Stephen. (1994). *The Penguin Short History of English Literature (Penguin Literary Criticism).* Penguin.

Note:

A minimum of 3 and maximum of 5 short stories are to be taught, while at least 3 extracts of the novels and to Prose pieces should be taught. The selection of the novel-extracts is not strict and is left to the choice of the teacher concerned which is, however, not to exceed three chapters from one novel.

SEMESTER IV

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:

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

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

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 practised 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:

- 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
- 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

- Early theories of meaning (Ogden and Richards; Ferdinand de Saussure)
- Types of meaning
- Semantic field
- Componential analysis
- Sense Relations/ Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy)
- Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)

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:

- 19th Century Realism
- Modernism and the 20th Century
- PostModernism 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. Benvensite, 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*. Hemal 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:

- □ Sophocles: *Oedipus Rex* OR Aeschylus: *Agamemnon*
- □ Christopher Marlowe: *Dr Faustus* / *Jew of Malta*
- □ Shakespeare: *Macbeth*
- □ Shakespeare *Twelfth Night*
- □ Sheridan: *The Rivals*
- □ Ibsen: *Doll's House* / *Ghosts*
- □ G.B Shaw: *Arms and the Man* / *Pygmalion*

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* Ithaca: 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*. Berkeley: U of California Press.

YEAR-III

SEMESTER- V

1. Course Title: Research Methodology

Course Code: ENG-511

Cr.Hrs 03

Aims & Objectives:

- To enable students to conduct their own small scale research
- to familiarize them with techniques and methods of selecting topics, developing questions, collecting and analyzing data and also
- To prepare the research report.

Contents:

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

Recommended Readings:

1. Allwright, Dick and Bailey, Kathleen. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: CUP.
2. Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative research for education. An introduction to theories and methods.* (5th ed.) Boston: Pearson Education, Inc.
3. Brown, Dean. (2004). *Doing Second Language Research*. Oxford: OUP.
4. Brown, Dean. (1988). *Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design*. Cambridge: CUP.
5. Bryman, A. (2004). *Research Methods for Social Sciences*. Second edition. Oxford: Oxford University Press.
6. Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks: Sage Publications.
7. Drever, Eric. (1995). *Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide*. Edinburgh: Scottish Council for Research

in Education.

8. Fraenkel, Jack and Wallen, Norman. (1995). *How to Design and Evaluate Research in Education* (2nd edition). New York: McGraw Hill.

9. Hammersley, Martin and Atkinson, Paul. (1995). *Ethnography: Principles in Practice* (2nd edition). New York: Routledge.

□ □

10. Heritage, John. (1997). "Conversation Analysis and Institutional Talk: Analyzing Data." In Silverman, David. Ed. *Qualitative Research: Theory, Method and Practice*.

11. Miles, M. & M. Huberman. (1994). *Qualitative Data Analysis*. CA: Sage.

12. Munn, Pamek and Drever, Eric. (1995). *Using Questionnaires in Small Scale Research*. Edinburgh: Scottish Council for Research in Education.

13. Nunan, David. (1992). *Research Methods in Language Learning*. Cambridge: CUP.

14. RoBA/Bson, C. (2002). *Real world research* (2nd ed.). Malden, MA: Blackwell Publish

15. Scholfield, P. *Qualitative and Quantitative Research*.

16. Silverman, David. Ed. (1998). *Qualitative Research: Theory, Method and Practice*. London: Sage.

17. Silverman, David. Ed. (2002). *Interpreting Qualitative Data: Text, Context and Talk*. London: Sage.

2. Course Title: Sociolinguistics

Course Code: ENG-512

Cr.Hrs 03

Aims & objectives:

Sociolinguistics examines the relationship between language and society, focusing on both learning about linguistic matters and learning about social structures. The aim of this course is to introduce participants to concepts and issues in Sociolinguistics. By the end of the course participants will gain an understanding of basic sociolinguistic concepts. They will be able to explore and evaluate critically sociolinguistic issues relevant to language teaching.

Contents:

Introduction to Sociolinguistics:

- Sociolinguistics & its scope
- The connection between Sociolinguistics and language teaching

Language and Context: Social Class and Region

- What is traditional sociolinguistics
- Language Varieties
- What do we mean by language variation
- Code, Dialect, Sociolect, Idiolect, Isogloss.

Language Society and Culture

- Functions of Language in Society
- Domains of Language Use
 - Speech Community
- Regional & Social dialects
- Style, register, jargon.
- Pidgins & Creoles.
- National Language, Standard Language
- Language, Culture and Thought

Multilingualism and Bilingualism

- Dimensions of bilingualism
- Bilingualism
- Causes of bilingualism
- Manifestations of bilingualism (borrowing, code-switching, code-mixing)

Effects of bilingualism

- Language conflicts
- Language attitudes
- Language maintenance
- Language shift
- Language death
- Immigrant stories
- Assimilation, integration, separation and marginalization

Language and Gender

- Men's and women's language
- Gender issues in classroom and society

Language and Power

- Diglossia
- Critical language awareness

Language-in-education Planning

- What does planning involve?
- The issue of the selection of national and official language(s)

Recommended Readings:

1. Aitchison, J. (1993). *Language Change: Progress or Decay?* (Second edition). Cambridge University Press.
2. Auer, P. (Ed.). (1998). *Code-switching in Conversation: Language Interaction and Identity*. London: Routledge.
3. Bhatia, K. T. & Ritchie, C. W. (Eds.), (2006). *A Handbook of Bilingualism*. Oxford: Basil Blackwell.
4. Gardner-Chloros, P. (2009). *Code-switching*. Cambridge: Cambridge University Press.

5. Giles, H. & Billings, C. A. (2006). Assessing Language Attitudes: Speaker Evaluation Studies. In Davies, and Elder, C. (Eds.), *The Handbook of Applied Linguistics*. (187-209). Blackwell Publishing.
6. Holmes, J. (2008). *An Introduction to Sociolinguistics*. New York: Longman.
7. Hudson, R. A. (1996). *Sociolinguistics*. Cambridge: Cambridge University Press.
8. Kachru, Y. (1992). Language Maintenance, Shift & Accommodation: Linguistic Repertoire in South Asia. In Dimock, E. C, Kachru. B. B & Krishnamurti. BH (Eds.), *Dimensions of Sociolinguistics in South Asia*. (261 -269). Oxford: OUP.
9. Meshthric, J. (2000). *Introducing Sociolinguistics*. Philadelphia: John Benjamins.
10. Milroy, L. & Muysken, P. (Eds.), (1995). *One Speaker, Two Languages: Cross-disciplinary Perspectives on Code-switching*. Cambridge: Cambridge University Press.
11. Myers-Scotton, C. (2006). *Multiple Voices: An Introduction to Bilingualism*. Blackwell Publishing.
12. Nahir, M. (2003). Language Planning Goals: A Classification. In Paulston and Tucker, R. G. (Eds.), *Sociolinguistics: The Essential Readings*. (423- 448). Basil Blackwell.
13. Fasold, R. (1990). *The Sociolinguistics of Language*. Oxford: Basil Blackwell.
14. Suzanne, R. (1995). *Bilingualism*. (Second edition). Oxford: Basil Blackwell.
15. Trudgill, P. (2002). *Introduction to Language and Society*. Penguin Books.
16. Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. Oxford: Basil Blackwell

3. Course Title: Pragmatics

Course Code: ENG-513

Cr. Hrs 03

Aims & Objectives:

The course aims at introducing students to the basics of Pragmatics. Through this course students will be able to study factors that govern choice of language in social interaction and the effects of these choices on others.

Contents

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

- Phatic tokens
- Deixis

Recommended Reading:

1. Burton-Roberts, N. (Ed.), (2007). *Pragmatics*. Palgrave Macmillan.
2. Carston., R. (2002). *Thoughts and Utterances: the pragmatics of explicit communication*. Wiley-Blackwell
3. Cutting, J. (2002). *Pragmatics and Discourse: a resource book for students*. Routledge.
4. Davis, S. (Ed.), (1991). *Pragmatics: a reader*. Oxford University Press.
5. D'hondt, S., Ostman, J., & Verschuren, J. (Eds.), (2009). *The pragmatics of interaction*. John-Benjamins Publishing Company.
6. Grice, H. P. (1989) *Studies in the Way of Words*, Harvard University Press.
7. Grundy, P. (2000). *Doing Pragmatics*. Arnold.
8. Horn. R. L., & Ward, L. G. (Eds.), (2005). *The handbook of pragmatics*. Wiley-Blackwell.
9. Huang, Y. (2007). *Pragmatics*. Oxford University Press.
10. Leech, G. & Thomas, J. (1988). *Pragmatics: The State of the Art*. Lancaster Papers in Linguistics. University of Lancaster.
11. Leech, G. (1983). *Principles of Pragmatics*. London: Longman.
12. Levinson, S. (1983). *Pragmatics*. Cambridge University Press.
13. Levinson, S. (2000) *Presumptive Meanings: The Theory of Generalized Conversational Implicature*, MIT Press.
14. Mey, J. (2001). *Pragmatics: an introduction*. Wiley-Blackwell.
15. Peccei, S. J. (1999). *Pragmatics*. Routledge.
16. Sandra, D., Ostman, J., & Verschuren, J. (Eds.), (2009). *Cognition and Pragmatics*. John-Benjamins Publishing Company.
17. Sbisà, M., Ostman, J., & Verschuren, J. (Eds.), (2011). *Philosophical Perspectives for Pragmatics*. John-Benjamins Publishing Company.
18. Verschuren, J. (1999). *Understanding Pragmatics*. Arnold.
19. Verschuren, J., & Ostman, J. (Eds.), (2009). *Key notions for Pragmatics*. John-Benjamins Publishing Company.
20. Yule, G. (1996). *Pragmatics*. Oxford University Press.

4. Course Title: Teaching of English as a Foreign Language

Course Code: ENG-514

Cr.Hrs 03

Aims & Objectives:

The overall aim is to provide an introduction to the theory and practice of teaching English as a Foreign Language. It also aims to provide students with new insights into language teaching, providing an understanding of the principles and practice of Teaching English as a Foreign Language

Contents

1. The nature and principles of foreign language teaching
2. Approaches, methods and techniques of foreign language teaching
3. Communicative language teaching
4. Teaching the four skills: Listening, Speaking, Reading, Writing
5. Integrated skills
6. Textbook adaptation and Materials development
7. Teaching of vocabulary
8. Teaching of grammar
9. Teacher development
10. Practical techniques in reflective language teaching: action research
11. Micro Teaching
12. Learning styles and strategies
13. Learner autonomy in the class room
14. Text book adaptation and material development
15. Lesson planning
16. Error analysis
17. Mistakes and correction
18. Testing and evaluation
19. Class room management

Reference Books

1. Arthur Hughes Testing for Language Teachers
2. Nunan, David Practical English Language Teaching
3. Freeman, D. Larsen Techniques and Principles in Language Teaching
4. Ur, Penny A Course in Language Teaching

5. Grammar Practice Activities
6. Allen, Virginia French Techniques in Teaching Vocabulary
7. Norrish, John Language Learners & their Errors
8. Edge, Julian Mistakes & Corrections

5.Course Title: Classics in Drama II

Course Code: ENG-515

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 writers will also be highlighted.

Selected Texts:

1. Ibsen, Henrik, A Doll's House
2. T.S. Eliot Murder in the Cathedral
3. O'Casey, Sean Juno and The Paycock
4. Pinter, Harold The Caretaker
5. Beckett, Samuel Waiting For Godot

Reference Books:

- Martin Esslin, Theatre of Absurd
- M. Hinchcliffe, Pinter
- Una Ellis Permor, Frontiers of Drama
- A.C. Ward Contemporary Drama
- R. Williams Modern Tragedy

6.Course Title: Classics in Poetry-I

Course Code: ENG-516

Cr.Hrs 03

Aims/Objectives

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

Topics

1. Geoffrey Chaucer

- a. Introduction to the prologue
- b. The prologue to the Canterbury tales

2. Edmund Spenser

Faerie Queene: Book 1, Canto 1

3. John Milton

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

4. Alexander pop

The rape of the lock; canto 1-4

5. Johan Donne

- a. Love poems; song; the sune rising; Love's alechney ; A valediction of weeping
- b. Holly Sonnets: Thou Hast Made me, and shellthey 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 spens , Spenser 's Faerie Queene; an interpretation , London , 1934
5. G. Tallotson , on the poetry of pope

SEMESTER- VI

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:

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

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. & Schmidt, 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:

Introduction to Psycholinguistics:

- The scope of Psycholinguistics
- The connection between Psycholinguistics & Neurolinguistics
- How does Psycholinguistics differ from Neurolinguistics

- ? **The Psychology of Learning Error Analysis**
- **Individual Learner Factors**
- Age
- Affective and personality factors
- Cognitive styles
- Motivation
- Learner Strategies
- Theories of language learning (Behaviourism, Mentalism, Interactionism)
- 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.

Topics

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

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

W.B. Yeats

- a. The Second Coming
- b. The Lake Isle of Innisfree

T.S. Eliot

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

Percy Bysshe Shelly

- a. Ode to the West Wind
- b. To a Skylark

Mathew Arnold

- a. Dover Beach
- b. Growing Old
- c. The Last Word

William Butler Yeats

- a. The Rose Tree
- b. Easter 1916
- c. Second Coming
- d. Sailing to Byzantium
- e. Wilde Swans at Coole

S.T. Coleridge

- a. Rime of The Ancient Mariner
- 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 Miror 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

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

From Milton

From Cowley

- 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

Hamlet and his Problems

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

YEAR-IV

SEMESTER-VII

1. Course Title: Second Language Acquisition

Course Code: 611

Cr.Hrs 03

Aims & Objectives

The course intends to acquaint students with the theory and Practices of Second Language Acquisition.

Contents

- Introduction to SLA
- Theoretical issues in SLA
- Language Learning Theories
- L2 development and Processing
- Language Input/ Output & LAD
- Social and Psychological aspects of Inter-language
- Age in SLA
- Individual differences & SLA
- Language and Anxiety,
- Language Learning Strategies

Reference Books

- Archibald, J. (ed.) 2000: *Second language acquisition and linguistic theory*. Oxford: Blackwell.
- Ellis, R. 1997: *Second language acquisition and language teaching*. Oxford: OUP.
- Doughty, C. and M. Long (eds.) 2003: *Handbook of second language acquisition*. (2nd edition) Oxford: Blackwell.
- Gass, S. and L. Selinker 2001: *Second language acquisition. An introductory course*. (2nd edition) Mahwah, NJ: Lawrence Erlbaum.
- Hawkins, R. 2001: *Second language syntax. A generative introduction*. Oxford: Blackwell.
- Herschensohn, J. 2000: *The second time round: minimalism and SLA*. Amsterdam: John Benjamins.
- Klein, E.C. and G. Martohardjono (eds.) 1999: *The development of second language grammars*. Amsterdam: John Benjamins.
- Mitchell, R. and F. Myles 1998: *Second language learning theories*. London: Arnold.
- Ritchie, W.C. and T.K. Bhatia (eds.) 1996: *Handbook of second language acquisition*. San Diego: Academic Press.

Robinson, P. (ed.) 2001: *Cognition and second language instruction*. Cambridge: CUP.
Skehan, P. 1998: *A cognitive approach to language learning*. Oxford: OUP.

2. South Asian Literature

Course Code: ENG-612

Cr.Hrs 03

Aims & Objectives:

The aim of the course is to familiarize the students with the facility that South Asian Writers have with the English Language and the regional flavor that they lend to it. It will help generate a debate on the context of a work of literature through representation of the region by its people.

Contents:

A. Drama (any two)

- Tariq Ali: *Iranian Nights*
- Vijay Tendulkar: *Silence! The Court in Session*
- Girish Karnad: *The Dreams of Tipu Sultan*

B. Fiction (any two)

- Kamila Shamsi: *Salt and Saffron*
- Khalid Hosseini: *The Kite Runner*
- Bapsi Sidhwa: *And American Brat*
- Anita Desai: *The Inheritance of Loss*
- Daniyal Moeenuddin: *In Other Rooms Other people*
- Mohammed Hanif: *A Case of Exploding Mangoes*

C. Poetry (selections)

- Zulfikar Ghose
- Naseem Ezekial
- Maki Qureshi
- Sujata Bhatt

Recommended Readings

1. Singh, B. P. (1998). *The State, The Arts and Beyond*. Delhi: Oxford University Press.
2. Mirza, Shafqat Tanveer. (1992). *Resistance Themes in Punjabi Literature*. Lahore: Sang-e-meel.
3. Ed. William Hanaway. *Studies in Pakistani Popular Culture*. Lahore: Lok Virsa Publishing House.
4. Ed. G. N. Devy. (2002). *Indian Literary Criticism Theory and Interpretation*. Hyderabad: Orient Longman.
5. Ed. Ranjit Guha. (1984). *Subaltern studies Writings on South Asian History and Society*. Delhi: Oxford University Press

3. Course Title: Classics in Novel- I

Course Code: ENG-613

Cr.Hrs 03

Aims & 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

- Fielding, Henry Joseph Andrews
- Austen, Jane Pride and Prejudice
- Bronte, Emile Wuthering Heights
- Eliot, George The Mill on the Floss
- Hardy, Thomas The Return of the Native

Recommended Readings

1. Allen, Walter. *The Rise of the Novel*. London: Penguin.
2. Allen, Walter. *The English Novel*. London: Penguin.
3. Bloom Harold. (1987) Ed. *Modern Critical Views: Thomas Hardy*.
4. Bloom, Ed. (1987) *Modern Critical Interpretations: Jane Austen*.
5. Bloom, Ed. (1987) *Modern Critical Views: Charles Dickens*.
6. Kettle, Arnold. (1967) *An Introduction to the English Novel*. Vols.1&2. 2nd ed. Hutchinson.

4.Course Title: Classics in Prose-II

Course Code: ENG- 614

Cr.Hrs 03

Aims

To enable the students 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 writers will also be highlighted.

Contents

The Short Story __An Introduction by Brander Mathews

1. O'Henry
 - a. Gift of the Magi
 - b. The Last Leaf
2. Wilde, Oscar
 - a. The Devoted Friend
 - b. The Happy Prince
3. Poe, Edgar Allan
 - a. The Tell Tale Heart
 - b. The Fall of the House of Usher
4. Mansfield, Katherine
 - a. The Fly
 - b. The Doll's House
5. Twain, Mark
 - a. A Dog's Tale
 - b. A Helpless Situation
6. Wells, H.G.
 - a. A Moonlight Fable
 - b. The Diamond Maker

Reference Books

Bloom, Harold. (2005). *John Steinbeck's The Grapes of Wrath (Bloom's Guides)*. Chelsea House Publications.

Baym, Nina. (2002). *The Norton Anthology of American Lit. Vol. D*. W. W. Norton & Company.

Gioia, Dana and Gwynn, R. S. (2005). *The Art of the Short Story*. Longman.

5.Course Title: Critical Literary Theory

Course Code: ENG-615

Cr. Hrs 03

Aims & Objectives

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

Contents

- Oscar Wilde: *The Critic as an Artist* (Norton, 900-913)
- Plotinus: *On the Intellectual Beauty* (Norton, 174-185)
- Horace: *Ars Poetica* (Norton, 124-135)
- David Hume: *Of the Standard of Taste* (Norton, 486-499)
- Ngugi Wa Thiongo: *On Abolition of the English Department* (Norton, 2092-2097)
- Ronald Barthes: *From Mythologies* (Norton, 1461-1470)
- G. W. Friedrich Hegel *Lectures on Fine Arts* (Norton, 636-645)
- Mary Wollstonecraft *A Vindication of the Rights of Woman*(Norton 586-594)
- Terry Eagleton: *Introduction to Literary Theory: An Introduction*
- John Crowe Ransom: *Criticism* (Norton, 1108-1118)
- Sigmund Freud: *The Interpretation of Dreams* (Norton, 919-956)

Recommended Readings

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

SEMESTER- VIII

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

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

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

- 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.

3.Course Title: Language in Education

Course Code: ENG- 623

Cr. Hrs 03

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

**Research Project (ENG-623)
Hrs 03**

Cr.

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
03**

Cr. Hrs

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 House |

5. Course Title: American and Canadian Literatures

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

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

