CURRICULUM OF BS ENGLISH, 2020.

(Undergraduate Education Policy 2020, HEC)

SEMESTER-WISE BREAKDOWN OF BS (ENGLISH) COURSES

YEAR 1

FIRST SEMESTER

Course Code	Course Title	Course type	Cr Hrs
EW 101	Reading & Writing Skills	General	3
QR 1010	Introduction to Information & Computer Technology (ICT) Skills	General	3
SS 1010	Introduction to Human Rights & Citizenship	General	3
NS 101	Introduction to Geography	General	3
ELL 1010	Introduction to Literary Studies	Subject-specific Foundational	3
	Total		15

SECOND SEMESTER

Course Code	Course Title	Course type	Cr Hrs
EW 102	Composition Writing	Compulsory	**3**
QR 102	Elementary Mathematics & Stats	General	**3**
SS 102	Introduction to Philosophy	General	**3**
NS 102	Introduction to Environmental Studies	General	**3**
CS 101	Islamic Studies	General	**3**
ELL 102	Literary Forms and Movements	Subject-specific Foundational	**3**
	Total		**18**

YEAR 2

THIRD SEMESTER

Course Codes	Course Title	Course type	Cr. Hrs
EW 103	Communication & Presentation Skills	General	**3**
SS 103	Introduction to International Relations	General	**3**
NS 103	Islamic History & Culture	General	**3**
TTQ 103	Tarjama Quran	General	**3**
CS 102	Pakistan Studies	General	**3**
ELL 103	Poetry & One Act Plays	Subject-specific Foundational	**3**
			18

FOURTH SEMESTER

Course Codes	Course Title	Course type	Cr. Hrs
ELL 104	Academic Reading & Writing	General	**3**
TTQ 102	Tarjama Quran	General	**3**
ELL 105	Rise of the Novel (18th to 19th Century)	Subject-specific Foundational	**3**
ELL 106	Short Fictional Narratives	Subject-specific Foundational	**3**
ELL 107	Classical Poetry	Subject-specific Foundational	**3**
	Total		**18**

YEAR 3

FIFTH SEMESTER

Course Codes	**Course Title**	**Course type**	**Cr. Hrs**
ELL 108	Classical & Renaissance Drama	Subject-specific Foundational	**3**
ELL 109	Romantic & Victorian Poetry	Subject-specific Foundational	**3**
ELL 110	Popular Fiction	Subject-specific Foundational	**3**
ELL 111	Pakistani Poetry in English	Subject-specific Foundational	**3**
ELL 112	World Literatures in Translation	Subject-specific Foundational	**3**
	Total		**15**

SIXTH SEMESTER

Course Codes	**Course Title**	**Course type**	**Cr. Hrs**
ELL113	Modern Poetry	Subject-specific Foundational	**3**
ELL 114	Modern Drama	Subject-specific Foundational	**3**
ELL 115	Modern Novel	Subject-specific Foundational	**3**
ELL 116	Pakistani Fiction in English	Subject-specific Foundational	**3**
ELL 117	Discourse Studies	Subject-specific Foundational	**3**
	Total		**15**

YEAR 4

SEVENTH SEMESTER

Course Codes	Course Title	Course Type	Cr. Hrs
ELL 118	Research Methods and Term Paper Writing	Subject-specific Foundational	**3**
ELL 119	Creative Non-Fiction	Subject-specific Foundational	**3**
ELL 120	Literary Theory & Practice I	Subject-specific Foundational	**3**
ELL 121	Pakistani Folk Literature	Subject-specific Foundational	**3**
ELL 122	Introduction to Language Studies	Subject-specific Foundational	**3**
	Total		**15**

EIGHTH SEMESTER

Course Codes	Course Title	Course Type	Cr. Hrs
ELL 123	Literary Theory & Practice II	Subject-specific Foundational	**3**
ELL 124	Introduction to Translation Studies	Subject-specific Foundational	**3**
ELL 125	Post-Colonial Literature	Subject-specific Foundational	**3**
ELL 126	South Asian Literature	Subject-specific Foundational	**3**
ELL 127	Continental Literature	Subject-specific Foundational	**3**
	Total		**15**

SEMESTER-WISE SCHEME OF STUDIES

BS English (Literature)

First Semester

Course Title: Reading & Writing Skills
Level: BS 1st
Course Code: EW 101

Course Description

The course is designed to help students take a deep approach in reading and writing academic texts which involve effective learning strategies and techniques aimed at improving the desired skills. The course consists of two major parts: the 'reading section' focuses on recognizing a topic sentence, skimming, scanning, use of cohesive devices, identifying facts and opinions, guess meanings of unfamiliar words. The 'writing section' deals with the knowledge and use of various grammatical components such as, parts of speech, tenses, voice, narration, modals etc. in practical contexts.

Learning Outcomes

- To enable students to identify main/topic sentences.
- To teach them to use effective strategies while reading texts.
- To acquaint them with cohesive devices and their function in the text.

Course Contents

Unit-I

1.1 Reading Skills

1.1.1 Identify Main Idea / Topic sentences
1.1.2 Skimming, Scanning, and Inference / Find Specific and General Information Quickly
1.1.3 Distinguish Between Relevant and Irrelevant Information According to Purpose for
1.1.4 Reading Recognize and Interpret Cohesive Devices
1.1.5 Distinguish between Fact and Opinion
1.1.6 Guess the Meanings of Unfamiliar Words Using Context Clues
1.1.7 Use the Dictionary for Finding out Meanings and Use of Unfamiliar Words
1.1.8 Practice Exercises with Every Above Mentioned Aspect of Reading

Unit-II

2.1 Writing Skills

2.1.1 Parts of Speech
2.1.2 Phrase, clause and sentence structure
2.1.3 Combining sentences
2.1.4 Tenses: meaning and use
2.1.5 Modals
2.1.6 Use of active and passive voice
2.1.7 Reported Speech

2.1.8 Writing good sentences
2.1.9 Error Free writing
2.1.10 Paragraph writing with topic sentence
2.1.11 Summary writing

Note: Teachers need to include practice activities, exercises and worksheets on the provided topics.

Teaching and Learning Strategies:

Following teaching strategies to be adopted:
1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
1.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
2.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
3.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for undergraduates*. Karachi: Oxford University Press.
- Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
- Murphy, R. (2003). *Grammar in use.* Cambridge: Cambridge University Press.

Course Title: Introduction to Information & Computer Technology (ICT) Skills
Level: BS 1st
Course Code: QR 101

Course Description

Information technology literacy has become a fundamental requirement for any major. An understanding of the principles underlying digital devices, computer hardware, software, telecommunications, networking and multimedia is an integral part of any IT curriculum. This course provides a sound foundation on the basic theoretical and practical principles behind these technologies and discusses up to date issues surrounding them including social aspects and how they impact everyday life.

Learning Outcomes

- Understand the fundamentals of information technology
- Learn core concepts of computing and modern systems
- Understand modern software programs and packages
- Learn about upcoming IT technologies

Course Contents

Unit-I

1.1 Basic Definitions & Concepts, Hardware: Computer Systems & Components. Storage Devices, Number Systems, Software: Operating Systems, Programming and Application Software, Introduction to Programming, Databases and Information Systems, Networks, Data Communication, The Internet, Browsers and Search Engines, The Internet: Email, Collaborative Computing and Social Networking, The Internet: E-Commerce, IT Security and other issues, IT Project.

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
4.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
5.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities,

			short tests, quizzes etc.
6.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Required Skills

These basic competencies are assumed on the first day of class. Students must assume responsibility for learning these skills if he/she does not already possess them. If an instructor finds that you do not have the required skills and knowledge, you may be asked to withdraw from the course.

1. Basic Knowledge of Computers

- Understand basic computer hardware components and terminology
- Understand the concepts and basic functions of a common computer operating system
- Start up, log on, and shut down a computer system properly
- Use a mouse pointing device and keyboard
- Use Help and know how to troubleshoot routine problems
- Identify and use icons (folders, files, applications, and shortcuts/aliases)
- Minimize, maximize and move windows
- Identify common types of file extensions (e.g. doc, docx, pdf, html, jpg, gif, xls,ppt, pptx, rtf, txt, exe)
- Check how much space is left on a drive or other storage device
- Backup files
- Download and install software on a hard disk
- Understand and manage the file structure of a computer
- Check for and install operating system updates

2. Proficiency in Using Productivity Software

- Create documents of various types and save in a desired location
- Retrieve an existing document from the saved location
- Select, copy, and paste text in a document or desired location
- Print a document
- Name, rename, copy and delete files
- Understand and know how to use the following types of software programs:
- Word processing (example: MS Word, Google Doc, Writer)
- Presentation (example: PowerPoint, Impress)
- Spreadsheet (example: Excel, Calc)
- PDF reader (example: Acrobat Reader, Preview)
- Compression software (example: WinZip, StuffIt, 7-Zip)

3. Electronic Communication Skills

- Email, using a common email program (example: MS Outlook, Gmail, Apple Mail)
- Compose, Send, Reply, Forward messages
- Add attachments to a message
- Retrieve attachments from an email message
- Copy, paste and print message content

- Organize email folders
- Understand what an electronic discussion list is and how to sign up and leave one (example: Listserv, Listproc)

4. Internet Skills

- Set up an Internet connection and connect to the Internet
- Have a working knowledge of the World Wide Web and its functions, including basic site navigation, searching, and installing and upgrading a Web browser
- Use a browser effectively, including bookmarks, history, toolbar, forward and back buttons
- Use search engines and directories to find information on the Web
- Download files and images from a Web page
- Understand and effectively navigate the hyperlink structure of the Web
- Understand how keep your information safe while using the Internet

5. Moving Files

- Transfer files by uploading or downloading
- View and change folder/document security settings
- Copy files from hard disk to storage devices and vice versa **Recommended Readings**
- Bruce J. McLaren, *Understanding and Using the Internet,* West Publishing Company, 610 Opperman Drive, P. 0. Box 64526, St. Paul, MN 55164.
- *Computer Applications for Business,* 2nd Edition, DDC Publishing, 275 Madison Avenue, New York,
- Nita Hewitt Rutkosky, *Microsoft Office Professional,* Paradigm Publishing Company, 875 Montreal Way,St Paul, MN 55102.
- Robert D. Shepherd, *Introduction to Computers and Technology,* Paradigm Publishing Inc., 875 Montreal Way, St. Paul, MN 55102.
- Shelly Cashman Waggoner, *Discovering Computers 98,* International Thomson Publishing Company, One Main Street, Cambridge, MA 02142.
- V. Wayne Klemin and Ken Harsha, *Microcomputers, A Practical Approach to Software Applications,*McGraw-Hill Book Company, New York, NY 10016.

Course Title: Human Rights & Citizenship
Level: BS 1st
Course Code: SS101

Course Description

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

Learning Outcomes

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

Course Contents

Unit-I

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

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
7.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
8.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
9.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

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

Course Title: Introduction to Geography
Level: BS 1st
Course Code: NS 101

Course Description

Analyses the physical structure of the earth's surface, including landforms, weather, climate, and biography. Emphasizes understanding of what makes each point on Earth unique and how humans interact with physical systems in multiple ways.

Learning Outcomes

Students should be able to:

- Explain the causes of seasons
- Discuss the formation of major landforms.
- Discuss the function, temperature profile and composition of the atmosphere.
- Discuss the hydrologic cycle, and the distribution and allocation of water resources for humans.
- Analyze patterns and consequences of human environment interaction.

Course Outline

UNIT 1:

1.1 DEFINING GEOGRAPHY

1.1.1 Definition of Geography
1.1.2 Scope of Geography
1.1.3 Trends in evolution of Geography as a science
1.1.4 Geography and its relationships with other sciences

UNIT 2:

2.1 GEOGRAPHY AND ITS MAJOR BRANCHES

2.1.1 Physical Geography
2.1.2 Human Geography
2.1.3 Economic Geography
2.1.4 Urban Geography
2.1.5 Population Geography

UNIT 3:

3.1 PLANET EARTH

3.1.1 Earth within the solar system
3.1.2 Shape, size and movements of the earth
3.1.3 Location and time on earth
3.1.4 Latitude, longitude network
3.1.5 Local Time, Standard time
3.1.6 Time zones and International Date Line

UNIT 4:

4.1 KNOWLEDGE OF DIFFERENT SPHERES ON AND AROUND EARTH

4.1.1 Lithosphere and its main characteristics

4.1.2 Hydrosphere and its main characteristics
4.1.3 Atmosphere and its main characteristics
4.1.4 Biosphere and its main characteristics

UNIT 5:

5.1 RELATIONSHIP BETWEEN PHYSICAL ENVIRONMENT AND MAN

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

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
10.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
11.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
12.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

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

Course Title: Introduction to Literary Studies
Level: BS 1st
Course Code: ELL 1010

Course Description

This course introduces literature as cultural and historical phenomena. This entails a study of history of various periods of English Literature from Renaissance to the present. The course also, very briefly, touches upon different theoretical approaches to literature to introduce the student to literary critique and evaluation. A general understanding of literary theory as a broad field of philosophical concepts and principles is also crucial to the understanding of literary piece.

Learning Outcomes

1. To study the history and practice of English as a scholarly discipline.
2. To study the history and development of each genre through excerpts of literary texts.
3. To do close reading of texts and analyze them with different critical frameworks.
4. To analyze and criticize the works of literature in their cultural and historical contexts.
5. To assess the influence of literary movements in Britain on English literature from all parts of the world.

Course Contents

Unit-I

1.1 William Henry Hudson. *Introduction to the Study of Literature* (1913)
2.1 Andrew Sanders. *The Short Oxford History of English Literature* (1994)
3.1 Mario Klarer. *Introduction to Literary Studies* (1999)
4.1 J. H. Miller. *On Literature* (2002)

Note: The teacher will use Sander's history with any one of the three books on literature as core texts.

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
13.	Midterm Assessment	35%	It takes place at the mid-point of the semester.

14.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
15.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Albert, E. (1979). *History of English Literature* (5th ed.). Oxford, New York: Oxford University Press.
- Alexander, M. (2000). *A History of English Literature.* London: Palgrave Macmillan.
- Blamires, H. (1984). *A Short History of English Literature.* London: Routledge.
- Carter, R., & McRae, J. (1997). *The Routledge History of Literature in English, Britain and Ireland.* London: Routledge.
- Chin, B. A., Wolfe, D., Copeland, J., & Dudzinski, M. A. (2001). *Glencoe Literature: British Literature.* New York: McGraw-Hill Higher Education.
- Compton-Rickett, A. (1912). *A History of English Literature.* London: T. C. and E. C. Jack.
- Daiches, D. (1968). *A Critical History of English Literature.* London: Martin Secker and Warburg Ltd.
- Fletcher, R. H. (1919). *A History of English Literature.* Boston: R. G. Badger.
- Legouis, E., & Cazamian, L. (1960). *A History of English Literature.* London: J. M. Dent and Sons.

SECOND SEMESTER

Course Title: Composition Writing
Level: BS 2nd
Course Code: EW102

Course Description:
The course focuses on the basic strategies of composition and writing skills. Good writing skills not only help students obtain good grades but also optimize their chances to excel in professional life. The course includes modes of collecting information and arranging it in appropriate manner such as chronological order, cause and effect, compare and contrast, general to specific etc. It enables the students to write, edit, rewrite, redraft and proofread their own document for writing effective compositions. Because of the use of a significant amount of written communication on daily basis, sharp writing skills have always been valued highly in academic as well as professional spheres.

Learning Outcomes:
This course aims to:

- assist students identify the audience, message, and the purpose of writing
- develop rhetorical knowledge and critical thinking
- enable them express themselves in a variety of writing styles
- help students write well organized academic texts including examination answers with topic/thesis statement and supporting details.
- make students write argumentative essays and course assignments

Course outcome:
By the end of the course, students are expected to:

- use different mechanics of writing to produce various types of compositions effectively keeping in view the purpose and the audience
- demonstrate rhetorical knowledge
- demonstrate critical thinking in well-organized forms of academic texts

Course Contents:
Unit-I

1.1 Writing Process

1.1.1 Invention
- Generating Ideas (collecting information in various forms such as mind maps, tables, lists, charts etc)
- Identifying Audience, Purpose, and Message

2.1 Ordering Information

2.1.1 Chronology for a narrative
2.1.2 Stages of a process
2.1.3 From general to specific and vice versa
2.1.4 From most important to least important
2.1.5 Advantages and disadvantages
2.1.6 Comparison and contrast

2.1.7 Problem solution pattern

3.1 Drafting

3.1.1 Free Writing
3.1.2 Revising
3.1.3 Editing

4.1 Paraphrasing

5.1 Cohesion and Coherence

5.1.1 Cohesive Devices
5.1.2 Paragraph unity

6.1 Summary and Precis Writing

7.1 Creative Writing

8.1 Essay Writing

8.1.1 Developing a thesis
8.1.2 Organizing an essay
8.1.3 Writing effective introduction and conclusion
8.1.4 Different types of essays
8.1.5 Use of various rhetorical modes including exposition, argumentation and analysis

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
16.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
17.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
18.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Books:

- Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis
- Hacker, D. (1992). *A Writer's Reference*. 2nd ed. Boston: St. Martin's
- Hamp-Lyons, L. & Heasley, B. (1987). *Study writing: A course in written English for academic and professional purposes*. Cambridge: Cambridge University Press.
- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for Undergraduates.* Karachi: Oxford University Press.
- Kirszner, L.G & Mandell, S.R. (1989). *Patterns For College Writing*: Fourth Edition. USA: St. Martin's Press, Inc.
- Smazler, W. R. (1996). *Write to be Read: Reading, Reflection and Writing*. Cambridge: Cambridge University Press.

Course: Elementary Mathematics & Stats
Level: BS 2nd
Course Code: QR102

Course Contents
Unit-I

1.1 Introduction to Set Theory
2.1 Types of Set
3.1 Builder Notation Form/Roaster Form
4.1 Basic Operations on Set (Union, Intersection)
5.1 Functions
6.1 Types of Function
7.1 De Morgan's Law
8.1 Distributive Law
9.1 Commutative Law
10.1 Associative Law
11.1 Introduction to Number Theory
12.1 Real Number System
13.1 Complex Number System
14.1 Linear Equations
15.1 Single Variable Equations
16.1 Multi Variable Equations
17.1 Matrices
18.1 Introduction to Matrices
19.1 Types of Matrices
20.1 Matrix inverse
21.1 Determinant
22.1 Quadratic Equations
23.1 Solution of a Quadratic Equation
24.1 Qualitative Analysis of Roots of a Quadratic Equation
25.1 Equation Reducible to Quadratic Equation
26.1 Cube Roots of Unity
27.1 Relation between Roots & Coefficient of Quadratic Equations
28.1 Sequence & Series
29.1 Arithmetic Progression
30.1 Geometric Progression
31.1 Harmonic Progression
32.1 Trigonometry
33.1 Fundamentals of Trigonometry
34.1 Trigonometric Identities
35.1 Binomial Theorem
36.1 Introduction to Mathematical Induction
37.1 Binomial Theorem with Rational & Irrational Indices
38.1 a. Mean b. Mode
39.1 Medium

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
19.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
20.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
21.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Course: Introduction to Philosophy
Level: BS 2nd
Course Code: SS102

Course Description

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

Learning Outcomes

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

Course Contents

Unit-I

1.1 A review of the history of philosophy
1.2 A discussion on the major problems and methods of philosophy
1.3 Studying the work of at least two philosophers from each of the following groups:

Unit-II

2.1 Greco-Roman Philosophers
2.1.1 Plato, Aristotle, Democritus, Pythagoras, Heraclitus,
2.1.2 Protagoras, Epicurus, Seneca, and Epictetus

Unit-III

3.1 Medieval Religious Philosophers Avicenna, Averroes, St. Thomas Aquinas
3.2 Renaissance Philosophers Machiavelli, Erasmus, Thomas More
3.3 Enlightenment and Sui Generis Philosophers Copernicus, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant
3.4 Idealists Fichte, Schelling, Schiller, Hegel
3.5 Utilitarian Philosophers Jeremy Bentham, J.S. Mill
3.6 Romantic Reactionaries Rousseau, Schopenhauer, Kierkegaard,
3.7 Materialist Philosophers Feuerbach, Marx
3.8 The Irrational Philosophers Bergson, Freud
3.9 Phenomenologists and Existentialists Husserl, Heidegger, Sartre, Camus, Fanon
3.10 Marxist Philosophers Lukacs, Gramsci, Croce, Althusser
3.11 Linguists, Semiotician, Structuralist, and Deconstructionists
3.12 Saussure, Levi-Strauss, Lacan, Barthe, Foucault, Derrida

N.B. Since it is not likely for the teacher to discuss all philosophers in details, he/she is supposed to give an outline of this long trajectory of philosophical concepts, and exercise his discretion in making a proper selection of philosophers for class discussions. A choice of philosophers that helps the students enhance

their understanding of complex philosophical concepts usually incorporated in literary texts would be very useful.
The course may be presented as an historically-ordered study of the writings of major philosophers, or as a topically-ordered study of the ways in which ancient, modern, and contemporary philosophers have approached the major issues of philosophy.

Teaching and Learning Strategies:

Following teaching strategies to be adopted:
1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
22.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
23.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
24.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

1. Adorno, T.W., *Aesthetic Theory.* Tr. By C. Lenhardt. London: Routledge & Kegan Paul,1984
2. Ahmad, Absar, *Concept of Self and Self-Identity in Contemporary Philosophy.* Lahore: Iqbal Academy,1986
3. Aldrich , Virgil., *Philosophy of Art,* New Jersey: Prentice Hall,1963
4. Anne, Bruce, *Metaphysics: The Elements.* Oxford: Basil Blackwell,1986
5. Aristotle, *The Works of Aristotle,* edited by W.D. Ross. Vol x. Politica, translated by Benjamin Jowett. Oxford: Clarendon Press 1921
6. Ayer , A. J. , *Central Questions of Philosophy* London: Penguin Books,1973
7. Cairns, Huntington, *Legal Theory from Plato to Hegel.* Baltimore: John Hopkins Press. 1967.
8. Copleston, Frederick, *A History of Philosophy.* 9 vols New York: Image Books 1962
9. Frankena , William , K. *Ethics* Prentice Hall, Inc.

10. Hurley, Patrick, J, *A Concise Introduction to Logic,* Belmont: Wadsworth Publishing Co. 1988
11. James Rachels [1995] *the Elements of Moral Philosophy,* McGraw Hill inc.
12. John F. Post [1991] *Metaphysics: A Contemporary Introduction.* Paragon House NY
13. Russell, Bertrand, *A History of Western Philosophy.* London: George Allen and Unwin, 1961
14. Russell, Bertrand, *Problems of Philosophy.* Oxford University Press, 1959
15. Passmore, J., *A Hundred Years of Philosophy.* Penguin Books, 1966

Course Title: Introduction to Environmental Studies
Level: BS 2nd
Course Code: NS102

Course Description

In the last few decades “environment” has become a buzz word. A basic understanding of this term has become necessary in every field of life. Therefore, this course is designed for non-environmental science students keeping in view their diverse background of science and nonscience subjects. This course only provides a basic understanding of the environment around us which is necessary to understand the environmental problems we face in our everyday life. This course is designed to provide a basic understanding of the environment, its components and its processes. The course will also provide a brief history and background of the environmental movements.

The course is designed to demonstrate knowledge and understanding of the environmental pollution, its causes and impact on human beings and ecosystem. Course will take a multidisciplinary approach and will cover contemporary environmental problems. Course will be beneficial in general to all students but particularly for students of economics, sociology, communication studies, management sciences and law due to wide scale application of these concepts in these fields.

The course will provide an introduction to a range of "global environmental challenges" facing humanity. It will provide the necessary background to understanding the policies, politics, governance and ethics, and decision-making processes that underpin the causes of, and responses to, environmental change. It will include an appreciation of the social construction of the term global environmental challenges and the implications of this.

Learning Outcomes

The course is designed to:

- provide students with a basic understanding of the environment, its components and processes.
- develop student capabilities to understand the man-environment interaction and ways human can impact environment.
- Provide: (1) an introduction of human attitude towards environment and how it has changed overtime, (2) overview of the pollution; its causes and impacts, (3) understanding of the role of human activities in causing environmental pollution, (4) outline of the factors including physic-chemical, biological and socio-economic which contribute to accelerate or de-accelerate the rate of pollution**.**

Course Contents

Unit-I

Environment; definition and concept; ecosystem, its component; material and energy flow in an ecosystem; Terrestial and aquatic ecosystems; biomes and their distribution; Atmosphere; composition, air pollution, causes and its impacts. Hydrosphere; water distribution on earth, water quality and quantity problems. Lithosphere; earth structure, soil resources, pollution and problem. Human population and resource use, Human attitude towards environment; history and background. Environmental Pollution: Concept, history and background, Pollution sources and types: point and non-point sources. Air pollution; sources, types of pollutants, sources and fate, impacts on human health and on environment, Water pollution; water quality and quantity problems, sources, types of pollutants, sources and fate, impacts on human health and on environment, Solid Waste, Noise Pollution, Toxic chemicals in environment, approaches to manage environmental pollution. Global Environmental Problems: Ozone Depletion; history, science, world response. Climate change: a myth or reality, Conflicting Theories, climate change

scientific basis, its impacts, world response, climate change politics. Acid Rain. Human Population and sustainability, International environmental laws.

Teaching and Learning Strategies:

Following teaching strategies to be adopted:
1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
25.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
26.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
27.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

- *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
- *Environmental Science: systems and solutions,* McKinney, M.L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
- *Environmental Science: Toward a Sustainable Future,* Wright, R.T. & Nebel, B.J. 10th Ed. Pearson Educational, 2007.
- *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
- *Environmental Science: systems and solutions,* McKinney, M.L., Schoch, R.M. &Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
- *Environmental Science: Toward a Sustainable Future,* Wright, R.T. & Nebel, B.J. 10th Ed. Pearson Educational, 2007.
- *Environmental Science: working with the Earth.11*th Ed. Miller, G., Tyler. Cengage Learning, 2005.

- *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
- *Environmental Science: systems and solutions,* McKinney, M.L., Schoch, R.M. &Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
- *Environmental Science: Toward a Sustainable Future,* Wright, R.T. &Nebel, B.J. 10th Ed. Pearson Educational, 2007.
- *Environmental Science: working with the Earth.11*th Ed. Miller, G., Tyler. Cengage Learning, 2005.
- *Algore Documentary: "An inconvenient Truth"*

Course Title: Islamic Studies
Level: BS 2nd
Course Code: CS101

Course Description

Islamic studies provides an introduction to Islamic teachings, history in classical and modern periods, and contemporary thought.

Learning Outcomes

To enhance understanding of issues related to faith and religious life.

Course Contents

Unit-I

1.1 Introduction to Quranic Studies

- 1.1.1 Basic Concepts of Quran
- 1.1.2 History of Quran
- 1.1.3 Uloom-ul -Quran

Unit-II

2.1 Study of Selected Text of Holy Quran

- 2.1.1 Verses of Surah Al-Baqarah Related to Faith(Verse No-284-286)
- 2.1.2 Verses of Surah Al-Hujurat Related to Adab Al-Nabi
- 1.1.3 Uloom-ul -Quran

Unit-III

3.1 Verse No-1-18

- 3.1.1 Verses of Surah Al-Muminoon Related to Characteristics of faithful

Unit-IV

4.1 Verse No-1-11

- 4.1.1 Verses of Surah al-Furqan Related to Social Ethics (Verse No.6377)
- 4.1.2 Verses of Surah Al-Inam Related to Ihkam(Verse No-152-154)

Unit-V

5.1 Study of Selected Text of Holy Quran

- 5.1.1 Verses of Surah Al-Ahzab Related to Adab al-Nabi (Verse No.6, 21, 40, 56, 57, 58.)
- 5.1.2 Verses of Surah Al-Hashr (18,19, 20) Related to thinking, Day of Judgment
- 5.1.3 Verses of Surah Al-Saff Related to Tafakur, Tadabbur (Verse No-1,14)

Unit-VI

6.1 Seerat of Holy Prophet (PBUH) SECTION ONE

- 6.1.1 Life of Holy Prophet (PBUH) in Makkah
- 6.1.2 Important Lessons Derived from the life of Holy Prophet (PBUH) in Makkah

Unit-VII

7.1 Seerat of Holy Prophet (PBUH) SECTION TWO

- 7.1.1 Life of Holy Prophet (PBUH) in Madina
- 7.1.2 Important Events of Life Holy Prophet (PBUH) in Madina
- 7.1.3 Important Lessons Derived from the life of Holy Prophet (PBUH) in Madina

Unit-VIII

8.1 Introduction to Sunnah

- 8.1.1 Basic Concepts of Hadith
- 8.1.2 History of Hadith

8.1.3 Kinds of Hadith
8.1.4 Uloom-ul-Hadith
8.1.5 Sunnah & Hadith
8.1.6 Legal Position of Sunnah

Unit-IX

9.1 Introduction to Islamic Law & Jurisprudence

9.1.1 Basic Concepts of Islamic Law & Jurisprudence
9.1.2 History & Importance of Islamic Law & Jurisprudence
9.1.3 Sources of Islamic Law & Jurisprudence
9.1.4 Nature of Differences in Islamic Law

Unit-X

10.1 Islam and Sectarianism

Unit-XI

11.1 Islamic Culture & Civilization

11.1.1 Basic Concepts of Islamic Culture & Civilization
11.1.2 Historical Development of Islamic Culture & Civilization
11.1.3 Characteristics of Islamic Culture & Civilization
11.1.4 Islamic Culture & Civilization and Contemporary Issues

Unit-XII

12.1 Islam & Science

12.1.1 Basic Concepts of Islam & Science
12.1.2 Contributions of Muslims in the Development of Science
12.1.3 Quranic & Science

Unit-XIII

13.1 Islamic Economic System

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

Unit-XIV

14.1 Political System of Islam

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

Unit-XV

15.1 Islamic History

15.1.1 Period of khilafat-e-rashida
15.1.2 Period of Umayyads
15.1.3 Period of Abbasids

Unit-XVI

16.1 Social System of Islam

16.1.1 Basic concepts of social system of Islam
16.1.2 Elements of family
16.1.3 Ethical values of Islam

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
28.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
29.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
30.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

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

Course Title: Literary Forms and Movements
Level: BS 2nd
Course Code: ELL102

Course Description

This course covers two foundational schemes regarding the study of literature: 1) Forms, and 2) Movements. The term "forms" refer to the study of literary genres and their subtypes in such a way as to introduce the students to their structures and styles with its focus on the following: 1) Poetry; 2) Fiction; 3) Drama; 4) Prose/Non-fiction; and 5) Short Story. The term "movement" is rather loosely used to characterize literary texts produced in different cultures under the influence of or for the propagation of certain ideas as their hallmarks/signatures. 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: Idealism (Greek), Renaissance/Early Modern, Neoclassicism, Enlightenment, Romanticism, Victorianism, Raphaelitism, Realism, Transcendentalism, Modernism, Colonialism, Symbolism, Imagist and post-Colonialism, Feminism and post-Feminism.

Learning Outcomes

- Build students' capacity for grasping the meaning of a literary text in terms of a given historical period/dominant idea.
- Develop their ability for understanding the major ideas that played a key role in shaping the works of different groups of writers.
- Provide them with a workable tool for interpreting and analyzing a literary text.

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
31.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
32.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.

33.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested 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.

THIRD SEMESTER

Course Title: Communication and Presentation Skills
Level: BS 3rd
Course Code: EW103

Course Description

For professional growth and future development, effective presentation skills and interactive and interpersonal communicative skills are very important. This course offers methods, techniques, and drills significant and useful in optimising communication and presentation skills of the learners, enabling them to face divergent groups of audience with poise and confidence. The course has been divided into modules relating to the essentials, contents, gestures, technology, and variety associated with communication and presentations skills. The presentation skills part focuses on preparing students for long-life skill of preparing and giving presentations. Communication is a vital part of our daily routine. The communication skills part focuses on developing good communication skills among students.

Learning Outcomes

The course aims to:

- help students identify essential components of a presentation
- develop the awareness, knowledge, skills and attitudes required to deliver effective academic presentations and communicate clearly
- help students learn various presentation and communication styles and techniques
- provide techniques to facilitate effective interpersonal and interactive communication
- guide how to build stronger relationships through powerful communication

Course Contents

Unit-I

1.1 Introduction

1.1.1 Understanding the purpose of Communication
1.1.2 Analyze the Audience
1.1.3 Communicating with words as well as with body language
1.1.4 Writing with a Purpose

Unit-II

2.1 Presentation skills
2.2 Delivering your presentation
2.3 Speaking with Confidence
2.4 Communicating Effectively
2.5 Job Interviews and Communicating Skills
2.6 Communicating with Customers
2.7 Communication in a Team

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
34.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
35.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
36.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings:
- Carnegie, Dale. ( ). *How to Win Friends & Influence People*.
- Giblin, Les. *Skill with People*.
- Newton, Paul. *How to communicate effectively*.
- Tracy, Brian. *Speak to Win*.

Course Title: Introduction to International Relations
Level: BS 3rd
Course Code: SS103

Course Description

This course offers an introduction to contemporary analysis of international relations. Students will learn major theories of international relations and apply them to understand international situations and issues in the modern world. Emphases are on clearly comprehending the relationship between international conflicts and cooperation and on recognizing the shift from "internationalization" to "globalization". Extensive use of internet information, articles from professional journals and newspapers will enable students to update information about imminent international issues today and to think about them critically.

Learning Outcomes

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

Demonstrate comprehension of theories of international relations including realism, idealism, liberalism, neorealism, integrationism, interdependence, dependency, world system and regime;

1. Tell exact locations of major countries on a world map and explain what problems those countries are facing;
2. Demonstrate understanding of the causes and processes of modern international issues;
3. Differentiate the concept of internationalization from that of globalization;
4. Skillfully use extensive sources of information including internet, government publications, professional journals, and newspaper;
5. Demonstrate critical thinking skills through research paper writing and discussion

Course Contents

Unit-I

1.1 What is international relations?
1.2 Theories of international relations
1.3 Brief history of modern international relations
1.4 National perspectives of different nations
1.5 Power
1.6 Balance of power
1.7 International security
1.8 Principal causes of war
1.9 International political economy
1.10 International trade & monetary system
1.11 International law
1.12 International organization
1.13 International integration and transnational participation
1.14 Future world order

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
37.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
38.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
39.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Allan, Stuart (2010) *The Routledge companion to news and journalism*. New York, NY: Routledge.
- Andrew Cottey (2007) 'Ch.1: Security in the new Europe', in *Security in the new Europe*. New York: Palgrave Macmillan, pp. 5–31. Available at: https://contentstore.cla.co.uk//secure/link?id=9416ad17-7936e711-80c9-005056af4099.
- Ba, A. and Hoffmann, M. J. (2003) 'Making and Remaking the World for IR 101: A Resource for Teaching Social Constructivism in Introductory Classes', *International Studies Perspectives*, 4(1), pp. 15–33. doi: 10.1111/1528-3577.04102.
- Bache, Ian, George, Stephen and Bulmer, Simon (2011) *Politics in the European Union*. 3rd ed. Oxford: Oxford University Press.
- Baylis, John, Smith, Steve and Owens, Patricia (2011a) *The globalization of world politics: an introduction to international relations*. 5th ed. Oxford: Oxford University Press.
- Baylis, John, Smith, Steve and Owens, Patricia (2011n) *The globalization of world politics: an introduction to international relations*. 5th ed. Oxford: Oxford University Press.
- Bennett (1994) 'The news about foreign policy', in *Taken by storm: the media, public opinion, and U.S. foreign policy in the Gulf War*. Chicago: University of Chicago Press, pp. 12–40.

- Berdal, M. (2004) 'The UN after Iraq', *Survival*, 46(3), pp. 83–101. doi: 10.1080/00396330412331343743.
- Blair, T. (2001) *The power of community can change the world*.
- Bomberg, Elizabeth E., Peterson, John and Stubb, Alexander C-G. (2008) *The European Union: how does it work?* 2nd ed. Oxford: Oxford University Press.
- Brooks, S. G. and Wohlforth, W. C. (2002) 'American primacy in perspective', *Foreign affairs*. [New York: Council on Foreign Relations], 81(4), pp. 20–33.
- Brown, Chris (2005) 'US hegemony and world order', in *Understanding international relations*. 3rd ed. Basingstoke: Palgrave Macmillan, pp. 232–254.
- Calhoun, Craig J., Price, Paul and Timmer, Ashley S. (2002) *Understanding September 11*. New York: New Press. ● Chris Brown (2005) 'US hegemony and world order', in *Understanding international relations*. 3rd ed. [Perth, Australia]: Ebook Library, pp. 232–254. Available at: http://lstlss.ucl.ac.uk/course-materials/SESS1102_46625.pdf.
- Christopher Hill and Michael Smith (2011) 'Acting for Europe: reassessing the EU's place in international relations', in *International relations and the European Union*. 2nd ed. Oxford: Oxford University Press, pp. 458–481. Available at: http://lstlss.ucl.ac.uk/course-materials/SESS1102_60047.pdf.
- Cottey, Andrew (2007) 'Security in the new Europe', in *Security in the new Europe*. New York: Palgrave Macmillan, pp. 5–31. ● Cox, M. (1990) 'From the Truman Doctrine to the Second Superpower Detente : the rise and fall of the Cold War', *Journal of peace research*. London: Sage Publications [etc.], 27(1), pp. 25– 41.
- Cox, M. (2009) 'Rethinking the End of The Cold War', *Review of International Studies*, 20(02). doi: 10.1017/S0260210500117887.

Course: Islamic History & Culture
Level: BS 3rd
Course Code: NS103

Course Description

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

Learning Outcomes

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

Course Contents

Unit-I

1.1 Introduction to History and the philosophy of history; why study history
1.2 Pre- Islamic period. Religious, political and social systems before Islam.
1.3 The Coming of Islam. Period of the Prophet (PBUH).
1.4 Life at Makkah.
1.5 The Prophet (PBUH) at Madina.
1.6 The Caliphate and the Four Rightly-guided Caliphs.
1.7 The Umayyad Caliphate
1.8 The Abbasid Period.
1.9 Umayyad Dynasty in Spain
1.10 Islam and Muslims in India
1.11 Definition of Culture in Islam.
1.12 Foundations of Islamic culture.
1.13 Islamic art, civilization and culture.
1.14 Science, technology, philosophy and administration.

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
40.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
41.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
42.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

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

Course: Translation of The Holy Quran
Level: BS 3rd
Course Code: THQ103

Course Description

The Holy Qur'an is the last and the final Book of God revealed for the guidance of mankind. This is the only Book among the extant Holy Scriptures that is safe and sound from any deletion, addition or adulteration. Contrary to other religions, Islam cannot exist without the Holy Qur'an. Every Muslim, male or female, is in dire need of understanding this Book in order to lead a pious life and to be successful in the Hereafter. Without comprehending the Holy Qur'an, a Muslim cannot understand what God Almighty wants from him/her to be. It is therefore, incumbent upon every Muslim to read and comprehend God's message i.e., the Holy Qur'an. Since the Holy Qur'an is in Arabic language- a language foreign to us, we take resort to translation-Urdu/English.

The course for Teaching and Translation of the Holy Qur'an is meant to enable a student to comprehend the Holy Book without any intermediary agent whatsoever. Resultantly, the student will not be lured by any wrong mongers who may misinterpret it for their vested interests. Moreover, learning of the Holy Book will also open new horizons of knowledge hitherto untraced. The Holy Prophet (PBUH) is reported to have said "Wonders of the Qur'an will never come to an end (till the Day of Judgment), so read it".

Learning Outcomes

The course is aimed at:

- Enabling students to read the Holy Qur'an properly.
- Enabling them to understand the Holy Qur'an through its translation.
- Enlightening them not to be misled by any misinterpretation of the Holy Qur'an.
- Character building of students for better discharging of future responsibilities.

Course Contents

The following schedule will be observed for complete translation of the Holy Qur'an:

Unit-I

1.1 First Year

1.1.1 Semester 1: Surah Fateha - Surah 'Al-Imran

1.1.2 Semester 2: Surah Al-Nisa- Surah Al-Ina'am

Unit-II

2.1 Second Year

2.1.1 Semester 3: Surah Al-A'raaf - Surah Younus

2.1.2 Semester 4: Surah Hood - Surah Al-Kahf

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
43.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
44.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
45.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended readings

مجوزہ فہرست تراجمِ قرآن

نمبرشمار	نام کتاب	نام مترجم	ناشر
1	موضح القرآن	شاہ عبدالقادر دہلوی	ایچ۔ایم۔ سعید کمپنی کراچی، 1991ء
2	فتح القرآن	مولانا فتح محمد جالندھری	قرآن سوسائٹی ، گجرات، پاکستان
3	ترجمہ قرآن مجید	حافظ نذر احمد	مسلم اکادمی، محمد نگر لاہور، 1987ء
4	آسان ترجمہ قرآن	سید شبیر احمد	قرآن آسان تحریک لاہور
5	احسن البیان	مولانا محمد جونا گڑھی	-
6	ترجمہ قرآن	مولانا سید ابو الاعلیٰ مودودی	ادارہ ترجمان القرآن، لاہور، 1976ء
7	ترجمہ ضیاء القرآن	پیر کرم شاہ الازہری	ضیاء القرآن پبلی کیشنز، 1982ء
8	آسان ترجمہ قرآن	مولانا محمد تقی عثمانی	مکتبہ معارف القرآن کراچی، 2010ء
9	ترجمہ قرآن	مولانا اشرف علی تھانوی	بنوری پبلی کیشنز کراچی، 2019ء
10	کشف الرحمن	مولانا احمد سعید دہلوی	مکتبہ رشیدیہ کراچی، 2000ء
11	ترجمہ تبیان القرآن	مولانا غلام رسول سعیدی	مکتبہ عمر فاروق، 2013ء

12	مصباح القرآن	عبدالرحمن طاہر	بیت القرآن لاہور،2012ء
13	معانی القرآن	حافظ صلاح الدین یوسف	دارالسلام، لوئر مال سیکرٹریٹ لاہور
14	لفظی ترجمۂ قرآن	ڈاکٹر فرحت ہاشمی	الھدیٰ پبلی کیشنز، اسلام آباد
15	آسان اردو ترجمۂ قرآن	مولانا محمد ظفر	قارئ قرآن کمپنی، اردو بازار لاہور
16	The Meaning of Glorious Qur`an (Quran Translation English)	Marmaduke Pickthal (Malaysia)	Islamic Book Trust, 2001
17	The Holy Qur`an	Abdullah Yousaf Ali	Dar-ul-Furqan Beirut, Lebnan
18	Quran Translation English	Dr. Mohammad Mahmood Ghazi	-
19	The Message of the Qur`an	Muhammad Asad	Dar al-Andalusia Limited, 1980

Course Title: Pakistan Studies
Level: BS 3rd
Course Code: CS102

Course Description

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

Learning Outcomes

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

Course Contents

Unit-I

1.1 Introduction

1.1.1 Advent of Islam in South Asia
1.1.2 Muslim Cultural Heritage in Indo-Pakistan
1.1.3 Hindu Muslim relations throughout Muslim period
1.1.4 Efforts for the revival of Islam in the Sub-continent

Unit-II

2.1 Ideology of Pakistan

2.1.1 Aims and objects of Pakistan's formation
2.1.2 Ideology of Pakistan – its importance
2.1.3 Basis of Pakistan's Ideology
2.1.4 Pakistan Ideology in Iqbal and Quaid-e-Azam's writings

Unit-III

3.1 Evolution of Muslim Society in the Sub-continent

3.1.1 Emergence of Muslim Society in South Asia
3.1.2 Muslim Society – its emergence progress in South Asia
3.1.3 Decline of Muslim society, scholars and institutions
3.1.4 National Reformation movements
3.1.5 Efforts for reformation – role of Shah Ahmad Sirhindi, Shah Waliullah and his followers
3.1.6 Role of Educational Institutions: Darul Uloom Deoband; Aligarh University; Nadwatul-Uloom; Jamia Islamia, Delhi; Anjuman Himayat-iIslam and other Institutions such as Sindh Madrassa and Islamia College, Peshawar

Unit-4

4.1 Political Struggle for Pakistan Movement

4.1.1 Constitutional reforms and Muslims
4.1.2 Separate elections for Muslims
4.1.3 Khilafat movement

Unit-5

5.1 Pakistan Movement

5.1.1 Evolution of Muslim nationality (1857-1930)
5.1.2 Independence of India; its problems and Muslims
5.1.3 Iqbal's address at Allahabad (1930)
5.1.4 Ch. Rehmat ali and Pakistan National Movement
5.1.5 Elections (1937) and the attitude of Congress
5.1.6 Government towards Muslims
5.1.7 Pakistan Resolution
5.1.8 Elections (1945-46); Constitutional problems and transfer of power.

Unit-6

6.1 Struggle for Pakistan

6.1.1 Role of the Muslims living in minority provinces
6.1.1 Role of the Muslims living in majority provinces (Punjab, Sind, N.W.F.P., Balochistan)

Unit-7

7.1 Contribution of different classes in Pakistan Movement a) Role of religious scholars (Ulema)
7.2 Role of men of letters and journalists
7.3 Role of youth and students
7.4 Role of women

Unit-8

8.1 Emergence of Pakistan:

8.1.1 Plan of India's Division and the emergence of Pakistan
8.1.2 Division of Provinces and Referendum
8.1.3 Important events (during the partition)

Unit-9

9.1 Pakistan Efforts for the implementation of Islamic System in

9.1.1 Importance of Islamization
9.1.2 Objective resolution (1949)
9.1.3 Islamic articles in Pakistan's Constitution of 1956, 1962 and 1973
9.1.4 Implementation of Shariah; efforts and contributions
9.1.5 Tehreek-e-Nizam-e-Mustafa, 1970
9.1.6 Steps taken towards the goal after 1970
9.1.7 Study of Islamic Institution such as Zakat, Shariah
9.1.8 Courts and the Council for Islamic Ideology
9.1.9 Our goals; formation of a perfect Islamic Society

Unit-10

10.1 Pakistan – Land and Peoples

10.1.1 Geography: Location: Geographical importance; study of Rural and Urban areas
10.1.2 Natural resources and their use
10.1.3 Agriculture and Industry
10.1.4 Population, Manpower and Education Economic and Social Welfare

Unit-11

11.1 Pakistan and Islamic World

11.1.1 Unity of the Islamic World (Philosophy and Practice)
11.1.2 Liberation Movements for Islamic States and Pakistan's role
11.1.3 Pakistan's relation with Iran, Saudi Arabia and Afghanistan
11.1.4 Pakistan's efforts for the unity of the Islamic World Economic and Social Welfare

Teaching and Learning Strategies:

Following teaching strategies to be adopted:
1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
46.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
47.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
48.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

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

Course Title: Poetry & One Act Plays
Level: BS 3rd
Course Code: ELL103

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

Learning Outcomes

1. Poetry

Sonnet
- Milton — On his Blindness
- Robert Frost — The Silken Tent

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

Dramatic Monologue
- Robert Browning — My Last Duchess
- Alfred Tennyson — Ulysses

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

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

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

Free Verse
- William Carlos Williams — Red Wheel Barrow

Epic

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

Teaching and Learning Strategies:

Following teaching strategies to be adopted:
1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
49.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
50.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
51.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings:

1. Abbs, P. & Richardson, J. *The Forms of Poetry,* Cambridge: Cambridge UP, 1995,
2. Barnet, Sylvan. *A Short Guide to Writing about Literature.* 7th Ed. New York: Harper and Collins, 1996.
3. Boulton, Marjorie. *The Anatomy of Poetry.* London: Routledge and Kegan Paul, 1977.
4. Kennedy, X. J. Gioia, D. *An Introduction to Poetry.* 8th Ed. New York: Harper Collins College Publishers, 199443

2. Drama
- Lady Gregory The Rising of the Moon
- Edward Albee The Sandbox

Recommended Readings:

1. Cassady, Marsh. *An Introduction to Modern One-Act Plays.* USA: McGrawHill/Contemporary, 1991.

2. Litz, A. Walton, Menand, Louis and Rainey, Lawrence, ed. *The Cambridge History of Literary Criticism, Vol. 7: Modernism and the New Criticism.* United Kingdom: Cambridge University Press, 2006.
3. Chakraborty, Bhaktibenode. *Anton Chekov, The Crusader For a Better World* India: K.P. Bagchi & Co, 1990.
4. Kipper, Edward A. *Lady Gregory: A Review of the Criticism.* Modern Irish Literature Monograph Series. Ireland: E.A. Kopper, Jr., 1991.
5. Schrank, Bernice and Demastes, William W, ed. *Irish Playwrights, 1880-1995: A Research and Production Sourcebook.* London: Greenwood Press, 1997.
6. Zinman, Toby. *Edward Albee (Michigan Modern Dramatists).* U S A: University of Michigan Press, 2008.
7. Roudane, Matthew C. *Understanding Edward Albee (Understanding Contemporary American Literature)* USA: University of South Carolina Press, 1987.
8. Bottoms, Stephen. *The Cambridge Companion to Edward Albee. (Cambridge Companions to Literature).* United Kingdom: Cambridge University Press, 2005.
9. Manheim, Michael. *The Cambridge Companion to Eugene O' Neill (Cambridge Companions to Literature).* United Kingdom: Cambridge University Press, 1998.

FOURTH SEMESTER

Course: Academic Reading & Writing
Level: BS 4th
Course Code: ELL104

Course Description

This course aims at inculcating proficiency in academic writing through research. It guides students to develop a well-argued and well documented academic paper with a clear thesis statement, critical thinking, argumentation and synthesis of information. This course also teaches students how to use different systems of citations and bibliography. It allows students to become independent and efficient readers armed with appropriate skills and strategies for reading and comprehending texts at undergraduate level.

Learning Outcomes

To enable the students to:

- Improve literal understanding, interpretation & general assimilation, and integration of knowledge
- Write well organized academic texts including examination answers with topic/thesis statement and supporting details.
- Write argumentative essays and course assignments

Course Contents

Unit-I

1.1 Reading and Critical Thinking

1.1.1 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, and 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

1.1.2 Enhance academic vocabulary using skills learnt in Compulsory English I course

1.1.3 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

1.1.4 Writing Academic Texts:

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

1.1.5 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

1.1.6 Redraft checking content, structure and language.

1.1.7 Edit and proof read

1.1.8 Grammar in Context

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

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
52.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
53.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
54.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

- Eastwood, J. (2004). English Practice Grammar (New edition with tests and answers). Karachi: Oxford University Press.
- Fisher, A. (2001). Critical Thinking. C UP
- Goatly, A. (2000). Critical Reading and Writing: An Introductory Course. London: Taylor & Francis ● Hacker, D. (1992). A Writer's Reference. 2nd Ed. Boston: St. Martin's
- Hamp-Lyons, L. & Heasley, B. (1987). Study writing: A course in written English for academic and professional purposes. Cambridge: Cambridge University Press.
- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). Oxford English for Undergraduates. Karachi: Oxford University Press.
- Murphy, R. (2003?). Grammar in Use. Cambridge: Cambridge University Press.
- Smazler, W. R. (1996). Write to be Read: Reading, Reflection and Writing. Cambridge: Cambridge University Press.
- Wallace, M. (1992). Study Skills. Cambridge: Cambridge University Press.
- Yorky, R. Study Skills.

Course: Tarjama Tadrees-ul-Quran
Level: BS 4th
Course Code: THQ102

Course Description

The Holy Qur'an is the last and the final Book of God revealed for the guidance of mankind. This is the only Book among the extant Holy Scriptures that is safe and sound from any deletion, addition or adulteration. Contrary to other religions, Islam cannot exist without the Holy Qur'an. Every Muslim, male or female, is in dire need of understanding this Book in order to lead a pious life and to be successful in the Hereafter. Without comprehending the Holy Qur'an, a Muslim cannot understand what God Almighty wants from him/her to be. It is therefore, incumbent upon every Muslim to read and comprehend God's message i.e., the Holy Qur'an. Since the Holy Qur'an is in Arabic language- a language foreign to us, we take resort to translation-Urdu/English.

The course for Teaching and Translation of the Holy Qur'an is meant to enable a student to comprehend the Holy Book without any intermediary agent whatsoever. Resultantly, the student will not be lured by any wrong mongers who may misinterpret it for their vested interests. Moreover, learning of the Holy Book will also open new horizons of knowledge hitherto untraced. The Holy Prophet (PBUH) is reported to have said "Wonders of the Qur'an will never come to an end (till the Day of Judgment), so read it".

Learning Outcomes

The course is aimed at:

- Enabling students to read the Holy Qur'an properly.
- Enabling them to understand the Holy Qur'an through its translation.
- Enlightening them not to be misled by any misinterpretation of the Holy Qur'an.
- Character building of students for better discharging of future responsibilities.

Course Contents

The following schedule will be observed for complete translation of the Holy Qur'an:

Unit-I

1.1 Third Year

1.1.1 Semester 5: Surah Maryam - Surah Al-Furqan

1.1.2 Semester 6: Surah Al-Shu'ara - Surah Saad

Unit-II

2.1 Fourth Year

2.1.1 Semester 7: Surah Al-Zumr - Surah Qaaf

2.1.1 Semester 8: Surah Al-Zariyaat - Surah Al-Naas

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
55.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
56.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
57.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

- The recommended readings are given with B.S 3rd Semester Course Code THQ 103.

Course Title: Rise of the Novel (18th to 19th century)
Level: BS 4th
Course Code: ELL105

Course Description

This course aims to introduce the students to the origin and development of relatively late-emerging genre of novel. It has been designed with a view to developing their understanding how novel is different from other genres of literature, poetry and drama. The students are given an indepth understanding of the making and mechanics of a novel, the role of narrator, narrative styles and techniques, and the art of characterization. The teacher is also expected to explain how a full-length fictional prose narrative is different from flash fiction, short story and novella. Discussing the emergence of novel since eighteenth century, this course brings out the significance of this genre as discussed, for example, in great detail in Ian Watt's seminal book, *Rise of the Novel* (1955). While teaching novel, teachers are supposed to consult and have a sound understanding of some of the ground breaking books as *Rise of the Novel* (1955) by Ian Watt, *Aspects of the Novel* (1927) by E M Forster, and *The English Novel* (1953) by Walter Allen. With a deeper understanding of the elements of fiction, the teachers will be able to impart a holistic definition of this genre starting from the basic "long fictional prose narrative" to a relatively complex definition of novel as can be extracted from, say, Ian Watt's book. An understanding of ingredient elements that constitute a novel will enable the students to develop an all-round understanding of this genre and equip them to grasp the complexities of modern fiction course in the coming semesters.

Learning Outcomes

This course will enable the students

1. To have a full understanding of 18th and 19th century novel which is rich in diversity as well as creativity.
2. To closely study the English society of these centuries and its impact upon human lives, and its complex psychological phenomena.
3. To develop an insight into various factors responsible for the appeal of the subject matter of these novels which was not only enjoyed by readers of the centuries in which they were written but by Victorian readers or even for modern readers of contemporary times.

Course Contents

Unit-I

1.1 Henry Fielding *Joseph Andrews* (1742)
1.2 Jane Austen *Pride and Prejudice* (1813)
1.3 Charles Dickens *Hard Times* (1854)
1.4 George Eliot *The Mill on the Floss* (1860)
1.5 Thomas Hardy *The Return of the Native* (1878)

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
58.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
59.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
60.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

- Bloom, Harold. (1988) *George Eliot's the Mill on the Floss (Bloom's Modern Critical Interpretations)*. Chelsea House Pub.
- Allen, Walter *The English Novel*
- Ashton, Rosemary. *George Eliot: A Life*. London, 1996.
- Battestin, Martin C. *The Moral Basis of Fielding's Art: A study of Joseph Andrews*
- Beer, Gillian. *George Eliot.* Brighton, 1986.
- Butt, John *Fielding*
- Church, Richard *The Growth of the English Novel*.
- Collins, Philip, *Dickens: The Critical Heritage*, 1971
- Copeland, Edward and McMaster, Juliet, *The Cambridge Companion to Jane Austen,* 1997
- Elliot, Albert Pettigrew. *Fatalism in the Works of Thomas Hardy,* 1935
- Forster, E.M. *Aspects of the Novel*.(Pelican Paperback) ● Gard, Roger. *Jane Austen's Novels: The Art of Clarity,* 1998 ● Hardy, Barbara. *The Novels of George Eliot.* London, 1959.
- Kettle, Arnold *Introduction to the English Novel* (vol. .I & II)
- Lubbock, P. *The Craft of Fiction*. Jonathan Cape,
- MacDonaugh, Oliver, *Jane Austen: Real and Imagined Worlds*. 1993
- Neill, Edward. (1999). *Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective). Ca*mden House. ● Neill, Edward. *The Politics of Jane Austen,* 1999
- Smith, Grahame, *Charles Dickens: A Literary Life,* 1996
- Thomas, Jane. *Thomas Hardy, Femininity and Dissent,* 1999

Watt, Ian *The Rise of Novel*. Chatto Windus, London, (1955

Course Title: Short Fictional Narratives
Level: BS 4th
Course Code: ELL106

Course Description

This course is a fertile field for students to broaden their vision with respect to English literature in general and short fiction in particular, written in different cultures and languages. It focuses on students' critical engagement with different texts that represent a variety of cultures. The short stories in this course have been selected from a wide range of cultures with a view to highlighting the similarities and differences in the writings of different short story writers and how different writers reflect the social and cultural events through their writing with a variety of themes in different styles. The authors included in this course belong to different parts of the world so the works included are quite diverse not only in their form and language but also in themes. The issues and themes reflected or implied in these stories are illusory love, conformity, poverty, the power of words, transformation of identities, feudal structure of rural Punjab, racism in the backdrop of Civil War, political imprisonment, appearance vs reality, feminism, female violence, insanity, women's emotional complexity, and slavery, to mention a few.

In this course, students will concentrate on seminal short fictions in English written by writers from the different regions of the world who have contributed significantly to literature in English through their narrative form and structure, thematic content, and articulation of human experience.
Narrative studies prepares students for the development and evaluation of original content for short fictions and other narrative platforms. To recognise a good story, to critique, to help shape, realise and transform requires a background in the history of narrative, cross-cultural and contemporary models.

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

Learning Outcomes

The objectives of this course are

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

Course Contents

Unit-I

1.1 The Nightingale and the Rose Oscar Wilde
1.2 The Three Strangers Thomas Hardy
1.3 The Cask of Amontillado Edgar Allan Poe
1.4 The Darling Anton Chekhov
1.5 Hearts and Hands O' Henry
1.6 The Necklace Guy De Maupassant

1.7 The Secret Sharer Joseph Conrad
1.8 The Other Side of the Hedge E. M. Forster
1.9 Eveline James Joyce
1.10 The Three Questions Leo Tolstoy
1.11 A Hunger Artist Franz Kafka
1.12 A Very Old Man With Enormous Wings Gabriel Garcia Marquez
1.13 Two Words Isabel Allende
1.14 A Cup of Tea Katherine Mansfield
1.15 Everything that Rises Must Converge Flannery O'Connor
1.16 The Story of An Hour Kate Chopin
1.17 The Richer The Poorer Dorothy West
1.18 The Prisoner Who Wore Glasses Bessie Head
1.19 Lamb to the Slaughter Roald Dahl
1.20 Bingo Tariq Rahman
1.21 The Kingdom of Cards Rabindranath Tagore
1.22 The Martyr Ngũgĩ wa Thiong'o
1.23 A Watcher of the Dead Nadine Gordimer.
1.24 Revelation Flannery O'Connor
1.25 Nawabdin Electrician Daniyal Mueenuddin

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

6. Class Discussion
7. Reading and analyzing the text through interactive sessions.
8. Class presentations.
9. Group Discussions
10. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
61.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
62.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
63.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report

			writing etc.

Suggested Readings

1. Chekhov, Anton P, and Ralph E. Matlaw. *Anton Chekhov's Short Stories: Texts of the Stories, Backgrounds, Criticism*. , 1979.
2. Ellmann, Richard. *James Joyce*. New York: Oxford University Press, 1959.
3. Ellmann, Richard. *Oscar Wilde; a Collection of Critical Essays*. Englewood Cliffs, N.J: Prentice-Hall, 1969.
4. Forster, E M, Mary Lago, Linda K. Hughes, and Elizabeth M. L. Walls. *The Bbc Talks of E.m. Forster, 1929-1960: A Selected Edition*. Columbia: University of Missouri Press, 2008.
5. Hardy, Thomas, Michael Millgate, Florence E. Hardy, and Florence E. Hardy. *The Life and Work of Thomas Hardy*. Athens: University of Georgia Press, 1985.
6. Long, E H. *O. Henry, the Man and His Work*. Philadelphia: University of Pennsylvania Press, 1949.
7. Maupassant, Guy , Clara Bell, Florence Crew-Jones, and Fanny Rousseau-Wallach. *The Works of Guy De Maupassant*. New York: Printed privately for subscribers only, 1909.
8. Maupassant, Guy , George B. Ives, and Guy . Maupassant. *Guy De Maupassant*. , 1903.
9. Poe, Edgar A. *The Cask of Amontillado*. Charlottesville, Va: University of Virginia Library Electronic Text Center, 1993. Internet resource.
10. Rubenstein, Roberta, and Charles R. Larson. *Worlds of Fiction*. Upper Saddle River, N.J: Prentice Hall, 2002.
11. Symons, Julian. *The Life and Works of Edgar Allen Poe*. , 2014. Print
12. Tolstoy, Leo, and Robert Court. *Leo Tolstoy Collected Short Stories*. Mankato, MN: Peterson Pub, 2002.
13. Wilde, Alan. *Art and Order: A Study of E.m. Forster*. New York: New York University Press, 1964.
14. Wilson, Kathleen. *Short Stories for Students: Presenting Analysis, Context, and Criticism on Commonly Studied Short Stories*. Detroit: Gale, 1997. Print

Course Title: Classical Poetry
Level: BS 4th
Course Code: ELL107

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.

Learning Outcomes

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

Unit-I

1.1 William Shakespeare (1564-1616)

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

Unit-II

2.1 John Donne (1572-1631)

Love Poems:

2.1.1 Song
2.1.2 The Sun Rising
2.1.3 Aire and Angels
2.1.4 The Good Morrow ● Valediction: Forbidding Mourning **Holy Sonnets:**
2.1.5 Thou hast made me, and shall thy work decay?
2.1.6 Death be not proud, though some have called thee

Unit-III

3.1 John Milton (1608-1674)

3.1.1 Paradise Lost. Book I (1667)
3.1.2 Paradise Lost Book 9 (The main contention and critical summary)

Unit-IV

4.1 Alexander Pope (1688-1744)

4.1.1 Rape of the Lock (1712)

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
64.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
65.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
66.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

- Abbs, P. & Richardson, J. *The Forms of Poetry*. Cambridge: Cambridge UP. 1995.
- Barnet, Sylvan. *A Short Guide to Writing about Literature* (7th Edition). New York: Harper and Collins. 1996.
- Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge and Kegan Paul. 1977.
- Kamran, Rubina and Syed Farrukh Zad. Ed. *A Quintessence of Classical Poetry.* National University of Modern Languages, Islamabad.
- Kennedy, X. J. Gioia, D. *An Introduction to Poetry:* (8th Edition).
  New York: Harper Collins College Publishers. 1994.

FIFTH SEMESTER

Course: Classical & Renaissance Drama
Level: BS 5th
Course Code: ELL108

Course Description

The purpose of this course is to explore the nature, function, and themes of Classical Greek, Roman and Elizabethan drama in their theatrical, historical and social contexts. Through a detailed study of the texts by the selected dramatists such as Aeschylus, Sophocles, Euripides, Aristophanes, Seneca, Plautus, Shakespeare, Marlowe, and Webster the course traces the development of the key features of tragedy and comedy. Ancient opinions on drama, in particular, the views of Plato and
Aristotle and their influence on classical drama will also be investigated. A comprehensive and critical background to mythology, drama and society is given in the beginning of the course to prepare students to undertake close reading and analyses of the selected texts.

The first section of the course will focus on representative classical plays which have influenced the development of drama as a genre. It will introduce students to the history of Classical Greek and Roman drama and motivate them to explore how selected texts can be interpreted in a modern context. A comprehensive and critical background to Greek drama and society is given in the beginning of the course to prepare students to undertake a close reading and analysis of the selected texts. Special emphasis will be given in the seminars to examine the role and significance of mythology in Greek drama, the importance of festivals in Greek society, the structure of Greek tragedy, and the difference between tragedy and comedy.

The second section focuses on the selective plays of William Shakespeare, Christopher Marlowe, and John Webster. Through a critical scrutiny of the recommended plays, students will be made to appreciate the variety and imaginative exuberance of drama written in the age that popularized cultural profundity, humanist tendencies, philosophical excavations and artistic excellence. Qualities such as the poetic richness, absorbing plots, and vivid portrayal of characters will be highlighted to catch the true spirit of Renaissance. Through a selection of plays, this section highlights the characteristic features of various dramatic forms like tragedy, comedy, and history, and their variations.

Learning Outcomes

Students will be taught to demonstrate:

- Knowledge of the myths, history, conventions, and major personages of classical theatre through readings of the plays and secondary sources.
- An insight into the culture, society and political events of the classical periods under study.
- An understanding of the main objectives, themes and ideas underlying Classical Drama.
- Sound knowledge of the works of a range of classical dramatists and the ability to relate the primary texts to their socio-cultural and historical contexts.
- The ability to carry out close reading and literary commentaries on the primary texts.
- Critically assess the inherent nature of the human condition - its paradoxes, complexities, and conflicts.

Course Contents

Unit-I

1.1 Aeschylus – Prometheus Bound
1.2 Sophocles – Oedipus Rex
1.3 Euripides – The Bacchae
1.4 Aristophanes – The Birds
1.5 Seneca – Hercules Furens (The Mad Hercules)
1.6 Plautus – The Pot of Gold
1.7 Shakespeare – King Lear; As You Like It
1.8 Marlowe – Tamburlaine the Great (Parts I and II)
1.9 Webster – The Duchess of Malfi

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
67.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
68.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
69.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

1. Aeschylus. (1961).*Prometheus Bound, The Suppliants, Seven Against Thebes, The Persians*, translated by Philip Vellacott. Penguin Books.
2. Aristophanes. (1962).*The Complete Plays of Aristophanes*. Edited by Moses Hadas. A Bantam Skylark Book.
3. Bloom, Harold. (1987). *John Webster's The Duchess of Malfi*. Chelsea House Pub (L).

4. Bloom, Harold. (1999). *Shakespeare: The Invention of the Human.* London: Fourth Estate.
5. Cheney, Patrick. (2004). *The Cambridge Companion to Christopher Marlowe.* Cambridge: CUP.
6. Dover, K.J. (1972).*Aristophanic Comedy*. University of California Press.
7. Eagleton, Terry. (1986). *William Shakespeare*. New York: Blackwell.
8. Erikson, Peter. (1991). *Rewriting Shakespeare, Rewriting Ourselves*. Berkley: University of California Press.
9. Frazer, James G. (1922).*The Golden Bough: A Study in Magic and Religion*. MacMillan.
10. Gregory, Justina. (2005).*A Companion to Greek Tragedy*. Blackwell.
11. Hackett, Helen. (2012). *A Short History of English Renaissance Drama*. I.B. Tauris & Co Ltd.
12. Herington. (1986). *Aeschylus*. Yale.
13. Kitto, H. D. F. (2005).*Greek Tragedy*. London and New York: Routledge.
14. Kuriyama, Constance B. (2002). *Christopher Marlowe: A Renaissance Life.* Ithaca: Cornell University Press.
15. Ley, G. (1991). *A Short Introduction to the Ancient Greek Theatre*. University of Chicago Press.

Course Title: Romantic & Victorian Poetry
Level: BS 5th
Course Code: ELL109

Course Description

This course analyzes representative examples of British poetry of the nineteenth century, that is, from the French Revolution to the first stirrings of modernism in the early 1900s. It comprises the poetry of two eras which came one after each other, namely Romantic and Victorian age. The first half of this module extends from the mid-1770s to the
1830s, a period marked by what Wordsworth referred to as those 'great national events' which were 'almost daily taking place': the American and French revolutions, the Napoleonic wars, imperial expansion, industrialization, and the growth of the political reform movement. The production and consumption of books took on a heightened political significance in these decades and this selection includes selection from the 'big six' Romantics (Blake, Wordsworth, Coleridge, Keats, P.B. Shelley, Byron). The second half of this course includes the poetry of the poets who are called as 'cunning terminators of Romanticism' by some critics. This era, marked by the coronation of Queen Victoria in 1837, known as Victorian age, spans till her death in 1901. The Victorians saw the virtues attendant upon a strong will as central to themselves and to their culture, and Victorian poetry strove to find an aesthetic form to represent this sense of the human will. Through close study of the metre, rhyme and rhythm of a wide range of poems - including monologue, lyric and elegy - the technical questions of poetics are related, in the work of these poets, to issues of psychology, ethics and social change.

Learning Outcomes

The aim of this module is to introduce students to the literary culture of this rich and exciting period, which, in the first half, begins in the year of America's declaration of independence and ends with the British reform act of 1832 and from there onwards till the first decade of the twentieth century.

Course Content

Unit-I

1.1 The Longmans Anthology of British Literature vol 2A ,2B

1.2 William Blake :-

i) *The Sick Rose* ii) *London* iii) *A Poison Tree* iv) *The Tygre*

1.3 William Wordsworth:-

ii) *The World is Too Much with us* ii) *Ode to Intimation of Immortality* iii) *We Are Seven* iv) *The Last of The Flock*

1.4 S.T . Coleridge:-

iii) *Dejection: An Ode* ii) *Frost at Midnight* iii) *Christabel* iv) *Kubla Khan*

1.5 John Keats:-

iv) *La Belle Dame Sans Mercy* ii) *A Thing of Beauty* iii) *Ode on Melancholy* iv) *Ode to Nightingale*

v) *Ode on the Grecian Urn*

1.6 Lord Byron:-

v) *She Walks in Beauty* ii) *When We Two Parted* iii) *I Watched Thee* iv) *So We'll go No More A Roving*

1.7 P.B. Shelly:-

vi) *Ode To The West Wind* ii) *Ozymandis* iii) *Ode To A Sky Lark* iv) *The Indian Serenade* v) *Love's Philosophy*

1.8 Alfred Lord Tennyson:-

vii) *The Lotos Eaters*

viii) *St Agnes Eve*

ix) *Tears Tears Idle Tears*

1.9 Robert Browning : -

x) *Porphyria's Lover* ii) *My Last Duchess*

1.10 Mathew Arnold :-

xi) *Lines Written in Kensington Garden* ii) *Dover Beach*

1.11 Dante Gabriel Rossetti *The Choices 1, 2 ,3*

1.12 Cristina Rossetti

- *Song*
- *After Death*
- *In an Artist's Studio*

1.13 Algernon Charles Swinburne (1837-1909)

- *Choruses from Atlanta In Calydon*
- *From the Triumph of Time*
- *(I Will Go Back to the Great Sweet Mother)*

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
70.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
71.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
72.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Aidan Day, *Romanticism* (1995)
- Anne Mellor, *Romanticism and Gender* (1993)
- Cynthia Chase, ed., *Romanticism* (1993)
- Harold Bloom, *The Visionary Company: A Reading of English Romantic Poetry* (1961)
- Iain McCalman, *An Oxford Companion to the Romantic Age* (1999)
- Isobel Armstrong, *Victorian Poetry: Poetry, Poetics, and Politics* (1993)
- Joseph Bristow, ed., *The Cambridge Companion to Victorian Poetry* (2002)
- Linda K. Hughes, *The Cambridge Introduction to Victorian Poetry* (2010)
- M. H. Abrams, *The Mirror and the Lamp: Romantic theory and the Critical Tradition* (1958)
- Margaret Homans, *Women Writers and Poetic Identity* (1980)
- Marilyn Butler, *Romantics, Rebels and Reactionaries* (1982)
- Paula Feldman and Theresa Kelley, ed., *Romantic Women Writers* (1995)
- Richard Cronin et al, ed., *A Companion to Victorian Poetry* (2002)
- Stephen Copley and John Whale, eds. *Beyond Romanticism: New Approaches to Texts and Contexts 1780-1832* (1992)
- Stuart Curran, *Poetic Form and British Romanticism* (1986)

Course: Popular Fiction
Level: BS 5th
Course Code: ELL110

Course Description

This course helps students understand different popular texts in the genre of fiction and the subgenres of fiction, across the world. This course will broaden students' vision with respect to English literature in general and popular fiction in particular, written in different cultures with different language use. The popular fiction texts in this course have been selected from a wide range of cultures so that students can experience different cultures as well as writing styles in these texts. This course makes an interesting read for the students as they will come across different writers' interests, stories, characters, conflicts/issues and themes etc. Responding to these diverse texts will be challenging to the students as well making them think critically and formulate their own meanings and ideas as they come across each text. The works selected for this course have been taken from different writers who belong to different parts of the world and communities. This diversity is reflected in these authors' work though they reflect other communities as well, the ones they have not lived in. These works fulfill the needs of the modern day reader to read a good literary piece of work that they can relate to as these works are related to contemporary themes and elements. For example suspense, mystery, crime, love, trust deceit, destiny, redemption, guilt, friendship, death etc. These works can also be analyzed through different critical theories like Female Violence, Psychological Violence, Magical Realism, Feminism, and Cultural Hybridity etc. These works can make students think critically and motivate them to do further research and studies related to the selected works.

Learning Outcomes

The objectives of this course are

1. To expose the students to what is popularly read and appreciated worldwide in the genre of fiction.
2. To familiarize students with popular fiction in English literature written by the most recognized authors.
3. To construct the ability to think critically and promote intellectual growth of the students.
4. To nurture sensitivity towards cultural diversity through a critical study of the selected works.

Course Contents

A Reader Comprising the core text will be provided to the students.

Unit-I

1.1 And Then There Were None (1939) Agatha Christie (1890-1976)
1.2 Harry Potter and the Philosopher's Stone (1997) J. K. Rowling (1965-)
1.3 The Hobbit (1937) J. R. R. Tolkien (1892-1973) 4. Shutter Island (2003) Dennis Lehane (1965-)
1.4 Burnt Shadows (2009) Kamila Shamsie (1973-)
1.5 Frankenstein (1818) Mary Shelley (1797-1851)
1.6 The Hitchhiker's Guide to the Galaxy (1979) Douglas Adams (1962-2001)
1.7 Dr. Jekyll and Mr. Hyde (1886) Robert Louis Stevenson (18501894)
1.8 Cinder (2012) Marissa Meyer (1984-)
1.9 The Diary of a Social Butterfly (2008) Moni Mohsin (1963-)

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
73.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
74.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
75.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Anatol, Giselle L. *Reading Harry Potter: Critical Essays*. Westport, Conn: Praeger, 2003.
- Bloom, Clive. *Bestsellers: Popular Fiction Since 1900*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2002.
- Christie, Agatha. *Agatha Christie, an Autobiography*. New York, N.Y: Harper, 2011.
- Gelder, Ken. *Popular Fiction: The Logics and Practices of a Literary Field*. London: Routledge, 2004. Internet resource.
- Glover, David, and Scott McCracken. *The Cambridge Companion to Popular Fiction*. Cambridge, UK: Cambridge University Press, 2012.
- Gupta, Suman. *Re-reading Harry Potter*. Houndmills, Basingstoke, Hapshire: Palgrave Macmillan, 2003.
- Highfield, Roger. *The Science of Harry Potter: How Magic Really Works*. New York: Viking, 2002.
- Hinckley, Karen, and Barbara Hinckley. *American Best Sellers: A Reader's Guide to Popular Fiction*. Bloomington: Indiana University Press, 1989.
- Hogle, Jerrold E. *The Cambridge Companion to Gothic Fiction*. Cambridge: Cambridge University Press, 2002.

- Joosten, Melanie. *Burnt Shadows by Kamila Shamsie: Notes*. Mebourne: CAE Book Groups, 2011.
- McCracken, Scott. *Pulp: Reading Popular Fiction*. Manchester: Machester University Press, 1998.
- Morgan, Janet P. *Agatha Christie: A Biography*. New York: Knopf, 195.
- Nash, Walter. *Language in Popular Fiction*. London: Routledge, 1990.
- Neimark, Anne E, and Anne E. Neimark. *Mythmaker: The Life of J.r.r. Tolkien, Creator of the Hobbit and the Lord of the Rings*. Boston: Harcourt Children's Books, 2012.
- Shapiro, Marc. *J.k. Rowling: The Wizard Behind Harry Potter*. New York: St. Martin's Griffin, 2000.
- Shippey, T A. *J.r.r. Tolkien: Author of the Century*. Boston: Houghton Mifflin, 2001.
- The Poetics of Murder: Detective Fiction and Literary Theory Paperback – June, 1983 **by** Glenn W. Most (Editor), William W. Stowe (Editor)
- Tolkien, J R. R, and Peter S. Beagle. *The Tolkien Reader*. New York: Ballantine Books, 1966.
- Watt, James. *Contesting the Gothic: Fiction, Genre and Cultural Conflict, 1764-1832*. Cambridge: Cambridge University Press, 1999. Internet resource.

Course Title: Pakistani Poetry in English
Level: BS 5th
Course Code: ELL111

Course Description

The works of Anglophone Pakistani writers constitute an important part of the contemporary English literature. The use of English language has flourished in our region as the legacy of colonial times and today English language is used broadly all over Pakistan. Pakistani literature in English is a unique blend of local themes and issues and projects the version of reality as perceived by Pakistanis, expressed in the English language which establishes the academic and cultural relevance of teaching this literature. The contribution of Pakistani authors to English literature is acknowledged internationally in terms of the awards won by them and these works are taught in various international universities as well. This makes the study of this literature crucial for a Pakistani scholar. This course is carefully designed to incorporate various writings since the creation of Pakistan to the present in order to trace the history and development of Pakistani literature in English.

Learning Outcomes

1. To introduce students to local themes and issues.
2. To enable students to compare and relate Pakistani writings in English with English writings from other parts of the world in order to enhance critical thinking.
3. To understand and appreciate the Pakistani variety of English through this study.
4. To provide the scholar with a wide basis for research in terms of Pakistani issues and conflicts as this is a relatively new and unexplored area of English literature.

Course Contents

Unit-I

1.1 Poetry:

1.1.1 Zulfiqar Ghose: Disturbed Nights, Evidence of Genocide
1.1.2 Salman Tarik Kureshi: Cottage, Housewarming, End of The Climb
1.1.3 Adrian A. Hussain: Margala, Crocodiles
1.1.4 Taufiq Rafat: Wedding in the flood, Kitchens, Gangrene, Snake, Grave in the park,
1.1.5 Reflections, Time to Love, Arrival of the Monsoon
1.1.6 Daud Kamal: An Ancient Indian Coin, An Ode to Death
1.1.7 Maki Qureshi: Kittens, Summer Curfew, Snipers in Karachi
1.1.8 Alamgir Hashmi: Summer by the F.C Canal, Khyber Past 1980, The Ramzan Libation,
1.1.9 Pakistan Movement,
1.1.10 Shadab Zeest Hashmi: Ghazal for the Girl in the Photo, Passing through Peshawar
1.1.11 Muneeza Alvi: The Country at my Shoulder, Presents from my Aunts in Pakistan

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
76.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
77.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
78.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Course Title: World Literatures in Translation
Level: BS 5th
Course Code: ELL112

Course Description

World Literature that is rendered in English, from the pre-Colonial era to the present, introduces scholar(s) to major literary topics and themes emerging from a variety of nations and cultures. Genres studied include the novel, short story, poetry, testimonial narrative, plays and historical nonfiction. Readings, films, and discussion help provide the social and historical context necessary for understanding and appreciating literature from Mexico, the Caribbean, Central and South America, Europe and Asia**.** Special emphasis is given to the relationship between literature and social change, focusing particularly on the literary theories that enable a better interpretation of art. As the scholars explore this literature, they will learn about history, politics, human rights, social activism, and gender roles all over the globe through the lens of fictional and non-fictional characters.

The course encourages introspection in the analysis of literary texts through class discussions, occasional lectures, and written assignments and oral presentations. Scholars are asked to imagine the context in which the author wrote and thought at that time.

Learning Outcomes

The course aims to help students achieve the following:

- Become familiar with important authors and common themes in contemporary translated literature.
- Recognize literary terms, concepts, critical strategies and stylistic characters in the texts studied.
- Articulate a basic understanding of history, politics, human rights, social activism, and gender roles, as seen through the lens of fictional and non-fictional characters
- Demonstrate critical and independent thinking in the interpretation of texts
- Demonstrate an understanding of ways the literature studied reflects its intellectual, social, historical, and multicultural contexts **Course Outcomes**
- Scholars should be able to evaluate the power of literature to address personal values and goals and to challenge human endeavors, and also to write academic research papers based on literatures in Translation.

Course Contents

Unit-I

1.1 A selection of poems and an excerpts of a biographical and feministic letter : Response to Sor Filotea (Sister Juana Ines de la Cruz)
1.2 The Labyrinth of Solitude/ Mexican Mask(Octavio Paz)
1.3 The Metamorphosis, The Trial (Franz Kafka)
1.4 The Myth of Sisyphus, The Stranger, The Plague (Albert Camus)
1.5 Longer Poems of Iqbal: Mosque of Cordova and Satan's Council (Dr. Allama Iqbal)
1.6 Poems by Faiz: Ghazal, Quatrain and Poems (Faiz Ahmed Faiz)
1.7 Blood Wedding, House of Bernarda Alba (Federico Garcia Lorca)
1.8 Accidental Death of an Anarchist (Dario Fo)
1.9 The Bird of the East (Tawfiq al Hakim)
1.10 The Flea Palace (Elif Shafak)
1.11 Selections from Gitanjali (Rabindranath Tagore)
1.12 Midaq Alley (Naguib Mahfouz)

1.13 In Other Words (Jhumpa Lahiri)
1.14 The Conference of Birds (Fariduddin Attar)

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
79.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
80.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
81.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

Copies of the necessary texts will be provided by the instructor.

1. Selected chapters from *Translation, History and Culture* (Andre Lefevere and Susan Bassnett) to develop the idea of Translation as a Genre
2. An excerpt of a biographical and feministic letter : *Response to Sor Filotea*
3. *Sor Juana: A Modern Voice in Seventeenth Century Mexico*
4. *Writings on Faiz (Yasmeen Hameed)*
5. Selected Essays on Varieties of Cultural Studies from *Introduction to Translation Studies*
6. *Poetry* (Paz)
7. *Comparative Literature: A critical introduction* (Susan Bassnett)
8. *Refractions: Essays in Comparative Literature* (Henry Levin)
9. *The world, The Text, and the Critic* (E. Said)

10. *Selection from Mathnawi (*Jalaluddin Rumi)
11. *Rubaiyat* (Omar Khayyam/Iqbal)
12. *Selections of Haiku (*Basho)
13. *Six Characters in Search of an Author* (Pirandello)
14. *Mother Courage and The Life of Galileo* (Bertolt Brecht)

SIXTH SEMESTER

Course: Modern Poetry
Level: BS 6th
Course Code: ELL 113

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.

Learning Outcomes

- 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
Unit-I

1.1	**T. S. Eliot**	The Hollow Men The Waste Land The Love Song of J. Alfred Prufrock
1.2	**Ezra Pound**	In a Station of the Metro A Girl An Immortality
1.3	**W.B. Yeats**	Among School Children Second Coming Easter 1916
1.4	**W.H Auden**	Sep 1st, 1939. As I Walked Out One Morning The Unknown Citizen
1.5	**Ted Hughes**	That Morning Hawk Roosting

Thought Fox
Hawk's Monologue

1.6 **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.

Teaching and Learning Strategies:

Following teaching strategies to be adopted:
1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
82.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
83.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
84.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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.
10. Untermeyer, L. (2011). *Modern British Poetry*. Whitefish, MT: Literary Licensing

Course: Modern Drama
Level: BS 6th
Course Code: ELL 114

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.

Learning Outcomes

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

Unit-I

1.1 Ibsen, Henrik *A Doll's House,* (1879)
1.2 Shaw, G. B.*Arms and the Man* (1894) / *Man and Superman* (1905)
1.3 Beckett, Samuel *Waiting for Godot,* (1953)
1.4 Brecht, Bertolt *Life of Galileo* (1943)
1.5 Harold Pinter *The Caretaker* (1960)
1.6 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.

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
85.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
86.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
87.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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: ELL 115

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.

Learning Outcomes

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

Unit-I

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

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
88.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
89.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
90.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

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: Pakistani Fiction in English
Level: BS 6th
Course Code: ELL 116

Course Description

The works of Anglophone Pakistani writers constitute an important part of the contemporary English literature. The use of English language has flourished in our region as the legacy of colonial times and today English language is used broadly all over Pakistan. Pakistani literature in English is a unique blend of local themes and issues and projects the version of reality as perceived by Pakistanis, expressed in the English language which establishes the academic and cultural relevance of teaching this literature. The contribution of Pakistani authors to English literature is acknowledged internationally in terms of the awards won by them and these works are taught in various international universities as well. This makes the study of this literature crucial for a Pakistani scholar. This course is carefully designed to incorporate various writings since the creation of Pakistan to the present in order to trace the history and development of Pakistani literature in English.

Learning Outcomes

1. To introduce students to local themes and issues.
2. To enable students to compare and relate Pakistani writings in English with English writings from other parts of the world in order to enhance critical thinking.
3. To understand and appreciate the Pakistani variety of English through this study.
4. To provide the scholar with a wide basis for research in terms of Pakistani issues and conflicts as this is a relatively new and unexplored area of English literature.

Course Contents

Unit-I

1.1 Fiction:

- 1.1.1 Mumtaz Shah Nawaz: The Heart Divided
- 1.1.2 Ahmad Ali: Twilight in Delhi
- 1.1.3 Zulfiqar Ghous: Murder of Aziz Khan
- 1.1.4 Bapsi Sidhwa: *Ice Candy Man*
- 1.1.5 Kamila Shamsie: *Burnt Shadows*
- 1.1.6 Mohsin Hamid: *Exit West*
- 1.1.7 Mohammad Hanif: *Our Lady Of Alice Bhatti*
- 1.1.8 Nadeem Aslam: *The Blind Man's Garden*

Unit-II

2.1 Contemporary Short Stories

- 2.1.1 Zaibunisa Hamidullah: *Maa*
- 2.1.2 Aamer Hussain: *The Keeper of the Shrine, A Needlewoman's Calender*
- 2.1.3 Muneeza Shamse: *That Heathen Air, And the World Changed*
- 2.1.4 Daniyaal Muenudin: *Nawab Din Electrician*

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.

3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
91.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
92.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
93.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Course Title: Discourse Studies
Level: BS 6th
Course Code: ELL 117

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.

Learning Outcomes

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

Unit-I

1.1 Section 1: Beginning with Discourse Analysis

1.1.1 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

1.1.2 Grammatical Analysis of Discourse
- Cohesion & Coherence
- Cohesive Devices
- Theme & Rheme
- Thematic Progression

1.1.3 Pragmatic Analysis of Discourse ● Language in context
- Speech Act Theory
- Co-operative Principles
- Conversational Implicature
- Politeness Theory

1.1.4 Analysis of Conversation as Discourse ● Conversation as Discourse
- Structure of conversation
- Analyzing a conversation

Unit-II

2.1 Section 2: Proceeding with Critical Discourse Analysis

2.1.1 Discourse and Ideology: Beginning Critical Discourse Analysis
- What is ideology
- Ideology in Discourse
- What is critical Discourse Analysis
- A brief history of CDA
- Foucault & CDA

2.1.2 Systemic Functional Linguistics: A Brief overview

2.1.3 Fairclough and CDA
- Language and Society
- Relational-Dialectal Approach-Basics

2.1.4 Van Dijk and CDA Language and Power
- Socio-Cognitive Model- Basics

2.1.5 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

Teaching and Learning Strategies:

Following teaching strategies to be adopted:
1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
94.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
95.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
96.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research

			proposal development, field work and report writing etc.

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

SEVENTH SEMESTER

Course Title: Research Methods and Term Paper Writing
Level: BS 7th
Course Code: ELL118

Course Description

The course introduces the basics of the research to the undergraduate students. It includes language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. It is designed to assist students understand the difference between different forms of research writings like book, thesis and research paper.

Learning Outcomes

This course aims to enable students to:

- develop an understanding of research terminology
- create awareness of the ethical principles of research, ethical challenges and approval processes
- differentiate among quantitative, qualitative and mixed methods approaches to research
- learn the steps involved in research process
- identify the components of a literature review process
- understand the difference between research paper, thesis and book writing
- develop knowledge about different components of a synopsis and a research paper

Course Contents

Unit-I

1.1 Introduction to Research: The Wh-Questions of Research (What? Why? Who, Where? How?)
1.2 Research process overview
1.3 Research methods: Qualitative, Quantitative, Mixed method research
1.4 Types of Qualitative and Quantitative researches
1.5 Thinking like a researcher: Understanding concepts, constructs, variables, and definitions
1.6 Problems and Hypotheses: Defining the research problem, Formulation of the research hypotheses
1.7 Reviewing literature
1.8 Data collection
1.9 Data processing and analysis
1.10 Difference between research paper, thesis and book writing
1.11 Parts of a synopsis
1.12 Research ethics and plagiarism
1.13 Research paper formatting: MLA and APA

Note: The division of marks for this subject is 40% -60%. 40 % marks for the exams; whereas, 60% marks are for practical work including quiz, class performance, assignments, exercises, practical activities, final term paper/ synopsis writing, mock thesis etc. as explained in the beginning of this document.

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
97.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
98.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
99.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

- Bhattacherjee, Anol. (2012). *Social Science Research: Principles, Methods and Practices*. University of South Florida.
- Bryman, Alan & Bell, Emma (2011). *Business Research Methods* (Third Edition), Oxford University Press.
- Chawla, Deepak & Sondhi, Neena (2011). *Research methodology: Concepts and cases,* Vikas Publishing House Pvt. Ltd. Delhi.
- Creswell, J. W. (2014) . *Research design: Qualitative, quantitative and mixed methods* approaches. 4th Ed.. Thousand Oaks, CA: Sage.
- Kerlinger, F.N., & Lee, H.B. (2000). *Foundations of Behavioural Research* (Fourth Edition), Harcourt Inc.
- Rubin, Allen & Babbie, Earl (2009). *Essential Research Methods for Social Work*, Cengage Learning Inc., USA.
- Pawar, B.S. (2009). *Theory building for hypothesis specification in organizational studies*, Response Books, New Delhi.
- Neuman, W.L. (2008*). Social research methods: Qualitative and quantitative approaches*, Pearson Education.
- Walliman, Nicholas. (2001). *Your Research Project*. Sage Publications.

Course Title: Creative Non-fiction
Level: BS 7th
Course Code: ELL119

Course Description

Creative non-fiction is currently undergoing rapid change and reformation. Instead of the old 'cradle to grave' narratives of well-known literary or political figures, our best writers are now experimenting with new forms and subjects. Nature writing, the personal essay, food journalism, art criticism and memoir are all part of this exciting, emerging mix.

The course focusses on a variety of sub-genres of creative/imaginative nonfiction such as autobiography and memoir, literary journalism, and the essay (including non-traditional forms like the lyric or graphic essay). This course will provide students with the tools to read, analyze, think critically, and write about creative nonfiction and to communicate their insights in oral and written forms. The course takes an integrated approach to teaching the skills of reading, critical thinking and writing specific to the interpretation of creative nonfiction, drawing on literary criticism and interpretive methods specific to life narrative to explore fundamental elements of the creative nonfiction sub-genres, including: plot and its relationship to thematic focus; the development of narrative personae and other aspects of characterization; style; setting; authentication, "evidence" and truth, and other issues of representation.

Learning Outcomes

By the end of the course, students should be able to understand/grasp:

- the various forms/genres of creative expression
- the theory or methods behind the creative expression(s)
- the social, cultural, and/or historical context of the creative expression(s)

Course Contents

Unit-I

1.1 The Art of the Personal Essay: An Anthology from the Classical Era to the Present, edited by Phillip Lopate
1.2 The Touchstone Anthology of Contemporary Creative Nonfiction, edited by Williford & Martone
1.3 The Literary Journalists, edited by Norman Sims.
1.4 This Boy's Life by Tobias Wolff

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
100.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
101.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
102.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings/Websites

CREATIVE NONFICTION

- **Brevity:** Website that includes personal narrative or memoir essay
- **Literary Nonfiction:** Resources for Creative Nonfiction
- **McSweenye's Internet Tendency**: fiction, art, comics, creative nonfiction, columns, opinions, and much more
- **Narrative Magazine**
- **Sweet: A Literary Confection of Poetry and Creative**
- **Nonfiction**
- **The Poets & Writers Magazine**: Magazine for poets and writers
- **UCI Literary Journalism** Excellent Links and Resources on Literary Journalism.

CREATIVE NONFICTION: THE LYRICAL ESSAY

- **The Lyrical Essay: The Seneca Review** : Description and examples of the lyrical essay at Seneca Review

CREATIVE WRITING

- **McSweenye's Internet Tendency**: fiction, art, comics, creative nonfiction, columns, opinions, and much more
- **Writers Net**: How to publish and other advice

BLOGS

- McSweenye's Internet Tendency: fiction, art, comics, creative nonfiction, columns, opinions, and much more
- Reading 100 All Time Novels: Blogger reads,summarizes, comments on Time Magazine's list all time novels.
- The Path of Possibility: Get inspired to write
- The Urban Muse Writer: Excellent blog about different aspects of creative writing

- Unedit My Heart: Writing about the Arts
- Writing Time: Turning Your Life into Story MAGAZINES
- Harper's Magazine
- Reader's Digest: Lifestyle and well-being
- The Atlantic Magazine: Covers breaking news, analysis, current events, fiction, issues in the public eye, and more
- The New Yorker Magazine: Read about poetry, fiction, and nonfiction
- The Saturday Evening Post
- The UTNE Reader: Independent press
- The Walrus Magazine: Covers Politics, Environment, Art, Culture, Sports, Poetry, and Fiction

ADDITIONAL READING:

- Tell It Slant: Creating, Refining, and Publishing Creative Nonfiction,
  (2nd Edition) by Brenda Miller and Suzanne Paola Writing True by Sondra Perl and Mimi Schwartz
- Creative Nonfiction : A Guide to Form, Content, and Style with Readings by Eileen Pollack
- To Tell the Truth: Practise and Craft in Narrative Nonfiction by Connie D. Griffin
- You Can't Make This Stuff: The Complete Guide to Writing Creative nonfiction from Memoir to Literary Journalism and Everything In Between Up by Lee Gutkind
- Telling True Stories: A Nonfiction Writer' Guide, edited by Mark Kramer and Wendy Call
- On Writing Well by William Zinsser
- The Elements of Style by Strunk and White
- The Writer's Personal Mentor by Priscilla Long

Course Title: Literary Theory & Practice 1
Level: BS 7th
Course Code: ELL120

Course Description

This course introduces some of the most vital debates in the tradition of English literary criticism from Plato and Aristotle in the Greek times to T. S. Eliot in early twentieth century. Equipped with the ability of analyzing and appreciating this literary tradition through all these centuries, the students would be able to grasp arguments in classical and romantic schools of literary criticism, represented by critics like Samuel Johnson, Mathew Arnold, T. S. Eliot, and F. R. Leavis on the one hand, and Philip Sidney, Wordsworth, and Coleridge on the other. That would help students be conversant with 'practical criticism' / 'close reading' and ideas-led' criticism respectively. By concentrating on this rich canonical tradition, students will be able to learn how each generation of critics has responded to critical theorizing and creative works of not only their own times but also the ages preceding them. What is likely to excite and engage the students is debates like Plato's theory of imitation and his standpoint on poets, challenged not only by his contemporary and disciple, Aristotle, but also by Philip Sidney and others. Similarly, the import of Mathew Arnold's view---one needs to study poetry of at least two different cultures, the more different the better---will be transformative for students of literature. Moreover, this course will ground the students in familiar critical concepts and thus prepare them to grasp the complexities of literary and cultural theory in later semesters.

Learning Outcomes

It is an intensive course in literary criticism focusing on the following aspects

- It would prepare the learners of literature and language to understand the historical background to literary criticism, exploring its developmental changes from Plato till T.S Eliot
- It would focus on the poetic and dramatic forms in order to highlight some significant trends and concepts in world literature in general and English literature in particular.
- It would also provide a brief introduction to the contemporary literary theories.

Course Contents

Unit-I

1.1 Aristotle to Modern Times

1.2 The Greek Critics

- Plato (427-347 BC): Selections from *The Republic* (*c.* 380 BC)
- Aristotle (394-322 BC): *The Poetics* (*c.* 335 BC)

1.3 Renaissance to Eighteenth Century Critics

- Sir Philip Sidney (1554-1586): *An Apology for Poetry* (1595)
- b) John Dryden (1631-1700): *Essay on Dramatic Poesy* (1668)
- c) Samuel Johnson (1709-1784): "From Milton" (1779-81)

1.4 The Romantic Critics

- William Wordsworth (1770-1850): *Preface to Lyrical Ballads* (1798-1802)
- S.T. Coleridge (1772-1834): *Biographia Literaria* (Chapters xiv, xv, xvi, xvii) (1817)

1.5 The Victorian Critics

- Matthew Arnold (1822-1888): ○ *The Study of Poetry* (1880) ○ *Function of Criticism at the Present Time* (1865)
- Walter Pater (1839-1894): Appreciations: "On Style" (1895) (Optional)

1.6 Modern Critics

- T.S. Eliot (1888-1965): “Tradition & the Individual Talent” (1921)

1.7 A Brief Introduction to Contemporary Literary Theories

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
103.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
104.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
105.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

1. Barry, P. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester UP, 1995
2. Booker, Keith M. A Practical Introduction to Literary Theory and Criticism. New York: Longman Publishers, 1996.
3. Kamran, Robina and Farrukh Zad. Ed. *A Quintessence of Literary Criticism.* National University of Modern Languages, Islamabad.
4. Leitch, Vincent B. (General Editor). The Norton Anthology of Theory and Criticism. New York & London: W. W. Norton and Company, 2001 (or later editions
5. Lodge, David. Ed. Modern Criticism and Theory: A Reader. Longman, 1988.
6. Newton, K. M. ed. Twentieth Century literary Theory: A Reader. Second Edition. New York: St. Martin‘s, 1998 (or later editions)
7. Selected Terminology from any Contemporary Dictionary of Literary Terms.
8. Selden, R. & Widdowson P. A Reader‘s Guide to Contemporary Literary Theory (3rd Edition). New York: Harvester, 1993.

Course Title: **Pakistani Folk Literature**
Level: BS 7th
Course Code: ELL121

Course Description

Culturally, Pakistan is stunningly rich in diversity. Besides, Sindhi, Punjabi, Balochi, Pashto, Hindko, Kashmiri, Shina, and Burshuski literatures, there are Khowar, Kalasha, Bashgali, Gawarbati, Madaklashti, and Wakhi folktales and songs only in one district, Chitral in KP. Based upon the availability of written sources, local colleges and universities are encouraged to develop courses on the locally available materials, especially folk tales and songs. This course is focused on Khowar folktales and songs found in district Chitral.

Learning Outcomes

The core objectives of the course are to

1. Familiarize students with the contents Khowar folktales and songs
2. Encourage students for research on local literary resources
3. Bring local literatures into the mainstream of academic study

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
106.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
107.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
108.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

1. The Bird's Tale (Khowar Nursery Rhyme)
2. The Barn Owl's Tale (do)
3. The Goat's Tale
4. Wakhi Songs/Tales
5. Nuristani/Bashgali Tales
6. Kalasha Songs and Tales
7. Gawar Bati Songs and Tales

Pakistan Academy of Letters has been publishing a bi-annual journal titled *Pakistani literatures* in English 1992. It is a good index of literary trends in the country and covers all Pakistani languages. A section is also specified to Pakistani English writers. Teachers are advised to consult it for selections.

Suggested Readings

- Abbasi, Muhammad Yusuf. 1992. *Pakistani Culture: A Profile.* Historical studies (Pakistan) series, 7. Islamabad: National Inst. of Historical and Cultural Research.
- Abbas, Zainab Ghulam. 1960. *Folk Tales of Pakistan.* Karachi: Pakistan Publications.
- Banuazizi, Ali and Myron Weiner (eds.). 1994. *The Politics of Social Transformation in Afghanistan, Iran, and Pakistan (Contemporary Issues in the Middle East)*, Syracuse University Press. Hanaway, William L., and Wilma Louise Heston. 1996. *Studies in Pakistani Popular Culture.* Lahore: Sang-e-Meel Publications, Lok Virsa Pub. House.
- Kamalu, Lachman, and Susan Harmer. 1990. *Folk Tales of Pakistan.* Basingstoke: Macmillan Education
- Knowles, James Hinton. 1981. *Kashmiri Folk Tales*. Islamabad: National Institute of Folk Heritage.
- Korom, Frank J. 1988. *Pakistani Folk Culture: A Select Annotated Bibliography.* Islamabad: Lok Virsa Research Centre.

Course Title: Introduction to Language Studies
Level: BS 7th
Course Code: ELL122

Course Description

Language is central to human experience. This course provides a comprehensive overview of language origin, evolution of language as human faculty, and traces the history of English language in order to provide an idea how languages developed. The part on the history of the English language covers story of English language from beginning to the present. The course also includes a brief introduction of the history of linguistics with special reference to various schools of thought that have contributed significantly to the development of Linguistics.

Learning Outcomes

This course aims to:

- Give students a comprehensive overview of language as human faculty.
- Familiarize students with different stories about the origin of language.
- Provide students an overview of how a language develops through a comprehensive exposure to English language development.
- Enable students to identify major theoretical formulations in the development of linguistics.

Course Contents

Unit-I

1.1 Language Origin
- Language as a divine gift
- Natural sound source theories
- Social interaction source theories
- The Physical adaptation sources
- The genetic source

1.2 Speech vs Writing
- Primacy of speech
- Speech vs. Writing
- Origin of writing
- Types of writing systems

1.3 Language as Human Faculty
- Human Language vs animal communication
- Characteristics of Language: Design features
- Animals lack language: A controversy

1.4 Language Families
- What is a language family?
- Language Families in the World: A Brief Overview

1.5 Historical Linguistics
- What is linguistics?
- What is historical linguistics?
- What does historical linguistics study? (phonological, morphological, syntactic, and semantic changes)
- Methods of Language reconstruction

1.6 Old & Middle English Periods
- Grammatical categories
- Inflections
- Grammatical gender

1.7 Renaissance
- Old, Middle, and Modern English (grammatical categories)
- Shakespeare

1.8 18th Century
- Major characteristics of the age
- Problem of refining and fixing the language
- Swift's proposal
- Johnson's Dictionary
- Grammarians
- Vocabulary formation
- Introduction of passives

1.9 19th Century
- Important events and influences
- Sources of new words
- Pidgins and Creoles
- Spelling reforms
- Development of Dictionary
- Verb-adverb combination

1.10 English Language in America
- Americanism
- Archive Features
- Difference between the British and American English

1.11 Modern Linguistics
- Emergence of Modern Linguistics: Saussure
- Structuralism
- American Structuralism
- The Prague School

1.12 Contemporary Approaches to Linguistics

1.13 Functional Linguistics

Teaching and Learning Strategies:

Following teaching strategies to be adopted:
1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
109.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
110.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
111.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

1.14 Bough, A.C. & Cable, T. (2002). *A History of English Language*. London: Prentice Hall, Inc.

1.15 Campbell, L. (2001), 'The history of linguistics', in M. Aronoff and J. Rees-Miller (eds), *The Handbook of Linguistics*. Oxford: Blackwell Publishers, pp. 81104.

1.16 Joseph, J.E. (2002), *From Whitney to Chomsky: essays in the history of American linguistics*. Amsterdam/Philadelphia: John Benjamins.

1.17 Yule, George. (2006). *The Study of Language*: 4th/ 5th Edition, Cambridge University Press.

EIGHTH SEMESTER

Course Title: Literary Theory and Practice II
Level: BS 8th
Course Code: ELL 123

Course Description

Literary texts remain integrally woven within the socio-political substratum; therefore, literary theory and its philosophical sub-text is used as the primary tool to decode the meanings both within texts and without them. Since literary theory contextualizes both meanings as well as the practices of decoding these meanings, it operates as a viable tool in enabling students to independently comprehend literary texts. Keeping this in mind, this course has been designed to introduce the students to key literary theories, their major concepts and basic jargon. This is so that they are initiated into the process of understanding the usage of these elements in their assignments and discourses. It also generates critical thinking that integrates the readers, texts and contexts in all their interactive paradigms.

Learning Outcomes

This course is pivoted on the following major objectives:

1. To introduce the students to the history and evolution of literary theory
2. To enable them to develop a deeper understanding how different theories may be blended to create different theoretical frameworks for analyzing different texts
3. To be able to offer critiques, not only of the literary texts, but also of the theories under discussion
4. To provide preliminary training to students so that they may be able to engage in independent theorizations, should they pursue higher degrees in the field

Course Contents

Unit-I

1.1 Defining Literary Criticism, Theory and Literature

- 1.1.1 What is a text?
- 1.1.2 Who is a critic and what is literary criticism?
- 1.1.3 What is literary theory?
- 1.1.4 How to read and interpret texts
- 1.1.5 The purpose of literary theory
- 1.1.6 How to extract multiple, but cogent meanings, from a single text

Unit-II

2.1 Tracing the Evolution of Literary Theory and Criticism

- 2.1.1 Plato to Plotinus
- 2.1.2 Dante Alighieri to Boccaccio
- 2.1.3 Sidney to Henry James
- 2.1.4 Bakhtin and modern literary criticism

Unit-III

3.1 Russian Formalism and New Criticism

- 3.1.1 Russian Formalism: Development and Key terms
- 3.1.2 The application of Russian Formalism on a literary text

3.1.3 Differences between Russian Formalism and New Criticism
3.1.4 Major tenets and methods
3.1.5 Critiques of Russian Formalism and New Criticism

Unit-IV

4.1 Reader-Oriented Criticism

4.1.1 Development
4.1.2 Major ideas and methods (The steps involved)
4.1.3 Critiques of Reader-Oriented Criticism

Unit-V

5.1 Structuralism

5.1.1 Understanding Modernity and Modernism
5.1.2 The Development of Structuralism
5.1.3 Assumptions (The structure of language, langue and parole,
5.1.4 Suassure's definition of a word, narratology and its types, mythemes, binary opposition, narrative functions as propounded by Propp, Campbell, etc)
5.1.5 Methodologies of Structuralism
5.1.6 Applications on different literary texts
5.1.7 Critiques of structuralism

Unit-VI

6.1 Deconstruction

6.1.1 Movement from Structuralism to Post Structuralism
6.1.2 The development of Deconstruction
6.1.3 Major assumptions (Transcendental signified, logocentrism, opening up binary oppostions, the Derridean argument of phonocentrism as propounded in *Of Grammatology*, Metaphysics of Presence, Arché Writing, Supplemtation and Deifferánce)
6.1.4 Application of deconstructive theory on literary texts
6.1.5 Developments in Deconstructive theory: Deleuze and Guattari and the concept of the rhizome
6.1.6 Critiques of deconstruction

Unit-VII

7.1 Psychoanalysis

7.1.1 The development of psychoanalytic criticism
7.1.2 Sigmund Freud and his basic terminology, including id, ego, superego, Models of the human psyche, neurosis, cathexes, Freudian slips, Oedipus and Electra complexes (infantile stage, phallic stage, castration complex, pleasure principle)
7.1.3 Northrop Frye and archetypal criticism
7.1.4 Lacan and the major concepts of the imaginary order and the mirror stage, the Ideal-I, objet petit á, symbolic order, the real order
7.1.5 Methodologies

Unit-VIII

8.1 Feminism

8.1.1 Historical development
8.1.2 The First Second and Third Waves of Feminism (Virginia Woolf, Simone de Beauvoire, Showalter, Kate Millett, Betty Friedan. Elaine Showalter, Kate Millett, Betty Friedan, Butler)
8.1.3 French Feminism (Luce Irigaray, Julia Kristeva, Helene Cixous)
8.1.4 Third World Feminism (Gayatri Spivak, Sara Suleri, Chandra Talpade Mohanty, etc) and its relation with the contemporary socio-political scenario

Unit-IX

9.1 Marxism

9.1.1 Development of Marxism

9.1.2 Major Marxist theorists (Karl Marx, Friedrich Engels, George Lukács, Antonio Gramsci, Louis Althusser, Frederic Jameson and Terry Eagleton)

9.1.3 Key terms: dialectical materialism, base, superstructure, interpellation, false consciousness, proletariat, relations with the market, hegemony, Ideological State Apparatus, political unconscious

9.1.4 Assumptions

9.1.5 Methods

Unit-X

10.1 Cultural Poetics or New Historicism

10.1.1 Differences between Old Historicism and New Historicism

10.1.2 The development of New Historicism

10.1.3 Cultural Materialism

10.1.4 Major assumptions

10.1.5 Major theorists (Michel Foucault, Clifford Geertz)

10.1.6 Major terminology (discourse, poetics of culture, interdiscursivity, irruption, etc)

Unit-XI

11.1 Postcolonialism

11.1.1 Colonialism and Postcolonialism: Historical Dvelopment

11.1.2 Major assumptions

11.1.3 Major theorists (Homi Bhabha, Gayatri Spivak, Frantz Fanon, Edward Said, Aijaz Ahmed, Sarah Ahmed, Talal Asad, and any other of the teacher's choice)

11.1.4 Key concepts and binaries, such as hegemony, center/ periphery, Us/Other, marginalization, double voicedness, Third Space, liminality, hybridity, assimilation, ecological mimeticism, the minoritization of the English language through code-switching and code-mixing etc.

11.1.5 Postcolonial theory and the diasporic experience

11.1.6 Critiques of postcolonialism

Unit-XII

12.1 Ecocriticism

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
112.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
113.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
114.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, Eds. *The PostColonial Studies Reader* NY: Routledge. 1995.
- ---. *Key Concepts in Postcolonial Studies*. NY: Routledge, 1998.
- Beauvoir, Simone de. *The Second Sex.* 1949. Trans. Constance Borde & Sheila Malovany-Chevallier. NY: Random House, 2009.
- Bloom, Harold et al. *Deconstruction and Criticism*. (1979) NY: The Continuum Publishing Company, 2004.Bhabha, Homi K. *The Location of Culture.* London & New York: Routledge, 1994. Pdf.
- Brannigan, John. *New Historicism and Cultural Materialism*. NY: 1998.
- Brooks Cleanth. *Understanding Fiction*. New Jersey: Pearson, 1998.
- ---. *The Well Thought Urn: Studies in the Structure of Poetry*. NY: Harcourt, 1956.
- Castle, Gregory. The Blackwell guide to Literary Theory. Oxford: Blackwell Publishing, 2007
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. NY: Oxford University Press, 2000.
- Derrida, Jacques. “Structure, Sign, and Play in the discourse of the Human Sciences”. Writing and Différance. Trans. Alan Bass. Chicago, University of Chicago Press, 1978.
- Eagleton, Mary Ed. *A Concise Companion to Feminist Theory (Concise Companions to Literature and Culture)*. Oxford: Blackwell Publishing, 2003.
- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis, MN: University of Minnesota Press, 1996.
- ---. *Making Meanings with Texts: Selected Essays*. NY: ReedElsevier, 2005.
- Hamilton, Paul. *Historicism*. NY: Routledge, 1996.
- Rosenblatt, Louise M. *Literature as Exploration*. NY: Noble, 1996.
- Williams, Patrick and Laura Chrisman, eds. *Colonial Discourse and Post-Colonial Theory: A Reader*. NY: Columbia University Press, 1994.

Course Title: Introduction to Translation Studies
Level: BS 8th
Course Code: ELL124

Course Description

Translation studies is an academic interdiscipline dealing with the systematic study of the theory, description and application of translation, interpreting, and localization. This course examines the theory and practice of translation from a variety of linguistic and cultural perspectives. The course covers a wide range of issues and debates in translation studies and aims to provide students with an overview of the history of translation studies, different translation theories and various approaches to translation. The basic premise of this course is, if translators are adequately aware of the theoretical and historical dimensions of the discipline they will be able to produce better translations. Besides, this course also focuses on the application of various methods and approaches to different texts.

Learning Outcomes

The course aims to:

- impart knowledge of the notable translation theories to students
- prepare them to critically reflect on different translation theories
- enable students to apply the methods and strategies discussed in the theories of translation
- acquaint them with the ideological and political nature of translation
- enable them to produce grammatically and stylistically appropriate translations

Course Contents

Unit-I

1.1 What is translation?
1.2 A brief look at the history with special focus on the 20th and 21st centuries
1.3 The problem of equivalence at word level and beyond
1.4 Kinds of translation: word-for-word, sense-for-sense
1.5 Translation and cultural issues
1.6 Translating idioms and metaphors
1.7 Translation, genre and register
1.8 Foreignization and domestication
1.9 Functional theories of translation
1.10 Polysystem theories of translation
1.11 Postcolonial theories of translation
1.12 Translation and neologism: Confronting the novel
1.13 Translation and literature
1.14 Translation in the era of information technology
1.15 Translation, ideology and politics
1.16 Translation and interpretation
1.17 Translation and globalization
1.18 Research issues in translation

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.

3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
115.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
116.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
117.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings

- Baker, Mona, and Gabriela Saldanha, eds. (2009). *Routledge encyclopedia of translation studies*. Routledge.
- Bassnett, Susan. (2013). *Translation studies*. Routledge.
- Munday, Jeremy. (2016). *Introducing translation studies: Theories and applications*. Routledge.
- Snell-Hornby, Mary. (1988). *Translation studies: An integrated approach*. John Benjamins Publishing.
- Venuti, Lawrence. (2012). *The translation studies reader*. Routledge.

Course Title: Postcolonial Literature
Level: BS 8th
Course Code: ELL125

Course Description

This course is based on a study of some seminal and significant postcolonial literary texts (selected poetry, drama and fiction) in order to introduce the student to the colonial project and see how the colonial experience helped shape literature as a result of military, political, social and cultural encounters between the colonizers and the colonized. The postcolonial literature(s) can be roughly divided into three overlapping phases. The first type comes from the period of contact between the colonial powers and the colonized, the second type is the response of the natives to the colonizers, and the third is contemporary literature which comes from the parts that were earlier colonized, and also from the diasporic authors. This study is also useful in assessing the developments which have taken place in this field over time and relate with the material conditions of the contemporary world and, consequently, with relevant theoretical concepts as well. An introduction to the key concepts and terms related to Postcolonial Studies is also part of this course.

Learning Outcomes

1. To develop an understanding of the key concepts and terms related to the postcolonial studies.
2. To study the selected literature employing the postcolonial concepts in order to analyze this literature.
3. To see how these readings relate with the contemporary realities, issues and debates of the world and to understand the importance of this field of study in the developments taking place in the world.

Course Contents

Unit-I

1.1 Poetry

1.1.1 Derek Walcott. *A Far Cry from Africa* (1962)
1.1.2 Louise Bennett. *Selected Poems* (1983)
1.1.3 Wole Soyinka. *Mandela's Earth and Other Poems* (1988)
1.1.4 A.K. Ramanujan. *Collected Poems* (*2011*)

(Note: Four to five poems, out of each of these collections, may be selected by the concerned teacher.)

Unit-II

2.1 Drama

2.1.1 Wole Soyinka. *A Dance of the Forests* (1963)
2.1.2 Derek Walcott. *Dream on Monkey Mountain* (1970)
2.1.3 Jack Davis. *Honey Spot* (1985)

Unit-III

3.1 Fiction

3.1.1 Chinua Achebe. *Things Fall Apart* (1958), a novel.
3.1.2 Jean Rhys. *Wide Sargasso Sea* (1966), a novel.
3.1.3 Rohinton Mistry. *Tales From Firozsha Baag* (1987), a collection of short stories.
3.1.4 Ngugi Wa Thiong'o. *Devil on the Cross* (1982), a novel.

(Note: Two short stories from this collection may be selected by the concerned teacher.)

Teaching and Learning Strategies:

Following teaching strategies to be adopted:

1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:

Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
118.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
119.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
120.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Suggested Readings

- Ashcroft, B., Griffiths, G., & Tiffin, H. (1989). *The Empire Writes Back.* London : Routledge.
- Ashcroft, B., Griffiths, G., & Tiffin, H. (1995). *The Post-Colonial Studies Reader.* London: Routledge.
- Ashcroft, B., Griffiths, G., & Tiffin, H. (1998). *Post-Colonial Studies - The Key Concepts.* London, New York: Routledge.
- Bhabha, H. K. (1994). *The Location of Culture.* London: Routledge.
- Fanon, F. (1963). *The Wretched of the Earth.* (C. Farrington, Trans.) New York: Grove Weidenfeld.
- Innes, C. L. (2007). *The Cambridge Introduction to Postcolonial Literature in English.* Cambridge, New York: Cambridge University Press.
- Loomba, A. (1998). *Colonialism/ Postcolonialism.* London: Routledge.
- Said, E. W. (1978). *Orientalism.* London: Routledge.
- Said, E. W. (1994). *Culture and Imperialism.* London: Vintage Books.
- Spivak, G. (1988). *Marxism and Interpretation of Culture: Can the Subaltern Speak?* (C. Nelson, & L. Grossberg, Eds.) Urbana and Chicago: University of Illinois Press.

Course Title: South Asian Literature
Level: BS 8th
Course Code: ELL126

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

Learning Outcomes:
- Students will be familiarized with South Asian writing and the regional flavor that it adds to literatures in English
- Students will demonstrate knowledge of the Pakistani Idiom, pertaining to Pakistani Literature in English
- Students will be introduced to Indian Literature of contemporary times to enrich their cognitive abilities
- Students will also be acquainted with the diaspora writings in English by South Asian writers to analyze the difference in the relationships between the human and the divine, men and women, tradition and modernity; and caste and communal

Students will also learn the various aspects of South Asian history and society

Course Contents:

Unit-I

1.1 Drama

1.1.1	Girish Karnad	Tipu Sultan

Unit-II

2.1 Fiction

2.1.1	Kamila Shamsi	Burnt Shadows
2.1.2	Bapsi Sidhwa	Ice Candy Man
2.1.3	Mohsin Hamid	The Reluctant Fundamentalist
2.1.4	Arundhati Roy	The God of Small Things
2.1.5	Monica Ali	Bricklane

Unit-III

3.1 Poetry

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

Teaching and Learning Strategies:

Following teaching strategies to be adopted:
6. Class Discussion
7. Reading and analyzing the text through interactive sessions.
8. Class presentations.
9. Group Discussions

10. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
121.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
122.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
123.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings:

1. Singh, B. P. *The State, The Arts and Beyond.* Delhi: Oxford University Press, 1998.
2. Mirza, Shafqat Tanveer, *Resistance Themes in Punjabi Literature.* Lahore: Sang-e-meel, 1992.
3. Hanaway, Willaim. Ed. *Studies in Pakistani Popular Culture.* Lahore: Lok Virsa Publishing House, 19963
4. G. N. Devy. Ed. *Indian Literary Criticism Theory and Interpretation*. Hydrabad Press: Orient Longman, 2002.

Course Title: Continental Literature
Level: BS 8th
Course Code: ELL127

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

Learning Outcomes:
- Students will discover the dominant dramaturgical traditions in the history of Western Drama and performance
- Students will explore how modernist experiments, with constituent elements of plot, characterization, language, setting, movement, or theme, challenge the aforementioned traditions.

Students will demonstrate knowledge about a vast canvas of writers from different geographical spheres, along with their instinctive writing features

Course Contents:

Unit 1

1.1 Drama

1.1.1 August Strindberg Miss Julie
1.1.2 Luigi Pirandello Six Characters in Search of an Author
1.1.3 Bertolt Brecht Mother Courage
1.1.4 Jean Genet The Balcony

Unit 2

2.1 Poetry

2.1.1 Hermann Hesse The Poet
2.1.2 Arthur Rimbaud Song from the Highest Tower; Golden Age; Eternity

Unit 3

3.1 Novel

3.1.1 Franz Kafka Metamorphosis
3.1.2 Sartre Nausea

Unit 4

4.1 Short Story

4.1.1 Anton Chekhov Ward No. 6

Teaching and Learning Strategies:

Following teaching strategies to be adopted:
1. Class Discussion
2. Reading and analyzing the text through interactive sessions.
3. Class presentations.
4. Group Discussions
5. Lectures, seminars and tutorials.

Assignments:
Two assignments, one before midterms and one after midterm, to be submitted. The students are advised to get their topics approved by the teacher. And there is a zero tolerance policy for plagiarism. (Please consult HEC policy on Plagiarism).

Assessment and Examination:

Sr. No.	Elements	Weightage	Details
124.	Midterm Assessment	35%	It takes place at the mid-point of the semester.
125.	Formative Assessment	25%	It is continuous assessment. It includes: classroom participation, attendance, assignments and presentations, homework, attitude and behavior, hands-on-activities, short tests, quizzes etc.
126.	Final Assessment	40%	It takes place at the end of the semester. It is mostly in the form of a test, but owing to the nature of the course the teacher may assess their students based on term paper, research proposal development, field work and report writing etc.

Recommended Readings:

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