Course Contents for Subjects with Code: ENG

This document only contains details of courses having code ENG.
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<tbody>
<tr>
<td>ENG-101</td>
<td>Introduction to Literature-I (History of English Literature-I)</td>
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**Year** | **Discipline** | English |

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

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

**Recommended Readings:**

**Note:** The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
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<tr>
<td>ENG-102</td>
<td>Introduction to Linguistics-I</td>
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**Aims:**
To introduce students to the basic concepts in Linguistics and language study

**Contents:**

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

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

**Recommended Readings:**

**Note:** The concepts listed in the syllabus contents may be acquired from sources other than those recommended.
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<tr>
<td>ENG-103</td>
<td>Introduction to Literature-II (Poetry and One Act Plays)</td>
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**Year | Discipline**
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1 | English

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

**1. Poetry**

**Sonnet**
- Milton
- Robert Frost

**Song**
- Christina Rossetti
- John Donne

**Dramatic Monologue**
- Robert Browning
- Alfred Tennyson

**Elegy**
- Thomas Gray
- Dylan Thomas
- Elizabeth Jennings

**Ballad**
- John Keats
- W. H. Auden

**Ode**
- Percy B. Shelley
- John Keats
- Fleur Adcock

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[Table continued with more entries]
Free Verse
- William Carlos Williams  Red Wheel Barrow

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

Recommended Readings:

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

Recommended Readings:

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
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<tr>
<td>ENG-104</td>
<td>Introduction to Linguistics-II</td>
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<td>II</td>
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**Year** | **Discipline**  
1 | English

**Aims:**
To introduce the students to:
- Major schools and movements in Linguistics
- Use of language in communication

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

**Recommended Readings:**

**Note:** The concepts listed in the syllabus contents may be acquired from sources other than those recommended.
### BS (4 Years) for Affiliated Colleges

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<tr>
<td>ENG-111</td>
<td>English-I (Language in Use)</td>
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#### Basics of Grammar I

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

#### Reading Comprehension and Summarizing Skills

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

#### Paragraph Writing I

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

**Recommended Reading:**

#### Listening and Speaking Skills

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

**Recommended Reading:**
- Unit No. 34, 35, 36, 38, 39.

#### Vocabulary Building Skills

**Recommended Reading:**
GAT HIGH FREQUENCY WORDS (GAT Word List) Page No. 143-152

**Recommended Reading:**

*Note:* The concepts listed in the syllabus contents may be acquired from sources other than those recommended.
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<tr>
<td>ENG-112</td>
<td>English-II</td>
<td>(Academic Reading and Writing)</td>
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<tr>
<td>1</td>
<td>Botany, Zoology, Mathematics-I,II, Statistics-I,II,III, Chemistry-I,II,</td>
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<td>Applied Psychology, Business Administration, Commerce, Economics, English,</td>
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<td>Sociology &amp; Sociocultural Studies, Social Work, Political Science, Physics,</td>
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<td></td>
<td>Mass Communication, Islamic Education, History, Education (Elementary),</td>
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<td>Education (Secondary), Urdu</td>
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**Basics of Grammar II**

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

**Reading and Critical Thinking**

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

**Paragraph Writing II**

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

**Recommended Reading:**

**Study Skills**

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

**Recommended Reading:**

**Vocabulary Building Skills**

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

**Recommended Reading:**
Note: The concepts listed in the syllabus contents may be acquired from sources other than those recommended.
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<td>ENG-201</td>
<td>English-III (Advance Communication Skills)</td>
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Year | Discipline | 2       | English |

**Aims:**
To enable the students to meet their real life communication needs

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

**Recommended Readings:**
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<tr>
<td>ENG-202</td>
<td>Introduction to Literature-III (Fiction &amp; Non Fiction)</td>
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**Aims:**
The objective of this course is to introduce the readers to fiction and prose. However, instead of introducing full length texts of the novel, the readers would be required to do selected extracts from the novels mentioned in the reading list below. It will prepare them for the reading of full length texts of novels with an understanding of the elements of the novel such as plot, character, vision etc. The aim behind the selection of prose texts is to make the readers understand distinct features of prose. The course will also help the students in providing them with first class models of essays to improve their writing skills.

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

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

**Recommended Readings:**
8. Brown, Julia Prewitt. *Cosmopolitan Criticism: Oscar Wilde’s*
C. Prose:

- Francis
  Of Youth and Age
  Of Friendship
- Jonathan
  Gulliver’s Travels (Part 1)
- Russell
  Eastern and Western Ideals of Happiness.
  Authority verses Freedom in Education.

Recommended Readings:


Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
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<tr>
<td>ENG-203</td>
<td>Introduction to Linguistics-III (Phonetics and English Phonology)</td>
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**Year** | **Discipline**
2          | English

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

**Contents:**

A) **Introduction**
- Stages in the production of speech
- Speech organs
- Manner of articulation

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

C) **Suprasegmental Phonology**
  i. Sounds in connected speech
     - Weak forms
     - Assimilation, elision and liaison

D) **Contrastive Phonology**
  Teaching of pronunciation

**Recommended Readings:**

**Note:** The concepts listed in the syllabus contents may be acquired from sources other than those recommended.
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<td>ENG-204</td>
<td>English-IV (Advance Academic Reading and Writing)</td>
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**Year** | **Discipline**
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2 | English

**Aims:**
To enable the students to:
- Read academic text critically.
- Write well organized academic text e.g. assignments, examination answers etc.
- Write narrative, descriptive, argumentative essays and reports (assignments).

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

2) **Advanced Academic Writing**
   Advanced writing skills and strategies building on English I & II in semesters I and II:
   - Writing summaries of articles.
   - Report writing.
   - Analysis and synthesis of academic material in writing.
   - Presenting an argument in assignments/term-papers and examination answers.

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

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

### Recommended Readings:

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<td>ENG-205</td>
<td>Introduction to Literature-IV (History of Literature-II)</td>
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(For all the various approaches, and topic and author wise selections)

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<td>ENG-206</td>
<td>Introduction to Linguistics-IV</td>
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**Year** | **Discipline** 
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2 | English

**Aims:**
To introduce the students to:
- The internal structure of words.
- The theory and practice of the structural grammar of the English Language.
- The process by which a detailed analysis of English Morphemes may be conducted.

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

**Recommended Readings:**

**Note:** The concepts listed in the syllabus contents may be acquired from sources other than those recommended.
Formal Letters
The students are expected to be proficient in formal letter writing like Letters to the editor, public officials (WAPDA, WASA etc.)

Advanced Reading and Comprehension I
The students are required to read the given prose critically and answer the questions.
Recommended Reading:

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

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

Vocabulary Building Skills
Recommended Reading:
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<td>English-IV (English for Practical Aims)</td>
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Professional Correspondence
- CV and covering letter.
- Follow up messages after the job interview.

**Recommended Reading:**

Advanced Reading and Comprehension II
The students are required to read the given prose critically and answer the questions.

**Recommended Reading:**

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

**Recommended Reading:**

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

Vocabulary Building Skills
**WORD ROOT METHOD** Unit 12-17. Page No. 116-131.

**Recommended Reading:**
BS (4 Years) for Affiliated Colleges

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<td>Business Administration, Commerce</td>
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**Introduction to Business Communication**

**Recommended Reading:**
Chapter 1: Effective Communication in Business.
Chapter 2: The Seven C’s of Effective Communication.

**Designing Business Messages**

**Recommended Reading:**
- Chapter 7: The Appearance and Design of Business Messages.
- Chapter 8: Good News and Neutral Messages.
- Chapter 9: Bad News Messages.
- Chapter 10: Persuasive Written Messages.

**Strategies for Oral Communication**

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

**Vocabulary Building Skills**

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

**Recommended Reading:**
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<td>ENG-222</td>
<td>English-IV (Business Communication-II)</td>
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Business Communication in Different Perspectives

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

Written Communication in Business

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

Job Application Process

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

Vocabulary Building Skills

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

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

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

Recommended Reading:
4. Selected Terminology from any Contemporary Dictionary of Literary Terms.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
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<tr>
<td>ENG -302</td>
<td>Poetry (14th to 18th Century)</td>
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<td>English</td>
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**Aims:**
To focus on a genre-specific historical development.
To perceive Poetry as refined commentary on the aesthetic concerns of its time.
To develop keen awareness of poetic language and tone.

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

**Recommended Readings:**

**Note:** The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
### Aims:
The aim of this course is to enable the readers to have a full view of 18th and 19th century novel which is rich in diversity, creativity and popular appeal.

### Contents:
- Henry Fielding: Joseph Andrews
- Jane Austen: Emma
- Charles Dickens: Hard Times
- Thomas Hardy: Tess of the D’Urbervilles

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

Contents:
Primary Texts:

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

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

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

Concepts:
Discourse structure: sentence, dialogue
Discourse: thematic development

Recommended Readings:


Note: The concepts listed in the syllabus contents may be acquired from sources other than those recommended.
### Aims:
To enable the students to demonstrate awareness of social phenomenon and factors that are relevant to language use in general and with special reference to Pakistan.

### Contents:

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

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

### Recommended Readings:


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

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

Contents:
Selections of speeches/letters/writings:
Religious Documents:
- The Truce of Hudaibiya – a case of conflict resolution.
- Causes and Consequences leading to the battle of Khyber.

Quaid-e-Azam Muhammad Ali Jinnah’s speeches:
- Constitutional Assembly Aug 14, 1947
- Quetta Municipality address June 15, 1948
- Opening of State Bank of Pakistan July 1, 1948.

Allama Muhammad Iqbal:
- Khutaba Allahbad
- Last Five Letters to Quaid

World Politicians:
- Abraham Lincoln: The Gatsby Address.

Recommended Readings:

Note: The length and number of discourses is to be decided upon by the individual universities according to the credit hour requirement of the course.
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<th>Code</th>
<th>Subject Title</th>
<th>Cr. Hrs</th>
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<tbody>
<tr>
<td>ENG-307?</td>
<td>Criticism and Theory II</td>
<td>3</td>
<td>VI</td>
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<td>English</td>
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**Aims:**
To familiarize students with texts that deal with theories about criticism, where they would encounter philosophical and critical thoughts on selected topics. This course in line with the topics taken up in literary movements would prepare the students for critical and analytical analysis of texts and will help them in their research work.

**Contents:**

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

**Recommended Readings:**
4. Selected Terminology from any Contemporary Dictionary of Literary Terms.

**Note:** The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
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<tr>
<td>ENG-308</td>
<td>Classics in Drama</td>
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**Aims:**
The course will present some classic plays which have influenced the development of English drama. It will represent various forms for example tragedy and comedy and their variations. The course is designed to impart, discuss, evaluate, and above all enjoy the spirit of classics in drama. The socio-cultural aspects of society reflected in the drama of the selected ages will also be highlighted. Students will be able to apply their knowledge of the elements of drama to their critical reading.

**Contents:**
- Sophocles
- Christopher Marlow
- Shakespeare
- Shakespeare
- Ibsen

- Oedipus Rex
- The Tragical History of Dr. Faustus
- Macbeth
- Twelfth Night
- The Doll’s House

**Recommended Readings:**

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

Contents:

William Blake
- The Divine Image
- Infant Sorrow
- Earth’s Answer.

William Wordsworth
- The Thorn
- Old Cumberland Beggar
- Lines Written in Early Spring
- Lines
- Lucy Poems
- Lucy Gray
- Ruth

S.T. Coleridge
- Kubla Khan
- Dejection: An Ode

John Keats
- Ode to Nightingale
- Ode on a Grecian Urn

Shelley
- Ode to the West Wind
- Hymn to Intellectual Beauty

Recommended Readings:

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
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<tr>
<td>ENG-310</td>
<td>Fantasy</td>
<td>3</td>
<td>VI</td>
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Year | Discipline
---|-------------
3   | English

Aims:

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

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

Contents:

H. G. Wells  The Door in the Wall
Isaac Asimov  Robbie
Mary Shelley  The Mortal Immortal
Neil Gaiman  Goliath
Stephen King  Word Processor of the Gods
J. K. Rowling  The Harry Potter, Book: I
J. R. R. Tolkien  Riddles in the Dark
Recommended Readings:
1. The Fall of the House of Usher, Edgar Allan Poe.
2. Young Goodman Brown, Nathaniel Hawthorne.
3. The Old Nurse's Story, Elizabeth Cleghorn Gaskell.
8. The Raft, Stephen Edwin King.
17. Robbie, Isaac Asimov.
18. The Long Watch, Robert Anson Heinlein.
22. Exiles of Tomorrow, Marion Zimmer Bradley.
23. The Engine at Heartspring's Center, Roger Joseph Zelazny.
27. The Purchase of Earth, Jack Williamson.
28. Through the Looking Glass, Lewis Carroll.
29. The Lion, the Witch, and the Wardrobe (Book 1: Chronicles of Narnia), C.S. Lewis
30. Double Star / The Door into Summer / The Past Through Tomorrow, Robert A. Heinlein
31. The Hobbit / Riddles in the Dark, J.R.R. Tolkien
32. The Time Machine, H. G. Wells
33. Rendezvous with Rama, Arthur C. Clarke
34. The Lottery, Shirley Jackson
35. Exiles of Tomorrow, Marion Zimmer Bradley
36. We Can Remember It for You Wholesale, Phillip K. Dick
37. Card Ender’s Game, Orson Scott
38. The Golden Compass, Philip Pullman

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
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<tr>
<td>ENG-311</td>
<td>World Literatures in Translation</td>
<td>3</td>
<td>VI</td>
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<td>English</td>
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**Aims:**
After completing the course students will be able to understand the complexities of translation from one language to the other – in this case from English to Urdu and from Urdu to English – through studying translations. They will be expected to demonstrate their knowledge and skills in translation.

**Contents:**

**Primary Texts**
- Albert Camus (French and Algerian)
- Cervantes, M (Spanish)
- Franz Kafka (German)
- Rumi (Persian)
- Mohammad Iqbal (Urdu)
- Faiz Ahmed Faiz (Urdu)
- Bulleh Shah (Punjabi)
- Rehman Baba (Pashtu)
- Sachal Sarmast

- The Outsider (Chapter: 2 & 5)
- Don Quixote (Part:1-Book:1)
- Metamorphosis (Short Story)
- I will beguile with the Tongue
- A New Rule
- Ode 2180 trans. by A.J. Arberry.
- Last Night
- Speak, O Restless Heart trans. by V.G. Kiernan.
- He Who is Stricken by Love
- Not a Believer Inside the Mosque, Am I
- This Love – O Bulleh – Tormenting Unique trans. by Taufiq Rafat.
- My Lord
- The Way of the World
- Friend this is the only Way
- We are- what are we?

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

**Recommended Readings:**

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<tr>
<td>ENG-401</td>
<td>20\textsuperscript{TH} Century British Literature : Poetry &amp; Drama</td>
<td>3</td>
<td>VII</td>
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Aims:
The aim of this course is to give the reader an opportunity to read representative works of 20\textsuperscript{th} century writers including poets, dramatists and novelists. It would enhance their understanding of the emerging trends in 20\textsuperscript{th} century literature and prepare them for full length study of the genres.

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

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

Recommended Readings:


Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
Aims:
This course is designed to offer the students a sense of the 20th Century literary, social and political context. It offers introduction to the literary artists and intellectuals of our times. This course introduces students to the Modern English Novel and Prose in its historical context of development. They will also be able to identify and respond to elements of literary experimentation in the field of prose writing and fiction.

Fiction:

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

Prose:

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

Recommended Readings:

2. Casebook Series
3. Harold Bloom Series

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
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<tr>
<td>ENG-403</td>
<td>American Literature</td>
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<td>VII</td>
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<td>English</td>
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**Aims:**
The course focuses on connecting diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, as they influence multiple trends in American literary heritage and nationalism. It will highlight emerging trends as they culminate in the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race, gender and class equations reinterpreted the central meaning of America and of the changing social and economic values. Whether we follow a simple chronology or draw connections through themes and genres, the final objective of this course is to look for the sense of democratic diversity amid the constitutional unity of the US.

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

**Contents:**

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

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

Drama

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

Recommended Readings:

2. Modern Critical Interpretation on each dramatist and work. Edited by Harold Bloom, 1980s editions.

Note: The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
Aims:
To familiarize the students with South Asian writing and the regional flavor that it adds to literatures in English.

Contents:

**Drama**
Girish Karnad

Naag Mandala

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

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

**Recommended Readings:**


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

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

Contents:

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

Recommended Readings:

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

Note: The concepts listed in the syllabus contents may be acquired from sources other than those recommended.
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<td>ENG-406</td>
<td>Continental Literature</td>
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<td>English</td>
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**Aims:**
The aim is to encourage the readers to discover the dominant dramaturgical traditions in the history of Western drama and performance and to explore how modernist experiments with the constituent elements of plot, characterization, language, setting, movement, or theme challenge these traditions.

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


**Note:** The recommended readings are optional and are provided to facilitate the aims and objectives of the syllabus. They are not to be taken as text books.
Aims:
Pakistan has an emerging tradition of writing in English. Owing to its colonial history a great deal of its writing originally respond to this literary heritage.
After studying the course students will be introduced to literature from the region. They will be able to appreciate the Pakistani literary experience and the impact of cultural exchange.

Contents:

Novels and Short Stories

Ahmed Ali
Twilight in Dehli

Sara Suleri
Meatless Days

Poetry

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

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

Recommended Readings:


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

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

Contents:

- Context of teaching-learning of English in Pakistan
  - School level
  - Higher Education

- Lesson Planning
  - Making and using Lesson Plans for teaching Listening, Speaking, Reading and Writing Skills and also for Grammar and Vocabulary.

- Classroom Observation
  - The importance of classroom observation
  - Observation of English Language/Literature Classrooms/Peer Observation

- Classroom Dynamics
  - Roles of Teachers and Learners
  - Classroom Interaction
  - Teaching the Whole Class
  - Pair-Work
  - Group-Work

- Microteaching
  - Students will teach their peers a topic of their choice from the lessons that they have already planned with support from the tutor/peers.

- Reflective Teaching
  - Maintaining a reflective journal, peer observation, etc. for continuous professional development.
Recommended Readings:


**Note:** The concepts listed in the syllabus contents may be acquired from sources other than those recommended.
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<td>ENG-409</td>
<td>Research Project</td>
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Year | Discipline
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4    | English

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

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

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

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

Each student will be provided individual supervision and guidance in the proposed research that he or she is conducting.
BS (4 Years) for Affiliated Colleges

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<tr>
<td>ENG-312</td>
<td>SEMANTICS</td>
<td>3</td>
<td>V</td>
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Year | Discipline | English |

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

Contents:

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

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

Contents:

- **The Psychology of Learning**
  a. Theories of language learning (Behaviourism, Cognitivism, Interactionism)
  b. Memory
  c. Interlanguage
  d. Error Analysis

- **Language Acquisition**: age 0 to 12

- **Individual Learner Factors**
  a. Age
  b. Affective and personality factors
  c. Cognitive styles
  d. Motivation
  e. Learner Strategies

Recommended Readings:

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

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

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

Recommended Readings:


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

Contents

Basic Concepts of SLA

- Key issues in Second Language Acquisition
- Language Acquisition and Learning
- First Language Acquisition
- Comparing and Contrasting First and Second Language Acquisition
- Factors Affecting Second Language Acquisition
- Social Factors and Second Language Acquisition
- Cognitive Factors and Second Language Acquisition
- Individual Differences and Second Language Acquisition
- Classroom -Second Language Acquisition
- Formal Instruction and Second Language Acquisition
- Classroom Interaction and Second Language Acquisition
- Input, interaction and Second Language Acquisition
- Error Analysis and Second Language Acquisition

Theories of SLA

The Monitor Model

- The Acquisition Vs Learning Hypothesis
- The Monitor Hypothesis
- The Natural Order Hypothesis
- The Input Hypothesis
• The Affective Filter Hypothesis

Interlanguage Theories

• Overgeneralization
• Transfer of Training
• Strategies of Second Language Learning
• Strategies of Second Language Communication
• Language Transfer
• Stabilization and Fossilization in Interlanguage

Language Socialization in SLA

• Aculturation/Pidginization Theory
• Sociocultural Theory
• Processability Theory

Cognitive Approaches to Second Language Acquisition

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

Recommended Readings:

BS (4 Years) for Affiliated Colleges

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<tr>
<td>ENG-316</td>
<td>DISCOURSE ANALYSIS</td>
<td>3</td>
<td>V</td>
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Year | Discipline |
---|------------|
3  | English   |

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

**Contents:**
1. What is discourse?
   - Discourse and the sentence
   - Grammar within and beyond the sentence
   - Language in and out of context

2. Formal Links
   - Formal and contextual links
   - Verb forms
   - Parallelism
   - Referring expressions
   - Repetition and lexical chains
   - Substitution
   - Ellipsis
   - Conjunction

3. Functional Analysis
   - Macro-functions
   - Micro-functions
   - Functional analysis and coherence

4. Conversational principles
   - Cooperation and politeness
   - Speech act theory and coherence
   - Declaration and performatives
   - Underlying force
   - Pragmatics, discourse analysis and language teaching

5. Views of Discourse Structure
   - Discourse as product
Discourse as process

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

Recommended Readings:
### Code | Subject Title | Cr. Hrs | Semester
---|---|---|---
ENG-317 | PRAGMATICS | 3 | VI

**Year** | **Discipline**
---|---
3 | English

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

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

**Recommended Reading:**
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<tbody>
<tr>
<td>ENG-318</td>
<td>FOUNDATION OF LINGUISTIC THOUGHT</td>
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**Aims:**
To introduce students to the philosophical ideas that shape linguistic thought and to enable them to make connections between seemingly divergent ideas.

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

**Recommended Reading:**
• Miller, George A. 1999. The Science of Words New York: Scientific American Library
BS (4 Years) for Affiliated Colleges

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<tr>
<td>ENG-319</td>
<td>ANTHROPOLOGICAL LINGUISTICS</td>
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Aims: to familiarize students with the ways people negotiate, contest, and reproduce cultural forms and social relations through language, and the ways in which language provides insights into the nature and evolution of culture, cognition, and human society. The course integrates traditional anthropological concerns with the relations among language, culture, and meaning.

Contents:

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

Recommended Reading:

BS (4 Years) for Affiliated Colleges

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<td>ENG-320</td>
<td>TRANSLATION STUDIES</td>
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Aims:

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

Contents

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

Recommended Reading

BS (4 Years) for Affiliated Colleges

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<td>STYLISTICS</td>
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Year | Discipline  | 3 | English |

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

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

Recommended Reading:
Code | Subject Title                  | Cr. Hrs | Semester |
--- | ----------------------------- | ------- | -------- |
ENG-411 | PEDAGOGICAL GRAMMAR          | 3       | VII      |

Year | Discipline |
--- | ------- |
3   | English |

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

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

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

Contents:
1. Methods of Language Teaching
   - Approach, Method and Technique
   - Selected ELT Methods: Grammar-Translation, Direct, Audio-lingual
   - Communicative Language Teaching
   - ELT models for Pakistan
2. Theory and Practice of Teaching Oral Skills
   - Nature of Oral Communication
   - Theory and techniques of teaching listening and speaking
   - Lesson Planning for Teaching Oral Skills
3. Theory and Practice of Teaching Reading Skills
   - Nature of Reading
   - Theories of Reading – Interactive and Schema
   - Designing activities for reading skills
   - Lesson Planning for teaching reading
4. Theory and Practice of Teaching Writing Skills
   - Nature of Writing
   - Theories of Writing – Product and Process
   - Lesson Planning for teaching writing
   - Techniques for giving feedback and correcting written work
5. Teaching Language through Literature

Recommended Readings:
London: Longman.

- Doughtyerty, Stahlka and McKenna, M. C. (Eds.). *Reading Research at Work: Foundations of Effective Practice*.
BS (4 Years) for Affiliated Colleges

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<td>LANGUAGE AND GENDER</td>
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Year | Discipline
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3    | English

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

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

Recommended Reading
BS (4 Years) for Affiliated Colleges

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Aims:

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

Contents:

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

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

Recommended Reading
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<td>ENG-415</td>
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**Year** | **Discipline**  
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3 | English

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

**Contents:**
- Introduction: Qualitative and Quantitative Research Paradigms
- Identifying and Defining a Research Problem
- Ethical considerations
- Sampling Techniques
- Tools for Data Collection: Questionnaires, Interviews, Observation & Documents
  b. Transcription and Transliteration  
  c. Referencing and Citation

**Recommended Readings:**
### Aims:

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

### Contents:

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

### Recommended Reading

BS (4 Years) for Affiliated Colleges

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

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

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

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

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

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

Each student will be provided individual supervision and guidance in the proposed research that he or she is conducting.
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**Year**    | **Discipline**
---|---
3 | English

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

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

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