

CURRICULUM

OF

ENGLISH

BS/BA (4-YEAR)

& MS/MPhil

(Revised 2012)



HIGHER EDUCATION COMMISSION

ISLAMABAD

CURRICULUM DIVISION, HEC

Prof. Dr. Syed Sohail H. Naqvi	Executive Director
Mr. Muhammad Javed Khan	Adviser (Academic)
Malik Arshad Mahmood	Director (Curri)
Dr. M. Tahir Ali Shah	Deputy Director (Curri)
Mr. Farrukh Raza	Asst. Director (Curri)
Mr. Abdul Fatah Bhatti	Asst. Director (Curri)

Composed by: Mr. Zulfiqar Ali, HEC, Islamabad

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PREFACE

The curriculum of subject is described as a throbbing pulse of a nation. By viewing curriculum one can judge the stage of development and its pace of socio-economic development of a nation. With the advent of new technology, the world has turned into a global village. In view of tremendous research taking place world over new ideas and information pours in like of a stream of fresh water, making it imperative to update the curricula after regular intervals, for introducing latest development and innovation in the relevant field of knowledge.

In exercise of the powers conferred under Section 3 Sub-Section 2 (ii) of Act of Parliament No. X of 1976 titled “**Supervision of Curricula and Textbooks and Maintenance of Standard of Education**” the erstwhile University Grants Commission was designated as competent authority to develop, review and revise curricula beyond Class-XII. With the repeal of UGC Act, the same function was assigned to the Higher Education Commission under its Ordinance of 2002, Section 10, Sub-Section 1 (v).

In compliance with the above provisions, the HEC undertakes revamping and refurbishing of curricula after regular intervals in a democratic manner involving universities/DAIs, research and development institutions and local Chamber of Commerce and Industry. The intellectual inputs by expatriate Pakistanis working in universities and R&D institutions of technically advanced countries are also invited to contribute and their views are incorporated where considered appropriate by the National Curriculum Revision Committee (NCRC).

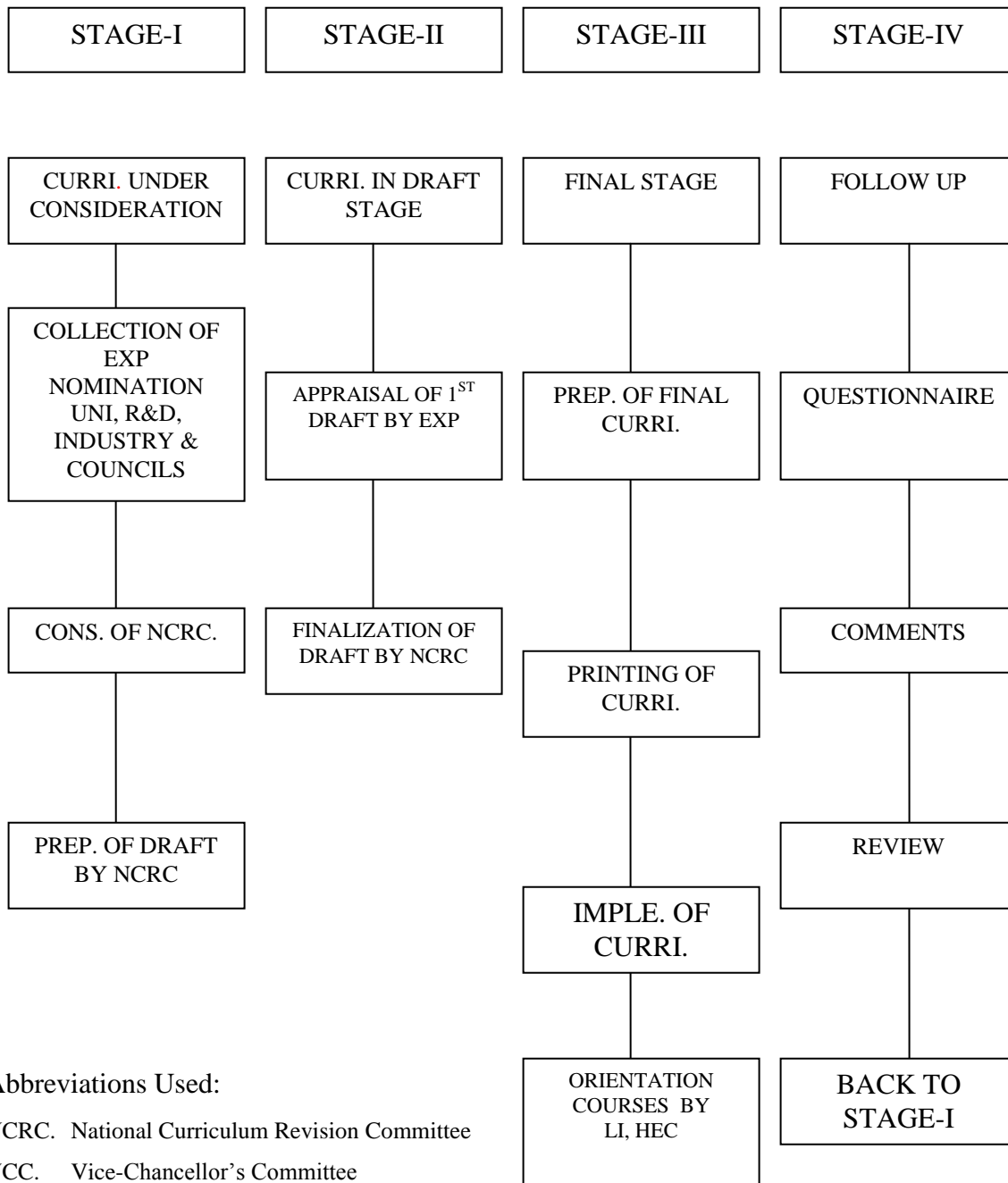
A committee of experts comprising of conveners from the National Curriculum Revision Committees of HEC in the disciplines of Basic, Applied, Social Sciences, Agriculture and Engineering met in 2007 & 2009 and developed the unified templates to standardize degree programmes in the country so as to bring the national curriculum at par with international standards, and to fulfill the national needs. It also aimed to give a basic, broad based knowledge to the students to ensure the quality of education.

In line with above, NCRC comprising senior university faculty and experts from various stakeholders has finalized the curriculum for English. The same is being recommended for adoption by the universities/DAIs channelizing through relevant statutory bodies of the universities.

MUHAMMAD JAVED KHAN
Adviser (Academics)

April, 2012

CURRICULUM DEVELOPMENT



Abbreviations Used:

- NCRC. National Curriculum Revision Committee
- VCC. Vice-Chancellor's Committee
- EXP. Experts
- COL. Colleges
- UNI. Universities
- PREP. Preparation
- REC. Recommendations
- LI Learning Innovation
- R&D Research & Development Organization
- HEC Higher Education Commission

INTRODUCTION

The Final meeting of National Curriculum Revision Committee was held at HEC Regional Centre, Lahore from January 18-20, 2012. The following members attended the meeting:-

Prof. Dr. Zafar Iqbal
Chairman, English Deptt.
Lahore Leads University (City Campus)
5-Tipu Block New Garden Town,
Lahore.

Prof. Dr. Waseem Anwar,
Dean of Humanities (English),
Forman Christian College University (FCCU),
Ferozepur Road,
Lahore.

Prof. Dr. Nadeem Haider Bukhari,
Chairman,
Department of English,
University of AJ&K,
Muzaffarabad.

Dr. Ghulam Mustafa Mashori,
Associate Professor,
Department of English,
Shah Abdul Latif University,
Khairpur.

Prof. Zafrullah Khan,
Associate Professor,
Kohat University of Science & Technology,
Kohat.

Dr. Humaira Ahmad,
Assistant Professor,
Department of English,
Fatima Jinnah Women University,
The Mall,
Rawalpindi.

Mrs. Mahrukh Bokhari
Assistant Professor
English Department,
Lahore College for Women University,
Lahore.

Ms. Munawarah Rehman,
Assistant Professor,
Department of English,
University of Baluchistan,
Quetta.

Mr. Habib-ur-Rehman,
Assistant Professor,
Faculty of English,
National University of Modern Languages,
Sector H-9,
Islamabad.

Ms. Ayesha F. Barque,
Assistant Professor,
Department English Language and Literature,
University of the Punjab,
Quaid-e-Azam Campus,
Lahore.

Mr. Shahzad Karim,
Assistant Professor,
The Islamia University of Bahawalpur,
Bahawalpur.

Mr. Ijaz Asghar,
Assistant Professor,
Department of English,
University of Sargodha,
Sargodha.

Syed Abdul Manan
Department of English
Balochistan University of Information Technology,
Engineering & Management Sciences,
Quetta

Mr. Ilahi Bux Gopang,
Lecturer,
Department of English,
Lasbela University of Agriculture,
Water and Marine Sciences,
Uthal District Lasbela,
Balochistan.

Ms. Shumaila Shafkat Ali,
Lecturer,
Department of English,
University of Karachi,
Karachi.

The meeting started with recitation from the Holy Quran by Mr. Habib-ur-Rehman, followed by welcome address to the participants by Mr. Muhammad Javed Khan, Adviser (Acad.) HEC. The Adviser then briefed the participants about the aim and objectives of the meeting with a particular focus on revising the course outlines of BS 4-year and MPhil/MS programme to make them compatible with international standards and demands as well as ensuring their uniformity of academic standard within the country. Mr. Muhammad Javed Khan then requested Prof. Zafar Iqbal, Convener and Dr. Humaira Ahmad, Secretary to take control of proceeding. Dr. Zafar Iqbal and Secretary thanked the representatives of HEC and members of NCRC present in the meeting and ensured that vigorous efforts will be made by all members collectively to provide the final draft of quality document in English.

On the request of the convener all members gave their comments in continuity on preliminary draft of the BS 4-year and MPhil/MS programme (September 08-10, 2011) in their respective universities and made useful comments on how these programmes can be further improved, taking into consideration the typical situation of universities operating in different provinces. **The general demand was regarding training of faculty members and improvement in the infrastructure of institutions.** On this, the Adviser explained to the members about the various programmes on offer by the HEC to address these problems. Subsequently, after a general discussion on the programmes, two sub-committees were formed to look at the literature and linguistics components of the programmes for an in-depth critique and recommendations separately which were then discussed in the general meeting and the following drafts were unanimously recommended for approval by the HEC. The sub-committees consisted of the following:

Sub-committee on Literature

Prof. Dr. Waseem Anwar (Head)
Ms. Ayesha Barque
Prof. Zafrullah Khan
Ms. Munawarah Rehman
Dr. Humaira Ahmad
Mr. Ilahi Bux Gopang
Mrs. Mahrukh Bokhari

Sub-committee on Linguistics

Prof. Dr. Nadeem Haider Bukhari (Head)
Prof. Dr. Zafar Iqbal
Dr. Ghulam Mustafa Mashori
Mr. Ijaz Asghar
Syed Abdul Manan
Mr. Habib-ur-Rehman
Mr. Shahzad Karim
Ms. Shumaila Shafkat Ali

After thorough three days deliberation the committee unanimously approved the draft curriculum of the English for BS/BA (4-year) and MPhil/MS (2-year) Malik Arshad Mahmood, Director Curriculum HEC Islamabad thanked the Convener, Secretary and all members of the Committee for sparing their time and for their quality contribution towards preparation of the Final draft curriculum of the BS/BA 4-year and MPhil/MS. He added that their efforts will go long as in developing workable, useful and comprehensive degree programme in English.

The committee highly appreciated the efforts made by the officials of HEC Regional Centre, Lahore, and Malik Arshad Mahmood, Director Curriculum for making nice arrangements to facilitate the forming of the committee and their accommodation at Lahore. The Committee also appreciated the input given by Mr. Muhammad Javed Khan, Adviser (Acad.) on different aspects of the programmes under discussion. All members of NCRC admired the efforts of Director Curriculum being made from day one to the end.

The Meeting ended with the vote of thanks to the HEC officials for providing an ideal environment to discuss the agenda. The members of the NCRC also thanked the members for their input in reshaping the language teaching/learning landscape of the country to make it more practical, competitive and effective.

SCHEME OF STUDIES

BS/BA in English 04-Year Programme

Year	Credit Hours	Compulsory/ Requirement	General Courses (GC- To be chosen from other disciplines)	Discipline Specific Foundation Courses	Major Courses	Electives within the Major
Max Total CH	130-136	25	21-24	30-33	36-42	12
Used Total CH	133	25	24	30	39	12
YEAR-I						
Semester I	17	i. English I (3) ii. Pakistan Studies (2)	i. GC (3) ii. GC (3)	i. Introduction to English Literature-I (Poetry & Drama) (3) ii. Introduction to Linguistics (3)		
Semester II	17	i. English II (3) ii. Islamic Studies (2)	i. GC (3) ii. GC (3)	i. History of English Literature (Medieval to Romantics) (3) ii. Phonetics & Phonology (3)		
YEAR-II						
Semester III	18	i. English III (3) ii. Introduction to Computers (3)	i. GC (3) ii. GC (3)	i. Introduction to English Literature-II (Novel, Short Story & Prose) (3) ii. Morphology & Syntax I (3)		
Semester IV	18	i. Advance Academic Reading and Writing (3) ii. Human Rights & Citizenship (3)	i. GC (3) ii. GC (3)	i. History of English Literature II (19th Century Realism up to Contemporary Times) (3) ii. Semantics (3)		
YEAR-III						
Semester V	18	i. Visionary Discourse (3)			i. Literary Criticism (3) ii. Poetry (14th to 18th Century) (3) iii. Novel (18th & 19th Century) (3) iv. Research Methodology (3) v. Morphology & Syntax II (3) vi. Sociolinguistics (3) vii. Pedagogical Grammar (3)	

Semester VI	15					i. Literary Criticism and theory (3) ii. Classics in Drama (3) iii. 19th Century Poetry (3) iv. Lexical Studies (3) v. Discourse Analysis (3) vi. Psycholinguistics (3)	
YEAR-IV							
Semester VII	15			Literature		Linguistics	
				Core	Elective	Core	Elective
				i. 20th Century Literature (Poetry & Drama) (3) ii. American Literature (3) iii. South Asian literature (3) iv. Translation Theory & Literary Studies (3)	i. American Drama (3) ii. Afro-American Literature (3) iii. Continental Literature (3) iv. Pakistani Literature (3)	i. Language Teaching Methodologies (3) ii. Pragmatics (3) iii. Second Language Acquisition (3) iv. Research Methods in Linguistics (3)	i. Translation Studies (3) ii. Media Discourse Analysis (3) iii. World English (3)
Semester VIII	15			i. 20th Century Fiction & Nonfiction (3) ii. Teaching of Literature (3) iii. Literary Stylistics (3) iv. Literary Discourse & Journalistic Writing (3)	i. Science Fiction & Fantasy (3) ii. Emerging Forms of Literature (3) iii. Research Project (3)	i. Syllabus Designing & Testing (3) ii. Stylistics (3) iii. Language, Culture & Identity (3) iv. Genre Analysis (3)	i. Research Project (3) ii. Language in Education (3) iii. English for Specific Purposes (3) iv. Language and gender v. Anthropological Linguistics (3)

Please Note:

1. The foundation courses in the Scheme of Study are mandatory for all Literature & Linguistics students.
2. A minimum of 5 courses are to be selected from the list in the 3rd Year (Semester 5 & 6).
3. Courses covering 30 Credit Hours are to be selected from the list in the final Year (Semester 7&8)
4. The choice of the author and/or text in some literature courses is at the discretion of the department concerned (see course contents)
5. Both the courses of Literary Criticism in the 3rd Year (Semester 5 & 6) are mandatory for students aiming to study Literature in Semesters 7 & 8.

6. Universities may offer Electives other than those suggested in the Scheme of Study as per available expertise and resources.
7. General Courses (GC) are offered by the departments concerned.
8. Depending upon the results of need-based analyses the universities concerned are advised to design non-credit courses of up to two (02) semesters to improve the language skills of the students. It will be mandatory for students to pass these courses.

Indicative List of areas from which general courses could be chosen

SOCIAL SCIENCE	MANAGEMENT SCIENCES	APPLIED SCIENCES
Psychology	Entrepreneurship	Environment Science
Philosophy	Market & Finance	Introduction to Statistics
Mass Communication	Human Resource Management	Health & Physical Education
Sociology	Org. Behaviour	Any other
Political Science	Total Quality Management	
Geography	Any other	
International Relation		
Education History		
Economics		
Social Work		
Human Rights		
Gender Studies		
Anthropology		
Law		
Any other		

DETAIL OF COURSES BA/BS 4-YEAR IN ENGLISH

Note:

The following are suggestions for universities. The individual universities may prescribe the courses as designed in this section or else design their own. However, the aims and objectives indicated by the scheme of study must be met by the graduates.

DETAIL OF COURSES
COMPULSORY COURSES
SEMESTER I

1. *English I: Language in Use*

Aims:

1. To develop the ability to communicate effectively
2. To enable the students to read effectively and independently any intermediate level text
3. To make the experience of learning English more meaningful and enjoyable
4. To enable the students to use grammar and language structure in context

A: Listening and Speaking Skills*

Towards the end of the successful completion of the course, the following objects have to be achieved: [To develop the ability to]:

- To understand and use English to express ideas and opinions related to students' real life experiences inside and outside the classroom.
- To give reasons (substantiating) justifying their view
- To understand and use signal markers
- To extract information and make notes from lectures
- To ask and answer relevant questions to seek information, clarification etc.

B: Reading Comprehension Skills

To enable the students to read a text to:

- identify main idea/topic sentences
- find specific information quickly
- distinguish between relevant and irrelevant information according to purpose for reading
- recognize and interpret cohesive devices
- distinguish between fact and opinion

C: Vocabulary Building Skills

To enable the students to:

- guess the meanings of unfamiliar words using context clues
- use word formation rules for enhancing vocabulary
- use the dictionary for finding out meanings and use of unfamiliar words

D: Writing skills

To enable students to write descriptive, narrative and argumentative texts with and without stimulus input

E: Grammar in context

- Tenses: meaning & use
- Modals
- Use of active and passive voice

Note: Listening and Speaking skills will be assessed informally only using formative assessment methods till such time that facilities are available for testing these skills more formally.

Methodology

The focus will be on teaching of language skills rather than content using a variety of techniques such as guided silent reading, communication tasks etc. Moreover, a process approach will be taken for teaching writing skills with a focus on composing, editing and revising drafts both individually and with peer and tutor support.

Recommended Readings:

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

2. Pakistan Studies**Aims:**

- Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan.
- Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Contents:**1. Historical Perspective**

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

2. Government and Politics in Pakistan

Political and constitutional phases:

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

3. Contemporary Pakistan

- Economic institutions and issues
- Society and social structure
- Ethnicity
- Foreign policy of Pakistan and challenges
- Futuristic outlook of Pakistan

Recommended Readings:

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

Note: In addition to the compulsory courses, two General Courses are also to be taught this semester.

SEMESTER II

1. English II: Academic Reading and Writing

Aims:

To enable the students to

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

Reading and Critical Thinking

1. Read academic texts effectively by:

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

2. Enhance academic vocabulary using skills learnt in Compulsory English I course

3. Acquire efficient dictionary skills such as locating guide words, entry words, choosing appropriate definition, and identifying pronunciation through pronunciation key, identifying part of speech, identifying syllable division and stress patterns

Writing Academic Texts:

Students will be able to:

1. Plan their writing: identify audience, purpose and message (content)
2. Collect information in various forms such as mind maps, tables, charts, lists

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

Grammar in Context

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

Methodology

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

Recommended Readings:

1. Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
2. Fisher, A. (2001). *Critical Thinking*. C UP
3. Goatly, A. (2000). *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis
4. Hacker, D. (1992). *A Writer's Reference*. 2nd Ed. Boston: St. Martin's
5. Hamp-Lyons, L. & Heasley, B. (1987). *Study writing: A course in written English for academic and professional purposes*. Cambridge: Cambridge University Press.
6. Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for Undergraduates*. Karachi: Oxford University Press.
7. Murphy, R. (2003?). *Grammar in Use*. Cambridge: Cambridge University Press.

8. Smazler, W. R. (1996). *Write to be Read: Reading, Reflection and Writing*. Cambridge: Cambridge University Press.
9. Wallace, M. (1992). *Study Skills*. Cambridge: Cambridge University Press.
10. Yorkey, R. *Study Skills*.

2. Islamic Studies

Aims:

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

Contents:

Introduction to Quranic Studies

- Basic Concepts of Quran
- History of Quran
- Uloom-ul -Quran

Study of Selected Text of Holy Quran

- Verses of Surah Al-Baqra Related to Faith (Verse No-284-286)
- Verses of Surah Al-Hujrat Related to Adab Al-Nabi (Verse No-1-18)
- Verses of Surah Al-Mumanoon Related to Characteristics of faithful (Verse No-1-11)
- Verses of Surah al-Furqan Related to Social Ethics (Verse No.63-77)
- Verses of Surah Al-Inam Related to Ihkam (Verse No-152-154)

Study of Selected Text of Holy Quran

- Verses of Surah Al-Ihzab Related to Adab al-Nabi (Verse No.6, 21, 40, 56, 57, 58.)
- Verses of Surah Al-Hashar (18,19, 20) Related to thinking, Day of Judgment
- Verses of Surah Al-Saf Related to Tafakar, Tadabar (Verse No-1,14)

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

- Life of Muhammad Bin Abdullah (Before Prophet Hood)
- Life of Holy Prophet (S.A.W) in Makkah
- Important Lessons Derived from the life of Holy Prophet in Makkah

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

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

- Important Lessons Derived from the life of Holy Prophet in Madina

Introduction to Sunnah

- Basic Concepts of Hadith
- History of Hadith
- Kinds of Hadith
- Uloom-ul-Hadith
- Sunnah & Hadith
- Legal Position of Sunnah

Introduction to Islamic Law & Jurisprudence

- Basic Concepts of Islamic Law & Jurisprudence
- History & Importance of Islamic Law & Jurisprudence
- Sources of Islamic Law & Jurisprudence
- Nature of Differences in Islamic Law
- Islam and Sectarianism

Islamic Culture & Civilization

- Basic Concepts of Islamic Culture & Civilization
- Historical Development of Islamic Culture & Civilization
- Characteristics of Islamic Culture & Civilization
- Islamic Culture & Civilization and Contemporary Issues

Islam & Science

- Basic Concepts of Islam & Science
- Contributions of Muslims in the Development of Science
- Quranic & Science

Islamic Economic System

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

Political System of Islam

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

Islamic History

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

Social System of Islam

- Basic concepts of social system of Islam
- Elements of family
- Ethical values of Islam

Recommended Readings:

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

Note: in addition to the compulsory Courses two General Courses are also to be taught this semester.

SEMESTER III

1. ENGLISH III: COMMUNICATION SKILLS

Aims & Objectives:

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)
- Writing short reports

Recommended Readings:

1. Ellen, K. 2002. *Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top*
2. Hargie, O. (ed.) *Hand book of Communications Skills*

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

2. Introduction to Computers

Note:

The universities are advised to design the course according to the facilities available on campus which must be enhanced if they do not meet the requirement of the BA/BS Programme.

Note: in addition to the compulsory Courses two General Courses are also to be taught this semester.

SEMESTER IV

1. Advanced Academic Reading and Writing

Aims & Objectives:

To enable the students to:

- Read Academics text critically
- Write well organized academic text e.g. assignments, examination answers
- Write narrative, descriptive, argumentative essays and reports (assignments)

Contents:

- **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.

- **Advanced Academic Writing**

Advanced writing skills and strategies building on English I & II in semesters I and II respectively

- 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:

1. Aaron, J. 2003. *The Compact Reader*. New York: Bedford.
2. Axelrod, R. B and Cooper, C. R. 2002. *Reading Critical Writing Well: A Reader and Guide*.
3. Barnet, S. and Bedau, H. 2004. *Critical Thinking, Reading and Writing: A Brief Guide to Writing*. 6th Ed.
4. Behrens & Rosen. 2007. *Reading and Writing Across the Curriculum*.
5. Gardner, P. S. 2005. *New Directions: Reading, Writing and Critical Thinking*.
6. George, D. and Trimbur, J. 2006. *Reading Culture: Context for Critical Reading and Writing*. 6th Ed.
7. Goatly, A. 2000. *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis.
8. Grellet, F., *Writing for Advanced Learners of English*. CUP.
9. Jordan, K. M. and Plakans, L. 2003. *Reading and Writing for Academic Success*.
10. Jordon, R. R. 1999. *Academic Writing Course*. CUP.
11. Smith, L. C. 2003. *Issues for Today: An Effective Reading Skills Text*
12. Withrow, J., *Effective Writing*. CUP.

2. Human Rights [HR] & Citizenship

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.

Aims:

- 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.

Contents:

- The Last address of the Holy Prophet (Peace be upon Him)
- The United Nations Human Rights Charter.

The above may be studied for the understanding of the following:

- What is Human Rights (HR)?
- Evolution of the Concept of HR

- Four Fundamentals in HR: freedom, equality, justice, and human dignity
- Universal Declaration of HR
- Three Key Principles in HR: inalienability, indivisibility and universality
- Are HR Universal? (debate/ discussion etc.)
- HR in South Asia: Issues
- Rights of Women
- Rights of Children (debate/ discussion on child labour, 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.

Note: in addition to the compulsory Courses two General Courses are also to be taught this semester.

SEMESTER V

1. *Visionary Discourse*

Aims & Objectives:

- 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
- To trace the common stylistic and thematic ground in the discourses taught

Contents:

- The Truce of Hudaibiya-a Case of Conflict Resolution. Causes & Consequences leading to battle of Khyber
- Allama M Iqbal: Khutba Allahbad & his last five letters to the Quaid.
- Quaid-e-Azam M. Ali Jinnah's Speeches; Transfer of Power June 1947, Pakistan Constitutional Assembly, August 14, 1947, Eid-ul-Az October 24, 1947, Radio Pakistan, Lahore, October 30, 1947, Quetta Municipality Address June 15, 1948 & Opening of State Bank July 1, 1948
- Abraham Lincoln: The Gattysberg Address
- Chief Seattle's Speech of 1854
- Protocols of the Jewish Elders of Zion
- Nelson Mandela's Release speech

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

Recommended Readings:

1. Cook, Guy. (1989). *Discourse*. Oxford: Oxford University Press.
2. Black, Elizabeth. (2006). *Pragmatic Stylistics*. Edinburgh: Edinburgh University Press.
3. Toolan, Michael. (1998). *Language in Literature*. New York: Arnold.
4. Crystal, David. (1998). *Rediscover Grammar*. London: Longman.
5. Jhonstone, Barbara. (2008). *Discourse Analysis*. Oxford: Blackwell.

FOUNDATION COURSES SEMESTER I

BA/BS in English programme is expected to be a multidisciplinary major with the aim of deepening theoretical as well as textual understanding of different kinds of text. The objective is to develop intellectual capacity of the students to think critically on social, political and cultural issues, and acquire skills to analyze texts and issues in depth.

Introduction to Literature I: Poetry & Drama

Aims & Objectives:

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

1. Poetry

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

Song

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

Dramatic Monologue

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

Elegy

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

Ballad

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

Ode

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

Free Verse

- William Carlos Williams: Red Wheel Barrow

Epic

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

Recommended Readings:

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

2. Drama

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

Recommended Readings:

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

Note: The number of texts to be taught is to be decided by the individual universities. It is however mandatory that both poetry and drama be deliciously represented in the selection.

SEMESTER II

History of English Literature Medieval to Romantic Times

Aims & Objectives:

One of the objectives of this course is to inform the readers about the influence of historical and socio-cultural events on literature. Although the scope of the course is quite expansive, the readers shall focus on early 14th to 19th century literature written during Romantic Movement. Histories of literature written by some British literary historians will be consulted to form some socio-cultural and political cross connections. In its broader spectrum, the course covers a reference to the multiple factors from economic theories to religious, philosophical and metaphysical debates that overlap in these literary works of diverse nature and time periods under multiple contexts.

The reading of literature in this way i.e. within socio-cultural context will help the readers become aware of the fact that literary works are basically a referential product of the practice that goes back to continuous interdisciplinary interaction.

Contents:

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

Recommended Readings:

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

SEMESTER III

Introduction to Literature II: (Short Story, Novel & Prose)

Aims & Objectives:

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

A. Short Stories

- Oscar Wilde: *The Nightingale and the Rose*
- O' Henry: *After Twenty Years*
- Alexander Poe: *The Fall of the House of Usher*
- Nadine Gordimer: *Once Upon a Time*
- Naguib Mahfouz: *The Mummy Awakens*
- Guy de Maupassant: *The String*

- D. H. Lawrence: *The Fox*
- Isaac Asimov: *True Love*
- James Joyce: *Araby*
- Rudyard Kipling: *The Man Who Would Be King*
- Dorothy Parker: *Arrangement in Black and White*
- O'Connor: *Everything that Rises Must Sink*
- Kate Chopin: *The Story of an Hour*
- Ernest Hemingway: *A Clean Well Lit Place*

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

B. Novels

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

Recommended Readings:

1. Baym, Nina. (2002). *The Norton Anthology of American Lit. Vol. D. W.* W. Norton & Company.
2. Martin, Brian. (1989). *Macmillan Anthology of Eng Lit. Vol. 4.* Macmillan Pub Co.
3. Forster, E. M. (1956). *Aspects of the Novel.* Harvest Books.
4. Bloom, Harold. (1988) *George Eliot's the Mill on the Floss (Bloom's Modern Critical Interpretations).* Chelsea House Pub.
5. Michie, Elsie B. (2006). *Charlotte Bronte's Jane Eyre: A Casebook (Casebooks in Criticism).* Oxford University Press, USA.
6. Bloom, Harold. (2005). *John Steinbeck's The Grapes of Wrath (Bloom's Guides).* Chelsea House Publications.
7. Gioia, Dana and Gwynn, R. S. (2005). *The Art of the Short Story.* Longman.
8. Brown, Julia Prewitt. (1999) *Cosmopolitan Criticism: Oscar Wilde's Philosophy of Art.* University of Virginia Press.
9. Schoenberg, Thomas J. (2005). *Twentieth Century Literary Criticism: Criticism of the Short Story Writers, and Other Creative Writers Who Lived between 1900 and 1999, from the First. Curr (Twentieth Century Literary Criticism).* Gale Cengage
10. Neill, Edward. (1999). *Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective).* Camden House.

C. Prose

Aims:

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

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

Recommended Readings:

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

Note:

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

SEMESTER IV

History of English Literature II: 19th Century Realism to Contemporary Times

Aims & Objectives:

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

Existentialism, Absurdism, Surrealism, and many others. By its extension, it will be very challenging for the teachers to tackle controversial debates such as seeing modern and 20th century “Romanticism” as types of Realism! This course on the one hand supplements historical survey while on the other it offers an exposure to forms of Modern drama, fiction, and poetry, the courses to be offered in the coming semesters.

Contents:

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

Recommended Readings:

1. Ashcroft, Bill, et al. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge. (For Postcolonial Theory)
2. Belsey, Catherine. (1980). *Critical Practice*. London: Routledge. (For Marxist and Russian Formalist Theory)
3. Benvensite, Emile. (1971). *Problems in General Linguistics*. Miami: Miami UP. (For Linguistic, Structural, and Poststructuralist Theories)
4. Culler, Jonathan. (1981). *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge. (For Reader-oriented Theory)
5. Docherty, Thomas. Ed. (1992). *Postmodernism: A Reader*. Hemel Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)
6. Eagleton, Mary. Ed. (1991). *Feminist Literary Criticism*. London: Longman. (For Feminist Theory)
7. Eliot, T. S. (1965). *Selected Essays*. London: Faber. (For New Criticism, Moral Formalism, and F. R. Leavis)
8. Lodge, David. Ed. (1972). *Twentieth Century Literary Criticism*. London: Longman. (For Introduction)
9. Vincent B. Leitch (General Editor). (2001). *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company (or later editions). (For all the various approaches, and topic and author wise selections)
10. Wright, Elizabeth. (1984). *Psychoanalytic Criticism: Theory in Practice*. London. (For Psycho-analytic Theory)

MAJOR COURSES

SEMESTER V

1. *Literary Criticism I (Compulsory for Literature Students)*

Aims & Objectives:

This course aims to 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 when it comes to asking oneself: 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*
- S. T. Coleridge: *Biographia Literaria*, Chapters 14, 17& 18
- Mathew Arnold: *The Study of Poetry Culture and Anarchy*, Chap I
- T. S. Eliot: *Tradition and Individual Talent & Religion and Literature*

Recommended Readings:

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

2. *Novel: 18th & 19th Century*

Aims & Objectives:

The Aim of introducing this course is to enable the readers to have a full view of 18th to 19th century Novel which is rich in diversity, creativity and popular appeal.

Contents:

- Henry Fielding: *Joseph Andrews*
- Jane Austen: *Pride and Prejudice*

- Charles Dickens: *Great Expectations*
- George Eliot: *Silas Mariner*
- Thomas Hardy: *Tess of the D'Urbervilles* or *The Mayor of Casterbridge*

Recommended Readings:

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

3. Poetry: 14th to 18th Century

Aims & Objectives:

- 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 Queen (Book 1. Canto 1)*
- Milton: *Paradise Lost (Book 1.)*
- John Donne: *Love & Divine Poems (Max 4)*
- Alexander Pope: *Rape of the Lock (Canto 1)*

Recommended Readings:

1. Abrams, M. H, *The Mirror and the Lamp*.
2. Bowden, Muriel. (1960) *A Commentary on the General Prologue to the Canterbury Tales*, New York: Macmillan.
3. Coghill, Nevil. (1948) *The Poet Chaucer*. Oxford.
4. Gardner, Helen, Ed. *John Donne: Twentieth Century View Series*
5. Spens, Janet. (1934) *Spenser's Faerie Queene: An Interpretation*, London.
6. Tillotson, G. *On the Poetry of Pope*

4. Research Methodology

Aims & Objectives:

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

Contents:

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

Note: It is important for the literature majors to be trained into qualitative research methods. They shall follow the MLA or other required style sheet prescribed by their university, but internationally acknowledged for the discipline of English literature. They shall base their learning on maximum literary and theoretical reading of the primary and secondary texts, classroom discussions and debates based on these readings, development of higher order critical thinking skills based on philosophical and other cross-disciplinary knowledge, presentations on the given topics, writing of sample papers for the courses, and above all following the parameters of publication for refereed and universally acknowledged literary journals and magazines.

Recommended Readings:

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

10. Heritage, John. (1997). "Conversation Analysis and Institutional Talk: Analyzing Data." In Silverman, David. Ed. *Qualitative Research: Theory, Method and Practice*.
11. Miles, M. & M. Huberman. (1994). *Qualitative Data Analysis*. CA: Sage.
12. Munn, Pamek and Drever, Eric. (1995). *Using Questionnaires in Small-Scale Research*. Edinburgh: Scottish Council for Research in Education.
13. Nunan. David. (1992). *Research Methods in Language Learning*. Cambridge: CUP.
14. RoBA/BSon, C. (2002). *Real world research* (2nd ed.). Malden, MA: Blackwell Publish
15. Scholfield, P. *Qualitative and Quantitative Research*.
16. Silverman, David. Ed. (1998). *Qualitative Research: Theory, Method and Practice*. London: Sage.
17. Silverman, David. Ed. (2002). *Interpreting Qualitative Data: Text, Context and Talk*. London: Sage.

SEMESTER VI

1. **Literary Criticism & Theory (compulsory for Literature Students)**

Aims & Objectives:

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

Contents:

- Oscar Wilde: *The Critic as an Artist* (Norton, 900-913)
- Plotinus: *On the Intellectual Beauty* (Norton, 174-185)
- Horace: *Ars Poetica* (Norton, 124-135)
- David Hume: *Of the Standard of Taste* (Norton, 486-499)
- Ngugi Wa Thiongo: *On Abolition of the English Department* (Norton, 2092-2097)
- Ronald Barthes: *From Mythologies* (Norton, 1461-1470)
- G. W. Friedrich Hegel *Lectures on Fine Arts* (Norton, 636-645)
- Mary Wollstonecraft *A Vindication of the Rights of Woman*(Norton 586-594)
- Terry Eagleton: *Introduction to Literary Theory: An Introduction*
- John Crowe Ransom: *Criticism* (Norton, 1108-1118)
- Sigmund Freud: *The Interpretation of Dreams* (Norton, 919-956)
- Charles Baudelaire: *he Painter of Modern Life* (Norton, 792-802)

Recommended Readings:

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

Note: The universities are expected to make their own selections comprising 6-8 authentic critical texts preferably selected to represent the developments in the critical tradition.

2. Classics in Drama

Aims & Objectives:

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

Contents:

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

Recommended Readings:

1. Justina Gregory, (2005). *A Companion to Greek Tragedy*, Blackwell.
2. H. D. F. (2005) *Kitto, Greek Tragedy*, London and New York: Routledge.
3. Shawn O' Bryhim. (2002). *Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays*, University of Texas Press.
4. Constance B. Kuriyama. (2002) *Christopher Marlowe: A Renaissance Life* Ithca: Cornell University Press.
5. Patrick Cheney. (2004) *The Cambridge Companion to Christopher Marlowe*, Cambridge: C UP.

6. Barber, C. L. (1959) *Shakespeare's Festive Comedy*. Princeton.
7. Bloom, Harold. S (1999) *Shakespeare: The Invention of the Human*. London: Fourth Estate.
8. Bradley, A. C. (1929) *Shakespearean Tragedy* (22nd Ed.). London.
9. Chambers, E. K. (1925) *Shakespeare: A Survey*. New York: Hill and Wang, Macmillan.
10. Danby, John F. (1949) *Shakespeare's Doctrine of Nature*. London.
11. Eagleton, Terry. (1986) *William Shakespeare*. New York: Blackwell.
12. Elliot, G. R. (1953) *Flaming Minister*. Durham, NC.
13. Erikson, Peter. (1991) *Rewriting Shakespeare, Rewriting Our-selves*. Berkley: U of California P.

Note:

The University will be aided in their selection by authentic anthologies of Drama.

3. 19th Century Poetry

Aims & Objectives:

The scope of this course does not admit the first Romantic Movement of the giants like Spenser, Sidney and Shakespeare etc. This is also 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 as well. 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 establish its immense poetic and prosaic richness.

The aim is to develop in the reader and awareness of the second wave of the Romantics and to enable them to distinguish between the poets of the age keeping in mind the similarities that group them together.

Contents:

- William Blake: Selections from *Songs of Innocence* and *Songs of Experience*
- William Wordsworth: *The Thorn*; *Old Cumberland Beggar*; *Lines Written in Early Spring*; *Lines*; *Lucy Poems*; *Lucy Gray*; *Ruth* and other small poems
- S.T. Coleridge: *Kubla Khan*, *Dejection: An Ode*
- John Keats: *Ode to Nightingale*"; *"Ode on a Grecian Urn"*; *"Charles Lamb: "Dream Children"*; *"Poor Relations"*; *"Old China"*.
- Shelley: *"Ode to the West Wind"*; *"Hymn to Intellectual Beauty"*.

Recommended Readings:

1. Edward Dowden. (1987) *The French Revolution and English Literature*.
2. J. G. Robertson. (1923) *Studies in the Genesis of Romantic Theory in the Eighteen Century*.
3. F. R. Leavis. (1936) *Revaluation: Tradition and Development in English Poetry*.
4. Cleanth Brooks. (1947) *The Well-Wrought Urn: Studies in the Structure of Poetry*.
5. M. H. Abrams. (1954) *The Mirror and the Lamp: Romantic Theory and Critical Tradition*.
6. M. H. Abrams, ed. (1960) *English Romantic Poets Modern Essays in Criticism*.
7. David V. Erdman, ed. (1966) *The Poetry and Prose of William Blake*.
8. S. F. Damon. (1924) *William Blake: His Philosophy and Symbolism*.
9. J. V. Baker, *The Sacred River: Coleridge's Theory of Imagination*.
10. J. B. Beer. (1959) *Coleridge the Visionary*.
11. W. J. Bate, ed. (1964) *Keats: A Collection of Critical Essays*.
12. George Barnett. (1964) *Charles Lamb: The Evolution of Elia*.
13. G. M. Ridenour. (1965) *Shelley, A Collection of Critical Essays*.
14. Bennett Weaver. (1965) *Wordsworth: Poet of the Unconquerable Mind*.

CORE COURSES (LITERATURE)

SEMESTER VII

1. 20TH Century Literature: Poetry & Drama

Aims & Objectives:

The aim of this part of the course in literature is to give reader an opportunity to read representative works of 20th century writers including poets, dramatists and novelists. It would enhance their understanding of the emerging trends in 20th century literature and prepare them for full length study of the genres.

A. Poetry

- W. B. Yeats: *Dialogue of Self and Soul, Byzantium*.
- T. S. Eliot: *The Hollow Men, Ash Wednesday, Love Song of Alfred J. Prufrock*
- Auden: *Selections (4 to 5 poems)*
- Ted Hughes: *Wodwo*

B. Drama (any two)

- Sean O' Casey: *Juno and the Paycock*
- Soprano: *Exit the King*
- T. S. Eliot: *Murder in the Cathedral*

- Edward Bond: *The Chair/Bingo*

Recommended Readings:

1. Beach, J. W. *The Twentieth Century Novel*. 1952.
2. Kettle, Arnold. *Introduction to the English Novel II*. London: Hutchinson, 1978.
3. Lumley, Fredrik. *Trends in 20th Century Drama*. Fairlawn: 1956, revised 1960.
4. Gassner, John. *Form and Idea in Modern Theatre*. New York: 1954.
5. Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge and Kegan Paul, 1977.
6. Unterecker, J. W. B. *Yeats: A Reader's Guide* (London, 1988)
7. Spears, Monroe K. *The Poetry of W. H. Auden*. (New Jersey, 1981)

2. American Literature

Aims & Objectives:

The course focuses on connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, etc. as they influence multiple trends in American literary heritage and nationalism. The course will highlight these emerging trends as they culminate into the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race gender and class equations reinterpret the central meaning of America and of the changing social and economic values. Basically there may be several ways to access American Literature, but whether we follow simple chronology or connect 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:

A. Poetry (three poems from any three poets)

- Emerson, *Selections*
- Walt Whitman: *Selections from Leaves of Grass*
- Emily Dickinson: *Selections*
- Robert Frost: *Selections*
- Sylvia Plath: *Selections*

Recommended Readings:

1. Bloom, H. (1976) *Figures of Capable Imagination*.
2. Waggoner, H. H. (1984) *American Poetry from the Puritans to the Present*.

B. Novel (any two)

- Nathaniel Hawthorne: *The Scarlet Letter*
- Mark Twain: *Huckleberry Fin*
- Fitzgerald: *The Great Gatsby*
- Earnest Hemingway: *A Farewell to Arms*
- William Faulkner: *Absalom Absalom*

Recommended Readings:

1. Bloom, Harold. ed. (1987) *Modern Critical Views: William Faulkner*.
2. Bradbury, M. (1983) *Modern American Novel*.
3. Chase, R. (1958) *The American Novel and its Traditions*.
4. Colourise, J. Michel. (1983) *New Essays on The Scarlet Letter*, Cambridge University Press.
5. Gray, R. (1983) *American Fiction: New Reading*.
6. Bloom, Harold Ed. (1980) *Modern Critical views and Interpretations*,

C. Drama (any One/extracts from any two)

- Arthur Miller: *All My Sons*
- Tennessee Williams: *Cat on A Hot Tin Roof*
- Bullins: *Goin' a Buffalo*
- Valdez: *The Dark Root of a Scream*

Recommended Readings:

1. Bigsby, C. W. E. (2000). *Modern American Drama 1945-2000*. Cambridge: Cambridge University Press.
2. Bigsby, Christopher. (1999). *Contemporary American Playwrights*. Cambridge: Cambridge University Press.
3. Pfister, Manfred. (1993). *The Theory and Analysis of Drama*. Cambridge: Cambridge University Press.
4. Cohn, Ruby. (1982). *New American Dramatists. 1960-1990*. Hampshire: Macmillan.
5. Krasner, David. (2005). *A Companion to 20th Century Drama*. Oxford: Blackwell.

3. South Asian Literature

Aims & Objectives:

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

Contents:

A. Drama (any two)

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

B. Fiction (any two)

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

C. Poetry (selections)

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

Note: The individual universities may select these or other texts taking care that both the region and the three genres mentioned above are represented.

Recommended Readings:

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

4. ***Translation Theory and Literary Studies***

This course is aimed at familiarizing the students with fundamental concepts of translation procedure. The students will be provided with basic information about different techniques and methods of translation. Students, thus, 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 translated literary works from round the world, some classics in World Literature, but more from the regions they belong. This way they will be able to identify elements of universal literary merits and critically compare some of great works in translation.

Contents:

- Some theories of translation
- Some methods, procedures and principles of translation
- Difference between semantic and communicative translation
- Metaphors in translation
- World literatures in translation
- Regional literatures in translation

Suggested primary texts:

- Albert Camus (French and Algerian): *The Outsider*
- Cervantes, M (Spanish): *Don Quixote* (Part 1-Book1 & 2)
- Kafka, Franz (German): *Metamorphosis*
- Dostoevsky (Russian): *Crime and Punishment*
- Rumi (Persian): Selections from the *Mathnavi*
- Iqbal, Mohammad (Urdu)
- Faiz, Ahmed Faiz (Urdu)
- Others (Regional)

Recommended Readings:

1. Baker, Mona. (1992). *In Other Words: A Course book on Translation*. London: Routledge.
2. Bell, Roger T. (1994). *Translation and Translating*. London: Longman.
3. Catford, J. C. (1965). *A Linguistics Theory of Translation*. Hong Kong: OUP.
4. Duff, Alan. (2004). *Translation*. Oxford: OUP.
5. Newmark, Peter. (1981) *Approaches to Translation*, Pergamon Institute of English.
6. Nida, Eugene A. and C. R. Taber. (1982). *The Theory and Practice of Translation*. Leiden: E. J. Brill.

ELECTIVE COURSES (Literature)

Note: In this semester the Literature students could opt for the elective courses from the Elective Courses in Linguistics

1. *American Drama*

Aims & Objectives:

This course is specifically concerned with American drama to enhance readers' overall understanding of American drama. It contains major dramatic voices in American literature that have played a great role in determining the distinctive American strengths in modern theatre.

Contents:

- Eugene O'Neill: *Mourning Becomes Electra/ Long Day's Journey into Night*
- Arthur Miller: *Death of a Salesman*
- Tennessee Williams: *Glass Menagerie*
- Edward Albee: *American Dream*

Recommended Readings:

1. Bigsby, C.W.E. *A Critical Introduction to Twentieth Century American Drama: I, 1900-1940; II Williams, Miller, Albee; III Beyond Broadway, 1982-85*
2. Bloom, H. Ed. (1980) *Modern Critical Interpretation on each dramatist and work.*

2. *Afro-American Literature (elective)*

Aims & Objectives:

Some of the most powerful voices in American literature belong to African American background. The aim of the course is to familiarise the students with some of these voices across the specific genre and to demonstrate their powerful impact on American culture and heritage. Importantly these writers also reflect and highlight the socio-psychological concerns of the suppressed class at the macro level.

Contents:

- Lorraine Hansbury: *A Raisin in the Sun (Drama)*
- Zora Neil Hurston: *Their Eyes were Watching God (Novel)*
- Ralph Ellison: *Invisible Man (Novel)*
- Tony Morrison: *Jazz (Novel)*
- Langston Hughes: *Selections (Poems)*
- Adrienne Kennedy: *Funny House of a Negro/any other*

Recommended Readings:

1. *Heath Anthology of American Literature Vol. II*
2. *Norton Anthology of American Literature Vol. II*

3. Continental Literature

Aims & Objectives:

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: (any five)

- Henrik Ibsen: *Pillars of Society*
- August Strindberg: *Ghost Sonata*
- Luigi Pirandello: *Six Characters in Search of an Author*
- Harold Pinter: *The Caretaker*
- Garcia Lorca: *Blood Wedding*
- Baudelaire: Any Five Poems
- Kafka: Any Three Short Stories/*Letter to his Father* translated as *Dearest Father*
- Herman Hesse: *Sight of Chaos (Any of the essays)*
- Bertold Brecht: *Three penny Opera*

Recommended Readings:

1. Bloom, H. Ed. (1980) *Modern critical views and interpretation*.
2. Bishop, Thomas. (1961) *Pirandello and the French Theatre*. New York.
3. Campbell, George A. (1933) *Strindberg*. New York.
4. Clark, Barrett H. Ed. (1947) *European Theories of the Drama*. New York: Crown.
5. Gassner, John. (1954) *Form and Idea in Modern Theatre*. New York.
6. Gray, Ronald. (1961) *Bertolt Brecht*. New York.
7. Kitchin, L. (1960) *Mid-Century Drama*. London (For Osborne)
8. Kritzer, Amelia Howe. (1991) *The Plays of Caryl Churchill: Theatre of Empowerment*. London: Macmillan.
9. Lane, Richard. Ed. (2002) *Beckett and Philosophy*, Palgrave Macmillan.
10. Lumley, Fredrik. (1960) *Trends in 20th Century Drama*. Fairlawn.
11. Northam, John. (1953) *IBA/BSen's Dramatic Method*. London.
12. Pronko, Lenard Cabell. (1951) *The World of Jean Anouilh*. Berkeley.
13. Scott, M. Ed. (1986) *The Birthday Party, The Caretaker, The Homecoming: A Casebook*. London: Macmillan.

FRENCH

1. Artaud, Antonin. *The Theatre and Its Double*. Trans: Mary Caroline Richards. New York: 1958

GERMAN

2. Garten, H. F. *Modern German Drama*. Fairlawn: 1959

ENGLISH

3. Chothia, Jean. *English Drama of the Early Modern Period: 1890-1940*. New York: Longman, 1996.

4. *Pakistani Literature*

Aims & Objectives:

English language is now a major world language. South Asia has a strong tradition of writing in English and owing to its colonial history a great deal of its writing originally in its indigenous languages is translated into English. It is appropriate to study and respond to this literary heritage. After studying the course the 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 towards its enrichment.

Contents:

A. Works originally written in English

- Ahmed Ali: *Twilight in Delhi* (novel)
- Bapsi Sidhwa: *Breaking it Up* (essay)
- Aamir Hussain: *Sweet Rice* (poem)
- Tahira Naqvi: *Attar of Roses* (poem)
- Daud Kamal: *An Ode to Death*
- Alamgir Hashmi: *In Cordoba*
- Tariq Rahman: Short Stories (Any two)

B. Translations

- Bulleh Shah: *A Selection*. Translated by Taufiq Rafat (Any three)
- Shah Abdul Latif Bhittai: any five poems
- Sachal Sarmast: any five poems
- Al-Hajwari: *Revelation of the Mystery* (prose) by R. A. Nicholson
- Allama M. Iqbal: *Poems From Iqbal* a translation by V. G. Kiernan
- Faiz Ahmad Faiz: *Poems* Translated by Ikram Azam (Any three)
- Ahmad Nadeem Qasmi: Short Stories Translated by Sajjad Shaikh (Any two)

Recommended Readings:

1. Afzal-Khan, Fawzia. (1993) *Cultural Imperialism and the Indo-English: Genre and ideology in R. K. Narayan, Anita Desai, Kamla Das and Markandaya*. Pennsylvania State University Press.

2. Bose, Sujata & Jalal Ayesha. (2004) *Modern South Asia: History, Culture, Political, Economy*. Oxford U P (2nd Ed).
3. Hashmi, Alamgir. (1994) *Kamal Daud's Entry in Encyclopaedia of Post-Colonial Literatures in English*. Vol 1. Ed Benson E.& Connolly, L W. London: Routledge.
4. Jameson, Fredric. (1986) *Third-World Literature in the Era of Multinational Capital* in *Social text*15.
5. Khawaja Waqas A. *Morning in the Wilderness: Reading in Pakistani Literature*. Sang-e-Meel Publications, Lahore.
6. Rahman, Tariq A. (1991) *History of Pakistani Literature in English*. Vanguard Press (Pvt) Ltd, Lahore.
7. Said Edward W. (1993) *Culture and Imperialism*, Vintage London.
8. Underhill, Evelyn. (2007). *The Essentials of Mysticism*. Oxford: Oxford Oneworld.
9. Ernst, Carl W. (1997). *The Shambhala Guide to Sufism*. Delhi: India.

CORE COURSES LITERATURE

SEMESTER VIII

1. 20th Centaury Fiction & Non-Fiction

Aims & Objectives:

This course is designed to offer the student a sense of his/her 20th Century literary, social and political context. It offers insights of the artist and intellectual of our times taking account of the voices that are raising themselves for change. It will introduce students to the Modern English Novel and Prose so that they can read it 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 novel.

A. Fiction

- Virginia Woolf: *To the Light House*
- D. H Lawrence: *Sons and Lovers*
- E. M. Foster: *A Passage to India*
- Paulo Cohelo: *The Alchemist/Zahir*
- Orhan Panuk: *The Black Book Any Two Chapters*

B. Non-Fiction

- Joseph Campbell: Byzantium (from *Occidental Mythology*)
- Renolds A Nicholson: The Path (form *The Mystics of Islam*)
- E M Forster: Does Culture Matter
- Carl W Ernest: What is Sufism? (from *Sufism*)
- Eco Emberto: When the other appears on the Scene

(from *Five Usual Pieces*)

- Edward Said: Cherish the Man's Courage (forward to Eqbal Ahmed's *Confronting Empire*)

Recommended Readings:

1. Beach, J. W. (1952) *The Twentieth Century Novel*.
2. Ellmann, Richard. (1959) *James Joyce*.
3. Guerard, Albert J. (1958) *Conrad: The Novelist*.
4. Kettle, Arnold. (1978) *Introduction to English Novel II*. London: Hutchinson.
5. Leavis, F. R. (1962) *The Great Tradition*. London: Chatto and Windus.
6. Reynolds, M & Noakes, I. (1999) *Iris Murdoch: The Essential Guide to Contemporary Literature*. O UP.

2. Teaching of Literature

Aims & Objectives:

The aim is to enable students to practice what they have learned in Linguistics & Literature in the earlier semesters. In this course students will be guided to put the knowledge that they gained earlier into action. They will be guided to plan lessons and try their plans in classrooms using techniques of classroom dynamics. The objective is to train effective teachers of 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. 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:

1. Allwright, Dick. (19880. *OBA/BServation in the Language Classroom*. London: Longman.
2. Crooke, G. (2000). *Practicum in TESOL*. Cambridge: Cambridge University Press.
3. Hadfield, Jill. (1992 or 2000). *Classroom Dynamics*. Oxford: O UP.
4. Hedge, T. (2004). *Teaching and Learning in the Language Classroom*. Oxford: OUP.
5. Hubbard, P. Jones, H. Thornton, B. and Wheeler, R. (1986). *A Training Course for TEFL*. Oxford.
6. Malamah-Thomas, Ann. (1987). *Classroom Interaction*. Oxford.
7. Memon, R. & Badger, R. (2007) A Purposeful Change? Changing the teaching of reading in a regional university in Pakistan *System* vol. 35: 551-565.
8. Richards, Jack C. and Lockhart, Charles. (1994). *Reflective Teaching in Second Language Classrooms*. New York: Cambridge UP.
9. Sarwar, Z. (2001). Adapting individualization techniques for large classes. In. D. Hall & A. Hewings (Eds.), *Innovation in English language teaching: A reader* (pp. 127-136). London: Routledge.
10. Shamim, F. (1996). In or out of the action zone: Location as a feature of interaction in large ESL classes in Pakistan. In Bailey, K. M. & Numan, D. (Eds.), *Voices from the language classroom* (pp. 123-144). Cambridge: Cambridge University Press.
11. Shamim, F. and Tribble, C. (2005). Current provisions for teaching and learning of English in higher education institutions in Pakistan. Research report for the National Committee on English, Higher Education Commission, Islamabad, Pakistan.
12. Shamim, F., Negash, N, Chuku, C., & Demewoz, N. (2007). *Maximizing learning in large classes*. Addis Ababa, Ethiopia: The British Council.
13. Shamim, F. (In press). English Language Education In Pakistan. *Asia Pacific Journal of Education* (Special issues on South-Asia).
14. Wallace, M. *Reflective Teaching*.
15. Wright, Tony. (19870. *Roles of Teachers and Learners*. Oxford.

3. *Literary Stylistics*

Aims & Objectives:

This course introduces the modern concepts of style in both literary and non-literary discourses. The course also includes a comparison in the context of literary *genre* leading to identification of different syntactical, phonological and semantic levels in a literary text. Raising the initial question, what is stylistics, the course trains the students to explore branches of stylistics and the levels of analyses. It then, through reading of diverse literary texts, helps students trace the application of figurative language, foregrounding techniques, parallelism, norm and deviation, point of view, speech and thought presentations, pragmatic analysis of speech acts and such other related complexities used by the literary authors. In spirit, the aim of the course is to study features of situational distinctive varieties of literary language by discovering and describing the reasons for particular choices made by individual authors in their use of language.

Contents:

- Stylistics as a branch of linguistics
- Style and register
- Linguistic description
- Conversational style
- Scripted speech
- Stylistic analysis of a variety of written and spoken literary texts of choice and need

Recommended Reading:

1. Chapman, R. (1975). *Linguistics and Literature*.
2. Carter, R. (1982). *Language and Literature: An Introductory Reader in Stylistics*.
3. Crystal, D and Davy, D. (1969). *Investigating English Style*.
4. Fowler, R. (1996). *Linguistic Criticism*.
5. Halliday, M. A. K. (1990). *Spoken and Written Language*.
6. Leech, Geoffrey and Short, Michael. (1986). *Style in Fiction*.
7. Leech, Geoffrey. (2002). *A Linguistic Guide to English Poetry*.
8. Thomas, Jenny. (1995). *Meaning in Interaction*. London: Longman.
9. Widdowson, H. G. (1992). *Practical Stylistics: An Approach to Poetry*.

4. *Literary Discourse and Journalistic Writing*

Aims & Objectives:

The course offers a rigorous test to improve the nonfiction writing abilities of students seriously considering a career in journalism. By reading award-winning authors; reporting and writing nonfiction 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. Reading from the selected literary texts and then assigned writing drills 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 narrative story telling.

Contents:

- Discourse and the sentence
- Grammar within and beyond the sentence
- Language in and out of context
- Formal links
- Functional analysis
- Conversational principles
- Discourse structure
- Discourse as dialogue
- Discourse as a social and political enterprise

Recommended Reading:

1. Cook, G. (1989) *Discourse*.
2. Brown, G. and G. Yule. (1983). *Discourse Analysis*.
3. Leech, Geoffrey and Thomas, Jenny. 1988. *Pragmatics: The State of the Art*.
4. Levinson, Stephen. (1983). *Pragmatics*.
5. Wardhaugh, Ronald. (1985). *How Conversation Works*.
6. Wodak, R. and Meyer, M.(2002). *Methods of Critical Analysis*.
7. Johansen, Jorgen Dines. (2002). *Literary Discourse: A Semiotic-Pragmatic Approach to Literature*
8. Carter, Ronald and Paul Simpson. (1988). *Language, Discourse and Literature: An Introductory Reader in Discourse*
9. Todorov, Tzvetan and Catherine Porter. (1990). *Stylistics Genres in Discourse*
10. Pratt, Mary Louise. (1981). *Toward a Speech Act Theory of Literary Discourse*
11. Knight, Robert M.(2010). *Journalistic Writing: Building the Skills, Honing the Craft*
12. Stovall, James Glen. (2011). *Writing for the Mass Media* (8th Edition)
13. Kershner, James W. (2011). *Elements of News Writing* (3rd Edition)
14. Camenson, Blythe. (2007). *Careers in Writing* (McGraw-Hill Professional Careers)
15. Lieb, Thom. (2008). *All the News: Writing and Reporting for Convergent Media*
16. Pape, Susan and Featherstone, Susan. (2006). *Feature Writing: A Practical Introduction*
17. Fontaine, Andre and William A. Glavin. (1991). *The Art of Writing Nonfiction*
18. Wray, Cheryl Sloan. (2004). *Writing for Magazines: A Beginner's Guide*

ELECTIVE COURSES LITERATURE

SEMESTER VIII

1. *Science Fiction & Fantasy*

Course Description:

Some of the earliest works of fiction tell of the fantastic adventures of brave heroes and heroines who encounter strange and mysterious creatures, some of whom are monstrous, some angelic, some of whom utilize arcane lore or magic, and who enter realms of the imagination outside of the usual constructs of time and space. This is the world of Fantasy. Add in robots and science and experiments with time travel, life and man in the future and you get the world of Science Fiction!

In this course students will read and analyze some significant elements in Science Fiction & 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.

Course Outline:

In this course students will develop their understanding of the conventions of this genre as well as study texts by writers whose works have become literary “classics” or are a part of today’s popular fiction. We will read both classics of the genre and some of the most popular works of contemporary writers. However due to the short duration of the course, majority of the works chosen will be either short stories or novellas.

Aims & Objectives:

- 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:

- Wells, H. G.: *“The Time Machine”* (Biography of and Historical context of H. G. Wells’ writings)
- Film: *Dune*
- Asimov, Isaac: *“Robbie”*
- Shelley, Mary W.: *“The Mortal Immortal”* (Extracts)
- Gaiman, Neil: *“Goliath”* (Extracts)
- King, Stephen: *“Word Processor of the Gods”* (Extracts)

- Lee, Tanith: *“Red as Blood”* (Extracts)
- Nix, Garth: *“Holly and Iron”* (Extracts)
- J. K. Rowling: *“The Harry Potter”* (Extracts)
- J. R. R. Tolkien: *“Lord of the Rings”* (Extracts)

Additional Readings:

Arthur C. Clarke: *Rendezvous with Rama*

Bram Stoker: *Dracula's Guest*

C. S. Lewis: *The Lion, the Witch, and the Wardrobe* (Book 1: Chronicles of Narnia).

E. E 'Doc' Smith: *Robot Nemesis*

Edgar Allan Poe: *The Fall of the House of Usher*

Edgar Rice Burroughs: *A Princess of Mars*

Edward Page Mitchell: *The Clock That Went Backward*

Elizabeth Gaskell: *The Old Nurse's Story*

George R. R. Martin: *The Plague Sta,*

H. G. Wells: *The Time Machine*

H. P. Lovecraft: *The Colour Out of Space* Isaac Asimov: *Robbie*

J. R. R. Tolkien: *Riddles in the Dark*

Jules Verne: *An Express of the Future*

Lewis Carroll: *Through the Looking Glass*

Madeleine L'Engle: *A Wrinkle in Time*

Margaret Atwood: *The Handmaid's Tale*

Mary W. Shelley: *The Mortal Immortal: A Tale*

Nathaniel Hawthorne: *Young Goodman Brown*

Orson Scott Card: *Ender's Game*

Philip Pullman: *The Golden Compass*

Ray Bradbury: *There Will Come Soft Rains*

Robert A. Heinlein: *Double Star/The Door into Summer/The Past Through*

Robert Louis Stevenson: *The Body Snatcher*

Shirley Jackson: *The Lottery*

Stephen King: *The Raft*

Tanith Lee: *Red as Blood, Tomorrow*

Ursula K. Le Guin: *The Left Hand of Darkness*

2. Emerging Forms of Literature

This course focuses on the emerging forms of literature. Literature for long has been considered as a powerful representation of life through words, while in terms of new ways of living the modes of representation have also transformed. Limiting our question about the representation of literary texts through changing modes like film or video or other screen and sonic technologies, the debate here initiates a higher critical level of understanding. Students opting for this course will comprehend the growing combinations of screen reading, media forms, literature and literary criticism.

Aims & Objectives:

- Familiarize students to the latest trends of literary forms, hyper or cyber texts
- Enhance higher level of reflective thinking order
- Generate interdisciplinary interest and productive social networking
- Train the readers for academic research

Course contents may consist but may not limit to the sections and topics like:

- **Section-I: Literature:** Some Ways of Studying Literature, Literature and Literary Study, The Nature of Literature, The Function of Literature, Literary Theory, Criticism and History, Comparative and National Literatures, Extrinsic Approaches to the Study of Literature.
- **Section –II: What is Film or Cinema:** The Language and Semiotics of Cinema, the Cinematographic Principles.
- **Section-III: Film Theory, Criticism, and Technology:** Film Language and Reality, Film Narratives, Film Genres, Film Psychology, Film Ideology and Technology, Digital Images and Film Theory, Semantic/Syntactic Approaches to TV and Film, The Work of Art in the Age of Mechanical Reproduction, Literature and Science, Children's Films and Literature, Visual Pleasure and Narrative Cinema, Colonialism and Representation, Digital Cinema, Multimedia and Technological Change.
- **Section-IV: Narration and Adaptation: Literature as Film:** Structuring the Scene, Documentary Storytelling, Screen Writings and Adaptations (Shorts, Soaps, Series, Sitcoms, etc)

Selected chapters from any of the suggested books or other resources:

W. H. Hudson: An Introduction to the Study of Literature

R. Wellek and A. Warren: Theory of Literature

Andre Bazin: What is Cinema?

Christian Metz: Film Language Film Form Sergie Eisenstein

Rudolf Arnheim: Film as Art

John Ellis: Visible Fictions

Thomas Schatz: Hollywood Genres

Suggested videos and films but NOT ALL of them: *Robinson Crusoe, My Fair Lady, A Farewell to Arms, Romeo and Juliet, Much Ado about Nothing, Henry V, Hamlet, Bleak House, Man with a Movie Camera, Crooked House, Gosford Park, and Tess* (or any other as required)

5. Research Project

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;
- apply theories and methods practiced worldwide in Literary Research
- present the research in a coherent and well-organized manner in 10-15 thousand words.

Each student will be provided individual supervision and guidance in the proposed research that he or she undertakes to conduct.

Evaluation:

The Research Thesis will be assessed by two examiners (one of them will be the supervisor and the second will be an external examiner preferably from another university). The thesis will be considered equivalent to a 3 credit hour course.

BS/BA 4-YEAR PROGRAMME

SEMESTER I

Introduction to Linguistics

Aims & Objectives:

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

Contents:

- Basic terms and concepts in Linguistics
- What is language (e.g. design features, nature and functions of language)?
- What is Linguistics (e.g. diachronic/synchronic; paradigmatic/syntagmatic relations)?
- **Elements of Language**
 - Phonology
 - Morphology
 - Syntax
 - Semantics

- Scope of Linguistics: an introduction to major branches of linguistics
- Schools of Linguistics (Historicism, Structuralism, Generativism, Functionalism)
- Discourse Analysis (Difference between Spoken and Written discourse, conversational structure, turn-taking, coherence/cohesion)
- Stylistic variation and change

Recommended Readings:

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

SEMESTER II

Phonetics and Phonology

Aims & Objectives:

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

Contents:

1. **Introduction to Phonetics & Phonology**
 - Introduction to Phonetics & Phonology
 - Branches of Phonetics
 - Difference between Phonetics and Phonology
2. **Stages in the production of speech**
 - Speech organs
 - Manner of articulation

3. **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
4. **Suprasegmental Phonology**
 - i. Sounds in connected speech
 - Weak forms
 - Assimilation, elision and liaison
 - ii. Sentence stress and intonation
5. **Contrastive Phonology**
 - Teaching of pronunciation

Recommended Readings:

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

SEMESTER III

Morphology & Syntax-I

Aims & objectives:

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

Contents:

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

Recommended Readings:

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

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

SEMESTER IV

Semantics:

Aims & objectives:

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

Contents:

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

Recommended Readings:

1. Allan, K. (1986). *Linguistic Meaning*. London: Routledge.
2. Cruse, A. (1986). *Lexical semantics*. Cambridge: Cambridge University Press.
3. Cruse, A. (2011). *Meaning in Language: An Introduction to Semantics and Pragmatics*. (Third edition). Oxford Textbooks in Linguistics.
4. Davis, S. & Gillon, S. B. (2004). *Semantics: A Reader*. Oxford University Press.
5. Frawley, W. (2002). *Linguistic Semantics*. Cambridge: Cambridge University Press.
6. Fuchs, Catherine and Victorri, Bernard. (1994). *Continuity in Linguistic Semantics*. Amsterdam; Philadelphia : J. Benjamins.
7. Geeraerts, D. (2010). *Theories of Lexical Semantics*. Oxford University Press.
8. Griffiths, P. (2006). *An Introduction to English Semantics and Pragmatics*. Edinburgh University Press Ltd.
9. Howard, G. (2000). *Semantics: Language Workbooks*. Routledge.
10. Hudson, R. (1995). *Word Meaning*. New York and London: Routledge.
11. Hurford, R. J., Heasley, B. & Smith, B. M. (2007). *Semantics: a course book*. (Second edition) Cambridge: CUP.

12. Kearns, K. (2000). *Semantics*. Palgrave Modern Linguistics. Great Britain.
13. Kreidler, W. C. (2002). *Introducing English Semantics*. Routledge.
14. Lyons, J. (1996). *Linguistic Semantics: An Introduction*. Cambridge: University of Cambridge.
15. Ogden, C. & Ivor A. R. [1923 (1949)]. *The meaning of meaning*. London: Kegan Paul.
16. Palmer, F.R. (1976). *Semantics*. Cambridge: Cambridge University Press.
17. Riemer, N. (2010). *Introducing Semantics*. Cambridge Introductions to Language and Linguistics.
18. Saeed, I. J. (2009). *Semantics*. (Third edition). Wiley-Blackwell.

SEMESTER V

Pedagogical Grammar

Aims & objectives:

The aim is 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:

1. Borjars, K. & Burridge, K. (2010). *Introducing English Grammar*. Hodder Education. UK.
2. Celce-Murcia, & Larsen-Freeman, D. (1999). *The Grammar Book: An ESL/EFL Teacher's Course*. (Second edition). Boston, MA: Heinle and

- Heinle.
3. Harmer, J. (1993). *Teaching and Learning Grammar*. London: Longman.
 4. Huddleston, R. & Pullum, G. (2005). *A Students' Introduction to English Grammar*. Cambridge: Cambridge University Press.
 5. Huddleston, R. (2002). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.
 6. Leech, G. (1988). *Meaning and the English Verb*. London: Longman.
 7. Leech, G. & Svartvik, J. (2003). *A Communicative Grammar of English* (Third edition). London: Longman.
 8. McKay, S. (1990). *Teaching Grammar: Form, Function and Technique*. New York: Prentice Hall.
 9. Odlin, T. (Ed.), (1994). *Perspectives on Pedagogical Grammar*. Cambridge: Cambridge University Press.

Morphology & Syntax- II

Aims & Objectives:

The course is intended to provide an introduction to the principal theoretical questions in morphology, concentrating on two main approaches, the 'morphemic' approach and the 'realizational' approach. The course provides a step-by-step, hands-on introduction to the minimalist theory of syntax developed by Noam Chomsky over the past ten years. Illustrative material will largely be drawn from varieties of English. The course will familiarize the students with descriptive techniques, theoretical concepts, and styles of argumentation associated with minimalist syntax; provide them with sufficient grounding in minimalist syntax to enable them to cope better with other courses (e.g. in Acquisition, Disorders or Psycholinguistics) which presuppose some background in minimalist syntax; help to understand and appreciate the relation between linguistic theory and data.

Contents:

- Word formation process
- Morphological systems
- Derivational and inflectional morphemes
- Lexicons
- Morpho-syntactic analysis
- Issues in borrowing
- Argument structure
- Different kinds of Movements
- Subjects
- Predicates
- Introduction to Government and Binding theory
- Minimalism

Recommended Readings:

1. Aronoff, M., & Feudman, K. (2010). *What is Morphology?* (Second edition). John Wiley and Sons.
2. Booij, G. (2007). *The Grammar of Words: an Introduction to Morphology*. OUP.
3. Culicover, W. P., & Jackendoff, R. (2005). *Simpler Syntax*. Oxford: OUP.
4. Flabb, N. (2007). *Sentence Structure*. (Second edition). Taylor & Francis.
5. Haedgeman, L. (1994). *Introduction to Government and Binding Theory*. Blackwell
6. Katamba, F. (2004). *Morphology: Morphology and its relation to Semantics and the lexicon*. Routledge.
7. Radford, A. (1997). *A Minimalist Introduction*. CUP.
8. Radford, A. (2004). *English Syntax: an introduction*. CUP.
9. Roberts, G. I. (2007). *Diachronic Syntax*. Oxford: OUP.

Sociolinguistics

Aims & objectives:

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

Course Contents:

Introduction to Sociolinguistics:

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

Language and Context: Social Class and Region

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

Language Society and Culture

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

- National Language, Standard Language
- Language, Culture and Thought

Multilingualism and Bilingualism

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

Effects of bilingualism

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

Language and Gender

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

Language and Power

- Diglossia
- Critical language awareness

Language-in-education Planning

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

Recommended Readings:

1. Aitchison, J. (1993). *Language Change: Progress or Decay?* (Second edition). Cambridge University Press.
2. Auer, P. (Ed.). (1998). *Code-switching in Conversation: Language Interaction and Identity*. London: Routledge.
3. Bhatia, K. T. & Ritchie, C. W. (Eds.), (2006). *A Handbook of Bilingualism*. Oxford: Basil Blackwell.
4. Gardner-Chloros, P. (2009). *Code-switching*. Cambridge: Cambridge University Press.
5. Giles, H. & Billings, C. A. (2006). Assessing Language Attitudes: Speaker Evaluation Studies. In Davies, and Elder, C. (Eds.), *The Handbook of Applied Linguistics*. (187-209). Blackwell Publishing.
6. Holmes, J. (2008). *An Introduction to Sociolinguistics*. New York: Longman.
7. Hudson, R. A. (1996). *Sociolinguistics*. Cambridge: Cambridge University Press.

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

SEMESTER VI:

Psycholinguistics:

Aims & Objectives:

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

Contents:

Introduction to Psycholinguistics:

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

The Psychology of Learning

- Theories of language learning (Behaviourism, Mentalism, Interactionism)
- Memory
- Inter-language
- Error Analysis

Individual Learner Factors

- Age
- Affective and personality factors
- Cognitive styles
- Motivation
- Learner Strategies

Recommended Readings:

1. Aitchison, J. (1998). *The Articulate Mammal: An Introduction to Psycholinguistics*. Routledge.
2. Brown, H. D. (2007). *Principles of language learning and teaching*, (Fifth edition). New York: Longman.
3. Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and strategies. In N. Schmitt (Ed.). *An Introduction to Applied Linguistics*. London: Arnold. (170-190).
4. Lightbown, P., & Spada, N. (2006). *How languages are learned*, 3rd edition. New York: Oxford University Press.
5. Long, M. (2005). Methodological issues in learner needs analysis. In M. Long (Ed.). *Second language needs analysis*. Cambridge: Cambridge University Press. (19-76).
6. Long, M., & Robinson, P. (1998). Focus on form: Theory, research, practice. In C. Doughty and J. Williams (Eds.), *Focus on form in classroom second language acquisition*. New York: Cambridge University Press. (15-41).
7. McLaughlin, B. (1987). *Theories of Second-language Learning*. London: Edward Arnold.
8. Richards, J. (1993). *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman.
9. Steinberg, D. & Sciarini, N. (2006). *Introduction to Psycholinguistics*. (Second edition). London: Longman.

Discourse Analysis

Aims:

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

Contents:

What is discourse?

- Discourse and the sentence
- Grammar within and beyond the sentence
- Language in and out of context
- Spoken vs. written discourse

Formal & contextual links

- Parallelism

- Referring expressions
- Repetition and lexical chains
- Substitution
- Ellipsis
- Conjunction

Conversational principles

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

Views on Discourse Structure

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

Recommended Readings:

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

Lexical Studies:

Aims & Objectives:

The course aims to make the students aware of the basic concepts related to lexicology and lexicography. It also aims to enrich students' vocabulary and introduce them to the process of compiling and editing dictionaries.

Contents:

- Words vs. Lexemes
- Multi-word Lexemes
- Etymology of words
- Roots, prefixes and suffixes
- Lexis & Morphology
- Morphological productivity
- Word- formation processes: *Derivation, Compounding, Blending, Clipping, backformation.*
- Semantic Field
- Sense Relations
- Vocabulary in Discourse
- Collocation & Colligation
- Lexical Priming
- Lexicography

Recommended Readings:

1. Apresjan, J. (2008). *Systematic Lexicography*. Oxford University Press.
2. Ayto, J. (1999). *Twentieth Century Words*, Oxford: Oxford University Press.
3. Carter, R. (1998). *Vocabulary: Applied Linguistics Perspectives*. (Second edition). London: Routledge.
4. Fontenelle, T. (Ed.), (2008). *Practical Lexicography: A Reader*. Oxford University Press.
5. Hatch E. and Brown C. (1995). *Vocabulary, Semantics, and Language Education*. Cambridge: Cambridge University Press.
6. Hoey, M. (1991). *Patterns of Lexis in Texts*. Oxford: Oxford University Press.
7. Hoey, M. (2005). *Lexical Priming: A new theory of language*. London: Routledge.
8. Hudson, R. (1995). *Word Meaning*. New York and London: Routledge.
9. Jackson H. and Amvela E. Z. (2000). *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*. London: Cassell.
10. Jackson, H. (1989). *Words and their Meanings*. London: Longman.
11. Jackson, H. (2002). *Lexicography: An Introduction*. London: Routledge.
12. Jackson H. and Amvela E. Z. (2000). *Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology*. London: Cassell.
13. McCarthy, (2002). *English vocabulary in use*. Cambridge: Cambridge University Press.

14. Plag, I. (2002). *Word-formation in English*. Cambridge University Press.
15. Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge University Press.
16. Stubbs, M. (2001). *Words and Phrases: Corpus Studies of Lexical Semantics*. Oxford: Blackwell.

SEMESTER VII

Language Teaching Methodologies

Aims & Objectives:

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:

Methods of Language Teaching

- Approach, Method and Technique
- Selected ELT Methods: Grammar-Translation, Direct, Audio-lingual
- Communicative Language Teaching
- ELT models for Pakistan

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

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

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

Teaching Language through Literature

- Teaching language through Drama
- Teaching language through poetry

- Teaching language through prose

Recommended Readings:

1. Alderson, J. C., & Urquhart, H. A. (Eds.) (1984). *Reading in a Foreign Language*. London: Longman.
2. Brookes, A. & Grundy, P. (1990). *Writing for Study Purposes*. Cambridge: C UP.
3. Brown, G. & Yule, G. (1983). *Teaching the Spoken Language*. Cambridge: C UP.
4. Brumfit, J. C. (1985). *Language and Literature Teaching: From Practice to Principle*. Pergamon Press
5. Bygate, M. (2004). *Speaking*. (Second edition). Oxford; OUP.
6. Byrne, D. (1986). *Teaching Oral English*. London: Longman.
7. Byrne, D. (1988). *Teaching Writing Skills*. London: Longman.
8. Carter, R. & R. McCarthy. (1997). *Exploring Spoken English*. Cambridge: C UP.
9. Collie, J. & Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: C UP.
10. Davies, F. (1995). . *Introducing Reading*. Harmonsworth: Penguin.
11. Doughtyerty, Stahlka and McKenna, M. C. (Eds.). *Reading Research at Work: Foundations of Effective Practice*.
12. Grabe, W. & Kaplan, R. (1996). *Theory and Practice of Writing*. London: Longman.
13. Grellet, F. (1982). *Developing Reading Skills*. Cambridge: C UP.
14. Harmer, J. (2003). *Practice of English Language Teaching*. London Longman.
15. Harmer, J. (1998). *How to Teach English*. London: Longman. Hedge, T. (2005). *Writing*. (Second edition). Oxford: OUP.
16. Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge: CUP.
17. Hughes, R. (2002). *Teaching and Researching Speaking: AppliedLinguistics in Action*. Harlow: Longman.
18. Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language*. (Second edition). London: Heinemann.
19. Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (Second edition). Cambridge: CUP.
20. Stern, L. S. (1987). Expanded dimensions to Literature in ESL/ EFL: An Integrated Approach. *Forum*. Vol: xxv, No: 4, 47-55.
21. Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: CUP.
22. Wallace C. (1992). *Reading*. Oxford: OUP.
23. White, R & Arndt, V. (1991). *Process Writing*. London: Longman.

Pragmatics

Aims & Objectives:

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

Contents

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

Recommended Reading:

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

18. Verscheuren, J. (1999). *Understanding Pragmatics*. Arnold.
19. Verscheuren, J., & Ostman, J. (Eds.), (2009). *Key notions for Pragmatics*. John-Benjamins Publishing Company.
20. Yule, G. (1996). *Pragmatics*. Oxford University Press.

Second Language Acquisition

Aims & objectives:

This course focuses on second language acquisition (SLA). It is divided into two parts. The first part outlines some general concepts concerning the field of SLA and the second part provides an overview of some of the most influential SLA theories. The aim of this course is to introduce participants to the major concepts and theories of SLA. By the end of the course participants will gain an understanding of basic concepts of SLA. They will be able to explore and evaluate SLA theories from the point of view of second language learners.

Course 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 versus Learning Hypothesis.
- The Monitor Hypothesis.
- The Natural Order Hypothesis.
- The Input Hypothesis
- The Affective Filter Hypothesis.

Inter-language Theories

- Overgeneralisation
- Transfer of Training
- Strategies of Second Language Learning
- Strategies of Second Language Communication
- Language Transfer
- Stabilization and Fossilization in Interlanguage

Language Socialization in SLA

- Acculturation/Pidginization Theory
- Sociocultural Theory
- Processability Theory

Cognitive approaches to second language acquisition

- Cognitive Processes in Second Language Learners
- Universal grammar
- Role of Universal Grammar in First and Second Language acquisition
- Principle and Parameter Theory
- Projection Principle
- Language learning through association
- Connectionism

Recommended Readings:

1. Cook, V. (1993). *Linguistics and Second Language Acquisition*. London: MacMillan
2. Cook, V. (1991). *Second Language Learning and Language Teaching*. London: Edward Doughty, C. J. &
3. Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
4. Ellis, R. (1992). *Second language acquisition and language pedagogy*. Clevedon: Multilingual Matters.
5. Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
6. Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.
7. Gass, S. M. & Selinker, R. (2001) *Second Language Acquisition: An Introductory Course*. London: Routledge.
8. Johnson, K. (2001) *An Introduction to Foreign Language Learning and Teaching*. London: Longman.
9. McLaughlin, B. (1987) *Theories of Second-Language Learning*. London: Edward Arnold.
10. Mitchell, R. & Myles, F. (1998) *Second language learning theories*. London: Arnold.
11. Long, M.H. (2002). *The Handbook of Second Language Acquisition*. Oxford: Blackwell.
12. Ortega, L. (2007) *Understanding Second Language Acquisition*. London: Hodder Arnold.

12. VanPatten, B. & Williams, J. (2006) *Theories in Second Language Acquisition. An Introduction*. Mahwah, NJ: Lawrence Erlbaum Associates.

Research Methods in Linguistics

Aims & Objectives:

To enable students to conduct their own small scale research; the main aim is to get them familiarized with the 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
- Some Aspects of the Research Report
 - a. Review of literature
 - b. Transcription and Transliteration
 - c. Referencing and Citation

Recommended Readings:

1. Allwright, D. & Bailey, K. (1991). *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: CUP.
2. Bogdan, R. C. & Biklen, S. K. (2007). *Qualitative research for education: An introduction to theories and methods*. (Fifth edition.) Boston: Pearson Education, Inc.
3. Brown, D. (2004). *Doing Second Language Research*. Oxford: OUP.
4. Brown, D. (1988). *Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design*. Cambridge: CUP.
5. Brown, J. D. & Rogers, T. S. (2002). *Doing Second Language Research*. Oxford: OUP.
6. Bryman, A. (2004). *Research Methods for Social Sciences*. Second edition. Oxford: Oxford University Press.
7. Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. (Second edition). Thousand Oaks: Sage Publications.
8. Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: OUP.

9. Drever, E. (1995). *Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide*. Edinburgh: Scottish Council for Research in Education.
10. Fraenkel, J. & Wallen, N. (1995). *How to Design and Evaluate Research in Education* (Second edition). New York: McGraw Hill.
11. Hammersley, M. & Atkinson, P. (1995). *Ethnography: Principles in Practice*. (Second edition). New York: Routledge.
12. Miles, M. & Huberman, M. (1994). *Qualitative Data Analysis*. CA: Sage.
13. Munn, P. & Drever, E. (1995). *Using Questionnaires in Small-Scale Research*. Edinburgh: Scottish Council for Research in Education.
14. Nunan, David. (1992). *Research Methods in Language Learning*. Cambridge: CUP.
15. Robson, C. (2002). *Real world research* Malden, MA: Blackwell Publishing.
16. Schofield, J. W. (2007). Increasing the generalizability of qualitative research. In M. Hammersley. (Ed.), *Educational research and evidence-based practice*. Thousand Oaks, CA: Sage. (181-203).
17. Silverman, D. (Ed.), (1998). *Qualitative Research: Theory, Method and Practice*. London: Sage.
18. Silverman, D. (Ed.), (2002). *Interpreting Qualitative Data: Text, Context and Talk*. London: Sage.
19. Wallace, M. J. (1998). *Action Research for Language Teachers*. Cambridge: Cambridge University Press.

ELECTIVE COURSES

YEAR FOUR

SEMESTER VII

TRANSLATION STUDIES

Aims & Objectives:

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:

- 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:

1. Armstrong, N. (2005). *Translation, Linguistics, Culture*. Multilingual Matters Limited.
2. Baker, Mona. (1992). *In Other Words: A Coursebook on Translation*. London: Routledge.
3. Bell, R, T. (1994). *Translation and Translating*. London: Longman.
4. Bermann, S. & Wood, M. (2005). *Nation, Language, and the Ethics of Translation*. Princeton University Press.
5. Catford, J. C. (1965). *A Linguistic Theory of Translation: an Essay on Applied Linguistics*. London: Oxford University Press.
6. de Beaugrande, Robert-Alain & Dressler, W. 1983. *Introduction to Text Linguistics*. London: Longman.
7. Duff, A. (2004). *Translation*. Oxford: Oxford University Press.
8. Fawcett, P. (1997). *Translation and Language: Linguistic Theories Explained*. Manchester: St Jerome Publishing.
9. Kenny, Dorothy. (1998). 'Equivalence'. In Baker, M. (ed.), *Routledge Encyclopaedia of Translation Studies*, (77-80). London and New York: Routledge.
10. Kress, G. (1989). *Linguistic Process in Sociocultural Practice* (Second edition). Oxford: Oxford University Press.
11. Kussmaul, P. (1995). *Training the Translator*. John Benjamins Publishing Co.
12. Newmark, P. (1995). *A Textbook of Translation*. Library of Congress

Cataloging-in-Publication Data.

13. Robinson, D. (2007). *Becoming a Translator: An Introduction to the theory and practice of Translation*. (second edition). Routledge.
14. Rubel, G.P. & Roseman, A. (Eds.). (2003). *Translating Cultures: Perspectives on translation & Anthropology*. Berg.
15. Sameulsson-Brown, G. (2004). *A Practical Guide for Translators*. Multilingual Matters Ltd.

MEDIA DISCOURSE ANALYSIS

Aims & objectives:

This course will provide students with an insight into the socio-political influence and the cultural power of the mass media in the modern world. The learners are expected to study the role that the language of media is playing in globalization. At the end of the course the students to will be able to respond to the media texts (written and spoken).

Contents:

- Introduction to mediation
- Sign and meanings
- Intertextuality
- Narrative
- Cultural studies
- Montage/Hybridization
- Language of Propaganda and Sabotage
- Language of Politics (Newspeak and Binary Discourse)
- Interpellation: Modes of address (e.g. direct address in broadcasting and TV advertising)
- Genre and Ideology (e.g. femininity as an ideology)
- Regime of Broadcasting and roles of producers and receivers of speech acts
- Language of Documentary
- Copy-writing
- Journalistic writing
- Media and Globalization
- Deconstruction of Media texts

Recommended Reading:

1. Allen, R. (Ed.), (1992). *Channels of Discourse Reassembled*. New York: Rutledge.
2. Bell, A. (1991). *The Language of News Media*. Oxford: Blackwell.
3. Cormack, M. (1992). *Ideology*. London: Batsford.
4. Edginton, B. & Montgomery, M. (1996). *The Media*. The British Council.
5. Fairclough, N. (1990). *Critical Discourse Analysis*. London: Longman.

6. Fiske, J. (1990). *Introduction to Communication Studies*. London: Routledge.
7. Fowler, R. (1991). *Language in the News - discourse and ideology in the press*. London: Routledge.
8. O'Sullivan, T., Dutton, B. & Rayner, P. (1994). *Studying the Media - an introduction*. London: Arnold.
9. Tolson, A. (1996). *Mediations, Text and Discourse in Media Studies*. London: Arnold.
10. Tomlinson, A. (1990). *Consumption, Identity and Style marketing Meanings and the Packaging of Pleasures*. London: Rutledge.
11. Tomlinson, J. (1991). *Cultural Imperialism*. London: Pinter.

WORLD ENGLISHES

Aims & Objectives:

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. 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 English in the world, and on the legitimacy of New English in particular.

<http://www.hku.hk/english/engstudies/courses/2030.htm> top

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 Readings:

1. Bamgbose, A. (1998). "Torn between the norms: innovations in world Englishes", *World Englishes* 17 (1), 1-14.
2. Crystal, D. (1997a). *English as a Global Language*. Cambridge: CUP.
3. Graddol, D. (1997b). *The Future of English?* London: British Council.
4. Jenkins, J. (2003). *World Englishes: A resource book for students*. Routledge.
5. Kachru, B. (1992). *The Other Tongue* (2nd Ed). Urbana: University of Illinois Press.
6. Kachru, B. (1986). *The Alchemy of English: The Spread, Functions and Models of Non-native Englishes*. Oxford: Pergamon Press, reprinted 1990, Urbana: University of Illinois Press.
7. Kachru, B., Yamuna Kachru & Cecil L. N. (2006). *World Englishes in Asian Contexts*. Hong Kong: Hong Kong University Press.
8. Kachru, B., Yamuna, K., & Cecil L. N. (Eds.), (2006). *The Handbook of World Englishes*. Malden, MA; Oxford: Blackwell.
9. Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press.
10. Penny Cook, A. (1996). English in the world/The world in English. In J.W. Tollefson (1996) *Power and inequality in language education*. (pp.34-58). Cambridge: Cambridge University Press.
11. Simo, B, A. (2001). "Taming the madness of English". *Modern English Teacher*, Vol.10, No 2, 11-17.

SEMESTER VIII

SYLLABUS DESIGN & TESTING

Aims and Objectives:

The course aims to introduce the students to principles and process of evaluating and designing a language syllabus and materials for language teaching. It also focuses on developing appropriate assessment strategies for

testing the four skills.

Contents:

- Principles and Process of Syllabus Design
- Kinds of ELT syllabus
- Conducting Needs Analysis
- Evaluating and Designing 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
- Principles of Language Testing
- Types of Tests
- Designing valid and reliable tests

Recommended Readings:

1. Alderson, J. C. and North, B. (Eds.), (1991). *Language Testing in the 1990s*. Macmillan.
2. Brown, H. D. (2001). *Teaching by Principles*. (Second edition). New York: Addison.
3. Cohen, A. (1994). *Assessing Language Ability in the Classroom*. (Second edition). Rowley, Mass.: Newbury House/ Heinle and Heinle.
4. Cunningsworth, A. (1984). *Evaluating and Selecting EFL Materials*. Oxford.
5. Cunningsworth, A. (1995). *Choosing Your Coursebook*. Oxford: Heinemann.
6. Ellis, R. (2005). *Task Based Language Learning*. Oxford: Oxford University Press.
7. Grant, N. (1987). *Making the Most of Your Textbook*. Harlow: Longman.
8. Graves, K. (Ed.), (1996). *Teachers as Course Developers*. Cambridge: CUP.
9. Hall, D. & Hewings, A. (2001). *Innovation in English Language Teaching*. London: Routledge.
10. Heaton, B. J. (1988). *Writing English Language Tests*. A practical guide for teachers of English as a second or foreign language. (Second edition). Longman.
11. Hughes, A. (1994). *Testing for Language Teachers*. Cambridge Handbook for Language Teachers.
12. Madsen, S. H. (1983). *Techniques in Testing*. OUP.
13. Mc Namara, T. 2000. *Language Testing*. Oxford. OUP.
14. Markee, N. (1997). *Managing Curriculum Innovation*. Cambridge: Cambridge UP.
15. Nunan, D. (1988). *Syllabus Design*. Oxford: Oxford University Press.
16. Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge: CUP.
- 17.

18. Tomlinson, B. (Ed.), (2003). *Developing Materials for Language Teaching*. Continuum.
19. White, R. V. (1988). *The ELT Curriculum: Design, Innovation, Management*. Blackwell.
20. Wintergerst, A. (1994). *Second-Language Classroom Interaction*. Toronto: University of Toronto.

STYLISTICS

Aims & Objectives:

The aim of the course is to study the features of distinctive varieties of language and to discover and describe the reasons for 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, enables them to uncover the layers, patterns and levels that constitute stylistic description.

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 Readings:

1. Black, E. (2006). *Pragmatic Stylistics*. Edinburgh University Press.
2. Bradford, R. (1997). *Stylistics: The New Critical Idiom*. London: Routledge.
3. Fowler, R. (1996). *Linguistic Criticism* (second edition.). Oxford: Oxford University Press.
4. Haynes, J. (1995). *Style*. Routledge.
5. Halliday, M. A. K. (1990). *Spoken and Written Language*. Oxford: Oxford University Press
6. Hoey, M. (2003). *Textual Interaction*. London: Routledge.
7. Leech, G. & Short, M. (1986). *Style in Fiction*. London: Longman.
8. Simpson, P. (2004). *Stylistics: A resource book for students*. Routledge.
9. Thomas, Jenny. (1995). *Meaning in Interaction*. London: Longman.
10. Widdowson, H. (1992). *Practical Stylistics*. Oxford: Oxford University Press.
11. Wright, L., & Hope, J. (1996). *Stylistics: A Practical Course book*. Routledge.

LANGUAGE, CULTURE AND IDENTITY

Aims & Objectives:

The course aims to develop a better understanding of what constitutes identity and how it is related to language and culture. The course also aims to reconceptualize views of language, literacy and cultural practices within different context and to value diversity and reject discrimination.

Contents:

- Relationship between language and culture
- Role of language and culture in the formation of identity
- Types of identity: Religious; Ethnic; Linguistic; Cultural; National
- The issue of identity in multicultural societies
- Identity Crisis
- Language Attitudes
- Ethnic conflicts
- Linguistic conflicts
- Problems of linguistic inequality
- Linguistic imposition
- Cross-cultural communication
- Culture shock

Recommended Reading:

1. Agnihotri, K. R. (2007). Identity and Multilinguality: The Case of India. In Tsui, M. B. A. & Tollefson, W. J. (Eds.). *Language Policy, Culture, and Identity in Asian Contexts*. Lawrence Earlbaum Associates, Publishers. Mahwah, New Jersey. (185-204).
2. Chick, K. J. (1996). Intercultural Communication. In Mc kay L. S. and Hornberger, H.N (Eds.,). *Sociolinguistics and Language Teaching*. CUP (329-350).
3. Edwards, J. (1985). *Language, Society and Identity*. Oxford: Basil Blackwell.
4. Joseph, John, E. (2004). *Language and identity: national, ethnic, religious*. New York: Palgrave Macmillan.
5. Gumperz, J. J. (2005). Interethnic Communication. In Kiesling F. S. & Paulston, B. C. (Eds.). *Intercultural Discourse and Communication: The Essential Readings*. Blackwell Publishing. (33-44).
6. Khan, R. K. (2009). Two Languages with One Culture: Problems in Communication. In Hussain, N; Ahmed, A & Zafar, M. (Eds.). *English and Empowerment in the Developing World*. New Castle Upon Time: Cambridge Scholars Publishing. (191-198).
7. Ochs, E. (2005). Constructing Social Identity: A Language Socialization Perspective. In Kiesling F. S. & Paulston, B. C. (Eds.). *Intercultural Discourse and Communication: The Essential Readings*. Blackwell Publishing. (78-91).

8. Paul Kroskrity. (2000). Identity. *Journal of Linguistic Anthropology*, 9(1-2), (111-114).
9. Royce, A. P. (1982). *Ethnic Identity: Strategies of Diversity*. Bloomington: Indiana.

GENRE ANALYSIS

Aims & Objectives:

This course aims at introducing the theories and procedures of genre analysis and its applications in second language teaching. The students will be introduced to different genres for analysis and will practically engage in analyzing some important genres.

Contents:

- Defining Genre
- Approaches to genre & genre analysis
- Swales' model of genre analysis
- Procedures involved genre analysis
- Academic Genre
- Professional Genre
- Genre analysis in second language teaching

Recommended Readings:

1. Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal*, 54(2), 153-160.
2. Basturkmen, H. (2006). *Ideas and Options in English for Specific Purposes*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.
3. Basturkmen, H. (2009). Commenting on results in published research articles and masters dissertations in language teaching. *Journal of English for Academic Purposes*, 8, 241-251.
4. Bhatia, V. K. (1993). *Analysing Genre*. London: Longman.
5. Biber, D., Connor, U., & Upton, T. A. (2007). *Discourse on the Move: Using a corpus to describe discourse structure*. Amsterdam: Benjamins Publishing Company.
6. Connor, U., & Mauranen, A. (1999). Linguistic analysis of grant Proposals: European Union research grants. *English for Specific Purposes*, 18(1), 47-62.
7. Ding, H. (2007). Genre analysis of personal statements: Analysis of moves in application essays to medical and dental schools. *English for Specific Purposes*, 26, 369-392.
8. Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications.
9. In J. Flowerdew (Ed.), *Academic listening: Research perspectives* (pp. 146–158). Cambridge: Cambridge University Press.
10. Dudley-Evans, T. (1994). Variations in the discourse patterns favoured by different disciplines and their pedagogical implications.

11. In J. Flowerdew (Ed.), *Academic listening: Research perspectives* (pp. 146–158). Cambridge: Cambridge University Press.
12. Dudley-Evans, T., & John, M. J. S. (1998). *Developments in English for Specific Purposes: A multi-disciplinary approach*. Cambridge: CUP.
13. Firth, D. R., & Lawrence, C. (2003). Genre analysis in information systems research. *The Journal of Information Technology Theory and Application*, 5(3), 63-77.
14. Flowerdew, J. (1993). An educational or process approach to the teaching of professional genres. *ELT Journal*, 47, 305-316.
15. Flowerdew, J., & Dudley-Evans, T. (2002). Genre Analysis of editorial letters to the contributors of international journals. *Applied Linguistics*, 23(4), 463-489.
16. Flowerdew, J., & Wan, A. (2006). Genre analysis of tax computation letters: How and why tax accountants write the way they do. *English for Specific Purposes*, 25, 133-153.
17. Flowerdew, J., & Wanb, A. (2010). The linguistic and the contextual in applied genre analysis: The case of the company audit report. 29, 78-93.
18. Hopkins, A., & Dudley-Evans, T. (1988). A genre-based investigation of the discussion sections in articles and dissertations. *English for Specific Purposes*, 7, 113-121.
19. Hyland, K. (2001). Humble servants of the discipline? Self-mentioned in the research articles. *English for Specific Purposes*, 20(3), 207-226.
20. Hyland, K. (2002). *Genre and second language writing*. Michigan: Michigan University Press.
21. Hyland, K. (2003). Graduates gratitude: the generic structure of dissertation acknowledgements. *English for Specific Purposes*, 22(3), 303-324.
22. Hyland, K. (2006). *English for academic purposes: an advanced resource book*. London: Routledge.
23. Hyland, K. (2008). Genre and academic writing in the disciplines. *Language Teaching*, 41(4), 543-562.
24. Hyon, S. (1996). Genre in three traditions: Implications for ESL. *TESOL Quarterly*, 30(4), 693-622.
25. Johns, A. M. (2008). Genre awareness for the novice academic student: An ongoing quest. *Language Teaching*, 41(2), 237-252.
26. Kanoksilapatham, B. (2005). Rhetorical structure of biochemistry research articles. *English for Specific Purposes*, 24(3), 269-292.
27. Kwan, B. S. C. (2006). The schematic structure of literature reviews in doctoral theses of applied linguistics. *English for Specific Purposes*, 25, 30-55.
28. Nunan, D. (1997). *Research Methods in Language Learning*. Cambridge: CUP.
29. Paltridge, B. (2006). *Discourse Analysis*. London: Continuum.
30. Postellguilo, S. (1999). The schematic structure of computer science research articles. *English for Specific Purposes*, 18(2), 139-160.
31. Samraj, B. (2002). Introductions in research articles: Variations across disciplines. *English for Specific Purposes*, 21(1), 1-17.

32. Samraj, B. (2005). An exploration of a genre set: Research article abstracts and introductions in two disciplines. *English for Specific Purposes*, 24(2), 141-156.
33. Swales, J. (1990). *Genre Analysis: English in academic and research settings*. Cambridge: CUP.
34. Swales, J. M. (1981). *Aspects of article introductions* (Aston ESP Research Report 1).
35. Swales, J. M. (1986). A genre-based approach to language across the curriculum. In M. L. Tickoo (Ed.), *Language across the curriculum* (pp. 10–22). Singapore: Regional English Language Center.
36. Thompson, S. (1994). Frameworks and contexts: A genre-based approach to analyzing lecture introductions. *English for Specific Purposes*, 13, 171-186.
37. Upton, T. A., & Connor, U. (2001). Using computerized corpus analysis to investigate the text linguistic discourse moves of a genre. *English for Specific Purposes*, 20, 313-329.
38. Weissberg, B. (1993). The graduate seminar: Another research-process genre. *English for Specific Purposes*, 12, 23-35.
39. Yeung, L. (2007). In search of commonalities: Some linguistic and rhetorical features of business reports as a genre. *English for Specific Purposes*, 26, 156-179.

ELECTIVE COURSES

SEMESTER VIII

RESEARCH PROJECT IN LINGUISTICS

The students can opt for conducting research which they are required to write in the form of a research thesis.

Aims and Objectives:

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

Note:

The minimum eligibility criterion for writing a research thesis is 3 GP in the Research Methods course. Those students who score less than 3 GP will be required to choose any of the options offered other than research.

ENGLISH FOR SPECIFIC PURPOSES (ESP)

Aims and Objectives:

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

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

Course Contents:

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

- Approaches to text analysis (register, discourse, and genre analysis)

Recommended Readings:

1. Barron, C. (2003). "Problem solving and ESP: Themes and Issues in a Collaborative Teaching Venture. In *English for Specific Purposes*, 22. (297-314).
2. Dudley-Evans, T. & Bates, M. (1987). "The Evaluation of an ESP Textbook." In L. E. Sheldon. (Ed.), *ELT Textbooks and Materials: Problems in Evaluation and Development*. ELT Documents 126.
3. Dudley-Evans, T. & St. John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: CUP
4. Fanning, P. (1993). "Broadening the ESP Umbrella." *English for Specific Purposes*. 12 (2).
5. McDonough, J. (1984). *ESP in Perspective: A Practical Guide*. London: Collins.
6. Swales, J. (1990). *Genre Analysis*. Cambridge: Cambridge University Press.

LANGUAGE IN EDUCATION

Aims and Objectives:

The course aims to introduce students to broad issues in language and education to enable them to make informed decisions as future leaders in the TESOL profession. By the end of the courses the students will be able to:

- Compare the language policy of their country with other countries and understand its implications for the teaching of English, national and local languages
- Develop a range of perspectives to review the language in education situation in a country and its possible impacts on access, equity, poverty alleviation etc.
- Make informed choices for school/institutional level policies and practices

Contents:

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

Recommended Readings:

1. Bisong, J. (1995). Language Choice and Cultural Imperialism: A Nigerian Perspective. *ELT Journal* 49:2. 122-132.
2. Pennycook, A. (1996). English in the world/The world in English. In Tollefson, W. J (Ed.), *Power and Inequality in Language Education*. (34-

- 58). Cambridge: Cambridge University Press.
3. Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
 4. Platt, J., Weber, H., & Ho, M. (1984). *The New Englishes*. London: Routledge.
 5. Ricento, T. & Hornberger, N. (1996). Unpeeling the Onion: Language Planning and Policy and the ELT Professional. *TESOL Quarterly* 30:3, 401-428.
 6. Schiffman, H. E. (1996). *Linguistic Culture and Language Policy*. London: Routledge.
 7. Smith, L. (Ed.), (1981). *English for Cross-cultural Communication*. New York: Macmillan.
 8. Strevens, P. (1982). World English and the Worlds Englishes or, Whose Language is it Anyway? *Journal of the Royal Society of Arts*. June, 418-31.

LANGUAGE AND GENDER

Aims & Objectives:

The course aims to introduce students to a wide range of linguistic analyses of language used by and used about women and men; examine models of explanation for gender differences, enabling 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:

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?
- The primary linguistic approaches to gender and language
- Historical and contemporary issues and controversies in the field of language & gender
- Different perspectives on language and gender: linguistic, anthropological, sociological, psychological, feminist.

Recommended Readings:

1. Coates, J. (1986). *Women, Men and Language*. Longman: London.
2. Eckert, P. & McConnell, G. S. (2003). *Language and Gender*. CUP.
3. Ember, R. C & Ember, M. (Eds.), (2004). *Encyclopedia of Sex and Gender: Men and Women in the world's cultures*. Kluwer Academic/Plenum Publishers
4. Graddol, D. and J. Swann. (1989). *Gender Voices*. Blackwell: Oxford, UK.
5. Johnson, S. & Ulrike, H. M. (1997). *Language and Masculinity*. Oxford: Blackwell. (LAM).

6. King, R. (1991). *Talking Gender: A Guide to Non-Sexist Communication*. Copp Clark Pitman Ltd.: Toronto.
7. Litosseliti, L. (2006). *Gender and Language: Theory and Practice*. London: Hodder Arnold.
8. Tannen, D. (1990). *You Just Don't Understand*. New York: Ballantine Books (YJDU)
9. Tannen, D. (Ed.), (1993). *Gender and Conversational Interaction*. New York: OUP

ANTHROPOLOGICAL LINGUISTICS

Aims & Objectives:

The course aims to familiarize students with the ways people negotiate, contest, and reproduce cultural forms and social relations through language, and the ways in which language provides insights into the nature and evolution of culture, cognition, and human society. The course integrates traditional anthropological concerns with the relations among language, culture, and meaning.

Contents:

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

Recommended Readings:

1. Bradd, S. (1996). *Culture in mind: cognition, Culture and the problem of meaning*. OUP.
2. Brenneis, L. D., & Macaulay, S. K. R. (1996). *The Matrix of Language: contemporary Linguistic Anthropology*. West view Press.
3. Duranti, A. (Ed.), (2004). *A companion to Linguistic Anthropology*. Blackwell Publishing.
4. Duranti, A. (Ed.), (2009). *Linguistic Anthropology: A Reader*. (Second Edition). Blackwell Publishing.
5. Foley, A. W. (2004). *Anthropological Linguistics: an introduction*. Blackwell Publishing.
6. Gumperz, J. J. (1996). *Rethinking linguistic relativity*. Cambridge University Press.

7. Ottenheimer, J. H. (2008). *The Anthropology of Language: An Introduction to Linguistic Anthropology*. Wadsworth.
8. Stroinska, M. (2001). *Relative Points of View: linguistic representation of culture*. Berghahn Books.
9. Verspoor, M. (2000). *Explorations in linguistic relativity*. John Benjamins Publishing Company.
10. Wilson, C. J. & Lewiecki-Wilson, C. (Ed.), (2001). *Embodied Rhetorics: Disability in language and Culture*. Southern Illinois University. USA.

SCHEME OF STUDIES

MS/MPhil in English (Literature) 02-Year Programme

NOTE: This is only a guideline and the universities may offer specific courses given the availability of resources.

	YEAR-01, SEMESTER-I	YEAR-01, SEMESTER-II	YEAR-02, SEMESTER-III SEMESTER-IV
Total Credits:30 (24 Course Work + 06 Thesis Writing)	12 (Course Work)	12 (Course Work)	06 (Thesis)
Core Courses (Total: 02 in both semesters)	<ul style="list-style-type: none"> Literary Criticism and Theory (Core) 	<ul style="list-style-type: none"> Advanced Research and Bibliographic Methods (Core) 	
Elective Courses (Total: 04 to 06 in both semesters)	<ul style="list-style-type: none"> Elizabethan and Restoration Drama Aesthetics & Literary Genres American Literature – I (Novel and Short Story) Women’s Writings Comparative Literature 	<ul style="list-style-type: none"> Modern and Contemporary Poetry Modern and Contemporary Fiction Modern and Contemporary Drama American Literature – II (Drama and Poetry) World Literature in Translation Postcolonial Studies 	Thesis Writing (20,000 to 25,000 Words)

KINDLY NOTE THE FOLLOWING:

- Course Codes for MS/ M.Phil Literature program mostly range within the 900 series, but following the HEC model, the universities may assign these codes as per their local/ regional formats
- Besides the two required core courses (“Literary Criticism and Theory” and “Advanced Research and Bibliographic Methods”) the other

courses are offered as electives to cater to the individual needs and interests

- Each course can be allotted 04 or 03 Credit Hours (CH) as per university requirement to complete the coursework. HEC has suggested 04 CH for each course, and this means selecting 02 elective courses apart from taking 01 core course each semester. However, the international standard is to allot 03 CH to each course, and this means that at this level the candidates select 03 elective courses apart from 01 core course each semester. In total the candidates will be studying 06 to 08 courses to make it 24 CH and then write a thesis for the other 12 CH
- The candidates will be advised to select elective courses that pertain to their individual research interests. However, if the university policy, the concerned departments, and the concerned course in charges permit and if it goes to the interest of the candidate's research, the candidate may audit one or two (credit or non-credit) courses in the areas beyond their selected courses for MA in Literature or MA in Applied Linguistics. Like, a candidate with a four-year BA and Literature major might be interested in areas like "Stylistics," "Language, Culture, and Identity," or "Language in Education" (Applied Linguistics). Similarly a candidate with four-year BA and Applied Linguistics major might want to pick on Literary History, Literary Theory, or a Literary Genre (Literature) to enhance research.

DETAIL OF COURSES FOR MS/MPHIL ENGLISH LITERATURE (02-YEAR PROGRAMME)

COURSES WORK SEMESTER I

1. Literary Criticism (Core Course)

Rationale:

This intensive core course is an important and foundational requirement for any onward literary study and research. The course introduces a historical and multidisciplinary development of literary and critical approaches that later develop into theory, process of theorizing and its inter-textual growth. The course is divided into two sections:

- Classical, Neo-Classical, and 19th century schools of thought (A Recap)
- Some Modern, Postmodern, and Contemporary approaches

The rationale is to debate and connect these comparisons produced over the growing critical insights to find answer for why and how “Criticism” translates into “Theory.”

NOTE: *Teachers have the liberty to choose according to their academic strengths.*

SUGGESTED PRIMARY READING:

Part I (A Recap, If Required)

- **Early Classical Period:** Selections from Plato, *Republic*; Aristotle, *Poetics*
- **The Classics and the Neo-Classics:** Selections from Sir Philip Sidney, *The Defence of Poesie*; John Dryden, *Essay on Dramatic Poesie*
- **The Romantics and The Victorians** Selections from William Wordsworth, *Lyrical Ballads* (“Preface”); Samuel Taylor Coleridge, *Biographia Literaria* (Chapters 14, 17, 18); Mathew Arnold, *Culture and Anarchy*

Part II (A Recap, if Required)

- **Modern And New Criticism:** T.S. Eliot, “ Tradition and Individual Talent” and other essays; F. R. Leavis, “Literary Criticism and Philosophy” in *The Common Pursuit* (selections); Cleanth Brookes *The Well Wrought Urn* (selections), I. A. Richards *Principles of Literary Criticism* (selections)
- Other Selected Modern Euro – American Trends from Catherine Belsey, *Critical Practice*. London: Routledge, 1980; K. M. Newton, ed. *Twentieth Century literary Theory: A Reader*. Second Edition. New York: St. Martin’s, 1998. Vincent B. Leitch (General Editor). *The Norton Anthology*

of *Theory and Criticism*. New York & London: W. W. Norton and Company, 2001 (or later editions)

CORE COURSE:

The main emphasis will be on the following issues and aspects:

- 1 Postcolonial-With emphasis on Racial, National, and Global
- 2 Postmodern-With emphasis on Popular, Cyber-Spatial, and Technological
- 3 Linguistic-With emphasis on Structural, Post-structural, Translation
- 4 Psychoanalytic-With emphasis on Psycho and Socio-pathological
- 5 Reception – With emphasis on Interpretation, Hermeneutics, Reader-Response
- 6 Marxist – With emphasis on Economic, Social and Cultural
- 7 Feminist – With emphasis on Gender and Sexuality Studies
- 8 Myth-o-poetic – With emphasis on Archetypal, Phenomenal, and Genre based
- 9 Theories about Inter-textuality – With emphasis on Comparative World Literatures, institutions and canons

Suggested Secondary Readings:

1. Ashcroft, Bill, et al. *The Empire Writes Back: Theory and Practice in Post-Colonial Literature*. London: Routledge, 1989. (For Postcolonial Theory)
2. Belsey, Catherine. *Critical Practice*. London: Routledge, 1980. (For Marxist and Russian Formalist Theory)
3. Benvensite, Emile. *Problems in General Linguistics*. Miami: Miami UP, 1971. (For Linguistic, Structural, and Poststructuralist Theories)
4. Culler, Jonathan. *The Pursuit of Signs: Semiotics, Literature, Deconstruction*. London: Routledge, 1981. (For Reader-oriented Theory)
5. Docherty, Thomas. Ed. *Postmodernism: A Reader*. Hemel Hempstead: Harvester Wheatsheaf, 1992. (For Postmodern Theory)
6. Eagleton, Mary. Ed. *Feminist Literary Criticism*. London: Longman, 1991. (For Feminist Theory)
7. Eliot, T. S. *Selected Essays*. London: Faber, 1965. (For New Criticism, Moral Formalism, and F. R. Leavis)
8. Lodge, David. Ed. *Twentieth Century Literary Criticism*. London: Longman, 1972. (For Introduction)
9. Vincent B. Leitch (General Editor). *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company, 2001 (or later editions). (For all the various approaches, and topic and author wise selections)
10. Wright, Elizabeth. *Psychoanalytic Criticism: Theory in Practice*. London: 1984. (For Psycho-analytic Theory)

ELECTIVE

SEMESTER I

1. SHAKESPEARE STUDIES:

Rationale:

Any two of his most celebrated four tragedies, one pure romantic comedy, and a drama of his mature age is an adequately fair selection of Shakespeare's works. His history plays are not generally anthologized except for the Henry plays wherein the great Sir John Falstaff appears. His poems ought to have a separate Course. A comedy or any drama, for that matter, may be replaced by another one keeping its suitability and the scope of the Course in view. Shakespeare, of course, is such a comprehensive artist who compels readers to read all of his works and resists selections. But such voluminous poet and dramatist would demand four to five courses for extensive reading which cannot be part of our MA English programme. Hence the given list of plays is considered as proper selection for this course.

Suggested Primary Reading:

1. *Macbeth / King Lear* (Any one of the two)
2. *Hamlet / Othello* (Any one of the two)
3. *A Midsummer Night's Dream*
4. *The Tempest*

Suggested Secondary and Specific Readings:

1. Barber, C. L. *Shakespeare's Festive Comedy*. Princeton: 1959
2. Bloom, Harold. *Shakespeare: The Invention of the Human*. London: Fourth Estate, 1999
3. Bradley, A. C. *Shakespearean Tragedy* (22nd Ed.). London: 1929
4. Chambers, E. K. *Shakespeare: A Survey*. New York: Hill and Wang, Macmillan, 1925
5. Danby, John F. *Shakespeare's Doctrine of Nature*. London: 1949
6. Eagleton, Terry. *William Shakespeare*. New York: Blackwell, 1986
7. Elliot, G. R. *Flaming Minister*. Durham, NC, 1953
8. Erikson, Peter. *Rewriting Shakespeare, Rewriting Our-selves*. Berkley: U of California P, 1991
9. Grady, Hugh. *The Modernist Shakespeare: Critical texts in a Material World*. New York: Oxford UP, 1991
10. Greene, G. et al. Eds. *The Women's Part: feminist Criticism of Shakespeare*. Urbana: U of Illinois P, 1980
11. Jones, Earnest. *Hamlet and Oedipus*. New York: 1949
12. Knight, Wilson G. *The Wheel of Fire*. London: Methuen, 1972
13. Paul, Henry N. *The Royal Play of Macbeth*. New York: 1950
14. Spenser, Theodore. *Shakespeare and the Nature of Man* (22nd Ed.). New York: 1949

15. Tillyard, E. M. W. *Shakespeare's Last Plays*. London: Chatto and Windus, 1938
16. Tillyard, E. M. W. *The Elizabethan World Picture*. New York: Macmillan, 1944

2. AESTHETICS AND THE LITERARY GENRES

Course description: In our times we notice the irony that more the contemporary literary study moves toward multi- or cross-disciplinary reading the more it grows skeptical of the aesthetic. Consequently, there appears a need to reassert the relevance of the aesthetic into the widening repertoire of literary and critical practices. This offers simultaneously a stimulus to research and creativity. One may thus survey the available central issues in contemporary forms of literary aesthetics; the evaluation and interpretation of art, art theories and art philosophies. The aim is to analyze literary aesthetic experience, especially the one derived from ranging literary genres studied within a scientific framework as well as a conceptual analysis presented by philosophers. The purpose thus suggests that the debate within this discipline takes on a very different character if we pay attention to what science has contributed to the philosophy of aesthetics. Topics like digital and cyber-text poetics, ideology and aesthetics, ethics and aesthetics, and many others along with the selective readings from various literary texts shall offer an intensive study of the complex and changing landscapes of literary genre, criticism and theory today.

Course objectives involve an intensive study of the:

- history of literary criticism and its development through representative works
- romanticist versus classical literary modes and their revivals in literary history
- latest literary terms that equip with thinking and writing skills about forms and genres
- intellectual and aesthetic influences affecting literature and language

Some suggested secondary readings apart from the primary literary texts of choice are:

1. *The Oxford Handbook of Aesthetics* by Jerrold Levinson (2005)
2. *The Blackwell Guide to Aesthetics* by Peter Kivy (2004)
3. *Aesthetics and the Philosophy of Art* by Peter Lamarque and Stein H. Olsen (2003)
4. *Aesthetics: An Introduction to the Philosophy of Art* by Anne D. R. Sheppard (1987)
5. *The Theory and Aesthetic Evaluation of Literature* by Mary Francis Slattery (1990)
6. *Literary Aesthetics: A Reader* by Alan Singer and Allen Dunn (2001)
7. *Aesthetics and Literature* by David Davies (2007)

8. *Literary Aesthetics and the Language Style* (Paperback) by Lina Zheng (1991)
9. *Aesthetic Experience and Literary Hermeneutics* by Hans Robert Jauss (2008)
10. *Revaluation: Tradition and Development in English Poetry* by F. R. Leavis (1936)
11. *The Mirror and the Lamp* by M. H. Abrams (1954)
12. *A History of English Literature* by Emile Legouis & Louis Cazamian
13. *The Bloomsbury Guide to English Literature* ed. by Marion Wynne-Davies
14. *The French Revolution and English Literature* by Edward Dowden (1987)
15. *The Ideology of the Aesthetic* by Terry Eagleton (1991)
16. *The Politics of Aesthetics: Nationalism, Gender, Romanticism* by Marc Redfield (2003)
17. *Romanticism, Aesthetics, and Nationalism* by David Aram Kaiser (2005)
18. *Muhammad Iqbal: Islam, Aesthetics and Post colonialism* by Javed Majeed (2009)
19. *The Aesthetics of Chaos* by Michael Patrick Gillespie (2008)
20. *Cybertext Poetics* by Markku Eskelinen (2012)

3. AMERICAN LITERATURE-I (NOVEL AND SHORT STORY):

Rationale:

This 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 Short Story and Novel. AL-I stresses the diversity and uniqueness of the American character and experience, and the 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 and scientific progress, dreams of American success, and several voices of social protest.

NOTE: *The teachers must feel free to pick on their choices within their academic conditions and constraints.*

Suggested texts

American Novel:

- | | |
|-----------------------|--|
| 1. William Faulkner, | <i>Light in August/ABA/BSOLAM ABA/BSOLAN</i> |
| 2. Earnest Hemingway, | <i>A Farewell to Arms</i> |
| 3. Tony Morrison, | <i>Beloved</i> |
| 4. Steinbeck | <i>The Grapes of Wrath</i> |

American Short Story:

1. Edgar Allen Poe, "The Fall of the House of Usher," "The Murder in Rue Morgue," "The Mask of the Red Death"
2. Nathaniel Hawthorne, "The Celestial Railroad," "The Minister's Black Veil," "The Maypole of Mary Mount," "Young Goodman Brown"
3. Earnest Hemingway, "The Too Big Hearted Rivers"
4. Harriet E Wilson, "A Friend for Nig" from *Our Nig*

Suggested Readings:

1. Bloom, Harold. Ed. *Modern Critical Views: William Faulkner* (Modern Critical Views Series). New York: Chelsea House, 1986
2. Bradbury, M. *Modern American Novel*, 1983
3. Brown, Julie. Ed. *American Women Short Story Writers: A Collection of Critical Essays*. New York: Garland Pub, 1995
4. Chase, R. *The American Novel and its Traditions*, 1958
5. Gray, R. *American Fiction: New Readings*, 1983
6. Hardwick, Elizabeth. *Herman Melville*. Viking Books: 2000

SEMESTER II

1. Advanced Research and Bibliographic Methods (Core Course):

Rationale:

Research is an ongoing learning process. At the M.A Honours level of their studies, candidates need to learn more about how to conduct research and then write their research papers for publication purposes. They also need to master the techniques of writing professional BA/BS tracts or proposals, pick on thesis statement and contention, phrase a considerable topic for their research project (thesis or dissertation), prepare bibliography and annotated bibliographies, write book reviews from critical and analytical perspective, get into the process of writing first or later drafts, edit their research as per requirement. During all this process the candidates also need to sharpen their critical thinking and study skills for literary research in order to follow the prescribed style sheet, which in the case of literary writings is the MLA style sheet. They need to learn manual and technological or computational skills and be able to use the world of web on inter-net. All this involves a lot of practice in classroom, in library, in the lab, and in field of course. This Advanced course in Research and Bibliographic Methods caters to all the fore mentioned needs and requirements, but the teachers and trainers in this field must feel free to tailor the basics to their academic conditions and constraints.

Suggested Topics:

- Print and non-print sources
- Mechanism of paper writing

- Research and writing procedure and data analysis (qualitative versus quantitative, sampling, questionnaire, interviews, etc)
- ABA/BStract writing (Topic selection and Thesis statement)
- The format and documentation
- Preparing bibliographies, annotated bibliographies
- Preparing footnotes, endnotes and references, including abbreviations and other textual/ theoretical details
- Proof reading and symbols
- Article writing
- Book reviews
- Report writing
- Book writing
- Dissertation and Thesis writing
- Study skills
- Computational skills
- Internet sources and the world wide web
- MLA and Other Styles
- Plagiarism and ethical considerations

Suggested Methodology:

Lectures, Discussions, Assignments, Visits, Classroom Presentations and Seminars

Suggested Secondary Resources:

1. Alfred Rosa, *Models for Writers*. Boston: Bedford, 2001.
2. Allwright, Dick and Bailey, Kathleen. *Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers*. Cambridge: Cambridge UP. 1991.
3. Berg, B. *Qualitative Research Methods for the Social Sciences*. Boston: Allyn & Bacon. 1989.
4. Drever, Eric. *Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide*. Edinburgh: Scottish Council for Research in Education. 1995
5. Dunleavie, P. *Studying for a Degree in the Humanities and Social Sciences*. MacMillan, 1986.
6. Durant, A and N. Fabb, *Literary Studies in Action*. Routledge, 1990
7. Gibaldi, Joseph. *Introduction to Scholarship*. NY: MLA, 1992
8. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 4th Edition. NY: MLA, 1995
9. Hacker, Diana. *A Writer's Reference*. Boston: Bedford, 1999.
10. Heritage, John. 1997. "Conversation Analysis and Institutional Talk: Analyzing Data." In Silverman, David (ed.). *Qualitative Research: Theory, Method and Practice*. London: Sage. 1997.
11. Meyer, Michael. *The Little, Brown Guide to Writing Research Papers*. NY: Harper Collins, 1993
12. Pirie, D. *How to Write Critical Essays*. Methuen, 1985.

13. Raimes, Ann. *Keys for Writers*. New York: Houghton Mifflin, 1999.
14. Rodrigeus, Dawn. *The Research Paper and the World Wide Web*. NJ: Prentice Hall, 1997
15. Silverman, David (ed.). *Qualitative Research: Theory, Method and Practice*. London: Sage. 1998
16. Williams, Joseph M. *Style*. Boston: Scott, Foresman and Co, 1981
17. Any latest research journals of literature available in the libraries

2. MODERN AND CONTEMPORARY POETRY:

Rationale:

This course aims to enable students to critically read and analyze poetry from the War and Post World War II era and Modern and Contemporary times. Students will examine the poetic response to developments in British and European history. They will also identify elements of poetic experimentation in form, style and theme.

Suggested Texts:

1. Ted Hughes: *The Full Moon and Freedom, That Morning Her Husband*
2. Seamus Heaney: *A Constable Calls, Mid-Term Break, Personal Helicon*
3. Andrew Motion: *Lines, Foundations, Ann Frank Huis*
4. Sylvia Plath: *Morning Song, Ariel, Poppies in October*
5. Elizabeth Jennings: *Military Service*

Suggested Secondary Readings:

1. Alexander, Paul. *Ariel Ascending: Writings about Sylvia Plath*. New York: Harper and Row, 1985.
2. Blair, John G. *The Poetic Art of W. H. Auden*
3. Cox, C. B. and Hinchliffe, A. P. Eds. *The Waste Land: A Casebook*. London 1968
4. Kermode, F. *Modern Essays*. Glasgow, 1981
5. Leavis, F. R. *New Bearings in English Poetry*. London: 1961
6. Unterecker J. W. *B. Yeats: A Reader's Guide*. London: 1988

3. MODERN FICTION

Rationale:

This course introduces students to the Modern English Novel so that they can read it 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 novel.

Suggested Primary Readings:

1. James Joyce: *Portrait of the Artist as a Young Man*
2. D. H Lawrence: *Women in Love*
3. Joseph Conrad: *Lord Jim / Heart of Darkness*

4. Iris Murdoch: *Under the Net*
5. Norine Govdimer: *July's People*

Suggested Secondary Readings:

1. Beach,, J. W. *The Twentieth Century Novel*. 1952
2. Bent, Andrew. *Study Course on William Golding's Lord of the Flies*. 2000
3. Ellmann, Richard. *James Joyce*. 1959
4. Guerard, Albert J. *Conrad: The Novelist* 1958
5. Kettle, Arnold. *Introduction to English Novel II* . London: Hutchinson, 1978
6. Leavis, F. R. *The Great Tradition*. London: Chatto and Windus, 1962
7. Reynolds, M & Noakes, I. *Iris Murdoch: The Essential Guide to Contemporary Literature*. O UP, 1999

4. MODERN DRAMA

Rationale:

IBA/BSen's inclusion in this Course of Reading is because of his role as a pioneer of the Modern Drama and his profound genius to suBA/BStantiate human experience. Strindberg and Pirandello have a vivid disapproval of the conventional morality and religion an accepted vogue of their times. They are radicals in form and philosophy of art. Anouilh plays are centered around family-in-crises and help shape and define the contemporary dramatic concerns. Brecht was devoted to the Marxist ideas and was inspired by human sentiment. In our final choice, the play by Osborne, the conflict of the diverse cultural backgrounds rises to pinnacle. These dramatists possibly represent the modern, western, and continental dramatic perspective in its all true forms and themes. The readers of this course will definitely get interested in finding what are the dominant dramaturgical traditions in the history of Western drama and performance and how did modernist experiments with the constituent elements of plot, characterization, language, setting, movement, or theme challenge these traditions?

Suggested Texts (Any 4):

1. Henrik Ibsen: *The Wild Duck*
2. Tennessee William A Street car Named desire
3. Jean Anouilh: *The Thieves Carnival*
4. Bertolt Brecht: *Mother Courage and Her Children*
5. John Osborne: *Look Back in Anger*
6. Churchill Caryl: *Top Girls*

Suggested Secondary Readings:

1. Gassner, John. *Form and Idea in Modern Theatre*. New York: 1954
2. Lumley, Fredrik. *Trends in 20th Century Drama*. Fairlawn: 1956; revised, 1960

3. Clark, Barrett H. Ed. *European Theories of the Drama*. New York: Crown, 1947

Suggested Reading, Specific and General:

1. Pronko, Lenard Cabell. *The World of Jean Anouilh*. Berkeley: 1951.
2. Gray, Ronald. *Bertolt Brecht*. New York: 1961.
3. Northam, John. *Ibsen's Dramatic Method*. London: 1953.
4. Kitchin, L. *Mid-Century Drama*. London: 1960 (For Osborne)
5. Bishop, Thomas. *Pirandello and the French Theatre*. New York: 1961.
6. Campbell, George A. *Strindberg*. New York: 1933.
7. Kritzer, Amelia Howe. *The Plays of Caryl Churchill: Theatre of Empowerment*. London: Macmillan, 1991.
8. Lane, Richard. Ed. *Beckett and Philosophy*, Palgrave Macmillan, 2002.
9. Scott, M. Ed. *The Birthday Party, The Caretaker, The Homecoming: A Casebook*. London: Macmillan, 1986.
10. Chothia, Jean. *English Drama of the Early Modern Period: 1890-1940*. New York: Longman, 1996.

5. AMERICAN LITERATURE (AL)-II (DRAMA & POETRY)

Rationale:

American Literature (AL)-II is an extensive course in terms of its components and scope. Much of it builds on understanding the traditions of American literary sensibility discussed in American Literature (AL)-I. Generally speaking, AL has stressed the diversity and uniqueness of American character and experience. This course focuses on connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, Existentialism, ABA/BSurdism, Postmodernism, etc as they influence multiple trends in American nationalism. The course will highlight these emerging trends as they culminate into the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race-gender-class equations reinterpret the central meaning of America and of the changing social and economic values. Basically there may be several ways to access AL, but whether we follow simple chronology or connect 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.

Suggested Texts:

1. Wallace Stevens, Selections
2. William Carlos Williams or Ezra Pound, Selections
3. Langston Hughes, Selections
4. Sylvia Plath or Adrienne Rich, Selections

Suggested Texts: (plays: any 4)

1. Eugene O'Neill, *Long day's journey into night*
2. Arthur Miller, *The Crucible*

3. Edward Albee, *Who's Afraid of Virginia Woolf?*
4. Sam Sheppard, *The Buried Child*
5. David Mamet, *American Buffalo*
6. August Wilson, *Piano Lesson* or *Fences*
7. Lorraine Hansberry, *A Raisin in the Sun*
8. Marsha Norman, *'Night, Mother*
9. Besides, if possible, some of the representative plays and poems of other minorities in America from any Norton or Heath Anthology of American literature

General Resources on Genres (poetry):

- Bloom, H. *Figures of Capable Imagination*, 1976
- Waggoner, H. H. *American Poetry From the Puritans to the Present*, 1968, Rev.1984

General Resources on Genres (drama):

- Bigsby, C.W.E. *A Critical Introduction to Twentieth Century American Drama: I, 1900-1940; II Williams, Miller, Albee; III Beyond Broadway*, 1982-85

6. WORLD LITERATURE IN TRANSLATION

Rationale:

This course is an inter-genre course and offers an exposure to some Classics in World Literature, both in theme and form. The global perspective will not only make for an intrinsically rewarding experience but will also give depth to students' grasp of literatures translated into English. They will be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.

Suggested Primary Readings:

1. Basho (Japanese): Selections of Haiku (at least 5)
2. Albert Camus (French and Algerian): *The Outsider*
3. Cervantes, M (Spanish): Don Quixote (Part 1-Book1&2)
4. Kafka, Franz (German): *Metamorphosis*
5. Homer (Roman): Selections from "The Iliad" and "The Odyssey"
6. Dostoevsky (Russian): *Crime and Punishment*
7. Rumi (Persian): Selections from the Mathnavi: (Divan & Discourse; The Song of the Reed / The Artists)
8. Iqbal, M (Indo-Pakistani): Selections from *Javaid Nama: The Spirit of Rumi Appears*
9. Faiz Ahmed Faiz (Pakistani): *Dawn of Freedom: Aug 1947*. Translated by Agha Shahid Ali
10. Federico Garcia Lorca (Spanish): *Blood Wedding*
11. Lu Hsun (Chinese), "The Kite" and "After Death" in *Wild Grass*. Peking: Foreign Language Press, 1974

Suggested Secondary Readings:

1. Arberry, A. R. Ed. *Persian Poems*. London: J. M. Dent and Sons, 1954
2. Bowra, C. M. *Tradition and Design in the Iliad*. Oxford: Clarendon Press, 1950
3. Bree, G. Ed. *Camus: A Collection of Critical Essays*. Prentice Hall
4. Blyth, R. H. *The Genius of Haiku*. London: 1994
5. Bloom, Harold. Ed. *Franz Kafka's The Metamorphosis*. New York: Chelsea, 1998
6. Madariaga, Salvador D. E. *Don Quixote: An Introductory Essay in Psychology*. London: Oxford UP, 1948
7. Murray, G. *The Rise of the Greek Epic*. Oxford UP, 1934
8. O'Kelly, H. W. Ed. *The Cambridge History of German Literature*. Cambridge: CUP, 1997
9. Schimmel, A. M. *The Triumphal Sun*. New York: State U of New York P, 1993

7. POST-COLONIAL STUDIES

Rationale:

This course aims to introduce students to a selection of literature and criticism generated by the colonizers and the colonized. Students will be able to participate meaningfully in the debate inaugurated by Post-Colonial literary studies. They will be able to identify the common thematic concerns and stylistic features in the cross continental voices of the empire. They will also be able to recognize post-colonial literature and criticism as a distinct and significant addition to English literary studies.

Suggested Primary Readings: (choose any 5)

1. Chinua Achebe: *Things Fall Apart*
2. Bapsi Sidhwa: *Ice Candy Man*
3. Nadeem Aslam: *Season of the Rain Birds*
4. Arundhati Roy: *The God of Small Things*
5. Hanif Kureishi: *My Son the Fanatic*
6. Frantz Fanon: "On National Culture" from *The Wretched of the Earth*
7. Edward Said: "Introduction" to *Culture and Imperialism*
8. Gauri Viswanathan: "The Beginning of British Literary Study in British India" from *The Masks of Conquest*
9. Sara Suleri: "The Rhetoric of English India"
10. Ngugi wa Thiong'O: "On The Abolition of the English Department"
11. Derek Walcott: *The Schooner Flight / A Far Cry from Africa / A Lesson for This Sunday*
12. Ben Okri: *An African Elegy*
13. Margrate Atwood: *Progressive Insanities of a Pioneer Play*
14. Wole Soyinka: *Brother Jero*

Suggested Secondary Readings:

1. Achebe, Chinua, "The Role of a Writer in a New Nation." *Nigeria Magazine*. No 81: 1964.

2. Ashcroft, B. Griffiths, G. and Tiffin, H. Eds. *The Post-Colonial Studies Reader*, London: Routledge, 1995.
3. Belsey, C. *Critical Practice*, London: Methuen, 1980.
4. Boehmer, Elleke. *Colonial and Post-colonial Literature*. Oxford: Oxford UP, 1995.
5. Loomba, Ania. *Colonialism/ Post colonialism*. London: Routledge, 1998.
6. Peck, J. Ed. *New Casebook on Post-colonial Literatures*. Macmillan, 1995.
7. Smith, H. *Beyond the Post Modern Mind*. Lahore: Suhail Academy, 2002.

LITERATURE (02-YEAR PROGRAMME)

RESEARCH WORK

SEMESTER III & IV

Thesis Writing

Rationale:

This one-year writing process and 12 CH course means serious and focused research work. Composing a research paper of about 20,000 to 25,000 words on a literary topic of choice along with writing an abstract, selected bibliographies or works cited, annotated as well as simple, citing references, and professionally dividing the whole project into chapters, headings and its parts becomes mandatory for the research candidates. These candidates, who have been exposed to literary taste and linguistic styles by writing papers for various courses for more than a year and with their BA/BS 04-year background and overall almost five years of extensive reading now, are expected to be trained into the demanded academic standards. At this final stage of their orientation to quality literature the candidates may be asked to write these research papers for further growth in their career towards publication or PhD and higher degrees of research programs. Details regarding research at MS level may be connected back to the training received by these candidates through the course offered in “Advanced Research and Bibliographic Methods” during the Semester II of MA English (Honors) in Literature.

SCHEME OF STUDIES FOR MS/MPhil ENGLISH IN LINGUISTICS

- The students will study eight courses, four courses in each semester over a period of one year. They must study FOUR core courses, two in each semester. They can select two elective courses in each semester from the courses offered to complete their course work for MS/(Honours) in Linguistics (24 credit hours). The students will be advised to select the elective courses that pertain to their individual research interest. Each course is of 3 CH. Total 30 CH: 24CH in taught courses and 6 CH in thesis.
- The candidates will be advised to select elective courses that pertain to their individual research interests. However, if the university policy, the concerned departments, and the concerned course In charges permit and if it goes to the interest of the candidate's research, the candidate may be allowed to audit one or two (credit or non-credit) courses in the areas beyond their selected courses for MA in Literature or MS in Applied Linguistics. Like, a candidate with a four-year BS and Literature major might be interested in areas like "Stylistics," "Language, Culture, and Identity, Applied Linguistics. Similarly a candidate with four-year BS and Applied Linguistics major might want to pick on Literary History, Literary Theory, or a Literary Genre (Literature) to enhance research.

SCHEME OF STUDIES MS/MPhil in English (Linguistics) 02-Year Programme

NOTE: This is only a guideline and the universities may offer specific courses given the availability of resources.

	SEMESTER I	SEMESTER II	SEMESTER III	SEMESTER IV
Core Courses	<ul style="list-style-type: none"> • Research Methodology in Linguistics • Issues in Syntax 	<ul style="list-style-type: none"> • Theories of Language Description • Applied Linguistics 	Thesis (20,000-25,000 words) Note: one supervisor cannot take more than A MAXIMUM OF 5 research students for the supervision of MPhil thesis in the concerned field	
Optional Courses	<ol style="list-style-type: none"> 1. Critical Discourse Analysis 2. Language Assessment 3. Bilingualism 4. Teaching and learning English in large Classes 5. Globalization and Spread of English 6. Computational Linguistics 			

	7. ESP. 8. Translation Studies 9. Cross-Cultural Communication 10. Pragmatics <i>Note: Any two courses from the list given above may be selected in each semester.</i>	
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Note: This is only a guideline and the universities may offer specific courses given the availability of resources.

DETAIL OF COURSES FOR MS ENGLISH IN APPLIED LINGUISTICS (02-YEAR PROGRAMME)

SEMESTER I COURSE WORK YEAR 01

Research Methodology in Linguistics

Aims

The aims of this course are to enable the student to:

1. be familiar with selected research techniques and approaches within the qualitative and quantitative research paradigms;
2. develop understanding and skills of using appropriate tools for collecting data
3. develop an understanding of ways of analyzing and reporting qualitative and quantitative data
4. develop an understanding of basic concepts underlying the use of statistics;
5. develop an understanding of ways of constructing, analyzing and reporting quantitative data;
6. use of SPSS for analysis of data
7. understand and use ethical issues at all stages of the research process.

Contents:

Research and its types

- Qualitative approach
Ethnography, Narrative Inquiry, Action research, Case study, Phenomenology, Grounded theory, Content analysis
- Quantitative approach

- Experimental, Non-experimental, Quasi-experimental research
- Data collection tools
Interviews, Questionnaire, Observation, Document analysis
- Sampling and its types
- Ethical issues in research
- Statistical analysis

Recommended Readings:

1. Abelson, R. P. (1995). *Statistics as Principled Argument*. Hillsdale, NJ: Lawrence Erlbaum Associates.
2. Black, T. R. (1999). *Doing Quantitative Research in the Social Sciences: An Integrated Approach to Research Design, Measurement, and Statistics*. London, UK: Sage.
3. Blaikie, N. (2003). *Analysing Quantitative Data: From Description to Explanation*. Thousand Oaks, CA: Sage.
4. Bogdan, R. C., Biklen, S. K. (1998). *Qualitative Research for Education: An Introduction to Theory and Methods* (Third edition.). New York: Allyn and Bacon.
5. Byrne, D. (2003). *Interpreting Quantitative data*. Thousand Oaks, CA: Sage.
6. Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. (Fifth edition). London: Routledge.
7. Creswell, J. W. (2002). *Research design: Qualitative, Quantitative, and Mixed Methods Approaches*. London: Sage Publication
8. Darlington, Y. & Scott, D. (2002). *Qualitative Research in Practice: Stories from the Field*. Philadelphia: Open University
9. Day, C., Elliot, J., Somekh, B. & Winter, R. (Eds.), (2002). *Theory and Practice in Action research*. Oxford: Symposium Books.
10. Denzin, N. K. & Lincoln, Y. S. (2005). *The Handbook of Qualitative Research*. (Third edition). Sage.
11. Field, A. & Graham, H. (2003). *How to Design and Report Experiments*. Sage.
12. Fielding, N. G. & Lee, R. M. (1998). *Computer Analysis and Qualitative Research*. London: Sage.
13. Glesne, C. (1999). *Becoming Qualitative Researchers: An Introduction*. New York: Longman.
14. Gorard, S. (2001). *Quantitative Methods in Educational Research*. London: Continuum.
15. Hammersley, M. & Atkinson, P. (1995). *Ethnography: Principles and Practices*. London: Routledge.
16. Holliday, A. (2002). *Doing and Writing Qualitative Research*. London: Sage.
17. Huck, S. W. (2004). *Reading Statistics and Research*. (Fourth edition). Boston, MA: Allyn and Bacon.
18. Kvale, S. (1996). *Interviews: An Introduction to Qualitative Research Interviewing*. Thousand Oaks, CA: Sage.
19. Lincoln, Y. L. and Guba, E. G. (1985). *Naturalistic Inquiry*. London:

Sage.

20. Mason, J. (2002). *Qualitative Researching*. Thousand Oaks, CA: Sage.
21. Maxwell, J. A. (2005). *Qualitative Research Design: An Interactive Approach*. (Second edition). Thousand Oaks, CA: Sage.
22. Merriam, S. (1998). *Qualitative Research and Case Study Applications in Education*. San Fransisco: Jossey-Bass Publishers.
23. Miles, M. B. and Huberman, M. A. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. London: Sage.
24. Smith, L. M. (2004). Yesterday, Today, Tomorrow: Reflections on Action Research and Qualitative Inquiry. *Educational Action Research*. 12:2. 175-195.
25. Strauss, A. & Corbin, J. (1998). *Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory*. Thousand Oaks, CA: Sage.
26. Tesch, R. (1990). *Qualitative Research: Analysis Types and Software Tools*. London: Falmer.

Issues in Syntax

Aims:

The course aims to familiarize the students with some of the major theories and issues in syntax. The course will help them understand and appreciate the relation between syntactic theories.

Contents:

- Universal Grammar
 - o principles and parameters
 - o categories and features
 - o X-Bar Theory
- Syntactic Structure
- Merger; empty categories
- Movement
 - o Head movement
 - o Verb Movement
 - o Negation
 - o case and agreement
 - o Operator Movement
- Economy Principle
- Split projections

Recommended Readings:

1. Baker, L. C. (1995). *English Syntax*. The MIT Press.
2. Chomsky, N. (2004). Beyond Explanatory Adequacy. *Structures and Beyond*. In Belletti Adriana (Ed.), *The Cartography of Syntactic Structure*. Vol 3. Oxford: OUP. (104-131).
3. Haegeman, L. (1994). *Introduction to Government and Binding Theory*. Blackwell.

4. Miller, J. (2008). *An Introduction to English Syntax*. Edinburgh Textbooks on the English Language.
5. Radford, A. (1997a). *A Minimalist Introduction*. CUP.
6. Radford, A. (1997b). *Syntactic Theory and the Structure of English: A Minimalist Approach*. Cambridge University Press.

SEMESTER II

Core Course

Theories of Language Description

Aim:

The course aims to introduce students to the basic theories of language to enhance their understanding of Linguistics. By the end of this course students will be able to develop a thorough understanding of the philosophical and theoretical frameworks, the knowledge of which is essential for linguistic analysis.

Contents:

Language and Philosophy

Issues in the Philosophy of Language

Some major philosophers and their philosophy of language (Bakhtin, Locke, Wittgenstein, etc)

Theories of Language

Major Schools of Linguistics:

Historicism

Structuralism

Descriptivism

Functionalism

Generativism

Recommended Readings:

1. Becker, J. C. (2005). *A Modern Theory of Language Evolution*. iUniverse.
2. Bühler, K. (1990). *Theory of Language: the representational function of language*.
3. Chapman, S. (2000). *Philosophy for Linguistics: an introduction*. Routledge.
4. Chapman, S., & Routledge, C. (2005). *Key Thinkers in Linguistics and the Philosophy of Language*. Routledge.
5. Devitt, M., & Hanley, R. (2006). *The Blackwell Guide to the Philosophy of Language*.
6. Blackwell Publishing.
7. Devitt, M., & Sterenly, K. (1999). *Language and Reality: An Introduction to the Philosophy of language*. (Second edition). Blackwell Publishing.
8. Frajzyngier, Z., Hodges, A., & Rood, S. D. (Eds.), (2005). *Linguistic Diversity and Language Theories*. John Benjamins Publishing Company.

9. Hale, B., & Wright, C. (Eds.), (2003). *A Companion to the Philosophy of Language*. Blackwell Publishing.
10. Hornby, J., & Longworth, G. (2006). *Reading Philosophy of Language*. Blackwell Publishing.
11. Losonsky, M. (2006). *Linguistic Turns in Modern Philosophy*. Cambridge University Press.
12. Mahmoudian, M. (1993). *Modern theories of language: the empirical challenge*. Duke University Press.
13. Matthews, H. P. (1993). *Grammatical theory in the United States from Bloomfield to Chomsky*. Cambridge University Press.
14. Matthews, P. (2001). *A Short History of Structural Linguistics*. Cambridge University Press.
15. Morris, M. (2007). *An Introduction to the Philosophy of Language*. Cambridge University Press.
16. Subrahmanyam, K. (2008). *Theories of Language: oriental and accidental*. D.K Printworld.
- 17.** Weisler, E.S., & Milekic, S. (2000). *Theory of Language*. MIT Press

Applied Linguistics

Aims & Objectives:

This course is a gateway to the field of applied of applied linguistics. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects. This course further aims at introducing fairly advanced ideas related to syllabus designing and implementation. It offers a review of dominant and competing syllabuses in the 20th century focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.

Course Contents:

Theories of language learning
 The nature of approaches and methods in language learning
 GTM
 The Direct Method
 The Audio-lingual Method
 The Natural Approach
 CLT
 The Eclectic Approach

Error Analysis

Nature and purpose
 Causes of errors
 Inter-lingual errors
 Intra-lingual errors

Overgeneralization

Literal translations

Contrast between Behavioristic and Mentalistic attitude to errors

Stages of error analysis

- Definition and scope of syllabus
- Considerations common to all syllabuses
- Relationship between theory of language, language learning and language syllabuses
- Dichotomies of Syllabuses
- Product vs. Process-oriented syllabuses
- Analytical Synthetic syllabuses

PRODUCT-ORIENTED SYLLABUSES

- Grammatical Syllabus
 - Theoretical bases
 - Selecting and grading contents
 - Criticism
- Notional Functional Syllabus
 - Theoretical bases
 - Selecting and grading contents
 - Criticism

PROCESS-ORIENTED SYLLABUSES

- Procedural
 - Theoretical bases
 - Selecting and grading contents
 - Criticism
- Process Syllabus
 - Theoretical bases
 - Selecting and grading contents
 - Criticism
- Objectives: Types and Criticism
- Needs analysis for syllabus designing

Reading List:

1. Allen, J. P. B. & Corder, S P. (eds) (1974). *Techniques in applied linguistics. The Edinburgh course in applied linguistics (Vol. 3)*. Oxford: OUP.
2. Brumfit, C. (ed.) (1986). *The practice of communicative teaching*. Oxford: Pergamon.
3. Chomsky, N. (1959). A review of B. F: Skinner's Verbal Behaviour. In Krashen, S. D. (1982). *Principles and practice in second language acquisition*. New York: Pergamon.
4. Harmer, J. (1991). *The practice of English language teaching*. Harlow: Longman

5. Johnson, K. (1996). *Language teaching and skills learning*. London: Blackwell.
6. Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. London: OPU.
7. Munby, J. (1978). *Communicative syllabus design*. Cambridge: CUP.
8. Norrish, J. (1987). *Language learners and their errors*. New York: Macmillan.
9. Nunan, D (1988). *Syllabus design*. Oxford: OUP.
10. Omaggio, A. C. (1986). *Teaching language in context*. New York: HHP
11. Prabhu, N. S. (1987). *Second language pedagogy: A perspective*. Oxford: OUP.
12. Richards & Rodgers. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge. CUP
13. Richards, J. C (1980). *Error analysis*. London: Longman.
14. Steinberg, D. D. (1988). *Psycholinguistics*. London: Longman
15. Ur, P (1996). *A course in language teaching*. Cambridge: CUP.
16. Ur, P. (1988). *Grammar practice activities: A practical guide for teachers*. Cambridge: CUP.
17. Wilkins, D. (1976). *Notional syllabuses*. Oxford: OUP.
18. Wilkins, D.A. (1985). *Linguistics in language teaching*. London: Arnold

Critical Discourse Analysis (CDA)

Aims:

The course aims at enabling the students to analyse discourse from sociocultural and sociopolitical perspective.

Contents:

- Discourse as a social and political enterprise
- Different Approaches to CDA.
- Common Features of CDA
- Fairclough's critical discourse analysis

Recommended Readings:

1. Cots, M. J. (2006). Teaching 'with an attitude': Critical discourse analysis in EFL teaching. *English Language Teaching Journal*. 60. 336-345.
2. Fairclough, F. N. (1995). *Critical Discourse Analysis: the Critical Study of Language*. London: Longman.
3. Lee, D. (1992). *Competing discourses: Language and ideology*. London: Longman.
4. Locke, T. (2004). *Critical discourse analysis*. London: Continuum.
5. Lucke, A. (2002). Beyond science and ideology critique: Developments in critical discourse analysis. *Annual Review of Applied Linguistics*. 26. 96-110.
6. Toolan, M. (Ed.), (2002). *Critical discourse analysis: Critical concepts in linguistics*. New York: Routledge

7. Wodak, R. and Meyer, M. (Eds.), (2002). *Methods of Critical Analysis*.
8. Weiss, G., & Wodak, R. (Eds.), (2003). *Critical Discourse Analysis: Theory & Interdisciplinarity*. Palgrave Macmillan.

Language Assessment

Aims:

The course will provide students with an overview of the goals, concepts, principles and concerns of language assessment. The course will also offer practice in designing and constructing useful language assessment tests.

Contents:

- The Contexts in which Language Assessment takes place;
- Concepts, Principles and Limitations of Measurement;
- The Educational and Research uses of Language Assessment;
- The Nature of the Language Abilities that Affect Performance on Language Assessment Instruments;
- The Characteristics of Assessment Methods that Affect Performance on Language Assessment Instruments;
- Procedures for Investigating the Reliability of Assessment Results and the Validity of the uses of Assessment Results;
- Current Issues and Problems in Language Assessment and Language Assessment Research.
- Evaluating and Designing Tests for Assessing Different Language Skills and Grammar.

Recommended Readings:

1. Alderson, C. J. (2000). *Assessing Reading*. Cambridge Language Assessment. CUP.
2. Brown, J. D. (1996). *Testing in language programs*. New York: Prentice-Hall Regents.
3. Brown, D. & Abeywikrama, P. (2010). *Language Assessment: Principles and Classroom Practices*. (Second edition). Longman.
4. Buck, G. (2001). *Assessing Listening*. Cambridge Language Assessment. CUP.
5. Chappelle, A.C. and Brindley, G. (2001). Assessment. In Schmitt. N. (Ed.), *An Introduction to Applied Linguistics*. Arnold, London.
6. Heaton, B. J. (1988). *Writing English Language Tests*. A practical guide for teachers of English as a second or foreign language. (Second edition). Longman.
7. Hughes, A. (2003). *Testing for language teachers*. (Second edition). Cambridge: Cambridge UP.
8. Luoma, S. (2004). *Assessing Speaking*. Cambridge Language Assessment. CUP.
9. Madsen, S.H. (1983). *Techniques in Testing*. O.U.P.

10. Mc Namara, T. (2000). *Language Testing*. Oxford. O.U.P.
11. Purpura, E. J. (2004). *Assessing Grammar*. Cambridge Language Assessment. CUP.
12. Read, J. (2000). *Assessing Vocabulary*. Cambridge Language Assessment. CUP.
13. Weigle, C. S. (2002). *Assessing Writing*. Cambridge Language Assessment. CUP.
14. Weir, C. J. (1993). *Understanding and developing language tests*. NY: Prentice Hall.
15. Weir, C. J. (1990). *Communicative Language Testing*. Hemel Hempstead: Prentice Hall.

Bilingualism

Aims:

- To determine the nature of language change and multilingualism
- To understand the nature of languages in contact situation
- To understand different types of bilingualism and their functions in society

Contents:

- Importance of the Study of Bilingualism
- Reasons/Causes of Bilingualism
- Bilingualism around the world and in Pakistan - a typology
- Language Contact & Consequences – Borrowing, Convergence, Semilingualism
- Language Choice (Diglossia; Polyglossia; Code-Switching)
- The Politics of Bilingualism and Bilingual Education.

Recommended Readings:

1. Auer, P. (Ed.), (1998). *Code-Switching in Conversation: Language, Interaction, and Identity*. London: Routledge.
2. Auer, P. (1984). *Bilingual conversation*. Amsterdam: Benjamins Publishing Company.
3. Baker, C. & Prys, J. S. (Eds.), (1998). *Encyclopedia of bilingualism and bilingual education*. Clevedon: Multilingual Matters.
4. Baker, C. (1996). *Foundations of bilingual education and bilingualism*. (Second edition). Clevedon: Multilingual Matters.
5. Bhatia, K. T., & Ritchie, C. W. (Eds.), (2006). *The Handbook of Bilingualism*. Blackwell Publishing.
6. Grosjean, F. (1982). *Life with Two Languages: An Introduction to Bilingualism*. Cambridge, MA: Harvard University Press.
7. Jacobson, R. (Ed.), (1998). *Codeswitching Worldwide*. Berlin: Mouton de Gruyter.

9. Kaye, A. & Edwards, J. (1999). *Multilingualism*. London: Routledge.
10. Khan, R. K. (2001). Bilingualism in Pakistan. In *Past and Present*, General History, University of Karachi, Vol. 1, December 2001, (25-32).
11. Milroy, L. & Muysken, P. (Eds.), (1995). *One Speaker, Two Languages: Cross disciplinary Perspective on Code-switching*. Cambridge: Cambridge University Press.
12. Montgomery, M. (2008). *An Introduction to Language and Society*. (Third edition). Routledge.
13. Myers-Scotton, C. (2006). *Multiple Voices: An Introduction to Bilingualism*. Blackwell Publishing.
14. Nahir, M. (2003). Language Planning Goals: A Classification. In Paulston and Tucker, R. G. (eds.). *Sociolinguistics: The Essential Readings*. Basil Blackwell. (423-448)
15. Paulston, B.C. (2005). Biculturalism: Some Reflections and Speculations. In Keisling, S. F. & Paulston, B. C. (Eds.). *Intercultural Discourse & Communication: The Essential Readings*. Blackwell Publishing.
16. Reinecke, E. J. (2003). Trade jargons & Creole Dialects as Marginal Languages. In Paulston and Tucker, R. G. (Eds.), *Sociolinguistics: The Essential Readings*. Basil Blackwell. (290-299).
17. Romaine, S. (1995). *Bilingualism*. Blackwell: Oxford.

Teaching and Learning English in Large Classes

Aims:

The aim of this course is twofold: 1) to review current research on class size to identify the issues in teaching and learning in large classes; and 2) to explore techniques and strategies for teaching English in large classes.

Contents:

- Research on class size
 - What is large class? Why do large classes occur?
 - Does class size affect learning and achievement?
 - Teacher-learner behavior and classroom processes in small and large classes
 - Learner strategies in large classes
 - Teacher's view of and response to large classes
 - Methodological issues in research on large classes
- Rethinking teaching and learning of English in large classes
 - Teaching the language skills
 - Group work
 - Materials and resources
 - Assessment procedures
 - Approaches to the management of large classes
- The class size question: Politics and/or pedagogy?

Recommended Readings:

1. Blatchford, P. (2003). *The Class Size Debate: Is Small Better?* Philadelphia: Open UP.
2. Carbone, E. (1998). *Teaching Large Classes: Tools & Strategies*. Volume 19. Sage Publications.
3. Coleman, H. (1987). "Little Tasks Make Large Returns: Language Teaching in Large Crowds." In Murphy, D. & Candlin, C. N. (Eds.), *Task and Exercise Design*. (Lancaster Practical papers in English Language Education, 7), (21-145). London: Prentice-Hall.
4. Gibbs, G. & Jenkins, A. (1997). *Teaching Large Classes in Higher Education: How to Maintain Quality with Reduced Resources?* Kogan Page Ltd.
5. O' Sullivan, M. C. (2006). "Teaching Large Classes: The International Evidence and a Discussion of Some Good Practice in Ugandan Primary Schools." *International Journal of Educational Development*. (24-37).
6. Urquiola, M. (2000) Identifying Class Size Effects in Developing Countries: Evidence from Rural Schools in Bolivia. *Development Research Group*. The World Bank.
7. Weimer, M. G. (Ed.), (1987). *Teaching Large Classes Well*. London: Jossey-Bass.
8. Wilcockson, D. A. & Wilcockson, M. A. (2002). "Does Class Size Matter?" *Education Today*. 51 (3), (15-21).

Globalization and the Spread of English

Objectives:

At the end of the course, students should be able to

- a) describe the spread and the diverse functions and status of English in the world with particular reference to the Subcontinent.
- b) describe and recognize selected varieties of English, saying how they differ from the traditional dictionary norms and from each other.
- c) Be familiar with the debate(s) going on concerning the various Englishes in the world, and on the legitimacy of New Englishes in particular.

Course Contents:

1. The Spread of English around the World
2. A Historical Overview: English Travels to the Subcontinent
3. Multilingualism in the Subcontinent
4. Definition of the Concept of Multilingualism -- and How Does Multilingualism Develop?
5. The Role of English in Multilingual Setting -- English as the Language of Administration and Press
 - Language Planning: English in Education
 - English Literature

- Nativization of Indian English
 - Is Diversification Decay?
 - The Question of Standard English
- 6 Measuring Language Attitudes
 - 7 Speech Repertoires in Multilingual Settings
 8. Role of and Attitudes towards the Use of English in the Subcontinent
 9. The Model for English in the Subcontinent

Recommended Readings:

1. Berns, M. (1995). English in the European Union. *English Today*, 11(3), (3-11).
2. Bolton, K. (2005). Symposium on World Englishes today (part II). Where WE stands: Approaches, issues, and debate in World Englishes. *World Englishes*, 24(1), (69- 83).
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7. Cheshire, J. (1991). *English around the World: Sociolinguistic Perspectives*. Cambridge: CUP.
8. Cook, V. (1999). Going beyond the native speaker in language teaching. *TESOL Quarterly*, 33(2), (185-210).
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10. Crystal, D. (2003b). *English as a global language*. (Second edition). Cambridge: Cambridge University Press.
11. Graddol, D. (1997). *The future of English*. The British Council.
12. Greenbaum, S. (Ed.), (1996). *Comparing English worldwide: The international corpus of English*. Clarendon: Oxford University Press.
13. Honey, J. (1989). *Does accent matter?* London: Faber and Faber.
14. Jenkins, J. (2000). *The phonology of English as an international language*. Oxford: Oxford University Press.
15. Kachru, B. B. (1983). *The Indianization of English: The English Language in India*. Oxford: OUP.
16. Kachru, B. B. (1986). *The Alchemy of English: The Spread, Functions and Models of Non-Native Englishes*. Oxford: Pergamon Press Ltd.
17. McKay, S. L. (2003). Toward an appropriate EIL pedagogy: Re-examining common ELT assumptions. *International Journal of Applied Linguistics*, 13(1), (1-22).
18. Melchers, G. and Shaw, P. (2003). *World Englishes*. London: Arnold.
19. Pennycook, A. (1994). *The Cultural Politics of English as an International Language*. Harlow: Longman Group Ltd.

20. Phillipson, R. (1992). *Linguistic Imperialism*. Oxford: Oxford University Press.
21. Quirk, R and Widdowson, H. (Eds.), (1985). *English in the world: Teaching and learning the language and literatures*. Cambridge: Cambridge University Press.

Computational linguistics

Aims:

This course will enable students to:

- understand important concepts and issues of computational linguistics
- know applications of computational linguistics

Contents:

1. Introduction
 - 1.1 Computer in linguistics
 - 1.2 Parsing and generation strategies
 - 1.3 Implementation of strategies
 - 1.4 Computational complexity
2. Computational phonetics and phonology
3. Computational Morphology
4. Computational Syntax
5. Computational Lexicology
 - 5.1 Computational Semantics
 - 5.2 Applications of computational linguistics

Recommended Readings:

- 1 Ahmad, Computers, Language Learning and Language Teaching CUP
- 2 Brian K Williams, Sawyer and Huitchinson (1999) *Using Information Technology*, McGraw Hill
- 3 Lyons, J. (2002) *Language and Linguistics: An Introduction*, CUP
- 4 Martin Atkinson, David Britain, Herald Clashesen, Andrew Spencer (1999) *Linguistics*, CUP
- 5 William O'Grady, et al., (1997) *Contemporary Linguistics: An Introduction*

ENGLISH FOR SPECIFIC PURPOSES (ESP)

Aims and Objectives:

- The basic aim of this course is to teach the learners how to design and implement ESP programme for a group of students in a particular occupational or academic setting.
- To examine classroom practices for effective ESP instruction
- Develop an understanding of the major issues of concern for ESP practitioners
- Become aware of the methods currently practiced in the teaching of ESP

- Be able to conduct needs analysis of the students they are designing the syllabus for
- Be able to adapt or create authentic ESP material in a chosen professional or occupational area.

Contents:

- Introduction to ESP
- Historical and theoretical perspectives on ESP
- Conducting needs analysis (setting general goals and specific objectives) Course and Materials: evaluation, design and development
- Assessment and Evaluation of ESP programmes
- Issues in ESP
- Approaches to text analysis (register, discourse, and genre analysis)

Recommended Readings:

1. Barron, C. (2003). "Problem solving and ESP: Themes and Issues in a Collaborative Teaching Venture. In *English for Specific Purposes*, 22. 297-314.
2. Dudley-Evans, T. & Bates, M. (1987). "The Evaluation of an ESP Textbook." In L. E. Sheldon. Ed. *ELT Textbooks and Materials: Problems in Evaluation and Development*. *ELT Documents* 126.
3. Dudley-Evans, T. & St. John, M. J. (1998). *Developments in English for Specific Purposes*. Cambridge: CUP.
4. Fanning, P. 1993. "Broadening the ESP Umbrella." *English for Specific Purposes*. 12 (2).
5. Holliday, A. and T. Cooke. 1982. "An Ecological Approach to ESP." In *Lancaster Practical Papers in English Language Education*. 5 (Issues in ESP). University of Lancaster.
6. Johns, A. M and T. Dudley-Evans. 1991. "English for Specific Purposes: International in Scope, Specific in Purpose." In *TESOL Quarterly*. 25 (2).
7. McDonough, J. 1984. *ESP in Perspective: A Practical Guide*. London: Collins.
8. Okoye, I. 1994. "Teaching Technical Communication in Large Classes." *English for Specific Purposes*. 13 (3).
9. Widdowson, H.G. 1981. *English for Specific Purposes: criteria for course design*. In L. Selinker, E. Tarone and V. Hamzeli (Eds.) *English for Academic and Technical Purposes*. Rowley, Mass: Newbury.
10. Swales, J. (1990). *Genre Analysis*. Cambridge: Cambridge University Press.

Advanced Stylistics

Aims:

The aim of the course is to study the features of distinctive varieties of language and to discover and describe the reasons for particular choices made by individual and social groups in their use of language. This course however, is an extension and should be seen in perspective with the similar course recommended earlier in the BS scheme.

Contents:

- Stylistics as a branch of linguistics
- Literary and non literary stylistics
- Tools for stylistic analysis
- Deviation and parallelism
- Linguistic/ Semantic Oddities
- Style and Register
- Conversational style
- Scripted speech
- Stylistic Analysis of a Variety of Written and Spoken Texts
- Practical applications of Stylistics

Recommended Readings:

1. Crystal, D. and Davy, D. 1969. *Investigating English Style*. London: Longman.
2. Fowler, R. 1996. *Linguistic Criticism* (2nd ed.). Oxford: Oxford University Press.
3. Halliday, M.A.K. 1990. *Spoken and Written Language*. Oxford: Oxford University Press
4. Hoey, M. 2003. *Textual Interaction*. London: Routledge.
5. Leech, Geoffrey and Short, Michael. 1986. *Style in Fiction*. London: Longman.
6. Thomas, Jenny. 1995. *Meaning in Interaction*. London: Longman.
7. Widdowson, Henry. 1992. *Practical Stylistics*. Oxford: Oxford University Press

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:

- 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:

1. Baker, Mona. 1992. *In Other Words: A Course book on Translation*. London: Routledge.
2. Bell, Roger T. 1994. *Translation and Translating*. London: Longman.

3. de Beaugrande, Robert-Alain and Dressler, Wolfgang. 1983. *Introduction to Text Linguistics*. London: Longman.
4. Catford, John C. 1965. *A Linguistic Theory of Translation: an Essay on Applied Linguistics*. London: Oxford University Press.
5. Duff, Alan. 1991 (2004). *Translation*. Oxford: Oxford University Press.
6. Fawcett, Peter. 1997. *Translation and Language: Linguistic Theories Explained*. Manchester: St Jerome Publishing.
7. Guenther, F and Guenther-Reutter (eds). 1978. *Meaning and Translation: Philosophical and Linguistic Approaches*. London: Duckworth.
8. Kenny, Dorothy. 1998. "Equivalence," in the *Routledge Encyclopaedia of Translation Studies*, edited by Mona Baker, London and New York: Routledge, 77-80.
9. Nida, Eugene A. 1964. *Towards a Science of Translatin*. Leiden: E. J. Brill.
10. Nida, Eugene A. and C. R. Taber. 1982. *The Theory and Practice of Translation*. Leiden: E. J. Brill.
11. Kussmaul, Paul. 1995. *Training the Translator*. John Benjamins Publishing Co.
12. Kress, Gunther. 1989. *Linguistic Process in Socio-cultural Practice* (2nd Ed). Oxford: Oxford University Press.
13. Newmark, Peter. 1995. *A Textbook of Translation*. Library of Congress: Cataloguing-in-Publication Data.

Cross-Cultural Communication

Aims:

The aim of this course is to foster an awareness and appreciation of cultural differences that exist among people belonging to diverse cultures. The awareness gained through this course can, in turn, increase intercultural communicative competence of learners.

Contents:

- Introduction to Intercultural Communication
- Theoretical perspectives that help to explain interactions between members of different cultures.
- Current literature and prevailing concepts in the field of cross-cultural communication
- Principles to improve intercultural communication.
- Strategies to avoid communication breakdown among people of diverse cultures
- Cultural diversity
- Influence of culture on communication
- Anxiety in Intercultural Encounters
- Barriers to Intercultural Communication
- Sources of Intercultural Miscommunication
- Strategies to improve Intercultural Communication

- Cross-cultural adaptation
- Multicultural Collaboration

Recommended Readings:

1. Anderson, R. and Ross, V. 1998. *Questions of Communication: A Practical Introduction to Theory* (second edition). New York: St. Martin's Press
2. Chick, K. J. 1996. "Intercultural Communication." In McKay, L. S. and Hornberger, H. N. Eds. *Sociolinguistics and Language Teaching*. CUP
3. Griffin, E. 2000. *A First Look at Communication Theory* (third edition). New York: McGraw Hill
4. Gumperz, J. and Roberts, C. 1980. *Developing Awareness Skills for Interethnic Communication*. Occasional Papers No: 12. Singapore: Seamo Regional Language Centre
5. Hornberger, N. 1993. "Review of Cultural Communication and Intercultural Contact." in (D. Carbaugh, Ed.) *Language in Society*. 22. Pp. 300-304.
6. Wolfson, N. 1992. "Intercultural Communication and the Analysis of Conversation." In R. K. Herbert. Ed. *Language and Society in Africa*. Pp.197-214. Johannesburg: University of the Witwatersand Press. Pragmatics

Aims:

In this course students will be able to study factors that govern choice of language in social interaction and the effects of these choices on others.

Contents:

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

Recommended Readings:

1. Grice, H. P. (1989) *Studies in the Way of Words*, Harvard University Press.
2. Leech, G. N (1983) *Principles of Pragmatics*, Longman.
3. Levinson, S. (1983) *Pragmatics*, Cambridge University Press.
4. Levinson, S. (2000) *Presumptive Meanings: The Theory of Generalized Conversational Implicature*, MIT Press.
5. Verschuren, J. (1999) *Understanding Pragmatics*, Arnold.

RECOMMENDATIONS

This course does not guarantee success by its own. Rather its effectiveness depends on many factors i.e. trained faculty, availability of resources, and regular courses and workshops to bring the participants abreast of the latest developments.

These assumptions have been framed in the form of recommendations given below. Needless to say the implementation of these recommendations would go a long way in ensuring the effective implementation of this course.

Specific Recommendations:

1. Enhancement of intensive and extensive Teachers Training, in-country and abroad, in the fields mentioned below and other areas where the universities lack in required expertise:
 - Curriculum and Syllabus Design for English
 - Methods and Methodologies for teaching English (particularly in large classes)
 - Training of the university and college teachers into newly introduced areas of study, like new trends in Literary Criticism and Theory, Research and Bibliographic Methods for Literature, Gender and Literacy Studies and Computer Assisted Language Learning.
 - Autonomous yet responsible ways of assessment and grading
In this context HEC may identify and utilize the services of the current trained expertise (e.g. human resources already developed under the UGC/DIFD 10-year programme 1983-1992). It is proposed that the HEC should conduct a two-day seminar of the trained teachers of HEC (UGC) and introduce the BA/BS and MS programme to a wide range of university and college teachers through the identified Master Trainers.
2. Ensuring the Availability of essential infrastructure in the form of resources. This includes faculty, library availability and expansion, provision of technological facilities.
3. Maintaining equal standards across the English departments of the universities; HEC may also facilitate coordination amongst the literature, language, and linguistic components of these departments. The NCRC (English) 2005-06 and 2008 is one example of the type of collaboration possible in course design and implementation.
4. Improvement of the current examination and evaluation system in English by aligning the exam system with the proposed curriculum and innovative methodology of teaching and learning English.

5. Curriculum Orientation programs for university faculty should be funded by HEC (One of the members of NCRC should be present). These could be One to two week workshops at respective universities organized at convenient timings for the faculty.
6. In order to facilitate the implementation of this curriculum, individual universities may request HEC to ensure the provision of basic resources particularly books and faculty to teach these courses. It is recommended that HEC should launch some projects for the development/provision of learning material for the recommended courses.
7. Assessment guidelines should be prepared to assist the teachers to align testing to the curriculum objectives.
8. There should be a process for ongoing evaluation of the course including action research, student evaluation.
9. Also, in the HEC framework for the BA/BS four-year program, students study the major courses in the third year. However, the universities may design and offer optional/remedial courses for the students of the existing two-year BA programme according to their available resources. In addition, the universities should recommend the same course for affiliated colleges.
10. The NCRC strongly recommends that there should be a common nomenclature for the four-year undergraduate degree program i.e. BA/BS (English) across all universities in Pakistan.