CURRICULUM OF

ENGLISH

BS

(Revised 2017)

HIGHER EDUCATION COMMISSION
ISLAMABAD

CURRICULUM DIVISION, HEC

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PREFACE

The curriculum, with varying definitions, is said to be a plan of the teaching-learning process that students of an academic programme are required to undergo to achieve some specific objectives. It includes scheme of studies, objectives & learning outcomes, course contents, teaching methodologies and assessment/ evaluation. Since knowledge in all disciplines and fields is expanding at a fast pace and new disciplines are also emerging; it is imperative that curricula be developed and revised accordingly.

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

In compliance with the above provisions, the Curriculum Division of HEC undertakes the revision of curricula regularly through respective National Curriculum Revision Committees (NCRCs) which consist of eminent professors and researchers of relevant fields from public and private sector universities, R&D organizations, councils, industry and civil society by seeking nominations from their organizations.

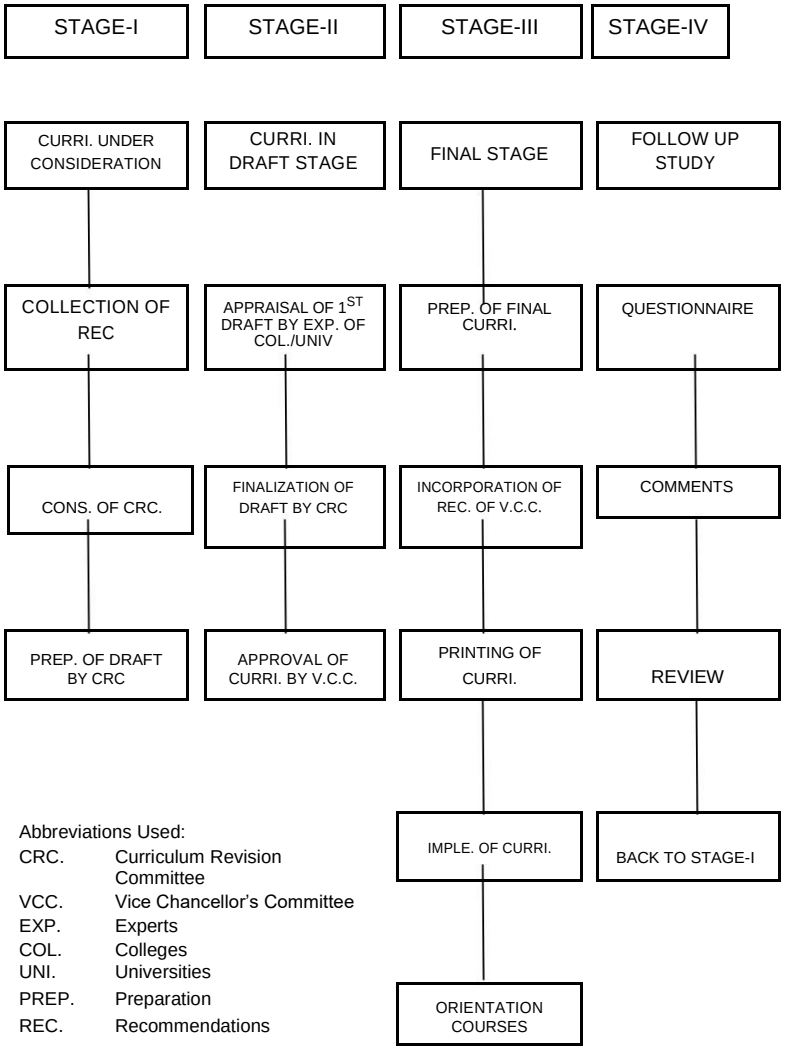
In order to impart quality education which is at par with indigenous needs and international standards, HEC NCRCs have developed unified framework/ templates as guidelines for the development and revision of curricula in the disciplines of Basic Sciences, Applied Sciences, Social Sciences, Agriculture and Engineering.

It is hoped that this curriculum document, prepared by the respective NCRCs, would serve the purpose of meeting our national, social and economic needs, and it would also provide the level of competency specified in Pakistan Qualification Framework to make it compatible with international educational standards. The curriculum is also placed on the website of HEC

http://hec.gov.pk/english/services/universities/RevisedCurricula/Pages/default.aspx

(Muhammad Raza Chohan)
Director General (Academics)

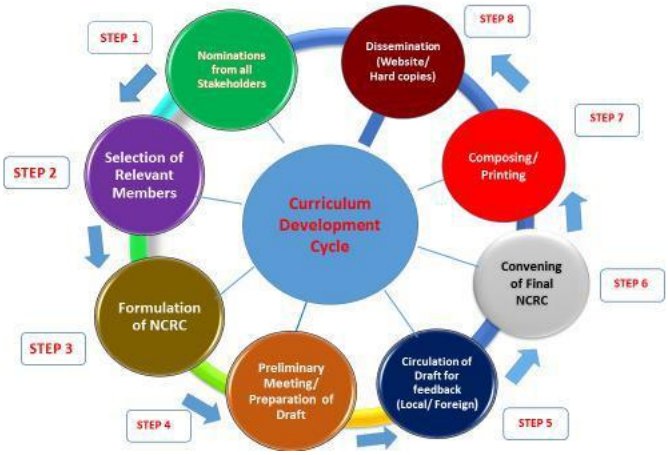
CURRICULUM DEVELOPMENT PROCESS



Abbreviations Used:

CRC.	Curriculum Revision Committee
VCC.	Vice Chancellor's Committee
EXP.	Experts
COL.	Colleges
UNI.	Universities
PREP.	Preparation
REC.	Recommendations

CURRICULUM DEVELOPMENT CYCLE



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6.	Dr. Asadullah Larik, Professor, Department of Business Administration, Iqra University, Defence View, Shaheed-e-Millat Road, Karachi	Member
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	Women University of Azad Jammu & Kashmir, Bagh, Azad Kashmir.	
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19.	Dr. Muhammad ismail Wali, Assistant Professor,	Member

	Department Of English, Institute of Management Sciences, 1-A, Sector E-5, Phase-VII, Hayatabad, Peshawar.	
20.	Dr. Abdus Samad, Lecturer, Department of English, Kohat university of Science & Technology, Kohat.	Member
21.	Dr. Qaisar Khan, Assistant Professor, Department of English University of Malakand, Chakdara Dir (Lower)- KPk.	Member
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24.	Mr. Fahad Aftab, Assistant Professor, Forman Christian College University, Lahore.	Member
25.	Mr. Riaz-ul-Haque Assistant Director Curriculum, HEC, Islamabad.	Coordinator

Acknowledgment

In the preparation of this new curriculum of English, apart from the members of NCRC, a number of friends and colleagues have contributed in developing certain very important courses, at our request. We are especially grateful to Dr. Sibghatullah Khan, Ms. Khadeeja Mushtaq, Ms. Uzma Aziz, and Ms. Asma Haseeb Qazi from National University of Modern Languages (NUML) Islamabad; Dr. Aroosa Kanwal and Ms. Asma Mansoor from International Islamic University Islamabad. The courses they developed are Pakistani Writings in English, Diasporic Literatures, Postcolonial Studies, South Asian Literature, Women's Writings, War Literature, Shakespearean Studies, and Critical Theories.

Rationale of Curriculum Review and Revisions

Societies, states, individuals remain in a state of constant change and flux. The purpose of education, in Bertrand Russell's words, is to replace an empty mind with an open one. However, if the means, materials and sources of education remain frozen in time and place, education cannot bring about the desirable change in the individuals and society at large. Keeping in view this spirit, the HEC constituted committees to review and revise Pakistan's national curricula. The committee formed for the revision of English studies prepared the following syllabi for BS and MS levels.

As the focus in humanities is shifting and growing towards more interdisciplinary/transdisciplinary concerns, the English Studies program is developed for a more inclusive vision about society and culture by realigning language and literary studies with cultural studies in general.

Parameters of Review and Revision

In the beginning of meeting in Lahore, the chair of the committee laid down some parameters that may serve as the guiding principles governing all proposed amendments, revisions, deletions and additions:

1. To make the syllabi more global as well as regional and local in their ethos as, at present, the courses and the selection of authors and their works are more Euro-American centric.
2. To observe the principle of progression and sequencing in the proposed syllabi from BS/MA level to MPhil and PhD level so that the students may get maximum learning exposure about new writers and their works.
3. To incorporate pressing/critical issues for English studies with special focus on inculcating environmental consciousness, introductory knowledge of Muslim narratives, basics of translation studies, literature and film, women's writings etc. In language studies, Metro-linguistics, eco-linguistics, corpus, computational, forensic linguistics and speech therapy are proposed for the syllabi. The inclusion of War Literature, Life Narrative Studies, World Literature in Translation, World Englishes, Corpus and translation, corpus and research, literature and visual narratives, Literature and Environmental Studies, Literature and Globalization, Intercultural Pragmatics, Language and Media, etc. at various levels of study are likely to make our national curriculum of English more contemporaneous, and relevant to the issues of our times. In addition, the inclusion of Rumi, Tagore, Tolstoy, etc. is emphasized. The inclusion of representative global, regional, ethnic and minority cultures and literatures is the hallmark of the new scheme of studies.

4. To strike a desirable balance between idealism and pragmatism while devising the new courses, keeping in view condition of human and intellectual resources at colleges and universities located in the far-flung areas of Pakistan.
5. To revamp the whole scheme keeping in mind the fact that English is no more the language of the British Isles only. Rather, its numerous world varieties referred to as “world englishes” are to be kept in view while making proposals.
6. To bring the outline of all courses at par with those of international institutions especially of the advanced countries as due to lapses and lacks in our local scheme of studies, Pakistani students and scholars face problems in getting admissions and jobs abroad. The coding system of the new scheme is also devised on those lines that clearly reflect its various levels.
7. Most importantly, the scheme for BS English studies is prepared as a general degree programme in humanities and liberal arts. Therefore, the nuances of literature and linguistics are held off for MS/M.Phil. and PhD. levels. Here focus is more on providing opportunity to the students to read maximum cultural texts, that is, “literatures in englishes” from around the world.

Nomenclature

After detailed deliberations, the nomenclatures of various degrees in English were decided:

BS English (Language and Literature)
MS/M.Phil. (literature)
MS/ M.Phil. (Linguistics)
MS/ M.Phil. ELT
Ph.D. (Literature)
Ph.D. (Linguistics)

Majority of the members agreed that the spirit of BS in English is to offer a degree that addresses the issues of general, open-minded education without creating any specialist streams at this level. The purpose is to give a comprehensive exposure to the students without going into unnecessary distinctions about literature and linguistics, which is of course desirable at the advanced level of research degrees only, as is evident from the nomenclature of degree programs also.

After initial discussion and laying down of certain SoPs, the committee was divided into two sub-committees: Sub-committee for the literature courses was led by Dr. Saeed ur Rehman from FCCU, Lahore and Dr. Furrukh Khan from LUMS, Lahore. Sub-committee for the language and linguistic courses was led by Dr. Ghulam Mustafa Mashori from Shah Abdul Latif University, Jamshoro, and Dr. Azhar Pervaiz, Assistant Professor, Incharge Department of English, University of Sargodha.

Both sub-committees worked separately for three days in Lahore and for two days in Peshawar and, on the third day in Peshawar they discussed the whole scheme as one national committee. The document prepared and presented here is the outcome a long and hard collective team work.

Prof. Dr. Muhammad Safeer Awan
Convenor NCRC

Assessment criteria

The committee unanimously decided to replace thesis writing at undergraduate level with the following more rigorous writing program and assessment criterion.

Instead of asking the students to produce a "thesis" in the final semester, they will be asked to submit one end-term paper for each subject in every semester. In this way, they will have to write at least 46 such short response papers/end term papers during the course of four years of study. They will also have to give oral presentation for each paper before its submission. Each subject will be examined and assessed as under:

Total marks for each papers: 100
End-term test: 50
Midterm: 15
End-term paper/ major writing assignment: 10

Presentation based on end-term paper: 05
Quizzes: 05

Class assignments (summarizing/paraphrasing a piece of critical/creative writing): 05 each. Total:15

Total: 50+15+10+05++05+15=100

Teaching Research Methodology

The subject of Research Methodology will be taught in such a way that the students get maximum practice in doing it and not merely study its theory. Its assessment may be as under: Theory: 40 marks (for end term paper)
Practice (in class and library): 60 marks, divided as
Learning and using cataloguing system in the library:07
Learning and using various citation styles:08
Devising at least ten thesis statements/research problems:10
Devising research questions:10
Mock synopsis/research proposal:10
Mock research thesis/dissertation:15

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		

Please note:

1. The foundation courses in the Scheme of Studies are mandatory for all Literature & Linguistics students.
2. The choice of the author and/or text in some literature courses is at the discretion of the department concerned (see course contents).
3. Universities/affiliated colleges may offer Electives other than those suggested in the Scheme of Studies as per available expertise and resources.
4. General Courses (GC) are offered by the departments concerned.
5. Depending upon the results of need-based analyses the universities/affiliated colleges 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.

SCHEME OF STUDIES

SEMESTER-WISE BREAKDOWN OF BS (ENGLISH) COURSES

YEAR 1

FIRST SEMESTER

Course Code	Course Title	Course type	Cr Hrs
GC101	Study Skills	Compulsory General	3
GC102	Introduction to Geography	General	3
GC103	Pakistan Studies	Compulsory	2
ELL101	English I: Reading and Writing Skills	Foundational	3
ELL102	Introduction to Literary Studies	Subject-specific Foundational	3
ELL103	Introduction to Language Studies	Subject-specific Foundational	3
	Total		17

SECOND SEMESTER

Course Code	Course Title	Course type	Cr Hrs
GC104	Islamic Studies	Compulsory	**2**
GC105	Elementary Mathematics & Stats	General	**3**
GC106	Introduction to Philosophy	General	**3**
ELL104	English II: Composition Writing	Foundational	**3**
ELL105	Introduction to Phonetics & Phonology	Subject-specific Foundational	**3**
ELL106	Literary Forms and Movements	Subject-specific Foundational	**3**
	Total		**17**

YEAR 2

THIRD SEMESTER

Course Codes	Course Title	Course type	Cr. Hrs
GC201	Introduction to Information & Computer Technology (ICT) Skills	Foundational	**2+1**
GC202	Islamic History & Culture	General	**3**

GC203	Global Poetry	General	**3**
ELL201	English III: Communication and Presentation Skills	Foundational	**3**
ELL202	Short Fictional Narratives	Subject-specific	**3**
ELL203	Introduction to Morphology	Subject-specific	**3**
			18

FOURTH SEMESTER

Course Codes	**Course Title**	**Course type**	**Cr. Hrs**
GC204	Human Rights & Citizenship	Compulsory General	**3**
ELL204	English IV: Academic Reading & Writing	Foundational	**3**
ELL205	Classical and Renaissance Drama	Subject-specific	**3**
ELL206	Classical Poetry	Subject-specific	**3**
ELL207	Semantics	Subject-specific	**3**
ELL208	Rise of the Novel (18^{th} to 19^{th} century)	Subject-specific	**3**
	Total		**18**

YEAR 3

FIFTH SEMESTER

Course Codes	**Course Title**	**Course type**	**Cr. Hrs**
GC301	Introduction to International Relations	General	**3**
GC302	Introduction to Environmental Studies	Compulsory General	**3**
ELL301	Romantic and Victorian Poetry	Subject-specific	**3**
ELL302	Foundations of Literary Theory & Criticism	Subject-specific	**3**
ELL303	Sociolinguistics	Subject-specific	**3**
ELL304	Popular Fiction	Subject-specific	**3**
	Total		**18**

SIXTH SEMESTER

Course Codes	Course Title	Course type	Cr. Hrs
ELL305	Modern Poetry	Subject-specific	**3**
ELL306	Modern Drama	Subject-specific	**3**
ELL307	Modern Novel	Subject-specific	**3**
ELL308	Grammar & Syntax	Subject-specific	**3**
ELL309	Discourse Studies	Subject-specific	**3**
ELL310	Creative Nonfiction	Subject-specific	**3**
	Total		**18**

YEAR 4

SEVENTH SEMESTER

Course Codes	Course Title	Course Type	Cr. Hrs
ELL401	Research Methods and Term Paper Writing	Subject-specific	**3**
ELL402	Introduction to Applied Linguistics	Subject-specific	**3**
ELL403	Introduction to Stylistics	Subject-specific	**3**
ELL404	Literary Theory and Practice	Subject-specific	**3**
ELL405	Pakistani Literature in English	Subject-specific	**3**
	Total		**15**

EIGHTH SEMESTER

Course Codes	Course Title	Course Type	Cr. Hrs
ELL406	Postcolonial Literature	Subject-specific	**3**
ELL407	American Literature	Subject-specific	**3**
ELL408	Introduction to Translation Studies	Subject-specific	**3**
ELL409	Introduction to Women's Writing	Subject-specific	**3**
ELL410	World Englishes	Subject-specific	**3**
	Total		**15**

1. The given courses in the seventh and eighth semesters may be replaced with courses from the list of electives given below, provided the required expertise is available in the department. However, the ratio of the literature and linguistics courses should

remain the same as the aim of undergrad degree is to impart general education in humanities.

2. The choice of general courses may also be determined by the availability of expertise in the institution.

LIST OF ELECTIVES FOR BS (ENGLISH) PROGRAM

ENGLISH LITERATURE

1. African Literature
2. Postcolonial Women's Writing
3. Postmodern Fiction
4. Islam and Western Literature
5. Pakistani Folk Literature

ENGLISH LANGUAGE/LINGUISTICS

1. Emerging Trends in Sociolinguistics
2. Introduction to Computational Linguistics
3. ESP
4. Introduction to Critical Pedagogy
5. Pakistani English
6. Second language acquisition
7. Introduction to Syntax
8. Introduction to Forensic Linguistics
9. Clinical Linguistics
10. Language Testing and Assessment
11. Language and education
12. Language and gender
13. Corpus linguistics

Summary

Sr #	Categories	No. of Courses	Credit Hours
1	Foundational	05	15
2	Compulsory	02	04
3	Compulsory General	03	09
4	General	05	15
5	Subject-specific Foundational	04	12
6	Subject-specific	27	81
	Total	**46**	**136**

SEMESTER-WISE SCHEME OF STUDIES

BS English (Language & Literature)

First Semester

Course Title: Study Skills
Level: BS 1st
Course Code: GC101

Course Description
The main purpose of this course is to guide students in their first year of learning and impart basic study skills. It is designed with the view to enable them to take immediate control of their learning. The course will enable students to devise and follow "study systems" and equip them with the ability to think critically and adopt effective learning strategies. With the help of various study techniques and styles and other available resources, the students will be able to improve their academic performance.

Course Objectives
- To help students learn basic self-management and study skills
- To enable them to use combination of skills to minimize risks of failure
- To make them become confident and successful in the new learning environment

Course Contents
1. Seeking Success in University
   - Knowing your campus and its resources
   - Form An Academic Support Group
   - Know Where to Find Help
   - Stay Informed
   - Get Involved
2. Motivating Yourself to Learn
   - Assess Academic Strengths and Weaknesses
   - Discover and use your learning style
   - Develop Critical Thinking & Study Skills
   - Adapt learning style to teaching method
3. Using Critical Thinking Strategies
   - Examine Your Assumption
   - Make Predictions
   - Read With A Purpose
   - Sharpen Your Interpretations
   - Find Implications in What You Learn
   - Read and Understand Graphics

- Evaluate what you learn

4. Setting Goals and Solving Problems
   - Set goals for success in college
   - How to develop a positive attitude
5. Sharpening Your Classroom Skills
   - Prepare for Class
   - Become an Active Listener
   - Develop A Personal Note-Taking System
   - Guidelines for Note Taking
   - The Informal Outline/Keywords System
   - The Cornell Method
   - Matching Note-Taking Style and Learning Style
   - Learn To Make Effective Presentations
6. Making the Most of Your Time
   - How to GRAB Some Time
   - Scheduling Your Time
   - Time Management and Learning Style
   - Procrastination
7. Creating Your Study System
   - SQ3R: The Basic System
   - Devising Your Study System
8. Organizing Information for Study
   - Memorization
   - Concept or Information Maps
   - Comparison Charts
   - Timelines
   - Process Diagrams
   - Informal Outlines
   - Branching Diagrams
9. Controlling Your Concentration
   - Concentrations
   - Eliminate Distractions
   - Use A Study System
   - Strategies to Improve Concentration
10. Preparing for Tests
    - How To Prepare for Tests: Three Steps
    - Develop a Test-taking Routine
    - Master Objective Tests
    - Know How to Answer Essay Questions
11. Becoming an Active Reader
    - Reading Actively
    - Find the Main Idea, Details, and Implications
    - Using a Textbook Marking System
12. How to use a dictionary
13. Building Career Skills
    - Working in the New Economy

- Where the Jobs will be
- Choosing Your Future
- Your course of Study
- Your Plan
- What Employers Want
- Career Skills to Develop
- Workplace Ethics
- From University to Work
- Your Resume and Cover Letter
- The Interview

Recommended Readings

- Bain, Ken. (2012). *What the best college students do*.
- Kanar, Carol C. (2001). *The Confident Student*. Houghton Mifflin Co.
- Mcmillan, Kathleen. (2011). *The Study skills book*. Pearson.
- Pauk, Walter. *How to Study in College*.
- Wallace, M.J. (1980). *Study Skills in English*.

Course Title: Introduction to Geography
Level: BS 1st
Course Code: GC102

Course Description

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

Course Objectives

Students should be able to:

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

Course Outline

UNIT 1: DEFINING GEOGRAPHY

1.1 Definition of Geography
1.2 Scope of Geography
1.3 Trends in evolution of Geography as a science

1.4 Geography and its relationships with other sciences

UNIT 2: GEOGRAPHY AND ITS MAJOR BRANCHES

2.1 Physical Geography
2.2 Human Geography
- 2.2.1 Economic Geography
- 2.2.2 Urban Geography
- 2.2.3 Population Geography

UNIT 3: PLANET EARTH

3.1 Earth within the solar system
3.2 Shape, size and movements of the earth
3.3 Location and time on earth
- 3.3.1 Latitude, longitude network
- 3.3.2 Local Time, Standard time
- 3.3.3 Time zones and International Date Line

UNIT 4: KNOWLEDGE OF DIFFERENT SPHERES ON AND AROUND EARTH

4.1 Lithosphere and its main characteristics
4.2 Hydrosphere and its main characteristics
4.3 Atmosphere and its main characteristics
4.4 Biosphere and its main characteristics

UNIT 5: RELATIONSHIP BETWEEN PHYSICAL ENVIRONMENT AND MAN

5.1 Man-environment interaction
5.2 Introduction to theories of Environmental Determinism/Possibilism
5.3 Human activities in relationship with environment
5.4 Human activities and their impact on environment
5.5 Human activities, utilization of environmental resources and concept of Sustainability

Suggested Readings

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

Course Title: Pakistan Studies
Level: BS 1st
Course Code: GC103

Course Description

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

Course Objectives

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

Course Contents

Unit No.1 Introduction

a) Advent of Islam in South Asia
b) Muslim Cultural Heritage in Indo-Pakistan
c) Hindu Muslim relations throughout Muslim period
d) Efforts for the revival of Islam in the Sub-continent

Unit No.2 Ideology of Pakistan

a) Aims and objects of Pakistan's formation
b) Ideology of Pakistan – its importance
c) Basis of Pakistan's Ideology
d) Pakistan Ideology in Iqbal and Quaid-e-Azam's writings

Unit No.3 Evolution of Muslim Society in the Sub-continent

a) Emergence of Muslim Society in South Asia
b) Muslim Society – its emergence progress in South Asia
c) Decline of Muslim society, scholars and institutions
d) National Reformation movements
e) Efforts for reformation – role of Shah Ahmad Sirhindi, Shah Waliullah and his followers
f) Role of Educational Institutions:
Darul Uloom Deoband; Aligarh University; Nadwat-ul-Uloom; Jamia Islamia, Delhi; Anjuman Himayat-i-Islam and other Institutions such as Sindh Madrassa and Islamia College, Peshawar

Unit No.4 Political Struggle for Pakistan Movement

a) Constitutional reforms and Muslims
b) Separate elections for Muslims
c) Khilafat movement

Unit No.5 Pakistan Movement

a) Evolution of Muslim nationality (1857-1930)
b) Independence of India; its problems and Muslims
c) Iqbal's address at Allahabad (1930)
d) Ch. Rehmat ali and Pakistan National Movement
e) Elections (1937) and the attitude of Congress Government towards Muslims
f) Pakistan Resolution
g) Elections (1945-46); Constitutional problems and transfer of power.

Unit No.6 Struggle for Pakistan

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

Unit No.7 Contribution of different classes in Pakistan Movement

a) Role of religious scholars (Ulema)
b) Role of men of letters and journalists
c) Role of youth and students
d) Role of women

a) Plan of India's Division and the emergence of Pakistan
b) Division of Provinces and Referendum
c) Important events (during the partition)

Unit No.9 Efforts for the implementation of Islamic System in Pakistan

a) Importance of Islamization
b) Objective resolution (1949)
c) Islamic articles in Pakistan's Constitution of 1956, 1962 and 1973
d) Implementation of Shariah; efforts and contributions
e) Tehreek-e-Nizam-e-Mustafa, 1970
f) Steps taken towards the goal after 1970
g) Study of Islamic Institution such as Zakat, Shariah Courts and the Council for Islamic Ideology
h) Our goals; formation of a perfect Islamic Society

Unit No.10 Pakistan – Land and Peoples

a) Geography: Location: Geographical importance; study of Rural and Urban areas
b) Natural resources and their use
c) Agriculture and Industry
d) Population, Manpower and Education

e) Economic and Social Welfare

Unit No.11 Pakistan and Islamic World

a) Unity of the Islamic World (Philosophy and Practice)
b) Liberation Movements for Islamic States and Pakistan's role
c) Pakistan's relation with Iran, Saudi Arabia and Afghanistan
d) Pakistan's efforts for the unity of the Islamic World

Recommended Readings

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

Course Title: English I: Reading & Writing Skills
Level: BS 1st
Course Code: ELL101

Course Description

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

Course Objectives

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

Course Contents

1. Reading Skills

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

2. Writing Skills

- Parts of Speech
- Phrase, clause and sentence structure
- Combining sentences
- Tenses: meaning and use
- Modals
- Use of active and passive voice
- Reported Speech
- Writing good sentences
- Error Free writing
- Paragraph writing with topic sentence
- Summary writing

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

Recommended Readings

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

Course Title: Introduction to Literary Studies
Level: BS 1st
Course Code: ELL102

Course Description

This course introduces literature as cultural and historical phenomena. This entails a study of history of various periods of English Literature from Renaissance to the present. The course also, very briefly, touches upon different theoretical approaches to literature to introduce the

student to literary critique and evaluation. A general understanding of literary theory as a broad field of philosophical concepts and principles is also crucial to the understanding of literary piece.

Course Objectives

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

Course Contents

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

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

Suggested Readings

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

● Legouis, E., & Cazamian, L. (1960). *A History of English Literature.* London: J. M. Dent and Sons.

Course Title: Introduction to Language Studies
Level: BS 1st
Course Code: ELL103

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

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

Course Contents
1. Language Origin
   - Language as a divine gift
   - Natural sound source theories
   - Social interaction source theories
   - The Physical adaptation sources
   - The genetic source
2. Speech vs Writing
   - Primacy of speech
   - Speech vs. Writing
   - Origin of writing
   - Types of writing systems
3. Language as Human Faculty
   - Human Language vs animal communication
   - Characteristics of Language: Design features
   - Animals lack language: A controversy
4. Language Families
   - What is a language family?

- Language Families in the World: A Brief Overview

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

6. Old & Middle English Periods
   - Grammatical categories
   - Inflections
   - Grammatical gender
7. Renaissance
   - Old, Middle, and Modern English (grammatical categories)
   - Shakespeare
8. 18th Century
   - Major characteristics of the age
   - Problem of refining and fixing the language
   - Swift's proposal
   - Johnson's Dictionary
   - Grammarians
   - Vocabulary formation
   - Introduction of passives
9. 19th Century
   - Important events and influences
   - Sources of new words
   - Pidgins and Creoles
   - Spelling reforms
   - Development of Dictionary
   - Verb-adverb combination
10. English Language in America
    - Americanism
    - Archive Features
    - Difference between the British and American English

Development of Modern Linguistics

11. Modern Linguistics
    - Emergence of Modern Linguistics: Saussure
    - Structuralism
    - American Structuralism
    - The Prague School
12. Contemporary Approaches to Linguistics
    - Functional Linguistics

Recommended Readings

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

- Campbell, L. (2001), 'The history of linguistics', in M. Aronoff and J. Rees-Miller (eds), *The Handbook of Linguistics*. Oxford: Blackwell Publishers, pp. 81-104.

- Joseph, J.E. (2002), *From Whitney to Chomsky: essays in the history of American linguistics*. Amsterdam/Philadelphia: John Benjamins.
- Yule, George. (2006). *The Study of Language*: 4th/ 5th Edition, Cambridge University Press.

SECOND SEMESTER

Course Title: Islamic Studies
Level: BS 2nd
Course Code: GC104

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

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

Course Contents

1. Introduction to Quranic Studies
●Basic Concepts of Quran
●History of Quran
●Uloom-ul -Quran
2. Study of Selected Text of Holy Quran
- Verses of Surah Al-Baqarah Related to Faith(Verse No-284-286)
- Verses of Surah Al-Hujurat Related to Adab Al-Nabi
3. Verse No-1-18
   Verses of Surah Al-Muminoon Related to Characteristics of faithful
4. 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)
5. Study of Selected Text of Holy Quran
- Verses of Surah Al-Ahzab Related to Adab al-Nabi (Verse No.6, 21, 40, 56, 57, 58.)
- Verses of Surah Al-Hashr (18,19, 20) Related to thinking, Day of Judgment

- Verses of Surah Al-Saff Related to Tafakur, Tadabbur (Verse No-1,14)

6. Seerat of Holy Prophet (PBUH) SECTION ONE

●Life of Holy Prophet (PBUH) in Makkah

●Important Lessons Derived from the life of Holy Prophet (PBUH) in Makkah

7. Seerat of Holy Prophet (PBUH) SECTION TWO

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

8. Introduction to Sunnah

●Basic Concepts of Hadith

●History of Hadith

●Kinds of Hadith

- Uloom-ul-Hadith
- Sunnah & Hadith
- Legal Position of Sunnah

9. 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

10. Islam and Sectarianism

11. 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

12. Islam & Science

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

13. 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

14. Political System of Islam

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

15. Islamic History

- Period of khilafat-e-rashida
- Period of Umayyads
- Period of Abbasids

16. Social System of Islam
- Basic concepts of social system of Islam
- Elements of family
- Ethical values of Islam

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

Course: Elementary Mathematics & Stats
Level: BS 2nd
Course Code: GC105

Course Contents
1. a. Introduction to Set Theory
   b. Types of Set
   c. Builder Notation Form/Roaster Form
   d. Basic Operations on Set (Union, Intersection)
   e. Functions
   f. Types of Function
2. a. De Morgan’s Law
   b. Distributive Law
   c. Commutative Law
   d. Associative Law
3. a. Introduction to Number Theory
   b. Real Number System
   c. Complex Number System
4. a. Linear Equations
   b. Single Variable Equations
   c. Multi Variable Equations
5. a. Matrices
   b. Introduction to Matrices
   c. Types of Matrices

7. a. Matrix inverse
   b. Determinant
8. a. Quadratic Equations
   b. Solution of a Quadratic Equation
   c. Qualitative Analysis of Roots of a Quadratic Equation
9. a. Equation Reducible to Quadratic Equation
   b. Cube Roots of Unity
   c. Relation between Roots & Coefficient of Quadratic Equations
10. a Sequence & Series
   b. Arithmetic Progression
   c. Geometric Progression
   d. Harmonic Progression
11. a. Trigonometry
   b. Fundamentals of Trigonometry
   c. Trigonometric Identities
12. a. Binomial Theorem
   b. Introduction to Mathematical Induction
   c. Binomial Theorem with Rational & Irrational Indices
13. a. Mean
   b. Mode
   c. Medium

Course: Introduction to Philosophy
Level: BS 2nd
Course Code: GC106

Course Description

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

Course Objectives

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

Course Contents

1. A review of the history of philosophy
2. A discussion on the major problems and methods of philosophy
3. Studying the work of at least two philosopher from each of the following groups:
    1. **Greco-Roman Philosophers**
       Plato, Aristotle, Democritus, Pythagoras, Heraclitus, Protagoras, Epicurus, Seneca, and Epictetus
    2. **Medieval Religious Philosophers**
       Avicenna, Averroes, St. Thomas Aquinas
    3. **Renaissance Philosophers**
       Machiavelli, Erasmus, Thomas More
    4. **Enlightenment and Sui Generis Philosophers**
       Copernicus, Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant
    5. **Idealists**
       Fichte, Schelling, Schiller, Hegel
    6. **Utilitarian Philosophers**
       Jeremy Bentham, J.S. Mill
    7. **Romantic Reactionaries**
       Rousseau, Schopenhauer, Kierkegaard,
    8. **Materialist Philosophers**
       Feuerbach, Marx
    9. **The Irrational Philosophers**
       Bergson, Freud
    10. **Phenomenologists and Existentialists**
        Husserl, Heidegger, Sartre, Camus, Fanon
    11. **Marxist Philosophers**
        Lukacs, Gramsci, Croce, Althusser
    12. **Linguists, Semiotician, Structuralist, and Deconstructionists**
        Saussure, Levi-Strauss, Lacan, Barthe, Foucault, Derrida

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

The course may be presented as an historically-ordered study of the writings of major philosophers, or as a topically-ordered study of the ways in which ancient, modern, and contemporary philosophers have approached the major issues of philosophy.

Suggested Readings

1. Adorno, T.W., *Aesthetic Theory.* Tr. By C. Lenhardt. London: Routledge & Kegan Paul,1984
2. Ahmad, Absar, *Concept of Self and Self-Identity in Contemporary Philosophy.* Lahore: Iqbal Academy,1986
3. Aldrich , Virgil., *Philosophy of Art,* New Jersey: Prentice Hall,1963
4. Anne, Bruce, *Metaphysics: The Elements.* Oxford: Basil Blackwell,1986
5. Aristotle, *The Works of Aristotle,* edited by W.D. Ross. Vol x. Politica, translated by Benjamin Jowett. Oxford: Clarendon Press 1921
6. Ayer , A. J. , *Central Questions of Philosophy* London: Penguin Books,1973
7. Cairns, Huntington, *Legal Theory from Plato to Hegel.* Baltimore: John Hopkins Press. 1967.
8. Copleston, Frederick, *A History of Philosophy.* 9 vols New York: Image Books 1962
9. Frankena , William , K. *Ethics* Prentice Hall, Inc.
10. Hurley, Patrick, J, *A Concise Introduction to Logic,* Belmont: Wadsworth Publishing Co. 1988
11. James Rachels [1995] *the Elements of Moral Philosophy,* McGraw Hill inc.
12. John F. Post [1991] *Metaphysics: A Contemporary Introduction.* Paragon House NY
13. Russell, Bertrand, *A History of Western Philosophy.* London: George Allen and Unwin, 1961
14. Russell, Bertrand, *Problems of Philosophy.* Oxford University Press, 1959
15. Passmore, J., *A Hundred Years of Philosophy.* Penguin Books, 1966

Course Title: English II: Composition Writing
Level: BS 2nd
Course Code: ELL 104

Course Description:

The course focuses on the basic strategies of composition and writing skills. Good writing skills not only help students obtain good grades but also optimize their chances to excel in professional life. The course

includes modes of collecting information and arranging it in appropriate manner such as chronological order, cause and effect, compare and contrast, general to specific etc. It enables the students to write, edit, rewrite, redraft and proofread their own document for writing effective compositions. Because of the use of a significant amount of written communication on daily basis, sharp writing skills have always been valued highly in academic as well as professional spheres.

Course Objectives:

This course aims to:

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

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

Course Contents:

1. Writing Process
    - Invention
        - ✓ Generating Ideas (collecting information in various forms such as mind maps, tables, lists, charts etc)
        - ✓ Identifying Audience, Purpose, and Message
    - Ordering Information
        - ✓ 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

- Drafting
  - ✓ Free Writing
  - ✓ Revising
  - ✓ Editing

2. Paraphrasing
3. Cohesion and Coherence
   - Cohesive Devices
   - Paragraph unity
4. Summary and Precis Writing
5. Creative Writing
6. Essay Writing
   - developing a thesis
   - organizing an essay
   - writing effective introduction and conclusion
   - different types of essays
   - use of various rhetorical modes including exposition, argumentation and analysis

Recommended Books:

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

Course Title: Introduction to Phonetics & Phonology
Level: BS 2nd
Course Code: ELL105

Course Description

This course explores speech sounds as physical entities (phonetics) and linguistic units (phonology). In viewing sounds as physical elements, the focus is on articulatory description. In this part of the course, the goal is to learn to produce, transcribe, and describe in articulatory terms many of the sounds known to occur in human languages. In the next part of the

course, the focus is on sounds as members of a particular linguistic system.

Course Objectives

This course aims to:

- assist students learn a number of technical terms related to the course
- familiarize students with sounds and sound patterning, particularly in English Language
- develop knowledge of segmental and suprasegmental speech
- help students understand the features of connected speech

Course Contents

1. Basic definitions
    - Phonetics
    - Articulatory, Auditory & Acoustic Phonetics
    - Phonology
    - Phoneme
    - Vowels
    - Consonants
    - Diphthongs
    - Triphthongs
    - Voicing
    - Aspiration
    - Minimal pairs
2. Organs of Speech
3. Phonemes
    - Consonants(place and manner of articulation)
    - Vowels (vowel trapezium/quadrilateral)
    - Monophthongs
    - Diphthongs
    - Triphthongs
4. Rules
    - Rules of Voicing
    - Rules of /r/
    - Rules of /ŋ/
5. Practice of phonemic transcription
6. Definitions
    - Homophones
    - Homographs
    - Homonyms
    - Homophenes
7. Fluency Devices

- Assimilation
- Elision
- Weak forms/Strong forms
- linking

8. Sound Values
9. Stress and Intonation
10. Practice of phonemic transcription

Recommended Readings

- Collins, B. and Mees, I. (2003) *Practical Phonetics and Phonology: A Resource Book for Students*. London & NY: Routledge (Taylor & Francis)
- Clark, J and Yallop, C. (1995). *An Introduction to Phonetics and Phonology*. 2nd edition. Cambridge, Mass: Blackwell.
- Davenport, Mike & S. J. Hannahs. (2010). *Introducing Phonetics & Phonology*, 3rd edition. Hodder Education
- Roach, Peter. (2009). *English Phonetics and Phonology: A Practical Course.* 4th Edition. Cambridge.

Course Title: Literary Forms and Movements
Level: BS 2nd
Course Code: ELL106

Course Description

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

Course Objectives

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

- Provide them with a workable tool for interpreting and analyzing a literary text.

Suggested Readings

- Berman, Art. *Preface to Modernism*. Chicago: University of Illinois Press, 1994.
- Dirks, B Nichols. *Colonialism and Culture.* Michigan: Michigan Univ Press. 1992.
- Fowler, Alastair. Kinds *of Literature : An Introduction to the Theory of Genres and Modes*. Oxford: Clarendon, 2002.
- Galea, Ileana. *Victorianism and Literature*. California. Dacia, 2008.
- Gura, Philip. American Transcendentalism. NP: Farrar, 2008.
- Hooks, Bell. *Feminist Theory*. London: Pluto Press, 2000.
- Hudson, William Henry**.** *An Introduction to the Study of Literature***.** New Delhi : Rupa, 2015.
- Marcuse, J Michael. Arefence Guide for English Studies. Los Angeles: Univ of California Press, 1990.
- Osborne, Susan. Feminism. NP: Product Essentials, 2001.
- Philips, Jerry , Andrew Ladd, and K H Meyers. *Romanticism and Transcendentalism*. New York: DWJ Books: 2010.
- Tandon, Neeru*. Feminism: A Paradigm Shift*. New Delhi: Atlantic, 2008.

THIRD SEMESTER

Course Title: Introduction to Information & Computer Technology (ICT) Skills
Level: BS 3rd
Course Code: GC201

Course Description

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

Course Objectives

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

Course Contents

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

Required Skills

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

1. **Basic Knowledge of Computers**
   - Understand basic computer hardware components and terminology
   - Understand the concepts and basic functions of a common computer operating system
   - Start up, log on, and shut down a computer system properly
   - Use a mouse pointing device and keyboard
   - Use Help and know how to troubleshoot routine problems
   - Identify and use icons (folders, files, applications, and shortcuts/aliases)
   - Minimize, maximize and move windows
   - Identify common types of file extensions (e.g. doc, docx, pdf, html, jpg, gif, xls,ppt, pptx, rtf, txt, exe)
   - Check how much space is left on a drive or other storage device
   - Backup files
   - Download and install software on a hard disk
   - Understand and manage the file structure of a computer
   - Check for and install operating system updates
2. **Proficiency in Using Productivity Software**
   - Create documents of various types and save in a desired location
   - Retrieve an existing document from the saved location
   - Select, copy, and paste text in a document or desired location
   - Print a document
   - Name, rename, copy and delete files
   - Understand and know how to use the following types of software programs:

- Word processing (example: MS Word, Google Doc, Writer)
- Presentation (example: PowerPoint, Impress)
- Spreadsheet (example: Excel, Calc)
- PDF reader (example: Acrobat Reader, Preview)
- Compression software (example: WinZip, StuffIt, 7-Zip)

3. Electronic Communication Skills

- Email, using a common email program (example: MS
- Compose, Send, Reply, Forward messages
- Add attachments to a message
- Retrieve attachments from an email message
- Copy, paste and print message content
- Organize email folders
- Understand what an electronic discussion list is and how to sign up and leave one (example: Listserv, Listproc)

4. Internet Skills

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

5. Moving Files

- Transfer files by uploading or downloading
- View and change folder/document security settings
- Copy files from hard disk to storage devices and vice versa

Recommended Readings

- Bruce J. McLaren, *Understanding and Using the Internet,* West Publishing Company, 610 Opperman Drive, P. 0. Box 64526, St. Paul, MN 55164.
- *Computer Applications for Business,* 2nd Edition, DDC Publishing, 275 Madison Avenue, New York,
- Nita Hewitt Rutkosky, *Microsoft Office Professional,* Paradigm Publishing Company, 875 Montreal Way,St Paul, MN 55102.

- Robert D. Shepherd, *Introduction to Computers and Technology,* Paradigm Publishing Inc., 875 Montreal Way, St. Paul, MN 55102.
- Shelly Cashman Waggoner, *Discovering Computers 98,* International Thomson Publishing Company, One Main Street, Cambridge, MA 02142.
- V. Wayne Klemin and Ken Harsha, *Microcomputers, A Practical Approach to Software Applications,*McGraw-Hill Book Company, New York, NY 10016.

Course: Islamic History & Culture
Level: BS 3rd
Course Code: GC202

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

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

Course Contents
- Introduction to History and the philosophy of history; why study history
- Pre- Islamic period. Religious, political and social systems before Islam.
- The Coming of Islam. Period of the Prophet (PBUH).
- Life at Makkah.
- The Prophet (PBUH) at Madina.
- The Caliphate and the Four Rightly-guided Caliphs.
- The Umayyad Caliphate
- The Abbasid Period.
- Umayyad Dynasty in Spain
- Islam and Muslims in India
- Definition of Culture in Islam.
- Foundations of Islamic culture.

- Islamic art, civilization and culture.
- Science, technology, philosophy and administration.

Suggested Readings

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

Course Title: Global Poetry
Level: BS 3rd
Course Code: ELL201

Course Description

This course covers the body of contemporary poetry, its techniques, thematic concerns, and theoretical viewpoints. By focusing on salient aspects of contemporary poetics this course aims to accomplish among students a habit of alternative interpretations of contemporary intercontinental cultural and political ethos under transition. Because literary modernism brushes shoulders with colonial, postcolonial, transnational, and cosmopolitan discourses therefore this course aims to identify an emergent, contemporaneous and eclectic poetic aesthetics. Ezra Pound's call to *Make it New* remains a trusted creed of experimentation which lately has found its global adherents from Caribbean, Africa, South Asia, Ireland, and in other regions.

Course Objective

The main objectives of this course is to:

- Employ diverse methods of literary criticism such as historical, biographical, and gender criticism, and to do close reading of some of the foundational modern poets but at the same time to identify a poetic constellation comprising extensively wide-ranging voices of poetry.
- Glimpse the production of poetic discourse in places and regions where poetry in major Europe languages is no more a mere imitative exercise and the local and indigenous poets have added their voice of alterity.

Course Contents

Selected Readings (subject to eliminations)

1. Ezra Pound: A Girl, In the Station of a Metro
2. Robert Frost: *Home Burial, A Late Walk*
3. W.H. Auden: *In Memory of W. B. Yeats*
4. W.B. Yeats: *Leda and Swan, Easter 1916*
5. Marianne Moore: *Marriage*
6. e e cummings *: Let's Live Suddenly Without Thinking*
7. Adrienne Rich*: Living in Sin*
8. Anne Sexton*: After Auschwitz*
9. John Ashbery*: Some Trees*
10. Rita Dove
11. Martha Collins
12. Langston Hughes
13. Charles Bukowski: *Poetry Reading, Goading the Muse*
14. Hart Crane: *To Brooklyn Bridge*
15. Ruth Padel
16. Carol and Duffy
17. Seamus Heaney: *North (1976) selections*
18. Paul Muldoon : *Meeting the British*
19. Ted Hughes: Horses
20. Philip Larkin: Going Going
21. Dylan Thomas
22. Nissim Ezekiel
23. Imtiaz Dharker: *Purdah 1, Terrorist at My table*
24. Moniza Alvi: *At the Time of Partition (selections)*
25. Agha Shahid Ali: *Call Me Ishmael (selections)*
26. Pablo Neruda
27. Octavio Paz
28. Taufiq Rafat
29. Faiz Ahmed Faiz
30. John Ashbery*: Some Trees, Just Walking Around*
31. Don Paterson*: The Dead, Poetry*
32. Carol Duffy*: Ship, Havisham*
33. Derek Walcott*: A Far Cry From Africa, Love after Love*
34. Paul Muldoon *: The Frog, Hedgehog*
35. Simon Armitage: *I am very bothered*
36. *Sujata Bhatt: A different History*
37. Moniza Alvi*: At the Time of Partition (selections)*
38. Mahmood Dervish : *If I were Another*

Recommended Readings

- Bloom, Harold*. Contemporary Poets. Yale:* Bloom's Literary Criticism. 2010.

- Edmond, Jacob. *A Common Strangeness: Contemporary Poetry, Cross-Cultural Encounter, Comparative Literature*, NY: Fordham University Press, 2012.
- *Pinsky, Robert. The Situation of Poetry; Contemporary poetry and its Traditions, Princeton University Press: New Jersey, 1976.*
- Ramazani, Jahan. *Poetry and Its Others: News, Prayer, Song, and the Dialogue of Genres, University of Chicago Press: Chicago. 2013.*
- Trawick, Leonard. Ed. *Word, Self, Poem; Essays on Contemporary Poets from the "Jubilations of poets", The Kent State University Press, Kent, 1990.*
- Williamson, Alan. *Introspection and Contemporary Poetry*, *Massachusetts: Harvard University Press. 1984.*

Course Title: English III: Communication and Presentation Skills
Level: BS 3rd
Course Code: ELL202

Course Description

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

Course Objectives

The course aims to:

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

Course Contents

1. Introduction
    - Understanding the purpose of Communication
    - Analyze the Audience
    - Communicating with words as well as with body language
    - Writing with a Purpose
2. Presentation skills
3. Delivering your presentation
4. Speaking with Confidence
5. Communicating Effectively
6. Job Interviews and Communicating Skills
7. Communicating with Customers
8. Communication in a Team

Recommended Readings:

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

Course Title: Short Fictional Narratives
Level: BS 3rd
Course Code: ELL203

Course Description

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

In this course, students will concentrate on seminal short fictions in English written by writers from the different regions of the world who have contributed significantly to literature in English through their

narrative form and structure, thematic content, and articulation of human experience.
Narrative studies prepares students for the development and evaluation of original content for short fictions and other narrative platforms. To recognise a good story, to critique, to help shape, realise and transform requires a background in the history of narrative, cross-cultural and contemporary models.

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

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

Course Contents
1. *The Nightingale and the Rose* Oscar Wilde
2. *The Three Strangers* Thomas Hardy
3. *The Cask of Amontillado* Edgar Allan Poe
4. *The Darling* Anton Chekhov
5. *Hearts and Hands* O' Henry
6. *The Necklace* Guy De Maupassant
7. *The Secret Sharer* Joseph Conrad
8. *The Other Side of the Hedge* E. M. Forster
9. *Eveline* James Joyce
10. *The Three Questions* Leo Tolstoy
11. *A Hunger Artist* Franz Kafka
12. *A Very Old Man With Enormous Wings* Gabriel Garcia Marquez
13. *Two Words* Isabel Allende
14. *A Cup of Tea* Katherine Mansfield
15. *Everything that Rises Must Converge* Flannery O'Connor
16. *The Story of An Hour* Kate Chopin
17. *The Richer The Poorer* Dorothy West

18. *The Prisoner Who Wore Glasses* Bessie Head
19. *Lamb to the Slaughter* Roald Dahl
20. *Bingo* Tariq Rahman
21. *The Kingdom of Cards* Rabindranath Tagore
22. *The Martyr* Ngũgĩ wa Thiong'o
23. *A Watcher of the Dead* Nadine Gordimer.
24. *Revelation* Flannery O'Connor
25. *Nawabdin Electrician* Daniyal Mueenuddin

Suggested Readings

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

Course Title: Introduction to Morphology
Level: BS 3rd
Course Code: ELL204

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

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

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

Course Contents

- Introduction to morphology (with examples from Pakistani languages)
  - free morphemes: roots and stems
  - bound morphemes: affixes: prefixes, suffixes, infixes, interfixes, circumfixes
  - morphological productivity: productivity of affixes, prefixes, suffixes, infixes
- Basics of Phonetic Transcription of Words
- Inflectional Morphology
  - Pluralization, Degree Marking, Verb Forms
- Derivational Morphology
  - Formation of Nouns, Adjectives, Verbs and Adverbs
  - Minor processes of derivation: blending, clipping, backformation, acronym, Reduplication
  - derivation by compounding: endocentric, exocentric and copulative compounds
  - derivation by modification of base
- Morphology of Pakistani Languages
  - word forms in Urdu, Punjabi, Sindhi, Pashto and other
  - Descriptive analysis of word forms in Pakistani languages
- Morpho-Semantics- semantic change in word formation processes
- Morphology Interface with Phonology and Syntax
- Morphology-Syntax Interface

Recommended Readings

1. Aronoff, M. (1994). Morphology by itself. MIT Press, Cambridge.

2. Bauer, L. (2003). Introducing Linguistic Morphology--Edinburgh University Press
3. Booij, G. (2005) The Grammar of Words--An Introduction to Linguistic Morphology
4. David et al. (2009). Urdu Morphology. Oxford University Press, London
5. Mangrio, R. A. (2016). The Morphology of Loanwords in Urdu: the Persian, Arabic and English Strands, Cambridge Scholars Publishing, Newcastle upon Tyne.
6. McCarthy, A. C (2002). An Introduction to English Morphology-Words and their Structure, Edinburgh University Press. Edinburgh
7. Plag, I. (2002). Word Formation in English -Cambridge University Press. Cambridge
8. Ayto, J. (1999). *Twentieth Century Words, Oxford: OUP .*
9. Bauer, L. (2001). Morphological Productivity, Cambridge University Press
10. Halpern, A. (1995). On the placement & morphology of clitics. CSLI Publications, Stanford
11. Yu, A. C (2006) A Natural History of Infixation. Oxford University Press, Chicago
12. Zwicky, A. (1985b). 'How to Describe Inflection.' Proceedings of the Berkeley Linguistics Society 11: 372-386. Berkeley, California.
13. Zwicky, A and Pullum, G. (1992). A misconceived approach to morphology. In Proceedings of WCCFL 91, ed. D. Bates. CSLI, Palo Alto, 387-398.

FOURTH SEMESTER

Course Title: Human Rights & Citizenship
Level: BS 4th
Course Code: GC203

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

Course Objectives
- To promote human values, in particular religious tolerance for others

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

Course Contents

- 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.

Course: English IV: Academic Reading & Writing
Level: BS 4th
Course Code: ELL205

Course Description

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

Course Objectives

To enable the students to:

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

Course Contents

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, and exemplification.
    - Interpreting charts and diagrams
    - Making appropriate notes using strategies such as mind maps, tables, lists, graphs.
    - Reading and carrying out instructions for tasks, assignments and examination questions
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
4. Writing Academic Texts:
    1. Plan their writing: identify audience, purpose and message (content)
    2. Collect information in various forms such as mind maps, tables, charts, lists
    3. Order information such as:
        - Chronology for a narrative
        - Stages of a process
        - From general to specific and vice versa
        - From most important to least important
        - Advantages and disadvantages
        - Comparison and contrast
        - Problem solution pattern
5. Write argumentative and descriptive forms of writing using different methods of developing ideas like listing, comparison, and contrast, cause and effect, for and against
    - Write good topic and supporting sentences and effective conclusions

- Use appropriate cohesive devices such as reference words and signal markers

6. Redraft checking content, structure and language.
7. Edit and proof read
8. Grammar in Context
   - Phrase, clause and sentence structure
   - Combining sentences
   - Reported Speech

Recommended Readings

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

Course: Classical & Renaissance Drama
Level: BS 4th
Course Code: ELL206

Course Description

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

society is given in the beginning of the course to prepare students to undertake close reading and analyses of the selected texts.

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

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

Course Objectives

Students will be taught to demonstrate:

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

Course Contents

1. Aeschylus – Prometheus Bound
2. Sophocles – Oedipus Rex

3. Euripides – The Bacchae
4. Aristophanes – The Birds
5. Seneca – Hercules Furens (The Mad Hercules)
6. Plautus – The Pot of Gold
7. Shakespeare – King Lear; As You Like It
8. Marlowe – Tamburlaine the Great (Parts I and II)
9. Webster – The Duchess of Malfi

Recommended Readings

1. Aeschylus. (1961).*Prometheus Bound, The Suppliants, Seven Against Thebes, The Persians*, translated by Philip Vellacott. Penguin Books.
2. Aristophanes. (1962).*The Complete Plays of Aristophanes*. Edited by Moses Hadas. A Bantam Skylark Book.
3. Bloom, Harold. (1987). *John Webster's The Duchess of Malfi*. Chelsea House Pub (L).
4. Bloom, Harold. (1999). *Shakespeare: The Invention of the Human.* London: Fourth Estate.
5. Cheney, Patrick. (2004). *The Cambridge Companion to Christopher Marlowe.* Cambridge: CUP.
6. Dover, K.J. (1972).*Aristophanic Comedy*. University of California Press.
7. Eagleton, Terry. (1986). *William Shakespeare*. New York: Blackwell.
8. Erikson, Peter. (1991). *Rewriting Shakespeare, Rewriting Our-selves*. Berkley: University of California Press.
9. Frazer, James G. (1922).*The Golden Bough: A Study in Magic and Religion*. MacMillan.
10. Gregory, Justina. (2005).*A Companion to Greek Tragedy*. Blackwell.
11. Hackett, Helen. (2012). *A Short History of English Renaissance Drama*. I.B. Tauris & Co Ltd.
12. Herington. (1986). *Aeschylus*. Yale.
13. Kitto, H. D. F. (2005).*Greek Tragedy*. London and New York: Routledge.
14. Kuriyama, Constance B. (2002). *Christopher Marlowe: A Renaissance Life.* Ithaca: Cornell University Press.
15. Ley, G. (1991). *A Short Introduction to the Ancient Greek Theatre*. University of Chicago Press.

Course Title: Classical Poetry
Level: BS 4th
Course Code: ELL207

Course Description

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

Course Objectives

This course aims to:

1. Trace the generic specific historical development of classical poetry, but also to develop a keen awareness of poetic language and tone of the period.
2. Introduce various forms and styles of the genre of poetry for creating an in-depth understanding of this genre.

Course Contents

William Shakespeare (1564-1616)

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

John Donne (1572-1631)

Love Poems:

- Song
- The Sun Rising
- Aire and Angels
- The Good Morrow
- Valediction: Forbidding Mourning

Holy Sonnets:

•Thou hast made me, and shall thy work decay?

•Death be not proud, though some have called thee

John Milton (1608-1674)

- *Paradise Lost*. Book I (1667)
- *Paradise Lost* Book 9 (The main contention and critical summary)

Alexander Pope (1688-1744)

●*Rape of the Lock* (1712)

Recommended Readings

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

Course Title: Semantics
Level: BS 4th
Course Code: ELL208

Course Description

This course introduces students to the basic concepts of semantics and pragmatics with the aim to help them conceptualize the relationship between words and their meanings, and to understand the factors that govern choice of language in social interaction and the effects of these choices.

Course Objectives

The objectives of the course are to:

- Enable students to differentiate between semantic and pragmatic meaning.
- Introduce the theoretical concepts related to Semantics and Pragmatics.
- Help students internalize sense relation and Lexical relations along with types of meaning.
- Enable students to understand Deixis, Speech Act theory, Cooperative Principle and Politeness.

Course Contents

- Theories of Semantic and Pragmatics
- Types of meaning
- Semantic field

- Sense Relations and Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy)
- Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)
- Speech act theory
- Conversational Implicature
- The Cooperative Principle
- Politeness
- Deixis

Recommended Readings

- Burton-Roberts, N. (Ed.), (2007). *Pragmatics*. Palgrave Macmillan.
- Cruse, A. (2011). *Meaning in Language: An Introduction to Semantics and Pragmatics.* (Third edition). Oxford Textbooks in Linguistics.
- Cutting, J. (2002). *Pragmatics and Discourse: a resource book for students.* Routledge.
- Davis, S. & Gillon, S. B. (2004). *Semantics: A Reader*. Oxford University Press.
- Davis, S. (Ed.), (1991). *Pragmatics: a reader*. Oxford University Press.
- Frawley,W. (2002). *LinguisticSemantics*.Cambridge:Cambridge UniversityPress.
- Griffiths, P. (2006). *An Introduction to English Semantics and Pragmatics.* Edinburgh University Press Ltd.
- Grundy, P. (2000). *Doing Pragmatics*. Arnold.
- Howard, G. (2000). *Semantics: Language Workbooks*. Routledge.
- Hurford, R. J., Heasley, B. & Smith, B. M. (2007). *Semantics: a course book*. (Second edition) Cambridge: CUP.
- Kearns, K. (2000). *Semantics.* Palgrave Modern Linguistics. Great Britain.
- Lyons, J (1996). *Linguistic Semantics:An Introduction*.Cambridge: UniversityofCambridge.
- Riemer, N. (2010). *Introducing Semantics.* Cambridge Introductions to Language and Linguistics.
- Saeed, I. J. (2009). *Semantics*. (Third edition). Wiley-Blackwell.
- Horn. R. L., & Ward, L. G. (Eds.), (2005). *The handbook of pragmatics*. Wilsey-Blackwell.

Course Title: Rise of the Novel (18th to 19th century)
Level: BS 4th
Course Code: ELL209

Course Description

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

Course Objectives

This course will enable the students

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

Course Contents

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

Recommended Readings

- Bloom, Harold. (1988) *George Eliot's the Mill on the Floss (Bloom's*

Modern Critical Interpretations). Chelsea House Pub.
- Allen, Walter *The English Novel*
- Ashton, Rosemary. *George Eliot: A Life*. London, 1996.
- Battestin, Martin C. *The Moral Basis of Fielding's Art: A study of Joseph Andrews*
- Beer, Gillian. *George Eliot.* Brighton, 1986.
- Butt, John *Fielding*
- Church, Richard *The Growth of the English Novel*.
- Collins, Philip, *Dickens: The Critical Heritage*, 1971
- Copeland, Edward and McMaster, Juliet, *The Cambridge Companion to Jane Austen,* 1997
- Elliot, Albert Pettigrew. *Fatalism in the Works of Thomas Hardy,* 1935
- Forster, E.M. *Aspects of the Novel*.(Pelican Paperback)
- Gard, Roger. *Jane Austen's Novels: The Art of Clarity,* 1998
- Hardy, Barbara. *The Novels of George Eliot.* London, 1959.
- Kettle, Arnold *Introduction to the English Novel* (vol. .I & II)
- Lubbock, P. *The Craft of Fiction*. Jonathan Cape,
- MacDonaugh, Oliver, *Jane Austen: Real and Imagined Worlds*. 1993
- Neill, Edward. (1999). *Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective). C*amden House.
- Neill, Edward. *The Politics of Jane Austen,* 1999
- Smith, Grahame, *Charles Dickens: A Literary Life,* 1996
- Thomas, Jane. *Thomas Hardy, Femininity and Dissent,* 1999
- Watt, Ian *The Rise of Novel*. Chatto Windus, London, (1955-7)

FIFTH SEMESTER

Course Title: Introduction to International Relations
Level: BS 5th
Course Code: GC301

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

and newspapers will enable students to update information about imminent international issues today and to think about them critically.

Course Objectives

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

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

1. What is international relations?
2. Theories of international relations
3. Brief history of modern international relations
4. National perspectives of different nations
5. Power
6. Balance of power
7. International security
8. Principal causes of war
9. International political economy
10. International trade & monetary system
11. International law
12. International organization
13. International integration and transnational participation
14. Future world order

Suggested Readings

- Allan, Stuart (2010) *The Routledge companion to news and journalism*. New York, NY: Routledge.
- Andrew Cottey (2007) 'Ch.1: Security in the new Europe', in *Security in the new Europe*. New York: Palgrave Macmillan, pp. 5–31. Available at: https://contentstore.cla.co.uk//secure/link?id=9416ad17-7936-e711-80c9-005056af4099.
- Ba, A. and Hoffmann, M. J. (2003) 'Making and Remaking the World for IR 101: A Resource for Teaching Social Constructivism

in Introductory Classes', *International Studies Perspectives*, 4(1), pp. 15–33. doi: 10.1111/1528-3577.04102.

- Bache, Ian, George, Stephen and Bulmer, Simon (2011) *Politics in the European Union*. 3rd ed. Oxford: Oxford University Press.
- Baylis, John, Smith, Steve and Owens, Patricia (2011a) *The globalization of world politics: an introduction to international relations*. 5th ed. Oxford: Oxford University Press.
- Baylis, John, Smith, Steve and Owens, Patricia (2011n) *The globalization of world politics: an introduction to international relations*. 5th ed. Oxford: Oxford University Press.
- Bennett (1994) 'The news about foreign policy', in *Taken by storm: the media, public opinion, and U.S. foreign policy in the Gulf War*. Chicago: University of Chicago Press, pp. 12–40.
- Berdal, M. (2004) 'The UN after Iraq', *Survival*, 46(3), pp. 83–101. doi: 10.1080/00396330412331343743.
- Blair, T. (2001) *The power of community can change the world*.
- Bomberg, Elizabeth E., Peterson, John and Stubb, Alexander C-G. (2008) *The European Union: how does it work?* 2nd ed. Oxford: Oxford University Press.
- Brooks, S. G. and Wohlforth, W. C. (2002) 'American primacy in perspective', *Foreign affairs*. [New York: Council on Foreign Relations], 81(4), pp. 20–33.
- Brown, Chris (2005) 'US hegemony and world order', in *Understanding international relations*. 3rd ed. Basingstoke: Palgrave Macmillan, pp. 232–254.
- Calhoun, Craig J., Price, Paul and Timmer, Ashley S. (2002) *Understanding September 11*. New York: New Press.
- Chris Brown (2005) 'US hegemony and world order', in *Understanding international relations*. 3rd ed. [Perth, Australia]: Ebook Library, pp. 232–254. Available at: http://ls-tlss.ucl.ac.uk/course-materials/SESS1102_46625.pdf.
- Christopher Hill and Michael Smith (2011) 'Acting for Europe: reassessing the EU's place in international relations', in *International relations and the European Union*. 2nd ed. Oxford: Oxford University Press, pp. 458–481. Available at: http://ls-tlss.ucl.ac.uk/course-materials/SESS1102_60047.pdf.
- Cottey, Andrew (2007) 'Security in the new Europe', in *Security in the new Europe*. New York: Palgrave Macmillan, pp. 5–31.
- Cox, M. (1990) 'From the Truman Doctrine to the Second Superpower Detente : the rise and fall of the Cold War', *Journal of peace research*. London: Sage Publications [etc.], 27(1), pp. 25–41.
- Cox, M. (2009) 'Rethinking the End of The Cold War', *Review of International Studies*, 20(02). doi: 10.1017/S0260210500117887.

Course Title: Introduction to Environmental Studies
Level: BS 5th
Course Code: GC302

Course Description

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

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

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

Course Objectives

The course is designed to:

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

Course Contents

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

Global Environmental Problems: Ozone Depletion; history, science, world response. Climate change: a myth or reality, Conflicting Theories, climate change scientific basis, its impacts, world response, climate change politics. Acid Rain. Human Population and sustainability, International environmental laws.

Recommended Readings

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

11. *Environmental Science: working with the Earth.11*th Ed. Miller, G., Tyler. Cengage Learning, 2005.
12. *Algore Documentary: " An inconvenient Truth"*

Course Title: Romantic & Victorian Poetry
Level: BS 6th
Course Code: ELL301

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

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

Course Content
The Longmans Anthology of British Literature vol 2A ,2B

1) William Blake :-
- i) *The Sick Rose*
- ii) *London*
- iii) *A Poison Tree*
- iv) *The Tygre*

2) William Wordsworth:-

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

3) S.T . Coleridge:-

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

4) John Keats:-

i) *La Belle Dame Sans Mercy*
ii) *A Thing of Beauty*
iii) *Ode on Melancholy*
iv) *Ode to Nightingale*
v) *Ode on the Grecian Urn*

5) Lord Byron:-

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

6) P.B. Shelly:-

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

7) Alfred Lord Tennyson:-

i. *The Lotos Eaters*
ii. *St Agnes Eve*
iii. *Tears Tears Idle Tears*

8) Robert Browning : -

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

9) Mathew Arnold :-

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

10) Dante Gabriel Rossetti

The Choices 1, 2 ,3

11) Cristina Rossetti

i. *Song*
ii. *After Death*
iii. *In an Artist's Studio*

12) Algernon Charles Swinburne (1837-1909)

i. Choruses from Atlanta In Calydon

ii. *From the Triumph of Time*
iii. *(I Will Go Back to the Great Sweet Mother)*

Suggested Readings

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

Course Title: Foundations of Literary Theory & Criticism
Level: BS 5th
Course Code: ELL302

Course Description

This course introduces some of the most vital debates in the tradition of English literary criticism from Plato and Aristotle in the Greek times to T. S. Eliot in early twentieth century. Equipped with the ability of analyzing and appreciating this literary tradition through all these centuries, the students would be able to grasp arguments in classical and romantic schools of literary criticism, represented by critics like Samuel Johnson, Mathew Arnold, T. S. Eliot, and F. R. Leavis on the one hand, and Philip Sidney, Wordsworth, and Coleridge on the other. That would help students be conversant with 'practical criticism' / 'close reading' and ideas-led' criticism respectively. By concentrating on this rich canonical tradition, students will be able to learn how each generation of critics has responded to critical theorizing and creative works of not only their own times but also the ages preceding them. What is likely to excite and

engage the students is debates like Plato's theory of imitation and his standpoint on poets, challenged not only by his contemporary and disciple, Aristotle, but also by Philip Sidney and others. Similarly, the import of Mathew Arnold's view---one needs to study poetry of at least two different cultures, the more different the better---will be transformative for students of literature. Moreover, this course will ground the students in familiar critical concepts and thus prepare them to grasp the complexities of literary and cultural theory in later semesters.

Course Objectives

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

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

Course Contents

Aristotle to Modern Times

1. **The Greek Critics**
   - Plato (427-347 BC): Selections from *The Republic* (*c.* 380 BC)
   - Aristotle (394-322 BC): *The Poetics* (*c.* 335 BC)
2. **Renaissance to Eighteenth Century Critics**
   - Sir Philip Sidney (1554-1586): *An Apology for Poetry* (1595)
   - b) John Dryden (1631-1700): *Essay on Dramatic Poesy* (1668)
   - c) Samuel Johnson (1709-1784): "From Milton" (1779-81)
3. **The Romantic Critics**
   - William Wordsworth (1770-1850): *Preface to Lyrical Ballads* (1798-1802)
   - S.T. Coleridge (1772-1834): *Biographia Literaria* (Chapters xiv, xv, xvi, xvii) (1817)
4. **The Victorian Critics**
   - Matthew Arnold (1822-1888):
     - *The Study of Poetry* (1880)
     - *Function of Criticism at the Present Time* (1865)
   - Walter Pater (1839-1894): Appreciations: "On Style" (1895) (Optional)
5. **Modern Critics**
   - T.S. Eliot (1888-1965): "Tradition & the Individual Talent"

(1921)

6. A Brief Introduction to Contemporary Literary Theories

Recommended Readings

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

Course Title: Sociolinguistics
Level: BS 5th
Course Code: ELL303

Course Description

This course provides a general introduction to Sociolinguistics. It examines language use in society, with a particular focus on the connections between language and different aspects of the society. In particular, this course is intended to provide the students with two general topics, i.e. micro-level and macro-level analysis of the relationship between language and society. The micro-level analysis includes various functions of language in society, solidarity and politeness, code-switching, kinesics, style, bilingual individuals, etc.; the macro-level analysis incorporates speech community, language planning, social and regional variations, bilingual community, etc. In addition, this source also gives the students information about methodological concerns in investigating sociolinguistic phenomena.

Course Objectives

The course aims at bringing about awareness of the dynamics of language and its social operations. The course will focus on the contemporary developments in sociolinguistics and the new dimensions of research in the area. The objectives of the course are to:

- Develop an understanding of the social, political and utilitarian dimensions of linguistics
- Explore modern trends and practices in sociolinguistics
- Link sociolinguistic theories with societal practices and ongoing global transformations

Course Contents

- Scope and ramifications of sociolinguistics
- Theories of sociolinguistics
- Language in culture and culture in language
- Societal multilingualism
- Linguistic inequality in social paradigms
- Social practices and ongoing global processes
- Language planning and societal issues
- Language conflicts and politics in south Asia
- Global language practices

Recommended Readings

- Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press.
- Chaika, E. (1994). *Language: The social mirror* (3rd Edition). Boston, MA: Heinle&Heinle Publishers
- Chambers, J. K. (1995). Sociolinguistic theory: Linguistic variation and its social significance. Oxford: Blackwell.
- Chambers, J.K. (1994). *Sociolinguistic theory: Language variation and its social significance*. Oxford: Blackwell.
- Coulmas, F. (ed.) (1998).*The Handbook of Sociolinguistics*. Oxford: Blackwell.
- Coupland, N., & Jaworski, A. (2008). *Sociolinguistics: a reader and coursebook*. Palgrave.
- Fasold, R. (1987). *The Sociolinguistics of society*. Oxford: Blackwell.
- Fasold, R. (1990). *The sociolinguistics of language*. Oxford: Blackwell.
- Hudson, R.A. (1980). *Sociolinguistics*. Cambridge: CUP.
- Lantolf, J. P. (Ed.) (2000). Sociocultural theory and second language learning.Oxford University Press.
- Trudgill, P. (1983). *Sociolinguistics: An introduction to language and society*. Harmondsworth: Penguin.

Course: Popular Fiction
Level: BS 5th
Course Code: ELL304

Course Description

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

Course Objectives

The objectives of this course are

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

Course Contents

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

1. *And Then There Were None* (1939) Agatha Christie (1890-1976)
2. *Harry Potter and the Philosopher's Stone* (1997) J. K. Rowling (1965-)
3. *The Hobbit* (1937) J. R. R. Tolkien (1892-1973)
4. Shutter Island (2003) Dennis Lehane (1965-)
5. Burnt Shadows (2009) Kamila Shamsie (1973-)
6. Frankenstein (1818) Mary Shelley (1797-1851)

7. The Hitchhiker's Guide to the Galaxy (1979) Douglas Adams (1962-2001)
8. Dr. Jekyll and Mr. Hyde (1886) Robert Louis Stevenson (1850-1894)
9. Cinder (2012) Marissa Meyer (1984-)
10. The Diary of a Social Butterfly (2008) Moni Mohsin (1963-)

Suggested Readings

- Anatol, Giselle L. *Reading Harry Potter: Critical Essays*. Westport, Conn: Praeger, 2003.
- Bloom, Clive. *Bestsellers: Popular Fiction Since 1900*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2002.
- Christie, Agatha. *Agatha Christie, an Autobiography*. New York, N.Y: Harper, 2011.
- Gelder, Ken. *Popular Fiction: The Logics and Practices of a Literary Field*. London: Routledge, 2004. Internet resource.
- Glover, David, and Scott McCracken. *The Cambridge Companion to Popular Fiction*. Cambridge, UK: Cambridge University Press, 2012.
- Gupta, Suman. *Re-reading Harry Potter*. Houndmills, Basingstoke, Hapshire: Palgrave Macmillan, 2003.
- Highfield, Roger. *The Science of Harry Potter: How Magic Really Works*. New York: Viking, 2002.
- Hinckley, Karen, and Barbara Hinckley. *American Best Sellers: A Reader's Guide to Popular Fiction*. Bloomington: Indiana University Press, 1989.
- Hogle, Jerrold E. *The Cambridge Companion to Gothic Fiction*. Cambridge: Cambridge University Press, 2002.
- Joosten, Melanie. *Burnt Shadows by Kamila Shamsie: Notes*. Mebourne: CAE Book Groups, 2011.
- McCracken, Scott. *Pulp: Reading Popular Fiction*. Manchester: Machester University Press, 1998.
- Morgan, Janet P. *Agatha Christie: A Biography*. New York: Knopf, 195.
- Nash, Walter. *Language in Popular Fiction*. London: Routledge, 1990.
- Neimark, Anne E, and Anne E. Neimark. *Mythmaker: The Life of J.r.r. Tolkien, Creator of the Hobbit and the Lord of the Rings*. Boston: Harcourt Children's Books, 2012.
- Shapiro, Marc. *J.k. Rowling: The Wizard Behind Harry Potter*. New York: St. Martin's Griffin, 2000.
- Shippey, T A. *J.r.r. Tolkien: Author of the Century*. Boston: Houghton Mifflin, 2001.

- The Poetics of Murder: Detective Fiction and Literary Theory Paperback – June, 1983 **by** Glenn W. Most (Editor), William W. Stowe (Editor)
- Tolkien, J R. R, and Peter S. Beagle. *The Tolkien Reader*. New York: Ballantine Books, 1966.
- Watt, James. *Contesting the Gothic: Fiction, Genre and Cultural Conflict, 1764-1832*. Cambridge: Cambridge University Press, 1999. Internet resource.

SIXTH SEMESTER

Course: Modern Poetry

Level: BS 6th
Course Code: ELL 305

Course Description:

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

Course Objectives:

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

Course Contents/Core Texts

1. T. S. Eliot	The Hollow Men The Waste Land The Love Song of J. Alfred Prufrock
2. Ezra Pound	In a Station of the Metro

	A Girl An Immortality
3. **W.B. Yeats**	Among School Children Second Coming Easter 1916
4. **W.H Auden**	Sep 1st, 1939. As I Walked Out One Morning The Unknown Citizen
5. **Ted Hughes**	That Morning Hawk Roosting Thought Fox Hawk's Monologue
7. Philip Larkin	Mr. Bleaney Church Going

Course Outcomes:

Students are expected

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

Further Readings:

1. Blair, John G. *The Poetic Art of W.H. Auden* (n.p., n.d.).
2. Drew, Elizabeth *T.S. Eliot: The Design of his Poetry.*(London, 1950)
3. Gardener, Helen. *The Art of T.S. Eliot*. (London, 1968)
4. Jeffares, A.N. *W.B. Yeats, Man and Poet.*(London, 1949)
5. Leavis, F.R. *New Bearings in English Poetry.* (London 1961 ed)
6. Macneice, Louis *The Poetry of W.B. Yeats.*(London, 1967)
7. Spears, Monroe K. *The Poetry of W.H. Auden.* (New Jersey, 1981)
8. Unterecker, J. *W.B. Yeats: A Reader's Guide* (London, 1988).
9. Ferguson, M. Salter, M. J., Stallworthy, J. (2005). *The Norton Anthology of Poetry*. New York: W.W. Norton & Co.

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

Course: Modern Drama
Level: BS 6th
Course Code: ELL 306

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

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

Course Contents
1. Ibsen, Henrik *A Doll's House,* (1879)
2. Shaw, G. B.*Arms and the Man* (1894) / *Man and Superman* (1905)
3. Beckett, Samuel *Waiting for Godot,* (1953)
4. Brecht, Bertolt *Life of Galileo* (1943)
5. Harold Pinter *The Caretaker* (1960)
6. Anton Chekov *Cherry Orchard* (1904)

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

Recommended Readings

1. Billington, Michael. *Harold Pinter.* Faber and Faber. 1996

2. Esslin, Martin *The Theater of the Absurd*. New York, Doubleday Anchor Books 1961.

3. Evans, T. F. *George Bernard Shaw*. Routledge. 2013

4. Fraser, G.S. *The Modern Writer and His World*. Rupa and Co. Calcutta, 1961.

5. Kenner, Hugh *Samuel Beckett: A Critical Study*. New York, Grove Press, 1961.

6. Mayor, Laura Reis. *Four Major Plays of Ibsen.* Penguin Group USA. 2008

7. Rayfield Donald. *Anton Chekov: A Life.* Northwest University Press. 1997

8. Tornquist, Egil. *Ibsen's The Doll's House*. Cambridge University Press. 1995

9. White, John J. *Bertolt Brecht's Dramatic Theory.* Camden House. 2004

10. Williams, Raymond *Drama from Ibsen to Brecht. Penguin in association with Chatto and Windus.*

Course: Modern Novel
Level: BS 6th
Course Code: ELL 307

Course Description

With a background knowledge of the types of fictions, the diversity in the art of characterization, i.e. round, flat, and stock characters etc. and all the associated details students have learnt in the course of classical novel, this course focuses the novels of 20th century. Through this course on Modern fiction, the students are able to grasp different techniques used and art/literary movements used in novel writing. For instance, questioning modes of imperialism in the *Heart of Darkness* (1902), stream-of-consciousness technique used in Woolf and Joyce's works and, similarly, questions about cultures and humanity at large raised in the novels of Forster and Golding respectively. The basic questions raised against imperialism in works of Conrad will aid the students to study postcolonial novel in the later semesters. Students will appreciate the fact novel is the leading genre of modern literature that caters to the literary needs of modern readers. The diversity of themes explored in the novels of this course will excite the students to think critically and make them realize the importance of this genre of literature which, as is apparent from its nomenclature, has the capacity to incorporate any level of ingenuity of thought in its narrative.

Course Objectives

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

Course Contents

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

Recommended Books

1. Allen, Walter *The English Novel* 1954.
2. Baker, R. S. *The Dark Historical Page: Social Satire and Historicism in the Novels of Aldous Huxley*, *1921-1939*. London, 1982.
3. Bedford, Sybille. *Aldous Huxley*, 2 vols. London, 1973-4
4. Bowering, Peter. *Aldous Huxley: A Study of the Major Novels*. London, 1969.
5. Beer, J. B. *The Achievement of Forster*. London, 1962.
6. Burgess, Anthony. *Joysprick: An Introduction to the Language of James Joyce* (1973), Harcourt (March 1975).
7. Caramagno, Thomas C. *The Flight of the Mind: Virginia Woolf's Art and Manic-Depressive Illness.* Berkeley: University of California Press, c1992 1992. http://ark.cdlib.org/ark:/13030/ft9c600998/
8. Cavaliero, Glen. *A Reading of E. M. Forster*. London, 1979.
9. Church, Richard *The Growth of the English Novel*. 1951.
10. Das, G. K. and Beer, John (ed.) *E. M. Forster: A Human Exploration.* London, 1979.
11. Ellmann, Richard. *James Joyce*. Oxford University Press, 1959, revised edition 1983.

Course: Grammar & Syntax
Level: BS 6th
Course Code: ELL 308

Course Description

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

Course Objectives

The course aims to:

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

Course Contents

1. Syntax
    - Some concepts and misconceptions
    - What is the study of syntax about?
    - Use of linguistic examples
    - Why not just use examples from English?
    - How to read linguistic examples
    - Why do languages have syntax?
2. Structure of Phrase
    - NP: Noun Phrase
    - VP: Verb Phrase
    - AP: Adjective Phrase
    - AdvP: Adverb Phrase
    - PP: Preposition Phrase
    - Grammar with phrases
3. Clause
    - Clause and sentence
    - Main and sub-ordinate clauses
    - Clause constructions
    - Recognizing clauses
4. Grammatical Functions
    - Introduction
    - Subject
    - Direct and indirect object
    - Complements
    - Modifiers

- Form and Function together

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

Recommended Books

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

Course Title: Discourse Studies
Level: BS 6th
Course Code: ELL 309

Course Description

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

Course Objectives

This course aims to:

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

Course Contents

Section 1: Beginning with Discourse Analysis

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

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

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

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

5. Analysis of Conversation as Discourse
    - Conversation as Discourse
    - Structure of conversation
    - Analyzing a conversation

Section 2: Proceeding with Critical Discourse Analysis

6. Discourse and Ideology: Beginning Critical Discourse Analysis
    - What is ideology
    - Ideology in Discourse
    - What is critical Discourse Analysis
    - A brief history of CDA
    - Foucault & CDA
7. Systemic Functional Linguistics: A Brief overview
8. Fairclough and CDA
    - Language and Society
    - Relational-Dialectal Approach-Basics
9. Van Dijk and CDA
   Language and Power
    - Socio-Cognitive Model- Basics
10. Doing Analysis
    - How to conduct research
    - Choosing a Discourse
    - Choosing a perspective
    - Choosing a suitable method
    - A Tool for Analysis: choosing DA, CA or CDA

Recommended Books

- Alba-Juez, Laura. (2009). *Perspectives on Discourse Analysis: Theory and Practice*. Cambridge.
- Blommaert, J. (2005). *Discourse*. Cambridge: Cambridge University Press.
- Bloor, M., & Bloor, T. (2007). *The practice of critical discourse analysis. An introduction*. London: Hodder Arnold.
- Caldas-Coulthard, C. R., & Coulthard, M. (Eds. (). *An Introduction to Critical Discourse Analysis*. London: Continuum.
- Gee, James Paul. (1999). *An Introduction to Discourse Analysis: Theory and Method*. Routledge.
- Locke, T. (2004). *Critical Discourse Analysis*. London: Continuum.
- Paltridge, Brian. (2006). *Discourse Analysis*. London: Continuum
- Rogers, R. (Ed.). (2011). *An introduction to critical discourse analysis in education*. Second Edition. London: Routledge.
- Schiffrin, D., Tannen, D., & Hamilton, H. (Eds.). (2001). *Handbook of Discourse Analysis*. Oxford: Blackwell.
- Wodak, R., & Meyer, M. (Eds.). (2009). *Methods of critical discourse analysis*. Second revised edition. London: Sage

Course Title: Creative Non-fiction
Level: BS 6th
Course Code: ELL310

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

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

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

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

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

Recommended Readings/Websites

CREATIVE NONFICTION
- **Brevity:** Website that includes personal narrative or memoir

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

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

Review CREATIVE WRITING

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

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

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

- Tell It Slant: Creating, Refining, and Publishing Creative Nonfiction, (2nd Edition) by Brenda Miller and Suzanne Paola
- Writing True by Sondra Perl and Mimi Schwartz
- Creative Nonfiction : A Guide to Form, Content, and Style with Readings by Eileen Pollack
- To Tell the Truth: Practise and Craft in Narrative Nonfiction by Connie D. Griffin

- You Can't Make This Stuff: The Complete Guide to Writing Creative nonfiction from Memoir to Literary Journalism and Everything In Between Up by Lee Gutkind
- Telling True Stories: A Nonfiction Writer' Guide, edited by Mark Kramer and Wendy Call
- On Writing Well by William Zinsser
- The Elements of Style by Strunk and White
- The Writer's Personal Mentor by Priscilla Long

SEVENTH SEMESTER

Course Title: Research Methods and Term Paper Writing
Level: BS 7th
Course Code: ELL401

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

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

Course Contents
1. Introduction to Research: The Wh-Questions of Research (What? Why? Who, Where? How?)
2. Research process overview
3. Research methods: Qualitative, Quantitative, Mixed method research
4. Types of Qualitative and Quantitative researches

5. Thinking like a researcher: Understanding concepts, constructs, variables, and definitions
6. Problems and Hypotheses: Defining the research problem, Formulation of the research hypotheses
7. Reviewing literature
8. Data collection
9. Data processing and analysis
10. Difference between research paper, thesis and book writing
11. Parts of a synopsis
12. Research ethics and plagiarism
13. Research paper formatting: MLA and APA

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

Recommended Readings

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

Course Title: Introduction to Applied Linguistics
Level: BS 7th
Course Code: ELL402

Course 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

1. Theories of language learning
2. The nature of approaches and methods in language learning
   - GTM
   - The Direct Method
   - The Audio-lingual Method
   - The Natural Approach
   - CLT
   - The Eclectic Approach
3. Error Analysis
4. Nature and purpose
5. Causes of errors
   - Inter-lingual errors
   - Intra-lingual errors
   - Overgeneralization
   - Literal translations
6. Contrast between Behavioristic and Mentalistic attitude to errors
7. 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
8. Product-Oriented Syllabuses
   - Grammatical Syllabus
     - Theoretical bases
     - Selecting and grading contents
     - Criticism
   - Notional Functional Syllabus
     - Theoretical bases
     - Selecting and grading contents
     - Criticism
9. Process Oritented Syllabuses

Suggested Readings

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. (1 986). *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 leaching*. Cambridge: CUP.

Course Title: Introduction to Stylistics
Level: BS 7th
Course Code: ELL403

Course Description

This is an interdisciplinary course which deals with some of the ways in which texts, particularly literary texts, can be examined from a linguistic perspective. Text is the focus of this course. It will be seen how a text may be handled to examine the specific language that reflects the determinant elements of the communication: the speaker/ writer; the recipient (listener/ reader), the occasion which led to producing the text. This course aims to assist students in exploring (primarily literary) texts. The course also covers the topics related to the ways and means writers opt for in the process of producing the text and expressing it in the way they deem to best serve their purpose.

Course Objectives

The course aims to:

- assist students understand style and stylistics
- explain what is involved in a stylistic analysis of a literary text
- describe the methods of each type of stylistics and stylistic analysis
- define the concept of foregrounding
- assist students to learn the techniques involved in stylistic analysis of various types of texts

Course Contents

1. Introduction
    - What is stylistics?
    - Historical Evolution of Stylistics
    - The Nature of Stylistics
    - The Goals of Stylistics
2. The concept of style and stylistics: Meaning of stylistics and its approaches
    - Style as choice
    - Style as the Man
    - Style as Deviation
    - Style as Conformity
    - Style as Period or Time
    - Style as Situation
3. Types of Stylistics I
    - Features of Linguistic Stylistics
    - Lexical Repetition
    - Semantico-Syntactic Level
    - Semantic/Grammatical Level
    - Phonological Level
    - Graphological Level
4. Types of Stylistics II
    - Reader-Response Stylistics
    - Affective Stylistics
    - Pragmatic Stylistics
    - Pedagogical Stylistics
    - Forensic Stylistics
5. Levels of Linguistic Analysis: The Lexico-Semantic Level
    - Semantics
    - Lexico-semantics
    - Lexical Relations
    - Types of Words
    - Denotative/Connotative Meanings
    - Idiomatic Meaning
6. Levels of Linguistic Analysis: The Syntactic Level
    - Units of Grammar

- The Group
- The Clause
- The Sentence
- The notion of Rank shifting
- Voice

7. Foregrounding
   - Meaning of Foregrounding
   - Types of Foregrounding
8. Stylistic analysis: Practical Application
   - Sample stylistic analysis of poem
   - Sample stylistic analysis of short story
   - Sample stylistic analysis of novel
   - Sample stylistic analysis of authentic texts:
     - Magazine
     - Newspaper
     - Song
     - Speech
     - Brochure

Recommended Readings

- Chapman, R. (1973). *Linguistics and Literature: An Introduction to Literary Stylistics*, Rowman and Littlefield, London.
- Short, Mick. (1996). *Exploring the Language of Poems, Plays and Prose*. Longman
- Leech, Geoffrey & Mick Short (1981). *Style in fiction: A linguistic introduction to English fictional prose*. London/New York: Longman Group Ltd.
- Semino, Elena & Jonathan Culpeper (1995). Stylistics. In Jef Verschueren, Jan-Ola Östman & Jan Blommaert (Eds.), *Handbook of pragmatics* (pp. 513-520). Amsterdam/Philadelphia: John Benjamins Publishing Co.
- Wales, Katie (1989). *A dictionary of stylistics*. London/New York: Longman.
- Widdowson, H. G. (1975). *Stylistics and the teaching of literature*. London: Longman.

Course Title: Literary Theory and Practice
Level: BS 7th
Course Code: ELL 404

Course Description

Literary texts remain integrally woven within the socio-political substratum; therefore, literary theory and its philosophical sub-text is used as the primary tool to decode the meanings both within texts and without them. Since literary theory contextualizes both meanings as well as the practices of decoding these meanings, it operates as a viable tool

in enabling students to independently comprehend literary texts. Keeping this in mind, this course has been designed to introduce the students to key literary theories, their major concepts and basic jargon. This is so that they are initiated into the process of understanding the usage of these elements in their assignments and discourses. It also generates critical thinking that integrates the readers, texts and contexts in all their interactive paradigms.

Course Objectives

This course is pivoted on the following major objectives:

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

Course Contents

1. Defining Literary Criticism, Theory and Literature
    a. What is a text?
    b. Who is a critic and what is literary criticism?
    c. What is literary theory?
    d. How to read and interpret texts
    e. The purpose of literary theory
    f. How to extract multiple, but cogent meanings, from a single text
2. Tracing the Evolution of Literary Theory and Criticism
    a. Plato to Plotinus
    b. Dante Alighieri to Boccaccio
    c. Sidney to Henry James
    d. Bakhtin and modern literary criticism
3. Russian Formalism and New Criticism
    a. Russian Formalism: Development and Key terms
    b. The application of Russian Formalism on a literary text
    c. Differences between Russian Formalism and New Criticism
    d. Major tenets and methods
    e. Critiques of Russian Formalism and New Criticism
4. Reader-Oriented Criticism
    a. Development
    b. Major ideas and methods (The steps involved)
    c. Critiques of Reader-Oriented Criticism
5. Structuralism

a. Understanding Modernity and Modernism
b. The Development of Structuralism
c. Assumptions (The structure of language, langue and parole, Suassure's definition of a word, narratology and its types, mythemes, binary opposition, narrative functions as propounded by Propp, Campbell, etc)
d. Methodologies of Structuralism
e. Applications on different literary texts
f. Critiques of structuralism

6. Deconstruction
   a. Movement from Structuralism to Post Structuralism
   b. The development of Deconstruction
   c. Major assumptions (Transcendental signified, logocentrism, opening up binary oppostions, the Derridean argument of phonocentrism as propounded in *Of Grammatology*, Metaphysics of Presence, Arché Writing, Supplemtation and Deifferánce)
   d. Application of deconstructive theory on literary texts
   e. Developments in Deconstructive theory: Deleuze and Guattari and the concept of the rhizome
   f. Critiques of deconstruction
7. Psychoanalysis
   a. The development of psychoanalytic criticism
   b. Sigmund Freud and his basic terminology, including id, ego, superego, Models of the human psyche, neurosis, cathexes, Freudian slips, Oedipus and Electra complexes (infantile stage, phallic stage, castration complex, pleasure principle)
   c. Northrop Frye and archetypal criticism
   d. Lacan and the major concepts of the imaginary order and the mirror stage, the Ideal-I, objet petit á, symbolic order, the real order
   e. Methodologies
8. Feminism
   a. Historical development
   b. The First Second and Third Waves of Feminism: Virginia Woolf, Simone de Beauvoire, Showalter, Kate Millett, Betty Friedan. Elaine Showalter, Kate Millett, Betty Friedan, Butler)
   c. French Feminism (Luce Irigaray, Julia Kristeva, Helene Cixous)
   d. Third World Feminism (Gayatri Spivak, Sara Suleri, Chandra Talpade Mohanty, etc) and its relation with the contemporary socio-political scenario
9. Marxism
   a. Development of Marxism

b. Major Marxist theorists (Karl Marx, Friedrich Engels, George Lukács, Antonio Gramsci, Louis Althusser, Frederic Jameson and Terry Eagleton)
c. Key terms: dialectical materialism, base, superstructure, interpellation, false consciousness, proletariat, relations with the market, hegemony, Ideological State Apparatus, political unconscious
d. Assumptions
e. Methods

10. Cultural Poetics or New Historicism
    a. Differences between Old Historicism and New Historicism
    b. The development of New Historicism
    c. Cultural Materialism
    d. Major assumptions
    e. Major theorists (Michel Foucault, Clifford Geertz)
    f. Major terminology (discourse, poetics of culture, interdiscursivity, irruption, etc)
11. Postcolonialism
    a. Colonialism and Postcolonialism: Historical Dvelopment
    b. Major assumptions
    c. Major theorists (Homi Bhabha, Gayatri Spivak, Frantz Fanon, Edward Said, Aijaz Ahmed, Sarah Ahmed, Talal Asad, and any other of the teacher's choice)
    d. Key concepts and binaries, such as hegemony, center/ periphery, Us/Other, marginalization, double voicedness, Third Space, liminality, hybridity, assimilation, ecological mimeticism, the minoritization of the English language through code-switching and code-mixing etc.
    e. Postcolonial theory and the diasporic experience
    f. Critiques of postcolonialism

12. Ecocriticism

Suggested Readings

- Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, Eds. *The Post-Colonial Studies Reader* NY: Routledge. 1995.
- ---. *Key Concepts in Postcolonial Studies*. NY: Routledge, 1998.
- Beauvoir, Simone de. *The Second Sex.* 1949. Trans. Constance Borde & Sheila Malovany-Chevallier. NY: Random House, 2009.
- Bloom, Harold et al. *Deconstruction and Criticism*. (1979) NY: The Continuum Publishing Company, 2004.Bhabha, Homi K. *The Location of Culture.* London & New York: Routledge, 1994. Pdf.
- Brannigan, John. *New Historicism and Cultural Materialism*. NY: 1998.

- Brooks Cleanth. *Understanding Fiction*. New Jersey: Pearson, 1998.
- ---. *The Well Thought Urn: Studies in the Structure of Poetry*. NY: Harcourt, 1956.
- Castle, Gregory. The Blackwell guide to Literary Theory. Oxford: Blackwell Publishing, 2007
- Culler, Jonathan. *Literary Theory: A Very Short Introduction*. NY: Oxford University Press, 2000.
- Derrida, Jacques. "Structure, Sign, and Play in the discourse of the Human Sciences". Writing and Différance. Trans. Alan Bass. Chicago, University of Chicago Press, 1978.
- Eagleton, Mary Ed. *A Concise Companion to Feminist Theory (Concise Companions to Literature and Culture)*. Oxford: Blackwell Publishing, 2003.
- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis, MN: University of Minnesota Press, 1996.
- ---. *Making Meanings with Texts: Selected Essays*. NY: Reed-Elsevier, 2005.
- Hamilton, Paul. *Historicism*. NY: Routledge, 1996.
- Rosenblatt, Louise M. *Literature as Exploration*. NY: Noble, 1996.
- Williams, Patrick and Laura Chrisman, eds. *Colonial Discourse and Post-Colonial Theory: A Reader*. NY: Columbia University Press, 1994.

Course Title: Pakistani Literature in English
Level: BS 7th
Course Code: ELL405

Course Description

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

Course Objectives

1. To introduce students to local themes and

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

Course Contents

1. Fiction:

- Bapsi Sidhwa: An *American Brat, Ice Candy Man*
- Kamila Shamsie: *Burnt Shadows*
- Mohsin Hamid: *How To Get Filthy Rich in Rising Asia*
- Mohammad Hanif: *Our Lady Of Alice Bhatti*
- NadeemAslam: *The Blind Man's Garden*

2. Poetry:

- Zulfiqar Ghose: Disturbed Nights, Evidence of Genocide
- Salman Tarik Kureshi: Cottage, Housewarming, End of The Climb
- Adrian A. Hussain: A Rosary of Ants, Autumn Tree
- Moen Farooqi: Unfamiliar Morning, Winter Visit, The Still life of Apples.
- Taufiq Rafat: Wedding in the flood, Kitchens, Gangrene, Snake, Grave in the park, Reflections, Time to Love, Arrival of the Monsoon
- Farida Faizullah: On being offered a Rose by a Student

3. Screen Plays

- Hanif Qureshi: *My Son the Fanatic*

4. Essays

- Intizaar Hussain: *The Problems of Pakistani Identity*
- Bapsi Sidhwa: *Launching the Angels*
- Rukhsana Ahamd: *The Price of freedom*
- Shahid Suhrwardy: *The Responsibility of Writers in Pakistan*

Contemporary Short Stories

- Muneeza Shamse: *That Heathen Air, And the World Changed*
- Aamer Hussain: *The Keeper of the Shrine, A Needlewoman's Calender*
- Kamila Shamsie: *Hasan and The Sky, 9/11 Stories: Our Dead Your Dead*
- Daniyaal Muenudin: *Nawab Din Electrician*
- BapsiSidhwa: *The Trouble-Easers*
- Zaibunisa Hamidullah: *Maa*

Suggested Readings

- Ahmad, Aijaz. *In Theory:Classes, Nations,Literatures* (London, 1992)
- Ahmed, Rehana, Peter Morey, Amina Yaqin. *Culture, Diaspora, and Modernity in Muslim Writing* (Routledge, 2012)
- Aroosa ,Kanwal. R*ethinking Identities in Contemporary Pakistani Fiction. Beyond 9/11.* (Plagrave Macmillan UK, 2015)
- Chambers, Claire. *British Muslim Fictions: Interviews with Contemporary Writers* (Palgrave Macmillan, 2012)
- Cilano, Cara. *Contemporary Pakistani Fiction in English: Idea, Nation, State.* (Routledge , 2013)
- Clements, Madeline. *Writing Islam From a South Asian Muslim Perspective* (Springer 2015)
- Daniyal Mueenuddin: In Other Rooms Other Wonders.Bloomsbury Publishing, 2010.
- Hashmi, Alamgir. "Ahmed Ali and the Transition to a Post-Colonial Mode in the Pakistani Novel in English." Journal of Modern Literature, Vol 17. No 1 (Summer 1990) PP. 177-182
- Iftikhar Arif. Pakistani Literature. Pakistan Academy of Letters, 2002.
- Iftikhar Arif: Modern Poetry of Pakistan. Dalkey Archive Press, 2010.
- Iftikhar Arif: Modern Poetry of Pakistan. Dalkey Archive Press, 2010.
- J. Sell. *Metaphor and Diaspora in Contemporary Writing* (Palgrave Macmillan 2012)
- Jajja, Mohammad Ayub. "*The Heart Divided*: A Post Colonial Perspective on Partition" *Pakistan Journal of Social Sciences (PJSS)* Vol. 32, No. 2 (2012), pp. 297-307
- Nor Faridah, Abdul Manaf, and Siti Nur aishah Ahmad. "Pakistani Women's Writings: Voice of Progress." International Research Journal Of Arts and Humanities [IRJAH] [Vol 34] ISSN 1016-9342
- Ranasinghe, Ruvani. *Contemporary Diasporic South Asian Women's Fiction: Gender, Narration and Globalisation*(Palgrave Macmillan 2016)
- Rehman, Tariq. *A History of Pakistani English Literature* (Lahore, 1991)
- Shamsie, Muneeza. *A Dragonfly in the Sun: An Anthology Of Pakistani writing in English* (Oxford 1998)

EIGHTH SEMESTER

Course Title: Postcolonial Literature
Level: BS 8th
Course Code: ELL406

Course Description

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

Course Objectives

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

Course Contents

1. Poetry

1. Derek Walcott. *A Far Cry from Africa* (1962)
2. Louise Bennett. *Selected Poems* (1983)
3. Wole Soyinka. *Mandela's Earth and Other Poems* (1988)
4. A.K. Ramanujan. *Collected Poems* (*2011*)

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

2. Drama

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

3. Fiction

1. Chinua Achebe. *Things Fall Apart* (1958), a novel.
2. Jean Rhys. *Wide Sargasso Sea* (1966), a novel.

3. Rohinton Mistry. *Tales From Firozsha Baag* (1987), a collection of short stories.
4. Ngugi Wa Thiong'o. *Devil on the Cross* (1982), a novel.

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

Suggested Readings

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

Course Title: American Literature
Level: BS 8th
Course Code: ELL407

Course Description

American literature has traversed and extended from pre-colonial days to contemporary times. Historical, Political, societal and technological changes—all had telling impacts on it. This course is designed to give an in-depth study of the American experience as portrayed in the works of major writers of American literature. The course focuses on both historico-political literary themes. Furthermore, it also emphasizes connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, etc. as they influence multiple trends in American literary heritage and nationalism

with reference to the representative writers chosen. It considers a range of texts - including, novels, short stories, essays, and poetry - and their efforts to define the notion of American identity. There may be several ways to access American literature---by either following simple chronology or connecting through themes and genres. This course aims at exposing the students to various literary trends in American literature by grouping them under different genres.

Course Contents

1. Essays and Short Stories
   - Thomas Paine (1737-1809) Excerpts from Common Sense
   - Thomas Jefferson (1743-1826) Excerpts from the Declaration of Independence as Adopted by Congress (July 4, 1776)
   - Ralph Waldo Emerson (1803-1882) Excerpts from Nature Self-Reliance
   - Walt Whitman (1819-1892) Excerpts from Preface to Leaves of Grass
   - Nathaniel Hawthorne (1804-1864) My kinsman ,Major Molineux / Young Goodman Brown
   - Herman Melville (1819-1891) Bartleby, the Scrivener
   - Edgar Allan Poe (1809-1849) The Fall of the House of Usher
2. Poetry
   - **Emily Dickinson** (1830-1886) Success is counted sweetest Because I could not stop for death This is my letter to the world
     I heard a Fly Buzz
   - **Ezra pound**(1885-1972) Mr. Housman's Message Portrait D'une Femme In a Station of the Metro The River-Merchant's Wife: A Letter
   - **T.S. Eliot**(1888-1965) The Love Song of J.Alfred Prufrock Excerpts from The Waste Land
   - **Robert Frost**(1874-1963) Mending Wall The Road not Taken Birches Fire and Ice After Apple Picking Stopping by Woods on a Snowy Evening
   - Edward Estlin Cummings(1894-1962) O Sweet spontaneous The Cambridge ladies who live in Furnished Souls Anyone lived in a pretty how town
   - Hart Crane(1899-1932) From The bridge (To Brooklyn Bridge)
     Chaplinesque At Melville's Tomb Voyages
3. Novel
   - **Harriet Beecher Stowe**(1811-1896)/ Frederick Douglass (1817-1895) Uncle Tom's Cabin/ excerpts from Narrative of the Life of Frederick Douglass

- **F Scott Fitzgerald**(1896-1940) The Great Gatsby
- **Ernest Hemingway**(1899-1961) A Farewell to Arms
- **William Faulkner** (1897-1962) The sound and the Fury

4. Drama
   - Eugene **O' Neil**l(1888-1953) Long Day's Journey into Night
   - **Arthur Miller** (1915-2005) Death of a Salesman/The Crucible

Course Title: Introduction to Translation Studies
Level: BS 8th
Course Code: ELL408

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

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

Course Contents
1. What is translation?
2. A brief look at the history with special focus on the 20th and 21st centuries
3. The problem of equivalence at word level and beyond
4. Kinds of translation: word-for-word, sense-for-sense
5. Translation and cultural issues
6. Translating idioms and metaphors
7. Translation, genre and register
8. Foreignization and domestication

9. Functional theories of translation
10. Polysystem theories of translation
11. Postcolonial theories of translation
12. Translation and neologism: Confronting the novel
13. Translation and literature
14. Translation in the era of information technology
15. Translation, ideology and politics
16. Translation and interpretation
17. Translation and globalization
18. Research issues in translation

Recommended Readings

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

Course Title: Introduction to Women's Writings
Level: BS 8th
Course Code: ELL 409

Course Description

Works written by women writers have come to hold a unique place in literatures around the world. This course is designed to familiarize students with an array of women's writings belonging to diverse cultures and located within multiple waves of feminism. The rationale of selecting such a wide variety of writers belonging to different ages is to highlight and underscore issues that women face in different geographical, cultural, and temporal locations. The course instructor would do well to either situate the works of selected writers in the three waves of feminism or otherwise see if certain texts do not correspond to any set feminist paradigm. The teacher will also need to discuss the reasons for such deviations. The course is therefore aimed at providing students with a complete background for understanding literature produced by female authors. Geared toward the construction of female selfhood vis-à-vis constrictions of patriarchal discourse, women's writings are associated with extensive social and political changes across time and space, the phenomena of colonization / decolonization, postcolonial, feminist, and postfeminist theory. Some of these changes are radical, even revolutionary for the re-definition of women's roles in both private and public domains. The students will also study how gender roles have

changed, developed and evolved over time, how women's views of themselves are reflected in their writings, and how race, ethnicity, gender, and socio-economic status contribute to / intercept women's reaching their subject positions.

Course Objectives

The objectives of this course are to:

1. Enable the students to become familiar with the contribution of women writers to English literature and investigate the nature of this contribution.
2. Understand the themes of women writers in their writing.
3. Encourage students to appreciate the aesthetic, emotional, symbolic, and intellectual language used by women writers.
4. Create intellectual foundation for the students who may wish to further pursue advanced courses in this domain.
5. Encourage the students to see women's writings as a distinct literary tradition that operate in interesting ways in the context of contemporary debates in feminism.
6. Develop critical thinking of students to be able to respond individually to the texts.
7. Enable the students to develop academic writing and research skills.

Course Contents

I. POETRY

1. "No Coward Soul is Mine" by Emily Bronte
2. "When I am Dead-My Dearest" by Christina Rossetti
3. "This is a Photograph of Me" by Margaret Atwood
4. "A Phenomenal Woman" by Maya Angelou
5. "Be Nobody's Darling" by Alice Walker
6. "Fearful Women" by Carolyn Kizer

II. NOVELS

1. *Their Eyes were watching God* (1937) by Zora Neale Hurston
2. *Little Women* (1868) by Louisa May Alcott
3. *The Blue Room* (2009) Nafisa Rizvi
4. *How it happened* Shazaf Fatima Haidar

III. SHORT STORIES

1. "The Yellow Wallpaper" by Charlotte Perkins Gilman
2. "I Stand Here Ironing" by Tillie Olsen
3. "The Gatekeeper's Wife" by Rukhsana Ahmed
4. "A Pair of Jeans" by Qaisra Shahraz
5. "The Optimist" by Bina Shah
6. "Rubies for a Dog: A Fable" by Shahrukh Hussain

Note: Two of the last four stories may be used for class assignments/ presentations and the rest may all be taught.

Recommended Readings

1. Boland Eavan. *Object Lessons*. NY: W.W. Norton, 1996
2. ---------- *Outside History, Selected Poems 1980-1990*. NY, London: W.W. Norton, 1991
3. Davidson, Cathy N. and Linda Wagner Martin, *The Oxford Companion to Women's Writing in the United States*. N.Y. Oxford UP, 1995
4. Dicker, Rory and Alison Piepmeier. *Catching a Wave: Reclaiming Feminism for the 21st Century*. Northeastern University Press, 2003
5. Hooks, Bell. *Feminist Theory: From Margin to Center*. Pluto Press, 2000
6. Eagleton, Mary. *Feminist Literary Theory: A Reader*. Wiley-Blackwell, 2011
7. Gilbert, Sandra and Susan Gubar, *The Madwoman in the Attic: The Woman Writer and the Nineteenth Century Literary Imagination*. Yale Note: 2000
8. Kaplan, Cora. 'Language and Gender' in *Sea Changes: Essays on Culture and Feminism*. London: Verso, 1986
9. Ling, Amy. " I'm Here: An Asian American Woman's Response". New Literary History, Vol. 19, No. 1, Feminist Directions (Autumn, 1987), pp. 151-160. The Johns Hopkins University Press.
10. Robbins, Ruth. *Literary Feminisms*. St. Martin's Press, 2000
11. Woolf Virginia. *A Room of One's Own*. Penguin, 1979

Course Title: World Englishes
Level: BS 8th
Course Code: ELL410

Course 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.

Course Objectives

The students should:

- be familiar with the current debate in linguistics regarding the future of English as an International Language

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

Course Contents

1. Introduction to the course & historical background
   1) Interrelationship of World Englishes to Sociolinguistics
   2) Major Trends in World Englishes specifically in ESL situation
2. English, both globalizing and nativizing
3. World English versus World Englishes
4. Basic notions in World Englishes
5. Language Variation
6. Levels of language variation
7. Language change and language contact
8. Ecology comes first
9. Ecology comes first
10. Categorizing World Englishes
11. Historical Background European colonization
12. Types of colonization:
    Motives and consequences for communicative patterns
13. A Short survey of British colonization
14. America Jumps in: the growth and impact of superpower
15. Internationalization and localization: post-independence developments
16. Types of varieties on historical grounds
17. The spread of global English: some numbers
18. British English: roots of English and early expansions
19. Building a New World: American English
20. Caribbean English: Plantation wealth and misery
21. Comparative view of British, American and Caribbean varieties of Englishes
22. Settlers and locals: Southern hemisphere Englishes Pride in being down under: Australia and New Zealand
23. Nation building with language(s): South African Englishes
24. Language Developments: a general perspective

25. The mechanism of producing new varieties of English
26. Widespread outcomes
27. Issues and attitudes in World Englishes Getting ahead with english: the tension between elitism and grassroots spread
28. English as a killer language or denial of access?
29. Pedagogical strategies and considerations
30. Discussion on the practicality of training in language teaching methods for teachers and learners with special reference to World Englishes

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. (1997 b). *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.

ELECTIVE SUBJECTS - BS ENGLISH (LITERATURE)

1. Course Title: African Literature (Elective)
Course Code: ELL411

Course Description

The course introduces students to a range of African writers writing across Africa by highlighting the diverse historical, postcolonial, and

political realities that helped shape current African literary discourse. The people of Africa and Europe met in an unequal situation, in which Africans were rendered materially inferior and subjugated through colonialism and slavery. This is the only form of modernity Africans have known so far. This course will explore issues of slavery, colonization and post-colony. In discussing literatures produced in various countries in Africa, it will be focusing on the distinctive characteristics of each text and how it is different and also very similar with other literary texts produced in Africa. This course will also focus on how various ethnicities, and the creation of borders by 'former imperial powers' have created problems for countries even after the independence, and how these conflicts are affecting and shaping the narratives by African writers, both male and female.

Course Objectives

This course will:

- augment students' understanding of commonalities and differences faced by individuals and nations attempting to articulate their complex identities in an era of postcolonial modernity.
- provide students with enough theoretical frameworks to take part in a constructive discourse on issues related to race, identity and gender.
- create an insight into the impact of colonialism, race, class, ethnicity and culture on the works of African writers.
- Improve key understanding of students who after the completion of the course will be in a position to understand multiple cultural viewpoints, sensibilities, and values through careful analysis of recommended course content.

Course Contents

- Achebe, Chinua, *Anthills of the Savannah* (London: Pan Books Ltd., 1987).
- Aidoo, Ama Ata, *Our Sister Killjoy* (Essex: Longman Group Limited, 1977).
- Coetzee, J.M., *Waiting for the Barbarians* (1983)
- Head, Bessie, *A Question of Power*
- Nadine Gordimer (selective short stories)
- Nwapa, Flora, *Efuru* (1966)
- Salih, Tayeb, *Season of Migration to the North* (London: Penguin Books Ltd., 2003).
- Sembène, Ousmane, *Xala*, trans. Clive Wake (Chicago: Lawrence Hill Books, 1976).
- Soyinka, Wole, *Death and the King's Horsemen* (1975)
- wa Thiong'o, Ngũgĩ , *A Grain of Wheat* (London: Heinemann Educational Books Ltd., 1967).

Suggested Reading

- Alfred, Obiora Uzokwe, *Surviving in Biafra: The Story of the Nigerian Civil War: Over Two Million Died* (New York: Writers Advantage, 2003).
- Allan, Tuzyline Jita, ed. *Teaching African Literatures in a Global Literary Economy* (New York: The Feminist Press, 1997).
- Bekers, E., Helf, S., and Merolla, D., ed. *Transcultural Modernities: Narrating Africa* (Amsterdam: Rodopi, 2009).
- Birbalsingh, Frank, "Teaching African Literature Critically", *Canadian Journal of African Studies*. 16.3 (1962)
- Bohen, Adu Albert, *African Perspectives on Colonialism* (Baltimore: The Johns Hopkins UP, 1987).
- Drayton, Arthur D., and Ajayi-Soyinka, O., ed. *African Literatures at the Millennium* (Trenton, NJ: Africa World Press, 2007).
- *Fanon, Frantz, A Dying Colonisation, trans. Haakon Chevalier (NY: Grove Press, 1965).*
- Finnegan, Ruth*, Oral Literature in Africa* (Oxford: Oxford University Press, 1970).
- Irele, Abiola, The African Experience in Literature and Ideology (Indiana University Press, 1990)
- Ndlovu-Gatsheni, Sabelo J, *Empire, Global Coloniality and African Subjectivity*, (USA: Berghahn Books, 2013)
- Schipper, Mineke, 'Mother Africa on a Pedestal: The Male Heritage in African Literature and Criticism', *African Literature Today,* 15 (1987), 35-54.
- Stratton, Florence, *Contemporary African Literature and the Politics of Gender* (London & New York: Routledge, 1994).

2. Course Title: Postcolonial Women's Writing (elective)
Course Code: ELL412

Course Description

This course introduces students to postcolonial women authors and their politics of gender and identity. The main corpus of Postcolonial writing has mostly been focused on the work of male authors; however, in order to understand the aesthetics and politics in the field of Post-colonial, it is extremely important to take into consideration the work of female author. This course will explain that how gender and class as separate and important categories affect the creative process of women writers and consequently, how their work distinguishes from the work of postcolonial male authors. This course will further elaborate that the creative work of Postcolonial women authors negotiate between their indigenous traditions and modernity, and how this negotiation becomes an important and integral element of their feminist discourses.

Course Objectives

This course will accomplish the following goals:

- It will enable students to construct a literary framework for the analysis of Post-colonial women's literature and theories in order to understand varied female experiences.
- Students will be in a better position to engage critically with the work of Post-colonial women writers within their distinctive socio-cultural context.
- It will encourage them to observe the diversity and uniqueness of women experiences and hence contesting the concept of universal sisterhood.
- It will further enable them to acknowledge 'female literary tradition', and engage with it on both personal and political level.

Course Contents

1.	Adichie, Chimamanda Ngozi:	*Purple Hibiscus*
2.	Aboulela, Leila :	*The Translator*
3.	Emecheta, Buchi:	*The Joys of Motherhood*
4.	Abouzaid, Leila:	*The Year of Elephant*
5.	El Saadawi, Nawal:	*Woman at Point Zero*
6.	Gauhar, Feryal:	*No Space for Further Burials (2010)*
7.	Roy, Arundhati:	*The God of Small Things* (1997)
8.	Mosteghanemi, Ahlam:	*Memory in the Flesh* (2003)
9.	Shadab Zeest Hashmi:	(selected poems)
10.	Kamla Das:	(selected poems)
11.	Aidoo, Ama Ata:	*Anowa* (1970)
12.	Gupta, Tanika:	*Skeleton* (1997)
13.	Ahmad, Rukhsana:	*River on the Fire* (2000)

Suggested Readings

- Arndt, Susan, 'Boundless Whiteness? Feminism and White Women in the Mirror of African Feminist Writing', *Journal for African Culture and Society,* 29-30 (2005), 157-72.
- Boehmer, Elleke, *Stories of Women: Gender and Narrative in the Postcolonial Nation* (Manchester: Manchester University Press, 2005).
- Gauch,Suzanne,*LiberatingShahrazad:Feminism, Postcolonialism, and Islam* (Minneapolis: University of Minnesota Press, 2007).
- hooks, bell, *Ain't I a Woman: Black Women and Feminism*(London: Pluto Press, 1982).
- Lewis, R., and Mills, S., ed. *Feminist Postcolonial Theory: A Reader* (Edinburgh: Edinburgh University press, 2003)
- Loomba, Ania, Ritty A. Lukose, ed. *South-Asian Feminism*s (Durham & London: Duke University Press, 2012)

- Mernissi, Fatima*, Scheherazade Goes West: Different Cultures, Different Harems* (New York: Washington Square Press, 2001).

3. Course Title: Postmodern Fiction (elective)
Course Code: ELL413

Course Description

Postmodern fiction has an important place in literature so the course aims at explaining concepts of postmodernism through seminal works of renowned postmodern authors. The course will look at a range of texts of various writers from different parts of world and see how they are closely linked and identified under one concept, postmodernism. The design and content of the course reflect postmodern philosophy that how literature serves to reveal the world's absurdities, countless paradoxes and ironies. The instructor will direct students to use conceptions of the postmodernism to analyze fictional texts, and to use those fictional texts to interrogate the truths of life.

Course Objectives

- To introduce the concept of postmodernism and postmodernity
- To make students aware of new narrative techniques and familiarize them with devices used in postmodern literature
- To encourage students to think critically and find new meanings of life and societies through postmodern fiction

Course Contents

1. Gabriel Garcia Marquez – *One Hundred Years of Solitude, Love in the Time of Cholera, No one Writes to the Colonel, The General in his Labyrinth*
2. Mohsin Hamid- *Reluctant Fundamentalist*, *Moth Smoke*
3. Toni Morrison- *The Bluest Eye, Sula*
4. Thomas Pynchon- *Gravity's Rainbow, Slow Learner (Short Stories Collection)*
5. Samuel Beckett- *Watt*
6. Jorge Luis Borges- *The Aleph (short story)*
7. Graham Swift- *Waterland*
8. Margaret Atwood- *The Handmaid's Tale*
9. Italo Calvino- *If on a Winter's Night a Traveller*

Suggested Readings

- Arac, Jonathan, ed. *Postmodernism and Politics.* (google books)
- Bertens, Hans. *The idea of the postmodern: A History.* New York: Routledge, 1995.
- Couturier, Maurice. *Representation and Performance in Postmodern Fiction.* Université Paul Valéry, 1983.

- Fokkema, Douwe Wessel. *Literary History, Modernism, Postmodernism*.
- Gregson, Ian. *Postmodern Literature*. Bloomsbury Academic, 2004.
- Harvey, David. *The Condition of Postmodernity.* Wiley, 1992.
- Hogue, W. Lawrence. *Postmodern American Literature and its other.*
- Hoover, Paul. Postmodern American Poetry: A Norton Anthology
- Hutcheon, Linda. *Politics of Postmodernism*. New York: Routledge, 2002.
- Lyotard, Jean-Francois. *The Postmodern Condition*.
- McHale, Brain. *Postmodernist Fiction*. (Available on google books)
- McHale, Brian, and Len Platt, ed. *The Cambridge history of Postmodern Literature*. New York: Cambridge University Press, 2016

4. Course Title: Islam and Western Literature
Course Code: ELL411

Course Description

What does it mean to be a Muslim in this world, in these deeply transformative time? Today, when the Islam-West binary is collapsing and "the West" as a construct no longer holds the same normative hegemony, stereotypes and prejudices, doubtless, play a certain role in every representation or vision of the *Other*—Islam. Regarding Islam, such biases are, however, of a particularly long and rich history. Only after a century since its emergence, Islam was seen as a danger to Christianity. John of Damascus had already given in 8th century a complete, though totally ignorant, view of the Muslim civilization. This course presents variety of approaches to the multiple and changing ways Islam has been presented and discussed in the Western literatures. The present course takes into consideration how Islam has been viewed and alluded to in the literary narratives of the West. A critical assessment of the tenets of Islam embedded in the European texts is part of the course.

Course Objectives

1. To acquaint students with the discussions of and allusions to Islam in the Western literatures.
2. To enable students to appreciate the Western literary treatment of the Islamic resources.
3. To engage students in a fruitful and mutually productive dialogue between Islam and the West.
4. To appreciate the efforts of the European writers and scholars who dealt with Islam with intellectual integrity and great literary prowess.

Course Contents

- Islam and the West: conciliation and confliction
- A legacy of stereotypes and strictures
- Coleridge and Islam
- Islamic influence of Ralph Waldo Emerson's thought
- Romanticism and Orientalism: A relatively amicable companionship.
- Islam in an age of postcolonialism
- Islam and the West: The ideas of the renewed contemporary Muslim intellectuals: Tariq Ramadan, Seyyed Hossein Nasr, Hamid Dabashi
- George Sale's *Preface* to the translation of the Quran
- Robert Southey's *Thalaba the Destroyer* (to be discussed selectively)
- Lord Byron's *Turkish Tales* (to be discussed selectively)
- Stanley Lane-Poole's *Saladin and the Fall of the Kingdom of Jerusalem* (to be discussed selectively)
- Walter Savage Landor's *Gebir* (to be discussed selectively)
- William Beckford's *Vathek* (to be discussed selectively)

Recommended Readings

- Garcia, Humberto. *Islam and the English Enlightenment, 1670–1840*. JHU Press, 2012.
- Lewis, Bernard. *Islam and the West*. Oxford University Press, 1994.
- Malak, Amin. *Muslim narratives and the discourse of English*. SUNY Press, 2004.
- Ramadan, Tariq. *Islam, the West and the Challenges of Modernity*. Kube Publishing Ltd, 2009.
- Said, Edward. *Orientalism: Western Representations of the Orient*. London: Penguin.
- Salama, Mohammad. *Islam, Orientalism and Intellectual History: Modernity and the Politics of Exclusion Since Ibn Khaldun*. Vol. 22. IB Tauris, 2011.
- Turner, Bryan S. *Orientalism, postmodernism and globalism*. Routledge, 2002.

5. Course Title: **Pakistani Folk Literature**
Course Code: ELL411

Course Description

Culturally, Pakistan is stunningly rich in diversity. Besides, Sindhi, Punjabi, Balochi, Pashto, Hindko, Kashmiri, Shina, and Burshuski literatures, there are Khowar, Kalasha, Bashgali, Gawarbati, Madaklashti, and Wakhi folktales and songs only in one district, Chitral in KP. Based upon the availability of written sources, local colleges and

universities are encouraged to develop courses on the locally available materials, especially folk tales and songs. This course is focused on Khowar folktales and songs found in district Chitral.

Course Objectives

The core objectives of the course are to

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

Recommended Readings

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

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

Suggested Readings

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

ELECTIVE SUBJECTS -BS ENGLISH (LINGUISTICS)

1. Course Title: Emerging Trends in Sociolinguistics (elective)
Course Code: ELL416

Course Description
The course aims at bringing about awareness of the dynamics of language and its social operations. The course will focus on the contemporary developments in sociolinguistics and the new dimensions of research in the area.

Course Contents
- Societal multilingualism
- Language varieties: language and culture
- Bilingualism, diglossia
- Linguistics and social inequality
- The ongoing linguistic processes, controversies, and implications of language modernization
- Language planning
- language conflicts and politics in south Asia

Suggested Readings

- Chaika, E. (1994). *Language: The social mirror* (3rd Edition). Boston, MA: Heinle & Heinle Publishers
- Chambers, J. K. (1995). Sociolinguistic theory: Linguistic variation and its social significance. Oxford: Blackwell.
- Chambers, J.K. (1994). *Sociolinguistic theory: Language variation and its social significance*. Oxford: Blackwell.
- Coulmas, F. (ed.) (1998).*The Handbook of Sociolinguistics*. Oxford: Blackwell.
- Fasold, R. (1987). *The Sociolinguistics of society*. Oxford: Blackwell.
- Fasold, R. (1990). *The sociolinguistics of language*. Oxford: Blackwell.
- Gumperz, J. (1986). *Directions in sociolinguistics*. Oxford: Blackwell.
- Hudson, R.A. (1980). *Sociolinguistics*. Cambridge: CUP.
- Lantolf, J. P. (Ed.) (2000). Sociocultural theory and second language learning.Oxford University Press.
- Trudgill, P. (1983). *Sociolinguistics: An introduction to language and society*. Harmondsworth: Penguin.
- Wardhaugh, R. (1997). *An introduction to sociolinguistics* (3rd ed.). Oxford: Blackwell.

2. Course Title: Introduction to Computational Linguistics
Course Code: ELL417

Course Objectives

The course aims to give theoretical grounds introducing the contemporary work in computational linguistics, human language technology and artificial intelligence to understand how human and machine communication works in the modern word. The objectives of the course are given as under:

- understand important concepts and issues of computational linguistics
- know applications of computational linguistics
- To introduce standard methods for processing words/ morphology
- To introduce standards for sentence processing/ parsing
- To introduce concepts of natural language processing, human language technology

Course Contents

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

Recommended Readings

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

3. Course Title: English for Specific Purposes (ESP)
Course Code: ELL418

Course 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.

Course Contents

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

Recommended Readings:

- Barron, C. (2003). “Problem solving and ESP: Themes and Issues in a Collaborative Teaching Venture. In English for Specific Purposes, 22. 297-314.
- 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.
- Dudley-Evans, T. & St. John, M. J. (1998). Developments in English for Specific Purposes. Cambridge: CUP.
- Fanning, P. 1993. “Broadening the ESP Umbrella.” English for Specific Purposes. 12 (2).
- 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.
- Johns, A. M and T. Dudley-Evans. 1991. “English for Specific Purposes: International in Scope, Specific in Purpose.” In TESOL Quarterly. 25 (2).
- McDonough, J. 1984. ESP in Perspective: A Practical Guide. London: Collins.
- Okoye, I. 1994. “Teaching Technical Communication in Large Classes.” English for Specific Purposes. 13 (3).
- 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.

- Swales, J. (1990). Genre Analysis. Cambridge: Cambridge University Press.

4. Course Title: Introduction to Critical Pedagogy
Course Code: ELL419

Course Contents

1. Critical Pedagogy: Brief History of the Discipline
   - Paulo Freire, Giroux, Ira Shor, Kinchole
   - Past, Present and future (with special reference to Pakistan)
2. The role of Critical Pedagogy in Education
   - In Curriculum Development
   - In Character Building
3. The Need to develop Critical Pedagogy in Teacher education.
4. The role of Critical Pedagogy in Literature.
5. The role of Critical Pedagogy in Popular culture. (Film, media, print)
6. The role of Critical Pedagogy in building international Culture.
7. The role of Critical Pedagogy in Popular culture. (Film, media, print)
8. Theoretical understanding in the following areas:
   - Critical Pedagogy and Ideology.
   - Critical Pedagogy and freedom of Individual thought.
   - Critical Pedagogy and Contemporary issues.
   - Critical Pedagogy and issues in language culture and identity.
   - Critical Pedagogy and Institutionalized Power (different types of power)
   - Critical Pedagogy and Popular culture
   - Critical Pedagogy and construction of an critical thought
   - Critical Pedagogy and issues of gender
   - Critical Pedagogy and our Limitations

Suggested Readings

- Apple,M. (2003). The State and the Politics of Knowledge. New York: Routledge/Falmer. Ch. 1 & 9. 1-24; 221-225. PDF
- Apple,M. (1979). On Analyzing Hegemony.Ideology and Curriculum. New York, NY: Routledge & Kegan Paul. 1-25. PDF
- *Bartolomé, Lilia (2004).* "Critical Pedagogy and Teacher Education: Radicalizing Prospective Teachers" (*PDF). Teacher Education Quarterly. Winter: 97–122 – via teqjournal.*
- Dewey, John. (1938). Experience and Education.
- Freire, Paulo (2009). Pedagogy of the Oppressed. New York, NY: The Continuum International Publishing Group Inc. ISBN 0-8264-1276-9
- George, Ann. "Critical Pedagogy: Dreaming of Democracy." *A Guide to Composition Pedagogies*. Gary Tate, Amy Rupiper,

Kurt Schick. New York, New York: Oxford University Press, 2001. 92-112. Print
- Giroux, Henry. "Beyond the Ethics of Flag Waving: Schooling and Citizenship for a Critical Democracy." *The Clearing House*, Vol. 64, No. 5 (May - June., 1991): 305-308. Taylor & Francis, Ltd. *JSTOR.* 22 Oct. 2012. *"Ira Shor". English Department.Retrieved 2016-11-22.*
- Giroux, H. (October 27, 2010) "Lessons From Paulo Freire", *Chronicle of Higher Education.* Retrieved 10/20/10.
- Glass, R.D. (2011). Critical Pedagogy and Moral Education.In Devitis & Yu (Eds.). Character and Moral Education: A Reader. New York: Peter Lang Publishers. PDF
- Glass, R.D. (2008). Staying Hopeful.In M. Pollock (Ed.), Everyday AntiRacism. New York: The New Press. 337-340. PDF.
- Glass, R.D (2006). On Race, Racism, and Education. (manuscript). PDF.
- Haymes.Pedagogy of Place for Black Urban Struggle.Critical Pedagogy Reader.(1st edition).211-237. PDF.
- Hicks, Stephen R.C. (2004) Explaining Postmodernism: Skepticism and Socialism from Rousseau to Foucault. Tempe, AZ: Scholargy Press, ISBN 1-59247-646-5
- Kincheloe, Joe (2008) Critical Pedagogy Primer. New York: Peter Lan
- Kincheloe, Joe; Steinberg, Shirley (1997). Changing Multiculturalism. Bristol, PA: Open University Press. p. 24. Critical pedagogy is the term used to describe what emerges when critical theory encounters education.
- Kincheloe, J. & Steinberg, S. (2008) Indigenous Knowledges in Education: Complexities, Dangers, and Profound Benefits in Ed Denzin, N. Handbook of Critical and Indigenous Methodologies
- Shor, I. (1980). Critical Teaching and Everyday Life. Boston, Massachusetts: South End Press.
- Weiler, K.(1991). Freire and a Feminist Pedagogy of Difference.Harvard Educational Review.61 (4). 449-474. PDF

5. Course Title: Pakistani English
Course Code: ELL420

Course Description

This course is an attempt to present a link between the link between English as lingua Franca and International Englishes. This course is an introductory course for the students of Linguistics to show the historical background of the phenomenon of World Englishes. The application of linguistic knowledge gives an equal status to all varieties of English in the modern world.The course introduces the practical important features of

Pakistani English (PE) as an emerging variety**.** It will highlight the use of PE as a vehicle of formal and informal communication in Pakistan**.**

Course Contents

1. Introduction to the course & historical background
2. Language Variation
3. Levels of language variation
4. Language change and language contact
5. Ecology comes first
6. Categorizing World Englishes
7. Interrelationship of World Englishes to Sociolinguistics
8. Major Trends in World Englishes specifically in ESL situation
9. South Asian Englishes
10. Pakistani English: Introduction
11. Historical Background of Pakistani English
12. A Short survey of British colonization
13. Types of colonization
14. Motives and consequences for communicative patterns
15. Phonological variations in Pakistani English
16. Morphological variations in Pakistani English
17. Syntactic variations in Pakistani English
18. Semantic and Pragmatic variations in Pakistani English
19. Discoursal variations in Pakistani English
20. Stylistic variations in Pakistani English
21. Corpus based explorations of Pakistani English
22. Pakistani English and cultural context
23. Pedagogical impact of using Pakistani English in classroom
24. Discussion on the practicality of training in language teaching methods for teachers and learners with special reference to Pakistani English
25. Status of Pakistani English (Moag, Kachru, Schneider's Models)
26. Language policy and planning
27. Future prospectus
28. English as a Lingua Franca
29. International English (IE)
30. ELF- A Contact Language
31. Pakistani English (PE)
32. Pedagogical Norms in PE
33. Patterns in PE Pronunciation
34. Problems of PE Pronunciation
35. Vowel Restructuring
36. Vowel epenthesis in Pakistani English
37. Syllable Onset Clusters and Phonotactics
38. Vowel disappearance from middle syllables
39. Patterns in PE writing
40. Grammar

41. Lexis
42. Code switching
43. Borrowing
44. Code mixing
45. Conversions
46. Obsolete Vocabulary
47. PE as an independent variety
48. Fiction in Pakistani English
49. Poetry in Pakistani English
50. Journalistic Language of Pakistani News Papers

Suggested Readings

- Baumgardner, R.J. (ed.) (1993). The English Language in Pakistan Karachi: Oxford University Press.
- Baumgardner, Robert J. (1987). Utilizing Pakistani Newspaper English to teach Grammar'. World Englishes 6.3:241-252.
- Baumgardner, Robert J. (Eds). (1993). The English Language in Pakistan. Oxford: Oxford University Press.
- Baumgardner, Robert J. (Eds). (1996). South Asian English: Structure, Use and Users . Urbana and Chicago: University of Illinois Press .Kachru,B.B. (1983).
- Constructing Meaning in World Englishes (2010) by AhmarMahboob and EszterSzenese
- Crystal, D. (1995). *The Cambridge encyclopedia of the English language*. Cambridge: Cambridge University Press.
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.
- English Around The World: An Introduction (2011) by Edgar W. Schneider
- English as an Islamic Language: A Case Study of Pakistani English (2009) by AhmarMahboob
- English: The Industry (2011) by AhmarMahboobPakistani English (2014) by Tariq Rahman
- Graddol, D. (1997). *The future of English?: A guide to forecasting the popularity of English in the 21st century*. London: British Council.
- Kachru Braj B. (1983). The Indigenization of English : The English Language of India . Delhi: Oxford University Press.
- Kachru Braj B. , Yamuna, & Nelson, C.(2006). (Eds). The Handbook of varieties of English .Oxford: Blackwell.
- Mahboob, A. (2004). Pakistani English: Morphology and Syntax. In Kortmann, Bernd /Schneider, Edgar W. (eds.). A Handbook of Varieties of English: Volume 2: Morphology and Syntax, (pp. 1045-1057). Berlin: Walter de Gruyter.
- Mehmood, M. A. (2009). A Corpus Based Analysis of Pakistani English. Ph D Dissertation BZU multan

- Pakistani English: Phonology (2004) by Ahmar Mahboob and Nadra Huma Ahmar
- The Form and Functions of English in Pakistan (2002) Dr Mubina Talaat Ph D Dissertation
- The Routledge Handbook of World Englishes (2010) Edited by Andy Kirkpatrick

6. Course Title: Second Language Acquisition
Course Code: ELL421

Course Description

This course focuses on second language acquisition (SLA) aiming overall to introduce students to the major concepts and theories of 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.

Course Objectives

The objectives of the course are to:

- Enable the students to explore and evaluate SLA theories from the point of view of second language learners
- Develop students' understanding of the cognitive and social dimensions of SLA
- Enable the students to gain an understanding of basic concepts of SLA.

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

Interlanguage Theories

- Overgeneralization
- Transfer of Training
- Strategies of Second Language Learning
- Strategies of Second Language Communication
- Language Transfer
- Stabilization and Fossilization in Interlanguage
- Language Socialization in SLA
- 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

- Cook, V. (1993).*Linguistics and Second Language Acquisition*. London: MacMillan Cook, V. (1991).*Second Language Learning and Language Teaching*. London: Edward Doughty, C. J. &.
- Ellis, R. (1985).*Understanding Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1992).*Second language acquisition and language pedagogy*. Clevedon: Multilingual Matters.
- Ellis, R. (1994) *The Study of Second Language Acquisition*. Oxford: Oxford University Press.
- Ellis, R. (1997).*Second language acquisition*. Oxford: Oxford University Press.
- Gass, S. M. & Selinker, R. (2001) *Second Language Acquisition: An Introductory Course*. London: Routledge.
- Johnson, K. (2001) *An Introduction to Foreign Language Learning and Teaching*. London: Longman.
- Long, M.H. (2002).*The Handbook of Second Language Acquisition*. Oxford: Blackwell*.*
- McLaughlin, B. (1987) *Theories of Second-Language Learning*. London: Edward Arnold.

- Mitchell, R. & Myles, F. (1998) *Second language learning theories*. London: Arnold.
- Ortega, L. (2007) *Understanding Second Language Acquisition*. London: Hodder Arnold.

7. Course Title: Introduction to Syntax
Course Code: ELL422

Course Objectives

The course aims at helping students understand the basic concepts of sentence analysis. Taking examples from English, it guides students in analyzing constituents in a sentence and then sentence as a whole. Further, it gives an idea of basic syntactic analysis of Pakistani languages.

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

- know internal sentence structure
- be familiar with basic concepts of syntactic analysis
- present sentence to the theory and practice of the structural grammar
- be able to do a detailed analysis of English sentences
- learn descriptive techniques, theoretical concepts, and styles of argumentation
- to apply theoretical concepts and rules to syntactic data from Pakistani languages

Learning Outcomes

After studying this course, the learners will be able to:

i. have command on the tools of syntactic analysis
ii. have understanding of syntactic theory
iii. learn analyzing syntactic data
iv. develop strong problem-solving skills in syntax.

Content List

- Introduction to Syntax
  - Word Classes (parts of speech)
  - Lexical Phrases and Functional Phrases
  - Phrases and its types, NP, AP, PP, VP and Advp
  - Basic Verb Phrase, Intransitive, Transitive, Ditransitive, Intensive, Complex Transitive
  - Clauses, Sentences Types of sentences, Compound, Complex Sentences
- Analyzing Sentence Structure
- Basic Elements in Sentence Analysis: Constituents, Categories, Functions

- Functions: Subject, Predicate, Predicator, Direct/Indirect
- Complements and Adjuncts in the Verb Phrase
- Adjunct adverbials, Conjunct and Disjunct adverbials
- Relation, Dependency- Subject, Predicate, Modifier, Head, Complement)

- Sentence Analysis through Phrase Marker/Tree Diagram
- The basic NP configuration, Determiner and Pre Determiner, Possessive NPs as Determiner
- The Verb Group
- Sentences within Sentences- Recursion, Subordinate clause, Complementiser, *That* clause, Adverbial clause
- Subordinate Wh-Interrogative Clauses- Wh-questions and interrogative clauses.
- X-bar Syntax

Recommended Readings

1. Baker, L. C. (1995). *English Syntax.* The MIT Press.
2. Burton, N. (1998). *Analyzing Sentences: An Introduction to English Syntax*- Longman.
3. Carnie, A. (2006) *Syntax. Blackwell*. Arizona
4. Moravcsik(2006). An Introduction to Syntax. Continuum. London
5. Tallerman, M. (2015). *Understanding Syntax* Rutledge, London.
6. Radford, A. (1997). *Syntax*: A Minimalist Introduction. Cambridge University Press, London.
7. Aarts, B. (1997). English Syntax and Argumentation. Palgrave.
8. Chomsky, N. (2004). Beyond Explanatory Adequacy. *Structures and Beyond.* In Belletti Adriana (Ed.), *The Cartography of Syntactic Structure*. Vol 3: Oxford University Press, Oxford.(104-131). Philadelphia
9. Hagmann, L. (1994). An Introduction to Government Binding Theory. Blackwell.
10. Junior. R. D. V. V., (2004). *An Introduction to Syntax*. Cambridge University Press
11. Kroeger, P. R. (2005).*Analyzing Grammar: An Introduction*
12. Poole, G. (2002). *Syntactic Theory*. Palgrave. New York.
13. Radford, A. (1988). Transformational Grammar. Cambridge University Press, London.
14. Radford, A. (1981). Transformational Syntax. Cambridge University Press, London.

8. Course Title: Introduction to Forensic Linguistics
Course Code: ELL423

Course Description

This course aims to present and identify the interface between linguistics and law. This course is an introductory course for the students of

Linguistics. The application of Linguistic knowledge to help law officials is appreciated all over the world. The Text and process of law are very complex. This complexity is not only due to its procedures, but also due to its language. Keeping this in mind, this course investigates the use of Forensic Linguistics from Pedagogical point of view. It will help not only the students of language to find out new prospects of investigation other than language teaching, but will also benefit law students by making them understand the intricacies of the English language.

Course Objectives

At the end of the course, students are expected to understand:

- The link between Language and Law
- The historical background of Forensic Linguistics
- The role of linguists in law
- The use of Forensic linguistics, some benchmark studies
- The need of Forensic Linguistics in Pakistan

Course Contents

- Applied Linguistics and its diversity, Application of linguistics in the field of law
- Introduction to Forensic Linguistics
- Definition, Description of Forensic linguistics
- Forensic Linguistics as an important branch of Applied Linguistics
- Brief History of Forensic Linguistics
- The role of Linguistics in Law, in Text Analysis as well as in Process analysis.
- The application of skills in different branches of Linguistics in Law
- The application of the knowledge of Phonetics and Phonology in Forensic analysis.
- The application of the knowledge of Morphology and Syntax in Forensic analysis.
- The application of the knowledge of Semantics and Discourse Analysis
- Some benchmark studies around the world
- Benchmark studies of linguists like Labov, Roger Shuy, Olsson, Mcmenamin, Tierisma, Leonard, Chaski.
- The need of developing forensic linguistics in Pakistan

Suggested Readings

1. Austin, J. L. (1975). *How to Do Things with Words*. 2d ed. Oxford: Oxford University Press.
2. Coulthard, M., and Johnson, A. (2007). *An Introduction to Forensic Linguistics: Language in Evidence*. London: Routledge.
3. Coulthard, M., & Johnson, A. (2007). An introduction to forensic linguistics: Language in evidence. Abingdon, UK: Routledge.

4. Coulthard, M. (2008). By Their Words Shall Ye Know Them: On Linguistic Identity. In: C. R. Caldas-Coulthard and R. Iedema, eds. *Identity Trouble*. London: Palgrave Macmillan, pp. 143–155.
5. Coulthard, M. (2005). The Linguist as Expert Witness. *Linguistics and the Human Sciences,* no. 1 (1), pp. 39–58.http://dx.doi.org/10.1558/lhs.2005.1.1.39
6. Eades, D. (2010). *Sociolinguistics and the Legal Process.* Bristol: Multilingual Matters.
7. Gibbons, J. P. (2003). Forensic linguistics: An introduction to language in the legal system. Malden, MA: Blackwell.
8. Grice, H. P., 1989. *Studies in the Way of Words.* Cambridge: Harvard University Press http://dx.doi.org/10.1177/14614456020040010201
9. Labov, W., and Harris, W. A. 1994. Addressing Social Issues Through Linguistic Evidence. In: John Gibbons, ed. *Language and the Law*. Harlow: Longman, pp. 265-305
10. McMenamin, G. (2002). *Forensic Linguistics: Advances in Forensic Stylistics*. Boca Raton: CRC Press. http://dx.doi.org/10.1201/9781420041170s
11. Olsson, J. (2004). Forensic linguistics: An introduction to language, crime, and the law. London: Continuum. Staff: Dr David Deterring
12. Shuy, R. W. (1993). *Language Crimes: The Use and Abuse of Language Evidence in the Courtroom*. Oxford: Blackwell.
13. Tiersma, P. M. (1999). *Legal Language*. Chicago: University Of Chicago Press.

9. Course Title: Clinical Linguistics
Course Code: ELL424

Course Description

This course is intended for graduates in linguistics, clinical linguistics, psychology, speech and language therapy or a related discipline with an interest in research in speech, language pathology, biomedical (Neuro-sciences), communication and language impairment.

Course Objectives

The objectives of the course are given as below:

- To enable students working or wishing to work with acquired communication disorders to have opportunity to further their career
- To understand acquired communication disorders, impact of these disorders on everyday life and how interaction can assist the person with disorders and their significant others
- To access research findings and methods and engage with evidence based practice
- To enhance skills in the assessment teaching and management of people with the acquired communication disorders

- To maintain an interaction and cross linguistic perspective

Course Contents

1. Language storage in brain
2. Children's Learning
3. Spoken and Written Language Disorders
4. Developmental Disorders
5. Specific language impairment
6. Autistic spectrum disorders
7. Learning difficulties
8. Behavioural difficulties
9. Auditory processing difficulties
10. Dyslexia
11. Adolescence,
12. Dysarthria
13. Early years
14. Aphasia
15. Dementia
16. Pragmatic impairment
17. Acquired Language Disorders
18. Acquired Speech Disorders
    - Methods in Clinical Linguistics
    - Early Years
    - Cleft Lip and Palate
    - Developmental Communication Sciences
    - Speech Difficulties – assessment and intervention

Recommended Readings

- Ball, M. J. (2005). *Clinical sociolinguistics* (Vol. 36). John Wiley & Sons.
- Ball, M. J., Perkins, M. R., Müller, N., & Howard, S. (Eds.). (2008). *The handbook of clinical linguistics*. Oxford: Blackwell.
- Ben Maassen, & Paul Groenen (Eds.). (1999). *Pathologies of speech and language: advances in clinical phonetics and linguistics*. John Wiley & Sons.
- Crystal, D. (2013). *Clinical linguistics* (Vol. 3). Springer Science & Business Media.
- Crystal, David, and Rosemary Varley. *Introduction to language pathology*. John Wiley & Sons, 2013.
- Cummings, L. (2008). *Clinical linguistics*. Edinburgh University Press.
- Cummings, L. (2009). *Clinical pragmatics*. Cambridge University Press.
- Cummings, L. (2013). *Pragmatics: A multidisciplinary perspective*. Routledge.

- Cummings, L. (2014). *The Cambridge Handbook of Communication Disorders*. Cambridge University.
- Maassen, B., Kent, R., & Peters, H. (2007). *Speech motor control: In normal and disordered speech*. Oxford University Press.
- Watzlawick, P., Bavelas, J. B., Jackson, D. D., & O'Hanlon, B. (2011). *Pragmatics of human communication: A study of interactional patterns, pathologies and paradoxes*. WW Norton & Company.

10. Course Title: Language Testing & Assessment
Course Code: ELL425

Course Description

Since language testing is essential to know whether students learn that they are expected to. This course therefore, aims at educating students about authentic, valid, and reliable assessment tools. In addition, this course focuses on providing students the basics of theoretical background and relevant practice via available assessment tools and resources. This course will serve as a introduction to basic concepts of language testing and assessment.

Course Objectives

The objectives of the course are:

- Familiarize students with the key concepts of language testing and assessment
- Comprehend, interpret, and develop critical approach to testing and assessment materials
- Evaluate particular testing materials with regard to the purpose and context of assessment.

Course Contents

1. Language Assessment in context;
2. Concepts, Principles and Limitations of Measurement;
3. Scope of language assessment in education and Research;
4. Interrelationship of language abilities and Language Assessment Instruments;
5. Characteristics of Assessment Methods affecting Performance on Language Assessment Instruments;
6. Reliability and validity of Assessment;
7. Current Issues in Language Assessment and Language Assessment Research.
8. Designing Tests for Assessing Language Skills.

Recommended Readings

1. Alderson, J. C. (2000). *Assessing Reading*. Cambridge Language Assessment. CUP.

2. Brown, J. D. (1996). *Testing in language programs.* New York: Prentice-Hall Regents.
3. Brown, D. & Abeywickrama, P. (2010). *Language Assessment: Principles and Classroom Practices.* (Second edition). Longman.
4. Buck, G. (2001). *Assessing Listening*. Cambridge Language Assessment. CUP.
5. Chapelle, 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. Mcnamara, 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, S. C. (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.

11. Course Title: Language and Education
Course Code: ELL426

Course Objectives

The course aims to introduce students to broad issues in language and education to enable them to make informed decisions as future researchers and policy makers. By the end of the courses the students will:

- have got an overview of the language in education policies of Pakistan
- be able to compare language in education policies of Pakistan with other countries
- be able to give their opinion on medium of instruction controversy
- be able to develop a range of perspectives to review the language in education situation in a country and its possible impacts on prospective socio-economic status of students

Course Contents

- Language Policies of Pakistan: Historical Perspective
- An Overview of the Language Policies of Selected Countries
- Medium of Instruction Issue in Bilingual and Multilingual Communities
- Role of Majority and Minority Languages
- Issue of Placement of Vernacular Languages and English in Education
- 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 World's Englishes or, Whose Language is it Anyway? *Journal of the Royal Society of Arts.* June, 418-31.

12. Course Title: Language and Gender
Course Code: ELL427

Course Objectives

The course aims to develop analytical thinking about gender, language and relations between them. It also aims to expose students to facts, theory and analytic tools to analyze issues related to gender and their relation to language. It is likely to provide an overview of gender related linguistic, social, political and moral issues. By the end of the course, the students will have learnt

- how members of each gender use language differently
- how culturally enshrined ideas about gender affect language and its use
- how linguistic conventions reinforce these ideas for the expression

of gender differences
- what structure and usage patterns in language are exhibited by men and women
- how language treat the genders differently

Course Contents
- Relationship 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 and 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. Graddol, D. and J. Swann. (1989). *Gender Voices*. Blackwell: Oxford, UK.
4. Johnson, S. & Ulrike, H. M. (1997). *Language and Masculinity*. Oxford: Blackwell. (LAM).
5. King, R. (1991). *Talking Gender: A Guide to Non-Sexist Communication*. Copp Clark Pitman Ltd.: Toronto.
6. Litosseliti, L. (2006). *Gender and Language: Theory and Practice.* London: Hodder Arnold.
7. Tannen, D. (1990). *You Just Don't Understand*. New York: Ballantine Books (YJDU)
8. Tannen, D. (Ed.), (1993). *Gender and Conversational Interaction*. New York: OUP

13. Course Title: Corpus Linguistics
Course Code: ELL428

Course Description
This course will provide a general overview of Corpus Linguistics, focusing on contemporary approaches. It also provides a historical overview of the discipline. The main theoretical issues in the discipline will be discussed. The qualitative vs. quantitative; diachronic vs. synchronic; monolingual vs. multilingual perspectives will be introduced. Examples and techniques for analysis at different levels will be given. Students will learn how to use some of the most common techniques, tools and software packages in corpus linguistics

Course Objectives

The main objectives of the course are

- To introduce corpus Linguistics as an emerging branch of linguistics
- To introduce to different perspectives in the corpus-based analysis of language.
- To teach how to use some of the most common techniques, tools and software packages in corpus linguistics.
- To get familiar with corpus tools in research

Course Contents

- Define and describe the main perspectives on the analysis of language from the point of view of corpus linguistics.
- Describe the difference between quantitative and qualitative corpus linguistics.
- Describe the difference between diachronic and synchronic corpus-based research.
- Identify the differences in conducting corpus research on monolingual vs. multilingual corpora.
- Identify the different levels of analysis in corpus linguistics (phonetic/phonological, morphological, lexical, syntactic/pragmatic, discourse).
- Critically evaluate different theoretical perspectives in corpus linguistics.
- Explain what it means for corpus linguistics to be a theory or a method.
- Describe the recent history of corpus linguistics.
- Compare Neo-Firthian corpus linguistics to corpus-based linguistics.
- Analyze applications of corpus linguistics (dictionary/grammar creation, education, writing, language acquisition, language teaching).
- Evaluate the limitations on the generalizations derived from data.
- Recognize and develop strategies and practices to deal with the issues surrounding corpus collection, storage, annotation and analysis.
- Manipulate the most commonly-used tools in corpus linguistics.
- Develop skills in corpus collection, searching, annotation and analysis.
- Apply basic statistical techniques to corpus analysis.

Recommended Readings

1. Biber, D., S. Conrad and R. Reppen. (1998). Corpus Linguistics: Investigating Language Structure and Use. Cambridge: Cambridge University Press

2. Granger, S. and Petch-Tyson, S. (2003). *Extending the scope of corpus-based research: New applications, new challenges*. Rodopi.
3. Hunston, S. (2002). *Corpora in applied linguistics*. Cambridge University Press. *
4. McEnery, T. and Wilson, A. 2001. *Corpus Linguistics.* (2nd Ed.) Edinburgh: Edinburgh University Press. *
5. McEnery, T., Xiao, R. and Tono, Y. (2006). *Corpus-based language studies: An advanced resource book.* Routledge.
6. McEnery, Tony and Andrew Hardie (2012) Corpus Linguistics: Method, Theory and Practice. Cambridge: Cambridge University Press. ISBN: 9780521547369.
7. Sinclair, J. (1991). *Corpus, concordance, collocation*. Oxford: Oxford University Press.
8. Sinclair, J. (2004). *How to use corpora in language teaching*. John Benjamins.
9. Stubbs, M. (1996). *Text and corpus analysis.* Oxford: Blackwell.

Wynne, Martin (editor). 2005. Developing Linguistic Corpora: a Guide to Good Practice. Oxford: Oxbow Books. Available online from http://ota.ox.ac.uk/documents/creating/dlc

English I (Functional English)

Objectives: Enhance language skills and develop critical thinking.

Course Contents

Basics of Grammar
Parts of speech and use of articles
Sentence structure, active and passive voice
Practice in unified sentence
Analysis of phrase, clause and sentence structure
Transitive and intransitive verbs
Punctuation and spelling

Comprehension

Answers to questions on a given text

Discussion

General topics and everyday conversation (topics for discussion to be at the discretion of the teacher keeping in view the level of students)

Listening

To be improved by showing documentaries/films carefully selected by subject teachers

Translation skills

Urdu to English

Paragraph writing

Topics to be chosen at the discretion of the teacher

Presentation skills

Introduction

Note: Extensive reading is required for vocabulary building

Recommended Books

1. **Functional English**

a) Grammar
   1. Practical English Grammar by A. J. Thomson and A. V. Martinet. Exercises 1. Third edition. Oxford University Press. 1997. ISBN 0194313492
   2. Practical English Grammar by A. J. Thomson and A. V. Martinet. Exercises 2. Third edition. Oxford University Press. 1997. ISBN 0194313506

b) Writing
   1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills.

Fourth Impression 1993. ISBN 0 19 435405 7 Pages 20-27 and 35-41.

c) Reading/Comprehension

1. Reading. Upper Intermediate. Brain Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 453402 2.

d) Speaking

English II (Communication Skills)

Objectives: Enable the students to meet their real life communication needs.

Course Contents:

Paragraph writing

Practice in writing a good, unified and coherent paragraph

Essay writing

Introduction

CV and job application

Translation skills

Urdu to English

Study skills

Skimming and scanning, intensive and extensive, and speed reading, summary and précis writing and comprehension

Academic skills

Letter/memo writing, minutes of meetings, use of library and internet

Presentation skills

Personality development (emphasis on content, style and pronunciation)

Note: documentaries to be shown for discussion and review

Recommended Books

Communication Skills

a) Grammar

1. Practical English Grammar by A. J. Thomson and A. V. Martinet. Exercises 2. Third edition. Oxford University Press 1986. ISBN 0 19 431350 6.

b) Writing

1. Writing. Intermediate by Marie-Christine Boutin, Suzanne Brinand and Francoise Grellet. Oxford Supplementary Skills. Fourth Impression 1993. ISBN 019 435405 7 Pages 45-53 (note taking).
2. Writing. Upper-Intermediate by Rob Nolasco. Oxford Supplementary Skills. Fourth Impression 1992. ISBN 0 19

435406 5 (particularly good for writing memos, introduction to presentations, descriptive and argumentative writing).

c) Reading

1. Reading. Advanced. Brian Tomlinson and Rod Ellis. Oxford Supplementary Skills. Third Impression 1991. ISBN 0 19 453403 0.
2. Reading and Study Skills by John Langan
3. Study Skills by Richard York.

English III (Technical Writing and Presentation Skills)

Objectives: Enhance language skills and develop critical thinking

Course Contents

Presentation skills

Essay writing

Descriptive, narrative, discursive, argumentative

Academic writing

How to write a proposal for research paper/term paper

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

Technical Report writing

Progress report writing

Note: Extensive reading is required for vocabulary building

Recommended Books

Technical Writing and Presentation Skills

a) Essay Writing and Academic Writing

1. Writing. Advanced by Ron White. Oxford Supplementary Skills. Third Impression 1992. ISBN 0 19 435407 3 (particularly suitable for discursive, descriptive, argumentative and report writing).
2. College Writing Skills by John Langan. McGraw-Hill Higher Education. 2004.
3. Patterns of College Writing (4th edition) by Laurie G. Kirszner and Stephen R. Mandell. St. Martin's Press.

b) Presentation Skills

c) Reading

The Mercury Reader. A Custom Publication. Compiled by Northern Illinois University. General Editors: Janice Neuleib; Kathleen Shine Cain; Stephen Ruffus and Maurice Scharton. (A reader which will give students exposure to the best of twentieth century literature, without taxing the taste of engineering students).

ANNEXURE - B

Pakistan Studies (Compulsory)

Introduction/Objectives

- 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.

Course Outline

1. **Historical Perspective**

   a. Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.

   b. Factors leading to Muslim separatism

   c. People and Land
      i. Indus Civilization
      ii. Muslim advent
      iii. Location and geo-physical features.

2. **Government and Politics in Pakistan**

   Political and constitutional phases:

   a. 1947-58
   b. 1958-71
   c. 1971-77
   d. 1977-88
   e. 1988-99
   f. 1999 onward

3. **Contemporary Pakistan**
   a. Economic institutions and issues
   b. Society and social structure
   c. Ethnicity
   d. Foreign policy of Pakistan and challenges
   e. Futuristic outlook of Pakistan

Recommended Books

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 Kyun 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: Wm Dawson & 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.

ANNEXURE - C

ISLAMIC STUDIES
(Compulsory)

Objectives

This course is aimed at:

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.

Detail of Courses

Introduction to Quranic Studies

1. Basic Concepts of Quran
2. History of Quran
3. Uloom-ul-Quran

Study of Selected Text of Holy Quran

1. Verses of Surah Al-Baqarah Related to Faith (Verse No-284-286)
2. Verses of Surah Al-Hujurat Related to Adab Al-Nabi (Verse No-1-18)
3. Verses of Surah Al-Muminoon Related to Characteristics of faithful (Verse No-1-11)
4. Verses of Surah Al-Furqan Related to Social Ethics (Verse No.63-77)
5. Verses of Surah Al-Inam Related to Ihkam (Verse No-152-154)

Study of Selected Text of Holy Quran

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

Seerat of Holy Prophet (PBUH) I

1. Life of Holy Prophet (PBUH) in Makkah
2. Important Lessons Derived from the life of Holy Prophet (PBUH) in Makkah

Seerat of Holy Prophet (PBUH) II

1. Life of Holy Prophet (PBUH) in Madina
2. Important Events of Life Holy Prophet (PBUH) in Madina
3. Important Lessons Derived from the life of Holy Prophet (PBUH) in Madina

Introduction to Sunnah

1. Basic Concepts of Hadith
2. History of Hadith
3. Kinds of Hadith
4. Uloom –ul-Hadith
5. Sunnah & Hadith
6. Legal Position of Sunnah

Selected Study from Text of Hadith

Introduction to Islamic Law & Jurisprudence

1. Basic Concepts of Islamic Law & Jurisprudence
2. History & Importance of Islamic Law & Jurisprudence
3. Sources of Islamic Law & Jurisprudence
4. Nature of Differences in Islamic Law
5. Islam and Sectarianism

Islamic Culture & Civilization

1. Basic Concepts of Islamic Culture & Civilization
2. Historical Development of Islamic Culture & Civilization
3. Characteristics of Islamic Culture & Civilization
4. Islamic Culture & Civilization and Contemporary Issues

Islam & Science

1. Basic Concepts of Islam & Science
2. Contributions of Muslims in the Development of Science
3. Quran & Science

Islamic Economic System

1. Basic Concepts of Islamic Economic System
2. Means of Distribution of wealth in Islamic Economics
3. Islamic Concept of Riba
4. Islamic Ways of Trade & Commerce

Political System of Islam

1. Basic Concepts of Islamic Political System
2. Islamic Concept of Sovereignty
3. Basic Institutions of Governance in Islam

Islamic History

1. Period of Khilafat-E-Rashida
2. Period of Umayyads
3. Period of Abbasids

Social System of Islam

1. Basic Concepts of Social System of Islam
2. Elements of Family
3. Ethical Values of Islam

Reference Books

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. Maulana 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)

ANNEXURE - D

Note: One course will be selected from the following six courses of Mathematics.

COMPULSORY MATHEMATICS COURSES FOR BS (4 YEAR) *(FOR STUDENTS NOT MAJORING IN MATHEMATICS)*

1. MATHEMATICS I (ALGEBRA)

Prerequisite(s): Mathematics at secondary level
Credit Hours: 3 + 0

Specific Objectives of the Course: To prepare the students, not majoring in mathematics, with the essential tools of algebra to apply the concepts and the techniques in their respective disciplines.

Course Outline:

Preliminaries: Real-number system, complex numbers, introduction to sets, set operations, functions, types of functions. *Matrices:* Introduction to matrices, types, matrix inverse, determinants, system of linear equations, Cramer's rule.

Quadratic Equations: Solution of quadratic equations, qualitative analysis of roots of a quadratic equations, equations reducible to quadratic equations, cube roots of unity, relation between roots and coefficients of quadratic equations.

Sequences and Series: Arithmetic progression, geometric progression, harmonic progression. *Binomial Theorem:* Introduction to mathematical induction, binomial theorem with rational and irrational indices. *Trigonometry:* Fundamentals of trigonometry, trigonometric identities.

Recommended Books

1. Dolciani MP, Wooton W, Beckenback EF, Sharron S, *Algebra 2 and Trigonometry*, 1978, Houghton & Mifflin, Boston (suggested text)
2. Kaufmann JE, College *Algebra and Trigonometry*, 1987, PWS-Kent Company, Boston
3. Swokowski EW, *Fundamentals of Algebra and Trigonometry* (6^{th} edition), 1986, PWS-Kent Company, Boston

2. MATHEMATICS II (CALCULUS)

Prerequisite(s): Mathematics I (Algebra)
Credit Hours: 3 + 0

Specific Objectives of the Course: To prepare the students, not majoring in mathematics, with the essential tools of calculus to apply the concepts and the techniques in their respective disciplines.

Course Outline

Preliminaries: Real-number line, functions and their graphs, solution of equations involving absolute values, inequalities. *Limits and Continuity:* Limit of a function, left-hand and right-hand limits, continuity, continuous functions.

Derivatives and their Applications: Differentiable functions, differentiation of polynomial, rational and transcendental functions, derivatives.
Integration and Definite Integrals: Techniques of evaluating indefinite integrals, integration by substitution, integration by parts, change of variables in indefinite integrals.

Recommended Books

1. Anton H, Bevens I, Davis S, *Calculus: A New Horizon* (8th edition), 2005, John Wiley, New York
2. Stewart J, *Calculus* (3rd edition), 1995, Brooks/Cole (suggested text)
3. Swokowski EW, *Calculus and Analytic Geometry*, 1983, PWS-Kent Company, Boston
4. Thomas GB, Finney AR, *Calculus* (11th edition), 2005, Addison-Wesley, Reading, Ma, USA

3. MATHEMATICS III (GEOMETRY)

Prerequisite(s): Mathematics II (Calculus)

Credit Hours: 3 + 0

Specific Objectives of the Course: To prepare the students, not majoring in mathematics, with the essential tools of geometry to apply the concepts and the techniques in their respective disciplines.

Course Outline

Geometry in Two Dimensions: Cartesian-coördinate mesh, slope of a line, equation of a line, parallel and perpendicular lines, various forms of equation of a line, intersection of two lines, angle between two lines, distance between two points, distance between a point and a line.

Circle: Equation of a circle, circles determined by various conditions, intersection of lines and circles, locus of a point in various conditions.

Conic Sections: Parabola, ellipse, hyperbola, the general-second-degree equation

Recommended Books

1. Abraham S, Analytic Geometry, Scott, Freshman and Company, 1969
2. Kaufmann JE, College *Algebra and Trigonometry*, 1987, PWS-Kent Company, Boston

3. Swokowski EW, *Fundamentals of Algebra and Trigonometry* (6th edition), 1986, PWS-Kent Company, Boston

4. COURSE FOR NON-MATHEMATICS MAJORS IN SOCIAL SCIENCES

Title of subject:		MATHEMATICS
Discipline	:	BS (Social Sciences).
Pre-requisites	:	SSC (Matric) level Mathematics
Credit Hours	:	03 + 00
Minimum Contact Hours:		40
Assessment	:	written examination;
Effective	:	2008 and onward

Aims : To give the basic knowledge of Mathematics and prepare the students not majoring in mathematics.

Objectives : After completion of this course the student should be able to:

- Understand the use of the essential tools of basic mathematics;
- Apply the concepts and the techniques in their respective disciplines;
- Model the effects non-isothermal problems through different domains;

Contents :

1. *Algebra*

Preliminaries: Real and complex numbers, Introduction to sets, set operations, functions, types of functions. *Matrices:* Introduction to matrices, types of matrices, inverse of matrices, determinants, system of linear equations, Cramer's rule. *Quadratic equations:* Solution of quadratic equations, nature of roots of quadratic equations, equations reducible to quadratic equations. *Sequence and Series:* Arithmetic, geometric and harmonic progressions. *Permutation and combinations*: Introduction to permutation and combinations, *Binomial Theorem:* Introduction to binomial theorem. *Trigonometry:* Fundamentals of trigonometry, trigonometric identities. *Graphs:* Graph of straight line, circle and trigonometric functions.

2. *Statistics*

Introduction: Meaning and definition of statistics, relationship of statistics with social science, characteristics of statistics, limitations of statistics and main division of statistics. *Frequency distribution*: Organisation of data, array, ungrouped and grouped data, types of frequency series, individual, discrete and continuous series, tally sheet method, graphic presentation of the frequency distribution, bar frequency diagram histogram, frequency polygon, cumulative

frequency curve. *Measures of central tendency*: Mean median and modes, quartiles, deciles and percentiles. *Measures of dispersion*: Range, inter quartile deviation mean deviation, standard deviation, variance, moments, skewness and kurtosis.

Recommended Books

1. Swokowski. E. W., '*Fundamentals of Algebra and Trigonometry*', Latest Edition.
2. Kaufmann. J. E., '*College Algebra and Trigonometry*', PWS-Kent Company, Boston, Latest Edition.
3. Walpole, R. E., '*Introduction of Statistics*', Prentice Hall, Latest Edition.
4. Wilcox, R. R., '*Statistics for The Social Sciences'*,

5. MATHEMATICS FOR CHEMISTRY

Credit Hours: 3

Prerequisites: Mathematics at Secondary level

Specific Objectives of Course:

To prepare the students not majoring in mathematics with the essential tools of Calculus to apply the concepts and the techniques in their respective disciplines.

Course Outline

Preliminaries: Real Numbers and the Real Line, *Functions and their graphs*: Polynomial Functions, Rational Functions, Trigonometric Functions, and Transcendental Functions. Slope of a Line, Equation of a Line, Solution of equations involving absolute values, Inequalities. *Limits and Continuity:* Limit of a Function, Left Hand and Right Hand Limits, Continuity, Continuous Functions. *Derivatives and its Applications:* Differentiation of Polynomial, Rational and Transcendental Functions, Extreme Values of Functions. *Integration and Indefinite Integrals:* Integration by Substitution, Integration by Parts, Change of Variables in Indefinite Integrals. Least-Squares Line.

Recommended Books

1. Thomas, Calculus, 11th Edition. Addison Wesley publishing company, 2005.
2. H. Anton, I. Bivens. Davis, Calculus, 8th edition, John Wiley & Sons, Inc. 2005.
3. Hughes-Hallett, Gleason, McCallum, et al, Calculus Single and Multivariable, 3rd Edition. John Wiley & Sons, Inc. 2002.
4. Frank A. Jr, Elliott Mendelsohn, Calculus, Schaum's Outline Series, 4th edition, 1999.

5. E. W. Swokowski, Calculus and Analytic Geometry PWS Publishers, Boston, 1983.
6. John H. Mathews, Numerical Methods for Mathematics Science and Engineering, Prentice-Hall, Second Edition 1992.

6. MATHEMATICS FOR PHYSICS Contents

1. **Preliminary calculus.**

●Differentiation

Differentiation from first principles; products; the chain rule; quotients; implicit differentiation; logarithmic differentiation; Leibnitz' theorem; special points of a function; theorems of differentiation.

●Integration

Integration from first principles; the inverse of differentiation; integration by inspection; sinusoidal function; logarithmic integration; integration using partial fractions; substitution method; integration by parts; reduction formulae; infinite and improper integrals; plane polar coordinates; integral inequalities; applications of integration.

2. Complex numbers and hyperbolic functions

- The need for complex numbers
- Manipulation of complex numbers

Additions and subtraction; modulus and argument; multiplication; complex conjugate; division

- Polar representation of complex numbers Multiplication and division in polar form
- de Moivre's theorem

Trigonometric identities; finding the nth roots of unity; solving polynomial equations

- Complex logarithms and complex powers
- Applications to differentiation and integration
- Hyperbolic functions

Definitions; hyperbolic-trigonometric analogies; identities of hyperbolic functions; solving hyperbolic equations; inverses of hyperbolic functions; calculus of hyperbolic functions

3. Series and limits

- Series
- Summation of series

Arithmetic series; geometric series; arithmetico-geometric series; the difference method; series involving natural numbers; transformation of series

- Convergence of infinite series

Absolute and conditional convergence; convergence of a series containing only real positive terms; alternating series test

- Operations with series
- Power series
  Convergence of power series; operations with power series
- Taylor series
  Taylor's theorem; approximation errors in Taylor series; standard MacLaurin series
- Evaluation of limits

4. Partial differentiation

- Definition of the partial derivative
- The total differential and total derivative
- Exact and inexact differentials
- Useful theorems of partial differentiation
- The chain rule
- Change of variables
- Taylor's theorem for many-variable functions
- Stationary values of many-variable functions
- Stationary values under constraints

5. Multiple integrals

- Double integrals
- Triple integrals
- Applications of multiple integrals
  Areas and volumes; masses, centers of mass and centroids; Pappus' theorems; moments of inertia; mean values of functions
- Change of variables in multiple integrals Change of variables in double integrals;

6. Vector algebra

- Scalars and vectors
- Addition and subtraction of vectors
- Multiplication by a scalar
- Basis vectors and components
- Magnitude of a vectors
- Multiplication of vectors
  Scalar product; vector product; scalar triple product; vector triple product
- Equations of lines and planes
  Equation of a line; equation of a plane
- Using vectors to find distances
- Reciprocal vectors

7. Matrices and vector spaces

- Vectors spaces Basic vectors; the inner product; some useful inequalities
- Matrices
- The complex and Hermitian conjugates of a matrix

- The determinant of a matrix
  Properties of determinants
- The inverse of a matrix
- The rank of a matrix
- Simultaneous linear equations
  N simultaneous linear equations in N unknowns
- Special square matrices
  Diagonal; symmetric and antisymmetric; orthogonal; Hermitian; unitary normal
- Eigenvectors and eigenvalues
  Of a normal matrix; of Hermitian and anti-Hermitian matrices; of a unitary matrix; of a general square matrix
- Determination of eigenvalues and eigenvectors Degenerate eigenvalues

8. Vector calculus

- Differentiation of vectors Composite vector expressions; differential of a vector
- Integration of vectors
- Space curves
- Vector functions of several arguments
- Surfaces
- Scalar and vector fields
- Vector operators
- Gradient of a scalar field; divergence of a vector field; curl of a vector field
- Vector operator formulae
- Vector operators acting on sums and products; combinations of grad, div and curl
- Cylindrical and spherical polar coordinates
- Cylindrical polar coordinates; spherical polar coordinates.

ANNEXURE - E

Statistics-I **Credit 3 (2-1)**

Definition and importance of Statistics in Agriculture, Data Different types of data and variables

Classification and Tabulation of data, Frequency distribution, stem-and-Leaf diagram, Graphical representation of data Histogram, frequency polygon, frequency curve.

Measure of Central tendency, Definition and calculation of Arithmetic mean, Geometric mean, Harmonic mean, Median quantiles and Mode in grouped and ungrouped data.

Measure of Dispersion, Definition and Calculation of Range, quartile deviation, Mean deviation, Standard deviation and variance, coefficient of variation.

Practical

a. Frequency Distribution
b. Stem-and-Leaf diagram
c. Various types of Graphs
d. Mean, Geometric mean Harmonic Mean,
e. Median, Quartiles Deviation, mean Deviation.
f. Standard Deviation, Variance, Coefficient of variation,
g. Skewness and kenosis

Recommended Books

1. Introduction to Statistical Theory Part- I by Sher Muhammad and Dr. Shahid Kamal (Latest Edition)
2. Statistical Methods and Data Analysis by Dr. Faquir Muhammad
3. A. Concise Course in A. Level Statistic with world examples by J. Crawshaw and J. Chambers (1994)
4. Basic Statistics an Inferential Approach 2nd Ed. (1986) Fran II. Dietrich-II and Thomas J. Keans

Statistics-II **Credit 3 (2-1)**

Sampling Probability and non-Probability Sampling, Simple random sampling stratified random sampling Systematic sampling error, Sampling distribution of mean and difference between two means. Interference Theory: Estimation and testing of hypothesis, Type—I and type-II error, Testing of hypothesis about mean and difference between two means using Z-test and t-test, Paired t-test, Test of association of attributes using X2 (chi-square) Testing hypothesis about variance.

Practical

a. Sampling random sampling
b. Stratified random sampling.
c. Sampling distribution of mean
d. Testing of hypotheses regarding population mean
e. Testing of hypotheses about the difference between population means
f. Chi-square test
g. Testing of Correlation Coefficient
h. Fitting of simple linear regression
i. One-way ANOVA
j. Two-way ANOVA

Recommended Books

1. Introduction to Statistical Theory Part-II by Sher Muhammad and Dr. Shahid Kamal (Latest Edition)
2. Statistical Methods and Data Analysis by Dr. Faquir Muhammad
3. Principles and Procedures of Statistics A Bio-material approach, 2nd Edition, 1980 by R. G. D Steal and James H. Taric
4. Statistical Procedures for Agricultural Research 2nd Edition (1980) by K. A. Gomez and A. A. Gomez

ANNEXURE - F

Introduction to Information and Communication Technologies

Course Structure: Lectures: 2 Labs: 1 **Credit Hours:** 3

Prerequisite: **None** **Semester: 1**

Course Description

This is an introductory course on Information and Communication Technologies. Topics include ICT terminologies, hardware and software components, the internet and World Wide Web, and ICT based applications.

After completing this course, a student will be able to:

- Understand different terms associated with ICT
- Identify various components of a computer system
- Identify the various categories of software and their usage
- Define the basic terms associated with communications and networking
- Understand different terms associated with the Internet and World Wide Web.
- Use various web tools including Web Browsers, Email clients and search utilities.
- Use text processing, spreadsheets and presentation tools
- Understand the enabling/pervasive features of ICT

Course Contents

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

Text Books/Reference Books

1. Introduction to Computers by Peter Norton, 6th International Edition, McGraw-Hill
2. Using Information Technology: A Practical Introduction to Computer & Communications by Williams Sawyer, 6th Edition, McGraw-Hill
3. Computers, Communications & information: A user's introduction by Sarah E. Hutchinson, Stacey C. Sawyer
4. Fundamentals of Information Technology by Alexis Leon, Mathews Leon, Leon Press.