

COURSE CATALOGUE

Fall2023-Onwards

DEPARTMENT OF ENGLISH
THE WOMEN UNIVERSITY MULTAN

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Preface

The Prime purpose of this catalogue is to structure scheme of studies for all degree programs of all disciplines / faculties of WUM, including BS-4years, BFA, MS, PhD, ADP (with 5th Semester for entry Bridge semester). All schemes of studies and programs have been designed and structured as per Higher Education Commission guideline and are duly approved by all statutory bodies of the university.

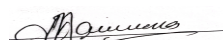
This catalogue is prepared so that faculty, students and affiliated colleges / institutes have uniform scheme of studies and course structure for quality control and meeting the requirements as per HEC

During the preparation of the schemes of studies the duration of research work/ internship/ project/ thesis has been given considerable attention to align it with HEC criteria/guidelines. The total study period and time frame is also given for all degree programs along with weekly course structure for the assistance of faculty and students.

The course numbering system along with program structure is given for future development and expansion of subjects / discipline according to the international best practices.

Under the vision 2030 of the Women University Multan, the academic excellence demands strengthening of courses and teaching practices. The faculty and students are advised to consult student handbook, semester and graduate regulations along with faculty handbook for their awareness and maintain academic growth and development.

It is hoped that these catalogues will prove to be a great support for all faculty members in their teaching and professional practice.



COURSE NUMBERING SYSTEM

Courses will be numbered and codified as follows

Course Number will be read as

XX- ### , XXX- ### , XXXX - ###

For example AR-101 or BOT-101 or ENG 101 etc.

1. The alphabetic characters should identify the department/institute for example for, ENG for English etc.
2. The three digit number should identify the course offered in the department and its first digit should specify the level with following details:

Undergraduate Level

Year	Semester	Course Codes starting from
1	1 and 2	101 and onward
2	3 and 4	201 and onward
3	5 and 6	301 and onward
4	7 and 8	401 and onward

In case of 5-year Bachelor degree program, course codes in Year-5 i.e. Semester 9 and 10 will start from 501 and onward.

MS/ M.Phil. Level

Year	Semester	Course Codes starting from
1	1 and 2	501 and onward
2	3 and 4	601 and onward
3	5 and 6	301 and onward
4	7 and 8	401 and onward

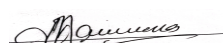
In case of MS./M.Phil. level after 5-Year undergraduate degree, course codes will start from 701 and onward.

PhD. Level

All courses 701 and onward

In case of PhD. level after 5-Year undergraduate degree, course codes will start from 801 and onward.

Coding Pattern in English



LIST OF CONTRIBUTORS

Patron In Chief

Prof. Dr Kalsoom Pracaha
Vice Chancellor,
The Women University, Multan.

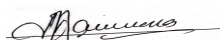
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THE WOMEN UNIVERSITY, MULTAN

BS ENGLISH (4 year Program)

SCHEME OF STUDIES - From Fall-2023- Onwards

Duration: 4 Years (8 Semesters) - Total Credit Hours: 126+ (3+3)=132

Year 1 - Semester -I

Course Code	Title of the Course	Course Type	Cr Hrs.
G-SOC-101	Introduction to Sociology	General	2+ 0
GEN-HPS-100	Ideology and Constitution of Pakistan	General	2 +0
G-ENG-101	Functional English	General	3 +0
ENG.103	Introduction To Language Studies	Major	3 +0
ENG.105	Introduction to Literary Studies	Major	3 +0
ENG. 107	Study Skills	Interdisciplinary	3+0
Total			16

Semester -II

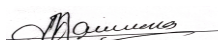
Course Code	Title of the Course	Course Type	Cr Hrs.
G-ISL-100	Islamic Studies	General	2 +0
G-STAT-100	Quantitative Reasoning-I	General	3 +0
G-PSY.101	Psychology	Interdisciplinary	3+0
G-ENG.102	Expository Writing	General	3+0
ENG.104	Introduction to Phonetics and Phonology	Major	3 +0
ENG.106	Literary Forms & Movements	Major	3 +0
Total			17

Year 2 - Semester -III

Course Code	Title of the Course	Course Type	Cr Hrs.
G-COMP-100	Application of Information & Computer Technologies (ICT)	General	3 +0
G-STAT-200	Quantitative Reasoning –II	General	3 +0
GEN-HPS-101	Introduction to History	General	2 +0
ENG.201	English-III (Communication and Presentation Skills)	Interdisciplinary	3+0
ENG.203	Classical Poetry	Major	3+0
ENG.205	Rise of Novel (18 th to 19 th century)	Major	3 +0
Total			17

Semester -IV

Course Code	Title of the Course	Course Type	Cr Hrs.
GSOC-202	Civic and Community Engagement	General	2 +0
G-MGT-100	Entrepreneurship	General	2+0
G-ENV. 203	Introduction to Environmental Sciences	General	3+0
ENG.202	English IV (Academic Reading & Writing)	Interdisciplinary	3 +0
ENG.204	Classical and Renaissance Drama	Major	3+0
ENG.206	Semantics	Major	3 +0
Total			16




Year 3 - Semester –V (Choose Any FIVE)

Course Code	Title of the Course	Course Type	Cr Hrs.
ENG.301	Short Fictional Narrative	Major	3 +0
ENG.303	Popular Fiction	Major	3 +0
ENG.305	Romantic and Victorian Poetry	Major	3+0
ENG.307	Foundations of literary theory & Criticism	Major	3+0
ENG.309	Sociolinguistics	Major	3 +0
ENG.311	Introduction to Morphology	Major	3 +0
Total			15

CAPSTONE PROJECT	3 credit Hours
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Semester –VI (Choose any FIVE)

Course Code	Title of the Course	Course Type	Cr Hrs.
ENG.302	Modern Poetry	Major	3 +0
ENG.304	Modern Drama	Major	3 +0
ENG.306	Modern Novel	Major	3+0
ENG.308	Grammar & Syntax	Major	3+0
ENG.310	Discourse studies	Major	3 +0
ENG.314	Second Language Acquisition	Major	3+0
Total			15

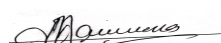
Year 4 - Semester -VII

Course Code	Title of the Course	Course Type	Cr Hrs.
ENG.401	Research Methods and Term Paper Writing	Major	3 +0
ENG.403	Corpus Linguistics	Major	3 +0
ENG.405	Introduction to Stylistics	Major	3+0
ENG.407	Literary Theory and Practice	Major	3+0
ENG.409	Pakistani Literature in English	Major	3 +0
Total			15

Semester -VIII

Course Code	Title of the Course	Course Type	Cr Hrs.
ENG.402	Postcolonial Literature	Major	3 +0
ENG.404	American Literature	Major	3 +0
ENG.406	Introduction to translation studies	Major	3+0
ENG.412	Language and Gender	Major	3+0
ENG.410	Introduction to Forensic Linguistics	Major	3 +0
Total			15

INTERNSHIP	3 credit Hours
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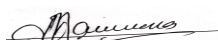

LIST OF ELECTIVES FOR BS ENGLISH PROGRAM FALL-23 ONWARDS

ENGLISH LITERATURE

Course Codes	Courses
ENG-411	Postcolonial Women's Writing
ENG-412	Postmodern Fiction
ENG-413	Pakistani Folk Literature
ENG-414	Creative Non-Fiction

ENGLISH LANGUAGE/LINGUISTICS

Course Codes	Courses
ENG-415	Introduction to Computational Linguistics
ENG-416	ESP
ENG-417	Introduction to Critical Pedagogy
ENG-418	Pakistani English
ENG-419	Language Testing and Assessment
ENG-420	Language and Education
ENG-421	Emerging Trends in Sociolinguistics



Teaching methodology:

Teaching is one of the main components of educational planning and is the key to produce maximum output. Therefore, keeping in view the diverse cultural background of the students of the area, the faculty members of Department of English employ eclectic approach of teaching to their students. With multifarious teaching methodologies, we try our best to meet the needs of the learners and the course. Our pedagogy does not only focus on traditional and conventional style of teaching but also integrate modern style of teaching including interactive classroom sessions, online portals, use of technology and webinars. Moreover, research oriented approach of our teachers also help our students to cope up with the challenges of the practical world.

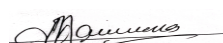
Evaluation:

The department of English has formulated following evaluation policy:

- Total marks 100
- Midterm 30 marks
- Final term 50 marks
- Sessional 20 marks

The sessional would be given on the basis of following evaluation policy:

- 10 marks for quiz
- 5 marks for assignments
- 5 marks for presentations



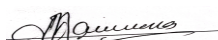
OUTLINES AND WEEK PLANS

BS ENGLISH (Semester - I)

SEMESTER-I

Program	BS English
Title of the course	Introduction to Language Studies
Course Code.	ENG-103
Credit hours	3+0
Related SDG	04
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning outcomes	1.Give students a comprehensive overview of language as human aculty. 2.Familiarize students with different stories about the origin of language. 3.Provide students an overview of how a language develops through a comprehensive exposure to English language development.

Lesson Plan	Contents
Week 1	Language Origin
Week 2	Speech vs Writing
Week 3	Language as Human Faculty
Week 4	Language Families
Week 5	Historical Linguistics
Week 6	Evolution of English Language
Week 7	Old & Middle English Periods
Week 8	Renaissance
Week 9	Mid Term
Week 10	18 th Century
Week 11	19th Century
Week 12	English Language in America
Week 13	Development of Modern Linguistics
Week 14	Modern Linguistics
Week 15	Contemporary Approaches to Linguistics
Week 16	Quiz, presentation
Week 17	Final Examination



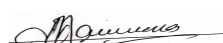
Recommended Books:

- 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.

SEMESTER-I

Program	BS English
Title of the course	Introduction to Literary Studies
Course Code.	ENG-105
Credit hours	3+0
Related SDG	04
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning outcomes	<ul style="list-style-type: none"> • To study the history and practice of English as a scholarly discipline. • To study the history and development of each genre through excerpts of literary texts. • To do close reading of texts and analyze them with different critical frameworks.

Lesson Plan	Contents
Week 1	Old English period
Week 2	Anglo-Saxon Literature
Week 3	Medieval Literature
Week 4	Age of Chaucer
Week 5	Renaissance
Week 6	Marlowe, University wits
Week 7	Shakespeare
Week 8	Elizabethan Poetry
Week 9	Mid Term
Week 10	Puritan Age




Week 11	John Milton
Week 12	Restoration Literature
Week 13	Comedy of Manners, Alexander Pope
Week 14	Victorian Age
Week 15	Age of Novel
Week 16	Modern and postmodern literature
Week 17	Final Examination

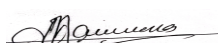
Recommended Books:

- 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.

SEMESTER-I

Program	BS English
Title of the course	Study Skills
Course Code.	ENG-107
Credit hours	3+0
Related SDG	04
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning outcomes	<ul style="list-style-type: none"> • 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

Lesson Plan	Contents
Week 1	Knowing your campus and its resources
Week 2	Motivating Yourself to Learn




Week 3	Develop Critical Thinking & Study Skills
Week 4	Adapt learning style to teaching method
Week 5	Using Critical Thinking Strategies
Week 6	Setting Goals and Solving Problems
Week 7	How to develop a positive attitude
Week 8	Sharpening Your Classroom Skills, Becoming an Active Reader
Week 9	Mid Term
Week 10	Making the Most of Your Time
Week 11	Creating Your Study System
Week 12	SQ3R: The Basic System
Week 13	Organizing Information for Study
Week 14	Controlling Your Concentration
Week 15	Preparing for Tests
Week 16	How to use a dictionary, Building Career Skills
Week 17	Final Examination

Recommended Books:

- 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.*

SEMESTER 01

Program	BS English
Title of the course	INTRODUCTION TO SOCIOLOGY
Course Code.	GSOC-101
Credit hours	2+0
Related SDG	1+2+3+4+5+11+13+15+16+17

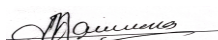
DESCRIPTION:

The course is crafted to introduce students to foundational sociological concepts and the discipline itself. The primary focus of the course will be on essential concepts such as social systems and structures, socio-economic changes, and social processes. Furthermore, the course will lay a strong foundation for students' future studies in the field of sociology. This comprehensive course serves as an engaging exploration into the realm of sociology, providing students with a foundational understanding of the discipline's key concepts and principles. Through a dynamic blend of theoretical exploration and practical applications, students will embark on a journey to unravel the intricacies of human societies and their interactions.

COURSE LEARNING OUTCOMES:

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

1. Demonstrate Conceptual Understanding, and Apply Sociological Perspectives and knowledge, to analyze contemporary social issues, proposing well-reasoned solutions grounded in sociological insights.




2. Analyze Socio-economic Dynamics: Examine the intricate relationship between societal factors and economic processes, and appreciate cultural diversity in shaping societal norms, values, and interactions, promoting intercultural understanding.
3. Communicate effectively in both written and verbal forms, catering to diverse audiences and promoting ethical awareness within sociological research and analysis, upholding the highest standards of integrity.

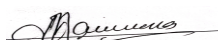
WEEKLY BREAKDOWN/OUTLINE CONTENTS:

Week	Contents
Week 1	Introduction, Definition, Scope and subject Matter
Week 2	Sociology as a Science, Historical back ground of sociology
Week 3	Basic concepts, Group, Community, Society,
Week 4	Associations, Non-Voluntary, Voluntary
Week 5	Organization, Informal, Formal
Week 6	Social Interaction, Levels of Social Interaction, Process of social interaction
Week 7	Cooperation, Competition, Conflict,
Week 8	Accommodation, Acculturation and diffusion, Assimilation, Amalgamation
Week 9	Mid Term
Week 10	Social groups, Definition & Functions, Types of social groups
Week 11	In and out groups, Primary and secondary group, Reference groups
Week 12	Informal and formal groups, Pressure groups
Week 13	Culture, Definition, aspects and characteristics of culture, Material and non-material culture, Ideal and real culture, Beliefs, Values, Norms and social sanctions
Week 14	Organizations of culture, Traits, Complexes, Patterns, Ethos, Theme
Week 15	Other related concepts Cultural Relativism Sub Cultures Ethnocentrism and Egocentrism Cultural lag
Week 16	Socialization & Personality, Factors in Personality Formation Impact of tolerance on an individual's personality Socialization, Agencies of Socialization Role & Status
Week 17	Socialization & Personality, Factors in Personality Formation Impact of tolerance on an individual's personality Socialization, Agencies of Socialization Role & Status
Week 18	Final Term Examination

Recommended Books

- Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
- Brown, Ken 2004. *Sociology*. UK: Polity Press
- Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
- Macionis, John J. 2006. 10th Edition *Sociology* New Jersey: Prentice-Hall
- Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
- Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
- Macionis, John J. 2005. *Sociology* 10th ed. South Asia: Pearson Education

Semester -1	BS English
Title of the course	FUNCTIONAL ENGLISH
COURSE CODE:	G-ENG-101
Credit hours	(3+0)
Related SDG	4
Course Description	This course is designed to equip students with essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage. Word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical Communication aspects including professional writing, public speaking, and everyday conversation; ensure that students are equipped for both academic and professional spheres. An integral part of the Course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness In their language use. Additionally, The course will enable them to navigate the globalized world with ease and efficacy, making a positive impact in their functional interactions.




Follow up	Assignments, Quizzes(10), Presentations (10)
Category	General Education I
Objectives	<ul style="list-style-type: none"> • Enhance language skills and develop critical thinking. • Enable the students to meet their real life communication needs. • Use formal and informal forms of speech and Improve reading comprehension skills • Focus on different conventions of writing • Use accurate grammar and vocabulary in speech and writing
Learning Outcomes	<p>By the end of this course, students will be able to</p> <ul style="list-style-type: none"> • Apply enhanced English communication skills through effective use of word choices, grammar and sentence structure. • Comprehend a variety of literary / non-literary written and spoken texts in English. • Effectively express information, ideas and opinions in written and spoken English. • Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.
Practical Requirement:	As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays and real life scenarios and will be required to apply skills acquired throughout the course in the form of a final project

COURSE CONTENTS:

1. Foundations of Functional English

- Vocabulary(contextual usage, synonyms, antonyms and idiomatic expressions)
- Communicative Grammar (Subject-verb agreement, verb, tenses, fragments, run-ons, modifiers, articles, word classes etc
- Word formation (affixation, clipping, compounding, back formation etc
- Sentence structure(simple, compound, complex, compound complex
- Sound production and pronunciation

2. Comprehension and Analysis

- understanding purpose, audience and context
- contextual interpretation (tones, biases, stereotypes, assumptions, inference, etc)
- reading strategies (skimming, scanning, SQr4, critical reading, etc)
- active listening (overcoming listening barriers, focused listening etc)

3. Effective Communication:

- Principles of communication (clarity, coherence, conciseness, courteousness, correctness etc.)
- Structuring documents (introduction, body, conclusion and formatting)
- Inclusivity in communication (gender-neutral language, stereotypes, cross cultural communication etc.)
- Public speaking (overcoming stage fright, voice modulation and body language)
- Presentation skills (organization content, visual aids and engaging the audience)
- Informal communication (small talk, networking and conversational skills)
- Professional writing (business emails, memos, reports, formal letters etc)

WEEKLY BREAKDOWN:

Weeks	Topic
1 st Week	Foundations of Functional English: Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions)
2 nd Week	Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.)
3 rd Week	Word formation (affixation, compounding, clipping, back formation, etc.) Sentence structure (simple, compound, complex and compound-complex)
4 th Week	Sound production and pronunciation.
5 th Week	Comprehension and Analysis: Understanding purpose, audience and context.

6 th Week	Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.).
7 th Week,	Reading strategies (skimming, scanning, SQ4R, critical reading, etc.).
8 th Week	MID TERM EXAMS
9 th Week	Active listening (overcoming listening barrier's, focused listening, etc.
10 th Week	Effective Communication: Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)
11 th Week	Structuring documents (introduction, body, conclusion and formatting)
12 th Week	Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)
13 th Week	Public speaking (overcoming stage fright, voice modulation and body language).
14 th Week	Presentation skills (organization content, visual aids and engaging the audience.
15 th Week	Informal communication (small talk, networking and conversational skills)
16 th Week	Professional writing (business C-Mails, memos, reports, formal letters, etc.
17 th Week	FINAL TERM EXAMS

SUGGESTED READINGS

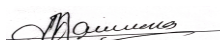
- 5."Reading Literature and Writing Argument" by Missy James and Alan P. Merickel.
- 6."Comprehension: A Paradigm for Cognition" by Walter Kintsch
- 7. "Communication Skills for Business Professionals" by J.P. Verma and Meenakshi Raman
- Understanding and Using English Grammar" by Betty Schramper Azar.
- "English Grammar in Use" by Raymond Murphy.
- "Cambridge English for Job-hunting" by Colm Downes.
- "Practical English Usage" by Michael Swan.

Semester -1	BS English
Title of the course	IDEOLOGY AND CONSTITUTION OF PAKISTAN
COURSE CODE:	GEN-HPS-100
Credit hours	2+0
Related SDG	04
Course Description	This course is designed to provide students with a fundamental exploration of the ideology and the constitution of Pakistan. The course focuses on the underlying principles, beliefs, and aspirations that have been instrumental in shaping the creation and development of Pakistan as a sovereign state. Moreover, the course will enable students to understand the core provisions of the Constitution of the Islamic Republic of Pakistan concerning the fundamental rights and responsibilities of Pakistani citizen enable them function in a socially responsible manner. .
Follow up	Assignments, Quizzes(10), Presentations (10)
Category	General Education I

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

Learning Outcomes

Demonstrate and enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
 Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.
 Explain about the guiding principles on rights and responsibilities of Pakistani citizens as enshrined in the Constitution of Pakistan 1973.

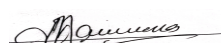



WEEKLY BREAKDOWN

WEEKS	TOPICS
Week 1	Introduction to the ideology of Pakistan
Week2	Definition and significance of ideology
Week3	Historical context of the creation of Pakistan(with emphasis on socio-political, religious and cultural dynamics of British India between 1857 till 1947).
Week4	Contribution of our founding fathers in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah ,etc.
Week5	Contribution of women and students in the freedom movement for separate homeland for Muslims of British India.
Week6	Two-Nation Theory : Evolution of the Two-Nation Theory)Urdu-Hndi Controversy, Partition of Bengal, Simla Deputation 1906, Allama Iqbal’ s Presidential Address 1930, Congress Ministries 1937, Lahore Resolution 190.
Week7	Role of communalism and religious differences
Week8	Mid-term exams
Week9	Introduction to the constitution of Pakistan: Definition and principles of a Constitution
Week10	Ideological factors that shaped the constitution(s) of Pakistan (Objective Resolution 1949).
Week11	Overview of Constitutional Developments in Pakistan.
Week12	Contribution of state structure: Structure of Government (executive, legislature and the judiciary).
Week13	Distribution of powers between federal and provincial governments. 18 th Amendment and its impact on federalism.
Week14	Fundamental Rights, Principles of Policy and Responsibilities : overview of the fundamental rights guaranteed to citizens by
	the constitution of Pakistan 1073 (Article 828).
Week15	Overview of the Principles of Policy (Articles (29-40). Responsibilities of the Pakistani Citizens (Article 5)
Week16	Constitutional Amendments: Procedures for amending the Constitution, Notable amendments and their Implications.
Week17	Final -term exams

SUGGESTED READINGS

- “The Idea of Pakistan” by Stephen Cohen
- “Ideology of Pakistan” by Javed Iqbal
- “The Struggle for Pakistan” by IH Qureshi

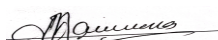



- "Pakistan: The Formative Phases" by Khalid Bin Sayeed
- "Pakistan: Political Roots and Development" by Safdar Mahmood
- "Ideology of Pakistan" by Sharif ul Mujahid
- "The Struggle for Pakistan: A Muslim Homeland and Global Politics" by Ayesha Jalal
- "Jinnah, Pakistan and Islamic Identity: The Search for Saladin" by Akbar S Ahmad
- "The Making of Pakistan: A Study in Nationalism" by K.K. Aziz
- "Pakistan: A New History" by Ian Talbot
- "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring
- "The Constitution of Pakistan 1973". Original
- Constitutional and political Development of Pakistan by Hamid Khan
- "The Parliament of Pakistan" by Mehboob Hussain
- "Constitutional Development in Pakistan" by G.W Chaudhry
- "Constitution – Making in Pakistan: The Dynamics of Political Order" by G.W. Choudhry

SEMESTER-II

Program	BS English
Title of the course	Literary Forms and Movements
Course Code.	ENG-106
Credit hours	3+0
Related SDG	04
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. 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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific Foundational
Learning outcomes	<ol style="list-style-type: none"> 1. Build students' capacity for grasping the meaning of a literary text in terms of a given historical period/dominant idea. 2. Develop their ability for understanding the major ideas that played a key role in shaping the works of different groups of writers. 3. Provide them with a workable tool for interpreting and analyzing a literary text.

Lesson Plan	Contents
Week 1	Introduction to the course Introduction to literature and its major genres
Week 2	Detailed discussion of the elements of poetry
Week 3	Detailed discussion of the elements of fiction
Week 4	Detailed discussion of the elements of drama
Week 5	Detailed discussion of the elements of prose/Non-fiction, short story
Week 6	Literary movements: Idealism (Greek), Renaissance/Early Modern
Week 7	Presentation and assignments
Week 8	Mid-term exams
Week 9	Literary movements: Neoclassicism, Enlightenment
Week 10	Literary movements: Romanticism, Victorianism
Week 11	Literary movements: Raphaelitism, Realism
Week 12	Literary movements: Transcendentalism, Modernism
Week 13	Literary movements: Colonialism, Symbolism
Week 14	Literary movements: Imagist and post-Colonialism




Week 15	Literary movements: Feminism
Week 16	Literary movements: post-Feminism
Week 17	Final Examination

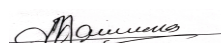
Recommended Books:

- 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.

SEMESTER-II

Program	BS English
Title of the course	Introduction to Phonetics & Phonology
Course Code.	ENG-104
Credit hours	3+0
Related SDG	04
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
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific Foundational
Learning objectives	<p>This course aims to:</p> <ul style="list-style-type: none"> • 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

Lesson Plan	Contents
Week 1	Basic definitions: •Phonetics • Articulatory, Auditory & Acoustic Phonetics • Phonology • Phoneme • Vowels • Consonants • Diphthongs • Triphthongs • Voicing • Aspiration • Minimal pairs
Week 2	Organs of speech
Week 3	Phonemes Consonants (place and manner of articulation)
Week 4	Vowels (vowel trapezium/quadrilateral)




	Monophthongs Diphthongs Triphthongs
Week 5	Rules: Rules of Voicing, Rules of /r/, Rules of /η/
Week 6	Practice of phonemic transcription
Week 7	Practice of phonemic transcription (cont.)
Week 8	Mid-term exams
Week 9	Definitions: • Homophones • Homographs • Homonyms • Homophones
Week 10	Fluency Devices: • Assimilation • Elision
Week 11	Fluency Devices: • Weak forms/Strong forms • linking
Week 12	Sound Values
Week 13	Stress and Intonation
Week 14	Stress and Intonation
Week 15	Practice of phonemic transcription
Week 16	Practice of phonemic transcription
Week 17	Final Examination

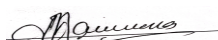
Recommended Books:

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

SEMESTER-II

Program	BS English
Title of the course	Islamic Studies
Course Code.	G-ISL-100
Credit hours	2+0
Related SDG	16

Course Description	This course is designed to provide students with a comprehensive overview of the fundamental aspects of Islam, its beliefs, practices, history and influence on society. It will further familiarize the students with a solid foundation in understanding Islam from an academic and cultural perspective. Through this course, students will have an enhanced understanding of Islam's multifaceted dimensions which will enable them to navigate complex discussions about Islam's historical and contemporary role, fostering empathy, respect, and informed dialogue
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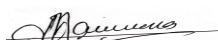



Course Content	<p>Introduction to Islam, Islamic History and Civilization, Islamic Jurisprudence, Family and Society in Islam, Islam and the Modern World and Islamophobia</p> <p>SUGGESTED READINGS</p> <ol style="list-style-type: none"> 1. "The Five Pillars of Islam: A Journey through the Divine Acts of Worship" by Muhammad Mustafa AI-Azami. 2. "The Five Pillars of Islam: A Framework for Islamic Values and Character Building" by Musharraf Hussain. 3. "Towards Understanding Islam" by Abul A' la Mawdudi. 4. "Islami Nazria c Hayat" by Khurshid Ahmad.
Follow up	Assignments, Quizzes (10), Presentations (10)
Category	General Education V
Objectives	<p>To provide basic information about Islamic studies.</p> <p>To enhance understanding for the students studies regarding Islamic Civilization To improve students skill to perform prayers and other worships.</p> <p>To enhance the students for understandings of issues related to faith and religious life</p>
Learning Outcomes	<p>By the end of this course, students will be able to:</p> <p>Demonstrate enhanced knowledge of Islamic foundational beliefs, practices, historical development, spiritual values and ethical principles. . Describe basic sources of Islamic law and their application in daily life. Identify and discuss contemporary issues being faced by the Muslim world including social challenges, gender roles and interfaith interactions.</p>

WEEKLY BREAKDOWN/OUTLINE CONTENTS

WEEKLY BREAKDOWN:

Weeks	Topic
1st Week	Introduction to Islam: Definition of Islam and its core beliefs. The Holy Quran (introduction, revelation and compilation).
2nd Week	Hadith and Sunnah (compilation, classification, and significance). Key theological concepts and themes (Tawhid, Prophethood, Akhirah etc.).
3rd Week	Diverse roles of the Holy Prophet PBUH (as an individual, educator, peace maker, leader etc.).
4th Week	Islamic History and Civilization: World before Islam.
5th Week	The Rashidun Caliphate and expansion of Islamic rule. Contribution of Muslim scientists and philosophers in shaping world civilization
6th Week	Islamic Jurisprudence (Fiqh): Fundamental sources of Islamic jurisprudence. Pillars of Islam and their significance.
7th Week	Major schools of Islamic jurisprudence. Significance and principles of Ijtihad.
8th Week	Mid Term
9th Week	Family and Society in Islam: Status and rights of women in Islamic teachings
10th Week	Marriage, family, and gender roles in Muslim society.



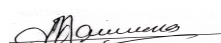

11 th Week,	Family structure and values in Muslim society.
12 th Week	Islam and the Modern World: Relevance of Islam in the modern world (globalization, challenges and prospects).
13 th Week	Islam and the Modern World: Relevance of Islam in the modern world (globalization, challenges and prospects).
14 th Week	, interfaith dialogue, and multiculturalism.
15 th Week,	Islamophobia, interfaith dialogue, and multiculturalism.
16 th Week	Islamic viewpoint towards socio-cultural and technological changes.
17 th Weeks	Final Term

Reference Books

- Hameed Ullah Muhammad, “Emergence of Islam: IRI, Islamabad
- Hameed Ullah Muhammad, “Muslim Conduct of State”
- Hameed Ullah Muhammad, “Introduction To Islam Molana Muhammad yousaf Islahi,”
- Hussain Hamid Hassan,” An Introduction to the study of Islamic Law , leaf Publication Islamabad Pakistan
- Ahmad Hasan, “Principles of Islamic Jurisprudence”Islamic Research Institute, International Islamic University Islamabad (1993)
- Mir Waliullah, “Muslims Jurisprudence & The Quranic Law of Crimes” Islamic Book Service (1982)
- H.S Bhatia, “Studies in Islamic Law, Religion and Society” Deep & Deep Publications New Dehli (1989)
- Dr. Muhammad Zia-Ul-Haq, Introduction to Al-Sharia Al-Islamia” Allama Iqbal Open University Islamabad (2001)

Semester II

Program	BS English
Title of the course	EXPOSITORY WRITING
COURSE CODE:	G-ENG-102
Credit hours	(3+0)
Related SDG	4
Course Description	Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of the prerequisite course, Functional English, this course will enhance students' abilities of producing clear, concise and coherent written texts in English. The course will also enable students to dissect intricate ideas, to amalgamate information and to express their views and opinions through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.
Follow up	Assignments, Quizzes(10), Presentations (10)
Category	General Education




Objectives

- Critically evaluate and review various types of texts and summarize them
- Develop analytical and problem-solving skills to address various community-specific challenges
- Develop skills as reflective and self-directed learners
- Analyze basic communication skills and use them effectively in oral and written English
-
- Intellectually engage with different stages of the writing process, such as: brainstorming, mind mapping, free writing, drafting and revision, etc.

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

1. Understand the essentials of the writing process integrating pre-writing,

Learning Outcomes drafting, editing and proofreading to produce well-structured essays.

2. Demonstrate mastery of diverse expository types to address different purposes and audiences.
3. Uphold ethical practices to maintain originality in expository writing.

PRACTICAL APPLICATIONS AND CAPSTONE PROJECT:

As part of the overall learning requirements, students will be required to build a writing portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

COURSE CONTENTS:

1. Introduction to Expository Writing:

- Understanding Expository Writing (definition, types, purpose and application)
- Characteristics of effective expository writing (clarity, coherence and organization)
- Introduction to paragraph writing

2. The Writing Process:

- Pre-writing techniques (brainstorming, freewriting, mind-mapping, listing, questionnaire and outlining etc.)
- Drafting (three stages process of drafting techniques)
- Revising and editing (ensuring correct grammar, clarity, coherence, consciousness etc.)
- Proof reading (fine-tuning of the draft)
- Peer review and feedback (providing and receiving critique)

3. Essay Organization and Structure:

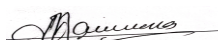
- Introduction and hook (engaging readers and introducing the topic)
- Thesis statement (crafting a clear and focused central idea)
- Body paragraphs (topic sentences, supporting evidences and transitional devices)
- Conclusion (types of concluding paragraphs and leaving an impact)
- Ensuring cohesion and coherence (creating seamless connections between paragraphs)

4. Different Types of Expository Writing:

- Description
- Illustration
- Classification
- Cause and effect (exploring causal relationships and outcomes)
- Process analysis (explaining step-by-step procedures) Comparative analysis (analyzing similarities and differences)

5. Writing for Specific Purposes and Audiences:

- Different types of purposes (to inform, to analyze, to persuade, to entertain etc.)



- Writing for academic audiences (formality, objectivity, and academic conventions) • Writing for public audiences (engaging, informative and persuasive language)
- Different tones and styles for specific purposes and audience.

6. Ethical Considerations:

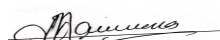
- Ensuring original writing (finding credible sources, evaluating information etc.)
- Proper citation and referencing (APA, MLA, or other citation styles)
 - Integrating quotes and evidences (quoting, paraphrasing, and summarizing) • Avoiding plagiarism (ethical considerations and best practices)

WEEKLY BREAKDOWN:

Weeks	Topic
1 st Week	Introduction to Expository Writing: Understanding expository writing (definition, types, purpose and applications)
2 nd Week	Characteristics of effective expository writing (clarity, coherence and organization) Introduction to paragraph writing.
3 rd Week	The Writing Process: Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.)
4 th Week	Drafting (three stage process of drafting techniques).
5 th Week	Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.)
6 th Week	Proofreading (fine-tuning of the draft)
7 th Week,	Peer review and feedback (providing and receiving critique)
8 th Week	MID TERM EXAMS
9 th Week	Essay Organization and Structure: Introduction and hook (engaging readers and introducing the topic), Thesis statement (crafting a clear and focused central idea)
10 th Week	Body Paragraphs (topic sentences, supporting evidence and transitional devices) Conclusion (types of concluding paragraphs and leaving an impact) Ensuring cohesion and coherence (creating seamless connections between paragraphs)
11 th Week	Different Types of Expository Writing: Description, Illustration, Classification
12 th Week	Cause and effect (exploring causal relationships and outcomes), Process analysis (explaining stepby-step procedures), Comparative analysis (analyzing similarities and differences)
13 th Week	Writing for Specific Purposes and Audiences: Different types of purposes (to inform, to analyze, to persuade, to entertain etc.) Writing for academic audiences (formality, objectivity, and academic conventions)
14 th Week	Writing for public audiences (engaging, informative and persuasive language) Different tones and styles for specific purposes and audiences.
15 th Week	Ethical Considerations: Ensuring original writing (finding credible sources, evaluating information etc.) Proper citation and referencing (APA, MLA, or other citation styles)
16 th Week	Integrating quotes and evidences (quoting, paraphrasing, and summarizing) Avoiding plagiarism (ethical considerations and best practices).
17 th Week	FINAL TERM EXAMS

SUGGESTED READINGS

1. "The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.
2. "They Say/ I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein.
3. "Writing Analytically" by David Rosenwasser and Jill Stephen.
4. "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.
5. "The Elements of Style" by William Strunk Jr. and E.B. White.
6. "Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer.




7. "Writing to Learn: How to Write - and Think - Clearly About Any Subject at All" by William Zinsser.
8. "The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Gaggling, and Francine Weinberg
9. "The Art of Styling Sentences" by Ann Long knife and K.D. Sullivan.
10. "Writing Today" by Richard Johnson-Sheehan and Charles Paine.

SEMESTER-II

Program	BS English
Title of the course	Quantitative Reasoning-I
Course Code.	G-STAT-100
Credit hours	3+0
Related SDG	16
Course Description	This course is designed to help students to apply quantitative reasoning methods in their daily life and professional activities. This course will also change student's attitudes about the applications of mathematics and statistics. It will not only polish their quantitative skills but also enhance their abilities to apply these skills in real-life situations
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	General
Learning objectives	At the end of this course, the students will be able to: <ol style="list-style-type: none"> 1. Use of quantitative arguments to analyze problems and draw conclusions. 2. To use algebraic and statistical methods to solve problems and understand quantities. <p>Acquire and use the quantitative reasoning skills in different disciplines</p>

WEEKLY BREAKDOWN/OUTLINE CONTENTS:

Weeks	Contents to be covered
Week 1	Introduction to Quantitative Reasoning. Overview of the history of statistics and mathematics.
Week 2	Different types of standard numbers and their role in real-life problems.
Week 3	Qualitative and Quantitative data, Percentages, Fractions and Decimals.
Week 4	Scientific Notation and Conversions.
Week 5	Rounding and Errors.
Week 6	Rates and Ratio, Odds and Odds Ratio and their applications in real-life scenarios
Week 7	Set theory
Week 8	Permutation and Combination.
Week 9	Mid Term Examination
Week 10	Practical life problems involving part and whole.
Week 11	Unit analysis as a problem-solving tool.
Week 12	Money management (Profit, loss, discount, zakat, simple interest, compound interest and taxation).
Week 13	Data handling, Measures of central tendency.
Week 14	Measures of dispersion
Week 15	Graphical representation
Week 16	Venn diagrams
Week 17	Final Term Examination

Recommended Books:

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (Eds.). (2023). Quantitative Reasoning in Mathematics and Science Education (Vol. 21). Springer Nature.

2. Lane, D., Scott, D., Hebl, M., Guerra, R., Osherson, D., & Zimmer, H. (2017). Introduction to statistics. Independent.
3. Aufmann, R., Lockwood, J., Nation, R. & Clegg, D. (2007). Mathematical thinking and reasoning. Brooks Cole.

SEMESTER-II

Program	BS English
Title of the course	INTRODUCTION TO PSYCHOLOGY
Course Code.	PSY-101
Credit hours	3+0
Related SDG	03
Course Description	This course is designed to provide students with a general overview of the subject which seeks to understand and explain behavior and mental processing. To sum up, the four major objectives of psychology are to describe, explain, predict, and change or control behaviors. These goals are the foundation of most theories and studies to understand the cognitive, emotional, and behavioral processes that people face in their daily lives.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Allied Course
Learning objectives	<p>at the end of this course the students will be able to:</p> <ol style="list-style-type: none"> 1. Accurately and comprehensively understand the human behaviour and mental life in general along with critical thinking, innovation, synthesis and analysis of information, effective development, interpretation, and expression of ideas through written, oral and visual communication. 2. Acquire the basic knowledge of psychology, psychological concepts and scientific study of behaviour. 3. Understand the misconceptions and erroneous behavioural claims based on evidence from psychological science and draw appropriate, logical and objective conclusions about behaviour and mental processes. 4. Apply psychological principles to everyday life.

WEEKLY BREAKDOWN/OUTLINE CONTENTS:

S	Contents
1	Chapter 1: Introduction to Psychology – Nature and Application of Psychology with special reference to Pakistan.
2	Historical background of Psychology – Schools of Psychology/ Schools of thoughts.
3	Schools of thought. Definition of tolerance and importance of tolerance in everyday life.
4	Chapter 2: Methods of psychology. Observation methods. Case history methods. Experimental methods. Survey methods. Interviewing techniques
5	Chapter 3: Biological basis of behavior. Neuron structure and functions. Central nervous system.
6	Peripheral nervous system. Endocrine glands.

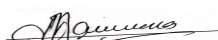
	Chapter 4: Sensation; Characteristic and major functions of different sensation
7	Vision. Structure and function of the eye. Audition. Structure and functions of the ear.
8	Mid Term Exam
9	Perception. Factors of perception. Subjective, Objective and Social. Kinds of perception. Spatial perception. Temporal perception. Attention.
10	Chapter 5: Motives. Definition and nature. Classification of motives. Primary (biogenic) motive. Hunger, thirst, defecation and urination, fatigue, sleep, pain, temperature regulation, maternal and sex motive.
11	Secondary (sociogenic) motives. Play and manipulation, exploration and curiosity, affiliation, achievement and power, competition, co-operation, social approval and self-actualization.
12	Chapter 6. Emotions. Definition and nature. Physiological changes during emotions. Neural, cordial, glandular, galvanic skin response, pupillometric. Theories of emotions, James Lang theory. Cannon Bard theory, Schachter Singer theory.
13	Chapter 7. Learning. Definition of learning, types of learning, classical and operant conditioning. Trial and error learning, learning by insight, observational learning.
14	Chapter 8. Memory. Definition and nature. Memory processes, retention, recall and recognition. Forgetting, nature and causes.
15	Chapter 9. Thinking. Definition and nature. Tools of thinking. Imagery, language, concepts. Kinds of thinking. Problem solving. Decision making. Reasoning.
16	Chapter 10. Individual differences. Definition. Concept of intelligence, personality, aptitude, achievement.
17	Final Term

Recommended Books

1. Lahey, Benjamin (2008). Psychology, McGraw Hill 10th Edition.
2. Feldman, Robert S. (2009) Understanding Psychology, McGraw Hill 14th Edition.
3. Gerow Josh, R (2004) Psychology: An Introduction, Longman 8th Edition.
4. Carlson Neil R, and Bukist, William (2009), Psychology, Allyn and Bacon 7th Edition.
5. Zimbardo Philips, G Gerring, Richard J. (2004), Psychology and Life: Harper Collins 17th Edition.
6. Coon (2021). Introduction to Psychology: Getaways to Mind and Behavior 16th Edition.

Year 2 - Semester -III

Program	BS
Semester	3rd Semester
Title of the course	Application of Information & Communication Technologies
SDG	09
Prerequisite	Nil
Course Code.	G-COMP-101
Credit hours	3(2+1)
Category	General




Course contents	Course Contents: Number Systems, Binary numbers, Boolean logic, History computer system, basic machine organization, Von Neumann Architecture, Algorithm definition, design, and implementation, Programming paradigms and languages, Graphical programming, Overview of Software Engineering and Information Technology, Operating system, Compiler, Computer networks and internet, Computer graphics, AI, Social and legal issues, software applications such as word processing software (e.g., Microsoft Word), presentation software (e.g., Microsoft PowerPoint), and spreadsheet software (e.g., Microsoft Excel), creating, managing, and organizing files and folders on both local and cloud storage systems, the use of online learning management systems (LMS).
Learning outcomes	This course focuses on a breadth-first coverage of computer science discipline, introducing computing environments, general application software, basic computing hardware, operating systems, desktop publishing, Internet, software applications and tools and computer usage concepts; Introducing Software engineering and Information technology within the broader domain of computing, Social issues of computing.

Weekly plan

	Topic
1	Introduction and scope of Information and Communication Technologies: Components of Information and Communication Technologies (basics of hardware, software, ICT platforms, networks, local and cloud data storage etc.). Emerging technologies and future trends.
2	Introduction and basics of Computer Science, Computers & Algorithms
3	History of Computer System: Brief discussion on computer, History and Evaluation of computer system, Generations of computer
4	The Hardware World: Binary Numbers, Boolean Logic and Gates
5	Computer Organization: Von Neumann Architecture and Non Von Neumann Architecture
6	Introduction to System Software : Operating System and Utilities
7	Input Devices and Output Devices
	Mid Term Exam
8	Programming paradigms and languages, Graphical programming, Overview of Software Engineering and Information Technology
9	Introduction and Types of Computer Networks
10	The Internet, World Wide Web, Cloud Computing, Note Taking Applications(Evernote,, Video conferencing (Google Meet, Microsoft Teams, Zoom ,etc.).Social media applications (LinkedIn, Facebook, Instagram, etc.).
11	Application Software: MS Office Word
12	Application Software: MS PowerPoint
13	Application Software: MS office Excel
14	Managing Directories and Folders: creating, managing, and organizing files and folders on both local and cloud storage systems(e.g., Google Drive, One Drive)
15	Social Issues in Computing, E-commerce plat Forms (Daraz.pk, Telemart, shophive, etc.)
16	ICT in Education: Working with learning management systems (Moodie, Canvas, Google Classrooms, etc.). Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.). Interactive multimedia and virtual classrooms practices

Recommended Books:

1. Computers: Information Technology in Perspective, 9/e by Larry Long and Nancy Long, Prentice Hall, 2002 / ISBN: 0130929891
2. An Invitation to Computer Science, Schneider and Gersting, Brooks/Cole Thomson Learning, 2000
3. Discovering Computers by Vermaat, Shaffer, and Freund.
4. GO! with Microsoft Office Series by Gaskin, Vargas, and Mclellan.
5. Computing Essentials by Morley and Parker.

SEMESTER-III

Program	BS English
Title of the course	Quantitative Reasoning-II
Category	General Course
Course Code.	G-STAT-200
Credit hours	3+0
Related SDG	16

Course Description

This course includes appropriate inferences from quantitative representations, such as formula graphs or tables. This course also includes algebraic, numerical and statistical methods to draw accurate conclusions and solve mathematical problems. This course will help students to apply mathematical and statistical methods in other fields of study.

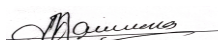
At the end of this course, the students will be able to:

COURSE LEARNING OUTCOMES:

1. Understand the use of numeric data in different contexts
2. Incorporate the use of quantitative methods in real-world applications.
3. Stress critical thinking with a quantitative basis as its primary general education outcome.
4. Apply concepts of probability in different real-life scenarios

5. Improve decision-making ability using quantitative skills**WEEKLY BREAKDOWN/OUTLINE CONTENTS:**

Weeks	Contents to be covered
Week 1	Inductive and deductive reasoning.
Week 2	Introduction to Probability and Statistics.
Week 3	Theoretical and Empirical Probability. Application of probability in different real-life situations.
Week 4	Variable, probability function, probability distribution, Mathematical Expectation.
Week 5	Normal Distribution and its Applications.
Week 6	Sampling methods.
Week 7	Linear Functions.
Week 8	Mid Term Examination
Week 9	Exponential Functions.
Week 10	Real population Growth
Week 11	Correlation and Causality.
Week 12	Path Diagrams.
Week 13	Applied Geometric Topics.
Week 14	Dealing with Social and Economic Issues involving Geometrical Objects.



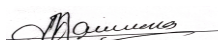

Week 15	Stock Exchange and Economy.
Week 16	Patterns /sequences and their applications.
Week 17	Final Term Examination

Recommended Books:

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (Eds.). (2023). Quantitative Reasoning in Mathematics and Science Education (Vol. 21). Springer Nature.
2. Lane, D., Scott, D., Hebl, M., Guerra, R., Osherson, D., & Zimmer, H. (2017). Introduction to statistics. Independent.
3. Aufmann, R., Lockwood, J., Nation, R. & Clegg, D. (2007). Mathematical thinking and reasoning. Brooks Cole.

Semester-III

Program	BS English
Title of the course	English III: Communication and Presentation Skills
Course Code.	Course Code: ENG-201
Credit hours	3+0
Related SDG	04
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 optimizing 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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning objectives	The course aims to: <ol style="list-style-type: none"> 1. help students identify essential components of a presentation 2. develop the awareness, knowledge, skills and attitudes required to deliver effective academic presentations and communicate clearly 3. help students learn various presentation and communication styles and techniques
Course Content	<ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> ● 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
Lesson Plan	Contents
Week 1	<ol style="list-style-type: none"> 1. Introduction <ul style="list-style-type: none"> ● Understanding the purpose of Communication ● Analyze the Audience




Week 2	<ul style="list-style-type: none"> Communicating with words as well as with body language Writing with a Purpose
Week 3	Communication Skills
Week 4	7 C's of communication
Week 5	Completeness, Conciseness, Consideration, Concreteness, Clarity, courtesy, Correctness Activities
Week 6	Concreteness, Clarity, courtesy, Correctness
Week 7	Non verbal Communication
Week 8	Mid term examination
Week 9	Delivering your presentation
Week 10	Speaking with Confidence
Week 11	Communicating Effectively
Week 12	Job Interviews and Communicating Skills
Week 13	Communicating with Customers/Drafting
Week 14	Communication in a Team
Week 15	Revision
Week 16	Presentations
Week 17	Final Examination

Recommended Books:

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

Semester-III

Program	BS English
Title of the course	Classical Poetry
Course Code.	Course Code:ENG-203
Credit hours	3+0
Related SDG	04
Course Description	<p>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 benchmarks 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 <i>Prologue to Canterbury Tales</i> (c. 1389), the puritanical strain of Milton's epic <i>Paradise Lost</i> (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.</p>
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning objectives	<ul style="list-style-type: none"> ● To trace the generic specific historical development of classical poetry ● To develop a keen awareness of poetic language and tone of the period ● To introduce various forms and styles of poetry

Lesson Plan	Contents
Week 1	Shall I compare thee to a summer's day? (Sonnet 18) Let me not to the marriage of true minds (Sonnet 116)
Week 2	Love Poems: Song The Sun Rising
Week 3	Aire and Angels The Good Morrow
Week 4	Holy Sonnets:
Week 5	Thou hast made me, and shall thy work decay? Death be not proud, though some have called thee
Week 6	Valediction: Forbidding Mourning
Week 7	Revision
Week 8	Quiz
Week 9	Mid Term
Week 10	John Milton (1608-1674)
Week 11	<i>Paradise Lost</i> Book 9 (The main contention and critical summary)
Week 12	<i>Paradise Lost</i> Book 9 (The main contention and critical summary)
Week 13	<i>Paradise Lost</i> . Book I(1667)
Week 14	<i>Paradise Lost</i> . Book I(1667)
Week 15	Alexander Pope (1688-1744) <i>Rape of the Lock</i> (1712)
Week 16	Presentations
Week 17	Final Examination

Recommended Books:

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

Semester-III

Program	BS English
Title of the course	Rise of Novel (18 &19 century)
Course Code.	Course Code:ENG-205
Credit hours	3+0
Related SDG	04
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 <i>Prologue to Canterbury Tales</i> (c. 1389), the puritanical strain of Milton's epic <i>Paradise Lost</i> (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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory

Learning

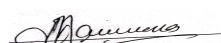
Objectives

- To have a full understanding of 18th and 19th century novel which is rich in diversity as well as creativity.
- To closely study the English society of these centuries and its impact upon human lives, and its complex psychological phenomena.
- 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.

Lesson Plan	Contents
Week 1	Henry Fielding <i>Joseph Andrews</i> (1742)
Week 2	Henry Fielding <i>Joseph Andrews</i> (1742)
Week 3	Henry Fielding <i>Joseph Andrews</i> (1742)
Week 4	Jane Austen <i>Pride and Prejudice</i> (1813)
Week 5	<i>Pride and Prejudice</i> (1813)
Week 6	Mid-term Examination
Week 7	Charles Dickens <i>Hard Times</i> (1854)
Week 8	Charles Dickens <i>Hard Times</i> (1854)
Week 9	Charles Dickens <i>Hard Times</i> (1854)
Week 10	George Eliot <i>The Mill on the Floss</i> (1860)
Week 11	George Eliot <i>The Mill on the Floss</i> (1860)
Week 12	George Eliot <i>The Mill on the Floss</i> (1860)
Week 13	Thomas Hardy <i>The Return of the Native</i> (1878)
Week 14	Thomas Hardy <i>The Return of the Native</i> (1878)
Week 15	Thomas Hardy <i>The Return of the Native</i> (1878)
Week 16	Presentations
Week 17	Final Examination

Recommended Books:

1. Bloom, Harold. (1988) *George Eliot's the Mill on the Floss*(Bloom's Modern Critical Interpretations). Chelsea House Pub.
2. Allen, Walter *The English Novel*
3. Ashton, Rosemary. *George Eliot: A Life*. London, 1996.
4. Battestin, Martin C. *The Moral Basis of Fielding's Art: A study of Joseph Andrews*
5. Beer, Gillian. *George Eliot*. Brighton, 1986.




6. Butt, John *Fielding*
7. Church, Richard *The Growth of the English Novel*.
8. Collins, Philip, *Dickens: The Critical Heritage*, 1971
9. Copeland, Edward and McMaster, Juliet, *The Cambridge Companion to Jane Austen*, 1997
10. Elliot, Albert Pettigrew. *Fatalism in the Works of Thomas Hardy*, 1935
11. Forster, E.M. *Aspects of the Novel*. (Pelican Paperback)
12. Gard, Roger. *Jane Austen's Novels: The Art of Clarity*, 1998 • Hardy, Barbara. *The Novels of George Eliot*. London, 1959.
13. Kettle, Arnold *Introduction to the English Novel* (vol. I & II)
14. Lubbock, P. *The Craft of Fiction*. Jonathan Cape,
15. MacDonagh, Oliver, *Jane Austen: Real and Imagined Worlds*. 1993
16. Neill, Edward. (1999). *Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective)*. Camden House.
17. Neill, Edward. *The Politics of Jane Austen*, 1999
18. Smith, Grahame, *Charles Dickens: A Literary Life*, 1996
19. Thomas, Jane. *Thomas Hardy, Femininity and Dissent*, 1999 Watt, Ian *The Rise of Novel*. Chatto Windus, London, (1955-

Semester-III

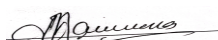
Program	BS English
Title of the course	INTRODUCTION TO HISTORY
Course Code.	GEN-HPS-101
Credit hours	2+0
Related SDG	04
Course Description	History is an <u>umbrella term</u> comprising past events as well as the memory, discovery, collection, organization, presentation, and interpretation of the events. It focuses on the introduction of major concepts, terminologies and issues, understanding of those are essential for the study of history. As it is supposed that students from across the disciplines can join BS History classes therefore, it is expected that many of the students will not be aware about the basic ideas of history. It will avoid the complexities involved in the understanding of the discipline of History. In an increasingly digitized and globalized world, there is a need for constant rethinking on History curricula and syllabi, teaching methodologies and evaluation procedures. There is a growing realization in the modern world that teaching of history can help foster active citizenry and widen our understanding of the past; it can help open up new avenues for the creation of a knowledge-driven, cosmopolitan, tolerant and mature society.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory

COURSE OBJECTIVES:

- To make students aware of the nature of historical knowledge and research.
- To introduce to the students of BS History the basic concepts and controversies related to historical understanding.
- To inculcate among the students a sense of historical evolution of human knowledge, development and progress
- To develop among the students of BS History an ability to understand the common themes of historical knowledge.

COURSE LEARNING OUTCOMES:

- The students understand the major concept of historical Knowledge.
- Have an ability to distinguish between 'historical' and 'Instinctual' aspects of human knowledge.




- Have an ability to understand the historical evolution.
- Have an ability to Plan a role in the future development.

COURSE CONTENT:

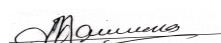
1. Introduction of history, nature of history.
2. Scope of history & benefits of history.
3. Forms and Classification of History
4. Nature of History: Being and Becoming, Continuity and Change;
5. Evolution, Progress and Development in History
6. Concepts of Time, Space, Causation, Subjectivity & Objectivity
7. Continuity of History from Past to Future
8. Relationship of History with other forms of knowledge:
 - Natural Sciences
 - Social Sciences
 - Literature and Arts

WEEKLY BREAKDOWN:

Weeks	Topic
1 st Week	Introduction of history,
2 nd Week	nature of history in the view of different historians
3 rd Week	Scope of history & benefits of history.
4 th Week	Forms and Classification of History
5 th Week	Nature of History: Being and Becoming, Continuity and Change;
6 th Week	Tests and activities
7 th Week,	Assignments + presentations
8 th Week	MID TERM EXAMS
9 th Week	Evolution, Progress and Development in History
10 th Week	Concepts of Time, Space, Causation, Subjectivity & Objectivity
11 th Week	Continuity of History from Past to Future
12 th Week	Relationship of History with other forms of knowledge:
13 th Week	Natural Sciences
14 th Week	Social Sciences , Literature & Arts
15 th Week	Assignments + presentations
16 th Week	Quizzes & Tests
17 th Week	FINAL TERM EXAMS

SUGGESTED READINGS:

- Burke, *Varieties of Cultural History*, Cornell University Press, 1972. Carlo, Ginzburg
- Clues. *Myths, and the Historical Method*, John Hopkins: University Press, 1992
- Carr, E. H., *What is History?* Harmondsworth: Penguin, 1961




- Collingwood, R. G. *The Idea of History*. Oxford: Oxford University Press, 1978.
- Daniels, *Studying History: How and Why*, New Jersey, 1981.
- Gertrude Himmelfarb. *The New History and the Old*, Cambridge: Harvard University Press, 1987
- Qadir, Khurram, *Tarikh Nigari Nazriyat-o-Irtiqa*, Lahore: Palgrave, 1994.
- Qureshi, Muhammad Aslam. *A Study of Historiography*. Lahore: Pakistan Book Centre, Latest Edition.
- Steedman. Caroline, *Dust: The Archive and Cultural History*, Manchester University Press, 2002
- Tahir Kamran, *The Idea of History Through Ages*, Lahore: Progressive Publisher, 1993
- Lemon, M. C., *Philosophy of History*, London: Routledge, 2003
- Marwick, Arthur, *The New Nature of History*, London, 1989, pp.31-35.
- Shafique, Muhammad, *British Historiography of South Asia: Aspects of Early Imperial Patterns and Perceptions*, Islamabad, NIHCR, Quaid-i-Azam University, 2016

Program	BS English
Title of the course	Academic Reading & Writing
Course Code.	ENG-202
Credit hours	3+0
Follow Up	Quizzes 10 marks , Assignments 5marks , Presentations 5 marks Category: Compulsory
Related SDG	04
Course description	This course aims at inculcating proficiency in academic reading through research. It guides students to develop a well argued and well documented paper with a clear thesis statement, Critical thinking, Argumentation and synthesis of information. This course also teaches students how to use different system of citations and bibliography. It allows students to become independent and efficient readers armed with appropriate skills and strategies for reading and comprehending text at undergraduate level.
Learning objectives:	<ol style="list-style-type: none"> 1. To improve literal understanding, 2. interpretation, and gender assimilation and integration of knowledge. 3. To write well organized academic text including examination answers with topic/thesis statement and supporting details. 4. To make the students independent and efficient readers armed with appropriate skills and strategies for reading and comprehending text at undergraduate level.

Week planner

Week 1	Orientation Session. Introduction to course, Course objectives & targeted outcomes
Week 2	Reading and Critical thinking.
Week 3	Dictionary skills.
Week 4	Academic vocabulary.
Week 5	Grammar in context.
Week 6	Argumentative and descriptive writing.
Week 7	Group Discussion, Revision/ Quiz
Week 8	Mid Term Exams
Week 9	Writing academic texts.
Week 10	Ordering information.
Week 11	Cohesive devices.

Week 12	Topic and supporting sentences.
Week 13	Presentation
Week 14	Redraft, checking content, structure & language.
Week 15	Edit and proofread.
Week 16	Revision. Discussion
Week 17	Quiz

Recommended Books:

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

Semester -IV

Program	BS English
Title of the course	Semantics
Course Code.	ENG-206
Credit hours	3+0
Related SDG	04
Course Description	This course introduces students to the basic concepts of semantic pragmatics with the aim to help them conceptualize the relationship between words and their meanings, and to understand the factors that govern how language in social interaction and the effects of these choices.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning Objectives	To Enable students to differentiate between semantic and pragmatic meaning. To Introduce the theoretical concepts related to Semantics and Pragmatics. To Help students internalize sense relation and Lexical relations along with types of meaning.

Lesson Plan	Contents
Week 1	Theories of Semantic
Week 2	Theories of Pragmatics
Week 3	Types of meaning Semantic field
Week 4	Sense Relations
Week 5	Lexical Relations (Hyponymy; Synonymy;)

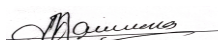
Week 6	Antonymy: Homonymy and Polysemy
Week 7	Quiz + Discussion
Week 8	Presentation
Week 9	Mid Term
Week 10	Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)
Week 11	Speech act Theory
Week 12	Conversational Implicature
Week 13	The Cooperative Principle
Week 14	Politeness
Week 15	Deixis
Week 16	Presentation
Week 17	Final Examination

Recommended Books:

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

Semester-IV

Program	BS English
Title of the course	Classical and Renaissance Drama
Course Code.	ENG-204
Credit hours	3+0
Related SDG	04




Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
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 on mythology, drama and society is given in the beginning of the course to prepare students to undertake close reading and analyses of the selected text.

Learning Objectives

1. To get an insight into the culture, society and political events of the classical periods under study. To get an understanding of the main objectives, themes and ideas underlying Classical Drama.
2. To understand the 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 texts.
3. To demonstrate the knowledge of myths, history, conventions and major personages of classical theatre through readings of plays and secondary sources.

Lesson Plan	Contents
Week 1	Greek tragedy Oedipus Rex by Sophocles
Week 2	Greek tragedy Prometheus Bound by Aeschylus
Week 3	Greek tragedy The Bacchae by Euripides
Week 4	Critical analysis of the main themes and characters of Greek tragedies
Week 5	Greek comedy The Birds by Aristophanes
Week 6	Greek comedy The Pot of Gold by Plautus
Week 7	Critical analysis of main themes and characters of Greek comedies
Week 8	Conclusive analyses of works of great Greek dramatists
Week 9	Mid Term
Week 10	Analysis and text study of Tamburlaine the Great (Part I, II) by Christopher Marlowe
Week 11	Analysis and text study of King Lear by Shakespeare
Week 12	Assignments
Week 13	Analysis and text study of The Duchess of Malfi by Webster
Week 14	Analysis and text study of As You Like It by Shakespeare
Week 15	Presentations
Week 16	Presentations
Week 17	Final Examination

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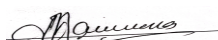
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Recommended Books:

1. Aeschylus. (1961). *Prometheus Bound, The Suppliants, Seven Against Thebes, The Persians*, translated by Philip Vellacott. Penguin Books.
2. Aristophanes. (1962). *The Complete Plays of Aristophanes*. Edited by Moses Hadas. A Bantam Skylark Book.
3. Bloom, Harold. (1987). *John Webster's The Duchess of Malfi*. Chelsea House Pub(L).
4. Bloom, Harold. (1999). *Shakespeare: The Invention of the Human*. London: Fourth Estate.
5. Cheney, Patrick. (2004). *The Cambridge Companion to Christopher Marlowe*. Cambridge: CUP.
6. Dover, K.J. (1972). *Aristophanic Comedy*. University of California Press.
7. Eagleton, Terry. (1986). *William Shakespeare*. New York: Blackwell.
8. Erikson, Peter. (1991). *Rewriting Shakespeare, Rewriting Ourselves*. Berkeley: University of California Press.
9. Frazer, James G. (1922). *The Golden Bough: A Study in Magic and Religion*. MacMillan.

SEMESTER-IV

Program	BS English
Title of the course	<u>Introduction to Environmental Studies</u>
Course Code.	ENV-101
Credit hours	3+0
Related SDG	04,15
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning Objectives	<p>The course is designed to:</p> <ol style="list-style-type: none"> 1. provide students with a basic understanding of the environment, its components and processes. 2. develop student capabilities to understand the man-environment interaction and ways human can impact environment. 3. 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.

Lesson Plan	Contents
Week 1	Environment; definition and concept; ecosystem, its component; material and energy flow in an ecosystem;
Week 2	Terrestrial and aquatic ecosystems; biomes and their distribution;
Week 3	Atmosphere; composition, air pollution, causes and its impacts.
Week 4	Hydrosphere; water distribution on earth, water quality and quantity problems.
Week 5	Lithosphere; earth structure, soil resources, pollution and problem.
Week 6	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.
Week 7	Environmental Pollution: Concept, history and background, Pollution sources and types: point and non-point sources.
Week 8	Air pollution; sources, types of pollutants, sources and fate, impacts on human health and on environment,
Week 9	Mid Term
Week 10	Water pollution; water quality and quantity problems,
Week 11	sources, types of pollutants, sources and fate, impacts on human health and on environment,
Week 12	Solid Waste, Noise Pollution, Toxic chemicals in environment, approaches to manage environmental pollution.
Week 13	Global Environmental Problems: Ozone Depletion; history, science, world response.
Week 14	Climate change: a myth or reality, Conflicting Theories,
Week 15	climate change scientific basis, its impacts, world response, climate change politics. Acid Rain
Week 16	Human Population and sustainability, International environmental laws.
Week 17	Final Examination

Recommended Books:

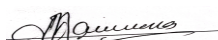
1. *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
2. *Environmental Science: systems and solutions*, McKinney,
3. L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
4. *Environmental Science: Toward a Sustainable Future*,
a. Wright, R.T. & Nebel, B.J. 10th Ed. Pearson
5. Educational, 2007.
6. *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
7. *Environmental Science: systems and solutions*, McKinney,
8. L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
9. *Environmental Science: Toward a Sustainable Future*,
a. Wright, R.T. & Nebel, B.J. 10th Ed. Pearson Educational, 2007.
10. *Environmental Science: working with the Earth*. 11th Ed. Miller, G., Tyler. Cengage Learning, 2005.
11. *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
12. *Environmental Science: systems and solutions*, McKinney,
13. L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
- 14.

SEMESTER-IV

Program	BS English
Title of the course	Entrepreneurship
Course Code.	G-MGT-100
Credit hours	2+0
Related SDG	05
Course Description	The course on Entrepreneurship has been designed to provide the participants with an overall understanding of entrepreneurship and small business management. The course strongly emphasizes the development of a real-world, workable, implementable business plan that applies the proper methods, techniques, and skills needed for successfully developing and growing a new venture. The purpose of this course is to acquaint the students with the virtues of entrepreneurship for society so as to enable them to consider it as one of the early or late career options, as well as to appreciate the role of entrepreneurship in economic growth and thereby personal career growth of business managers
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	General
Learning outcome	The course is designed to: <ol style="list-style-type: none">1. Develop an idea for a new venture.2. Research its potential and understand the risks associated.3. Undertake marketing, positioning, and customer development.4. Prepare an analysis of the financial requirements and5. Build a financial strategy for the new venture, including incremental appreciation of the equity base.

WEEKLY BREAKDOWN/OUTLINE CONTENTS:

Weeks	Contents
Week 1	Entrepreneurship: an evolving concept: Entrepreneurship – a perspective, Emerging trends: the internet and e-commerce, Entrepreneurial opportunities, The evolution of entrepreneurship, The myths & approaches to entrepreneurship
Week 2	Understanding strategic issues in business plan development and comparative analysis of other countries. Strategic Objectives, Competitor Analysis
Week 3	Understanding strategic issues in business plan development, STP Strategies, and Marketing Mix Strategies
Week 4	Understanding the entrepreneurial perspective in individuals: The entrepreneurial perspective, The dark side of entrepreneurship, Entrepreneurial perspective in organizations: corporate, Social and the ethical & challenges
Week 5	Innovation: The Creative Pursuit of Ideas: Opportunity Identification: The search for New Ideas, Entrepreneurial Imagination and Creativity, The role of Creative Thinking, Arenas in Which People Are Creative, Innovation and the Entrepreneur, The Innovation Process
Week 6	Pathways to Entrepreneurial Ventures: Creating New Ventures, Acquiring an Established Entrepreneurial Venture, Franchising: The Hybrid



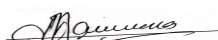
Week 7	Legal Challenges for Entrepreneurial Ventures, Legal Challenges for the Entrepreneurial Venture, Intellectual Property Protection: Patents, Copyrights, and Trademarks, Identifying Legal Structures for
	Entrepreneurial Ventures, Sole Proprietorships, Partnerships, Corporations, Specific Forms of Partnerships and Corporations, Understanding Bankruptcy
Week 8	Mid Term Examination
Week 9	Sources of Capital for Entrepreneurial Ventures, The Entrepreneur's Search for Capital, Debt Versus Equity, The Venture Capital Market, Informal Risk Capital: "Angel" Financing
Week 10	Assessment of Entrepreneurial Plan: The Challenge of New- Venture Start-Ups, Pitfalls, Critical Factors for New-Venture Development, Why New Ventures Fail, The Evaluation Process
Week 11	Marketing Challenges for Entrepreneurial Ventures, The Marketing Concept for Entrepreneurs, Marketing Research, Inhibitors to Marketing Research, Internet Marketing, Developing the Marketing Concept, Developing a Marketing Plan, Pricing Strategies
Week 12	Financial Preparation for Entrepreneurial Ventures, The Importance of Financial Information for Entrepreneurs, Understanding the Key Financial Statements, Preparing Financial Budgets, Break-Even Analysis
Week 13	Developing an Effective Business Plan: Pitfalls to Avoid in Planning, Benefits of a Business Plan, Elements of a Business Plan, Updating the Business Plan, Presentation of the Business Plan: The "Pitch"
Week 14	Strategic Entrepreneurial Growth: Nature of Strategic Planning in Emerging Firms, The Lack of Strategic Planning, The Value of Strategic Planning, Managing Entrepreneurial Growth, Venture Development Stages
Week 15	Valuation of Entrepreneurial Ventures: The Importance of Business Valuation, Underlying Issues When Acquiring a Venture, Due Diligence, Analyzing the Business, Establishing a Firm's Value, Term Sheets in Venture Valuation, Additional Factors in the Valuation Process
Week 16	Harvesting the Entrepreneurial Venture, Harvesting the Venture: A Focus on the Future, The Management Succession Strategy, Key Factors in Succession
Week 17	Final Term Examination

RECOMMENDED BOOKS:

1. Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition
2. Entrepreneurship by Robert Hisrich, Michael Peters, & Dean Shepherd (9th edition). McGraw-Hill Education).

Semester-IV

Program	BS English
Title of the course	<u>CIVIC AND COMMUNITY ENGAGEMENT</u>
Course Code.	GSOC -202
Credit hours	2+0
Related SDG	1+3+5+6+7+8+16




Course Description

This course comprehensively covers the essential aspects of society and culture, including their nature, characteristics, functions, and the significance of cultural diversity. The course sheds light on the fundamental principles governing groups, emphasizing their dynamics and roles within societies. It delves into the concept of socialization, encompassing its aims, influencing factors, and the responsible agencies involved in this process. A significant focus of the course is dedicated to the exploration of various social institutions, providing insights into their structures and functions. Moreover, the course underscores the importance of engaging with the broader community and effectively establishing social connections. It offers strategies for mobilizing communities to contribute to the development of educational institutions. An integral component of this course involves a comprehensive exploration of broader societal issues, encompassing topics such as culture, gender dynamics, addressing special needs, advancing equity and equality, and cultivating collaborative working conditions within educational institutions and the wider community.

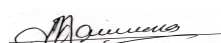
COURSE LEARNING OUTCOMES:

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

1. Demonstrate a comprehensive understanding of societal structures and organization.
2. "Recognize, exercise, and appreciate their rights, responsibilities, as well as the significance of individuals in fostering positive societal development."
3. Skillfully identify, analyze, and implement feasible community-oriented resolutions to pertinent social challenges.
4. Comprehend the concept of human rights and its pivotal importance.
5. Cultivate an appreciation for diverse perspectives and contribute to intercultural harmony

WEEKLY BREAKDOWN/OUTLINE CONTENTS:

Week	Contents
Week 1	Orientation, Introduction, Definition, Scope and subject Matter
Week 2	Introduction to Active and Effective Citizenship: Overview of the Ideas, Concepts, Approaches and Methodology for Active and Effective Citizenship, Importance of Effective citizenship at national and global level
Week 3	Intercultural dialogue, significance, components and domains
Week 4	Culture and Social Harmony, Components, Role of civil society in promoting Intercultural harmony
Week 5	Cultural and religious Diversity, Significance of diversity and its impact.
Week 6	Social Structure, and Social Hierarchy
Week 7	Social Interaction, Levels of Social Interaction, Process of social interaction
Week 8	Social issues in Pakistan (illiteracy, dowry, child Labour, gender discrimination, substance abuse and others).
Week 9	Mid Term
Week 10	Introduction to Human Rights, Human rights in constitution of Pakistan
Week 11	Universalism vs relativism, Current Human Rights issues in Pakistan. , Current Human Rights issues in Pakistan.
Week 12	Public duties and responsibilities, Constitutionalism and democratic process
Week 13	Introduction to the concept of social problem, Causes and solutions: critical thinking and evaluation.



Week 14	Understanding community, Identification and utilization of resources, Strategic planning
Week 15	Introduction and planning of social action project, area mapping, Ethical considerations related to project, Assessment of existing resources (material and non-material).
Week 16	Community-based project planning and action groups building, Implementation (role division among action groups),
Week 17	Monitoring & evaluation (impact assessment / value enhancement)
Week 18	Final Term Examination

Recommended Books

1. Jones, D. O., & Lee, J. (2017). A decade of community engagement literature: Exploring past trends and future implications. *Journal of Higher Education Outreach and Engagement*, 21(3), 165-180. Gidden, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
2. Kramer, S., Amos, T., Lazarus, S., & Seedat, M. (2012). The philosophical assumptions, utility and challenges of asset mapping approaches to community engagement. *Journal of Psychology in Africa*, 22(4), 537-544.
3. Clifford, D., & Petrescu, C. (2012). The keys to university–community engagement sustainability. *Nonprofit Management and Leadership*, 23(1), 77-91.
4. García, A. A., West Ohueri, C., Garay, R., Guzmán, M., Hanson, K., Vasquez, M., ... & Tierney, W. (2021). Community engagement as a foundation for improving neighborhood health. *Public Health Nursing*, 38(2), 223-231.
5. Bortolin, K. (2011). Serving ourselves: How the discourse on community engagement privileges the university over the community. *Michigan Journal of Community Service Learning*, 18(1), 49-59.

SEMESTER-V

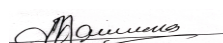
Program	BS English
Title of the course	Short Fictional Narratives
Course Code.	ENG-301
Related SDG	04
Course Description	<p>This course is a fertile field for students to broaden their vision with respect to English literature in general and short fiction in particular written in different cultures and 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.</p> <p>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.</p> <p>Narrative studies prepares students for the development and evaluation of original content for short fictions and other narrative platforms. To recognize a good story, to critique, to help shape, realize and transform requires a background in the history of narrative, cross-cultural and contemporary models.</p> <p>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.</p>
Learning outcomes	<p>The objectives of this course are:</p> <ol style="list-style-type: none"> 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.

Lesson Plan	Contents
Week 1	The Nightingale and the Rose Oscar Wilde and The Three Strangers Thomas Hardy
Week 2	The Cask of Amontillado Edgar Allan Poe and The Darling Anton Chekhov
Week 3	Hearts and Hands O'Henry
Week 4	The Necklace Guy De Maupassant and The Secret Sharer Joseph Conrad
Week 5	The Other Side of the Hedge E. M. Forster
Week 6	Eveline James Joyce and The Three Questions Leo Tolstoy
Week 7	A Hunger Artist Franz Kafka and A Very Old Man With Enormous Wings Gabriel Garcia Marquez
Week 8	Two Words Isabel Allende
Week 9	Mid terms
Week 10	A Cup of Tea Katherine Mansfield and Everything that Rises Must Converge Flannery O'Connor
Week 11	The Story of An Hour Kate Chopin And The Richer The Poorer Dorothy West
Week 12	The Prisoner Who Wore Glasses Bessie Head
Week 13	Lamb to the Slaughter Roald Dahl and Bingo Tariq Rahman
Week 14	The Kingdom of Cards Rabindranath Tagore and The Martyr Ngugi wa Thiong'o
Week 15	A Watcher of the Dead Nadine Gordimer and Revelation Flannery O'Connor
Week 16	Nawabdin Electrician Daniyal Mueenuddin
Week 17	Final Examinations

Recommended Books:

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.

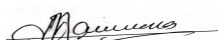


7. Maupassant, Guy , Clara Bell, Florence Crew-Jones, and Fanny Rousseau-Wallach. *The Works of Guy De Maupassant*. New York: Printed privately for subscribers only,1909.
8. Maupassant, Guy , George B. Ives, and Guy . Maupassant.

Semester-V

Program	BS English
Title of the course	Popular Fiction
Course Code.	ENG-303
Related SDG	04
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 work scan also be analyzed through different critical theories like Female Violence, Psychological Violence, Magical Realism, Feminism, and Cultural Hybridity etc. These works can make students think critically and motivate them to do further research and studies related to the selected works.
Learning outcomes	<p>The objective of this course are:</p> <ol style="list-style-type: none"> 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.

Lesson Plan	Contents
Week 1	And Then There Were None (1939) Agatha Christie (1890-1976)
Week 2	Harry Potter and the Philosopher's Stone (1997) J. K. Rowling (1965-)
Week 3	Harry Potter and the Philosopher's Stone (1997) J. K. Rowling (1965-)
Week 4	The Hobbit (1937)J. R.R. Tolkien (1892-1973)
Week 5	Shutter Island(2003) Dennis Lehane (1965-)
Week 6	Burnt Shadows (2009) Kamila Shamsie (1973-)
Week 7	Revisions
Week 8	Test and quiz



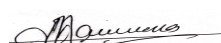

Week 9	Mid Term
Week 10	Frankenstein (1818) Mary Shelley (1797-1851)
Week 11	The Hitchhiker's Guide to the Galaxy (1979) Douglas Adams (1962-2001)
Week 12	The Hitchhiker's Guide to the Galaxy (1979) Douglas Adams (1962-2001)
Week 13	Dr. Jekyll and Mr. Hyde (1886) Robert Louis Stevenson (1850-1894)
Week 14	Cinder (2012) Marissa Meyer (1984-)
Week 15	The Diary of a Young Girl (1942) Anne Frank (1929-1942)
Week 16	Revisions
Week 17	Final Examination

Recommended Books:

- Anatol, Giselle L. *Reading Harry Potter: Critical Essays*.
i. 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,
i. Basingstoke, Hampshire: 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*. Melbourne: CAE Book Groups, 2011.
- McCracken, Scott. *Pulp: Reading Popular Fiction*.
12. Manchester: Manchester University Press, 1998.
- Morgan, Janet P. *Agatha Christie: A Biography*. New York: Knopf, 195.
- Nash, Walter. *Language in Popular Fiction*. London:
i. Routledge, 1990.

Semester-V

Program	BS English
Title of the course	Romantic and Victorian poetry
Course Code.	ENG-305
Related SDG	04




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 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 war, 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.
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Learning outcomes	<ul style="list-style-type: none"> • To introduce students to the literary culture of this rich and exciting period. • close study of the metre, rhyme and rhythm of a wide range of poems – including monologue, lyric and elegy. • To familiarize students with different techniques used in the age
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Lesson Plan	Contents
Week 1	William Blake: The Sick Rose, London, A Poison Tree, The Tygre
Week 2	William Wordsworth: The World is Too Much with us, Ode to intimation of Immortality
Week 3	We Are Seven, The Last of The Flock
Week 4	S.T. Coleridge: Dejection: An Ode, Frost at Midnight, Christabel, Kubla Khan
Week 5	John Keats: La Belle Dame Sans Mercy, A Thing of Beauty
Week 6	Ode on Melancholy, Ode to Nightingale, Ode on the Grecian Urn
Week 7	Lord Byron:-She Walks in Beauty, When We Two Parted), I Watched Thee, So Well go No More A Roving
Week 8	P.B. Shelly:- Ode To The West Wind , Ozymandias
Week 9	Mid Term
Week 10	Ode To A Sky Lark, The Indian Serenade ,Love's Philosophy
Week 11	Alfred Lord Tennyson:The Lotos Eaters, St Agnes Eve, Tears Tears Idle Tears
Week 12	Robert Browning:- Porphyria's Lover, My Last Duchess
Week 13	Mathew Arnold: Lines Written in Kensington Garden, Dover Beach
Week 14	Dante Gabriel Rossetti: The Choices 1,2,3

Signature

Signature

Week 15	Cristina Rossetti: Song, After Death, In an Artist's Studio
Week 16	Algernon Charles Swinburne (1837-1909):- A Choruses from Atlanta In Calydon, From the Triumph of Time (I Will Go Back to the Great Sweet Mother)
Week 17	Final Examination

Recommended Books:

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

Semester-V

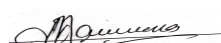
Program	BS English
Title of the course	Foundation of literary theory and criticism
Course Code.	ENG-307
Related SDG	04
Course Description	This course introduces some of the most vital debates in the tradition of English literary criticism from Plato and Aristotle in the Greek times to T.S. Eliot in early twentieth century. Equipped with the ability of analyzing and appreciating this literary tradition through all these centuries, the students would be able to grasp arguments in classical and romantic schools of literary criticism, represented by critics like Samuel Johnson, Mathew Arnold, T. S. Eliot, and F. R. Leavis on the one hand, and Philip Sidney, Wordsworth, and Coleridge on the other. That would help students be conversant with 'practical criticism' / 'close reading' and ideas-led criticism respectively. By concentrating on this rich canonical tradition, students will be able to learn how each generation of critics has responded to critical theorizing and creative works of not only their own times but also the ages preceding them. What is likely to excite and engage the students is debates like Plato's theory of imitation and his standpoint on poets, challenged not only by his contemporary and disciple, Aristotle, but also by Philip Sidney and others. Similarly, the import of Mathew Arnold's view-one needs to study poetry of at least two different cultures, the more different the better-will be transformative for students of literature. Moreover, this course will ground the students in familiar critical concepts and thus

	prepare them to grasp the complexities of literary and cultural theory in later semesters.
Learning outcomes	<p>It is an intensive course in literary criticism focusing on the following aspects</p> <ol style="list-style-type: none"> 1. It would prepare the learners of literature and language to understand the historical background to literary criticism, exploring its developmental changes from Plato till TS Eliot 2. 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. 3. It would also provide a brief introduction to the contemporary literary theories.

Lesson Plan	Contents
Week 1	Plato (427-347 BC): Selections from The Republic (c. 380 BC)
Week 2	Aristotle (394-322 BC): The Poetics (c. 335 BC)
Week 3	Sir Philip Sidney (1554-1586): An Apology for Poetry (1595)
Week 4	John Dryden (1631-1700): Essay on Dramatic Poesy (1688)
Week 5	Samuel Johnson (1709-1784): "From Milton" (1779-81)
Week 6	William Wordsworth (1770-1850); Preface to Lyrical Ballads (1798-1802)
Week 7	S.T. Coleridge (1772-1834): Biographia Literaria (Chapters xiv, xv) (1817)
Week 8	S.T. Coleridge (1772-1834): Biographia Literaria (Chapters xvi, xvii) (1817)
Week 9	Mid Term
Week 10	The Victorian Critics , Matthew Arnold (1822-1888) introduction
Week 11	The Study of Poetry (1880)
Week 12	Function of Criticism at the Present Time (1865)
Week 13	Walter Pater (1839-1894): Appreciations: "On Style" (1895)
Week 14	TS. Eliot (1888-1965): "Tradition & the Individual Talent"
Week 15	A brief Introduction to contemporary literary theories
Week 16	Revisions
Week 17	Final Examination

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.



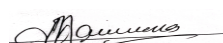

Semester-V

Program	BS English
Title of the course	Sociolinguistics
Course Code.	ENG-309
Related SDG	04
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, Le. 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.
Learning outcomes	<p>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:</p> <ol style="list-style-type: none"> 1. Develop an understanding of the social, political and utilitarian Dimensions of linguistics. 2. Explore modern trends and practices in sociolinguistics 3. Link sociolinguistic theories with societal practices and ongoing global transformations

Lesson Plan	Contents
Week 1	Sociolinguistics and its scope
Week 2	Ramifications of sociolinguistics
Week 3	Theories of sociolinguistics
Week 4	Theories of sociolinguistics
Week 5	Language in culture and culture in language
Week 6	Societal multilingualism
Week 7	Linguistics inequality
Week 8	Revision
Week 9	Mid Term
Week 10	Linguistics inequality in social paradigms
Week 11	Language practices
Week 12	Ongoing global processes
Week 13	Language planning and societal issues
Week 14	Language conflicts and politics in south Asia
Week 15	Global language practices
Week 16	Revisions
Week 17	Final Examination

Recommended Books:

1. Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press.




2. Chaika, E. (1994). *Language: The social mirror* (3rd Edition). Boston, MA: Heinle&HeinlePublishers
3. Chambers, J. K. (1995). *Sociolinguistic theory: Linguistic variation and its social significance*. Oxford:Blackwell.
4. Chambers, J.K. (1994). *Sociolinguistic theory:Language variation and its social significance*. Oxford:Blackwell.
5. Coulmas, F. (ed.) (1998).*The Handbook of Sociolinguistics*. Oxford:Blackwell.
6. Coupland, N., & Jaworski, A. (2008). *Sociolinguistics: a reader and coursebook*.Palgrave.
7. Fasold, R. (1987). *The Sociolinguistics of society*. Oxford: Blackwell.
8. Fasold, R. (1990). *The sociolinguistics of language*. Oxford: Blackwell.
9. Hudson, R.A. (1980). *Sociolinguistics*. Cambridge: CUP.
10. Lantolf, J. P. (Ed.) (2000). *Sociocultural theory and second*

Semester-V

Program	BS English
Title of the course	Introduction to Morphology
Course Code.	ENG-311
Related SDG	04
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.
Learning outcomes	The objectives of this course are to enable the students to: <ol style="list-style-type: none"> 1. define and describe the terms like morphemes, morphology etc. 2. understand basic concepts and principles in morphology . 3. apply these principles in analyzing word structures in Pakistan languages.

Lesson Plan	Contents
Week 1	Introduction to morphology (with examples from Pakistani languages), free morphemes: roots and stems
Week 2	Bound morphemes: affixes: prefixes, suffixes, infixes, interfixes, circumfixes
Week 3	Morphological productivity: productivity of affixes, prefixes, suffixes, infixes
Week 4	Basics of Phonetic Transcription of Words
Week 5	Inflectional Morphology
Week 6	Pluralization, Degree Marking, Verb Forms
Week 7	Derivational Morphology
Week 8	Formation of Nouns, Adjectives, Verbs and Adverbs
Week 9	Mid Term
Week 10	Minor processes of derivation: blending, clipping, back formation, acronym, Reduplication
Week 11	Derivation by compounding: endocentric, exocentric and copulative compounds
Week 12	Morphology of Pakistani languages
Week 13	Word forms in Urdu, Punjabi, Sindhi, Pashto and other
Week 14	Descriptive analysis of word forms in Pakistani languages

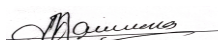
Week 15	Morpho-Semantics- semantic change in word formation processes
Week 16	Morphology Interface with Phonology and Syntax, Morphology-Syntax Interface
Week 17	Final Examination

Recommended Books:

1. Aronoff, M. (1994). Morphology by itself. MIT Press, Cambridge.
1. Bauer, L. (2003). Introducing Linguistic Morphology-Edinburgh University Press
2. Booij, G. (2005) The Grammar of Words--An Introduction to Linguistic Morphology
3. David et al. (2009). Urdu Morphology. Oxford University Press, London
4. Mangrio, R. A. (2016). The Morphology of Loanwords in Urdu: the Persian, Arabic and English Strands, Cambridge Scholars Publishing, Newcastle upon Tyne.
5. McCarthy, A. C (2002). An Introduction to English Morphology- Words and their Structure, Edinburgh University Press. Edinburgh
6. Plag, I. (2002). Word Formation in English -Cambridge University Press. Cambridge
7. Ayto, J. (1999). *Twentieth Century Words*, Oxford: OUP.
8. Bauer, L. (2001). Morphological Productivity, Cambridge University Press
9. Halpern, A. (1995). On the placement & morphology of clitics. CSLI Publications, Stanford
10. Yu, A. C (2006) A Natural History of Infixation. Oxford University Press, Chicago
11. Zwicky, A. (1985b). 'How to Describe Inflection.' Proceedings of the Berkeley Linguistics Society 11: 372-386. Berkeley, California.
12. Zwicky, A and Pullum, G. (1992). A misconceived approach to morphology. In Proceedings of WCCFL 91, ed. D. Bates. CSLI, Palo Alto, 387-398.

Semester-VI

Program	BS English
Title of the course	Modern Poetry
Course Code.	ENG-302
Credit hours	3+0
Related SDG	4
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific
Learning objectives	<ol style="list-style-type: none"> 1. To identify and critically examine form, style and themes in modernist poetry. 2. To study historical and cultural developments in which modernist poetry evolved and later gave way to confessional and other forms of poetry. 3. To closely read and analyze some modern poems

Lesson Plan	Contents
Week 1	T.S.Eliot The Hollow Men The Waste Land
Week 2	T.S.Eliot The Love Song of J. Alfred Prufrock
Week 3	Ezra Pound In a Station of the Metro
Week 4	Ezra Pound A Girl An Immortality
Week 5	W.B.Yeats Among School Children
Week 6	W.B.Yeats Second Coming Easter 1916
Week 7	Mid Term Examination
Week 8	W.H Auden Sep 1st,1939.
Week 9	W.H Auden The Unknown Citizen
Week 10	Ted Hughes That Morning Hawk Roosting
Week 11	Ted Hughes Hawk's Monologue
Week 12	Philip Larkin Mr. Bleaney
Week 13	Philip Larkin Church Going
Week 14	Ted Hughes Thought Fox
Week 15	Presentations
Week 16	Presentations
Week 17	Final Examinations

Recommended Books:

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 1961ed)
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: LiteraryLicensing

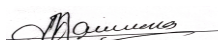
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Semester-VI

Program	BS English
Title of the course	Modern Drama
Course Code.	ENG-304
Credit hours	3+0
Related SDG	4
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific
Learning Objectives	<ol style="list-style-type: none">1. To have an overview of some of the most influential dramatists of modern age2. To know the themes and dramatic techniques.3. To read and analyze some modern texts.

Lesson Plan	Contents
Week 1	Introduction
Week 2	Ibsen, Henrik A Doll's House, (1879)
Week 3	Ibsen, Henrik A Doll's House, (1879)
Week 4	Ibsen, Henrik A Doll's House, (1879)
Week 5	Shaw, G. B. Man and Superman (1905)
Week 6	Shaw, G. B. Man and Superman (1905)
Week 7	Shaw, G. B. Man and Superman (1905)
Week 8	Presentations
Week 9	Mid Term
Week 10	Beckett, Samuel Waiting for Godot (1953)
Week 11	Beckett, Samuel Waiting for Godot (1953)
Week 12	Beckett, Samuel Waiting for Godot (1953)
Week 13	Brecht, Bertolt Life of Galileo (1943)
Week 14	Harold Pinter The Caretaker (1960)
Week 15	Anton Chekov Cherry Orchard (1904)
Week 16	Presentations
Week 17	Final Examination



Recommended Books:

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.

Semester-VI

Program	BS English
Title of the course	Modern Novel
Course Code.	ENG-306
Credit hours	3+0
Related SDG	4
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific
Learning objectives	<ol style="list-style-type: none">1. To have the knowledge of the work of novelists who represent the artistic and cultural aspects of modern narratives.2. To make the students examine different aspects of modern novels considering the style, point of view, tone, structure, and culture3. To familiarize the students with the changing social and literary trends of 20th century as an aftermath and effects of WWI and later World War2.

Lesson Plan	Contents
Week 1	Introduction
Week 2	Joseph Conrad The Heart of Darkness (1899-1902)
Week 3	Joseph Conrad The Heart of Darkness (1899-1902)
Week 4	Joseph Conrad The Heart of Darkness (1899-1902)
Week 5	E.M. Forster A Passage to India (1924)
Week 6	E.M. Forster A Passage to India (1924)
Week 7	E.M. Forster A Passage to India (1924)
Week 8	Presentations
Week 9	Mid Term
Week 10	Virginia Woolf To the Light House (1927)
Week 11	Virginia Woolf To the Light House (1927)
Week 12	James Joyce A Portrait of the Artist as a Young Man (1916)
Week 13	James Joyce A Portrait of the Artist as a Young Man (1916)
Week 14	William Golding Lord of the Flies (1954)
Week 15	William Golding Lord of the Flies (1954)
Week 16	Presentations
Week 17	Final Examination

Recommended Books

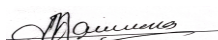
1. Allen, Walter *The English Novel* 1954.
2. Baker, R. S. *The Dark Historical Page: Social Satire and Historicism in the Novels of Aldous Huxley, 1921-1939*. London, 1982.
3. Bedford, Sybille. *Aldous Huxley*, 2 vols. London, 1973-4
4. Bowering, Peter. *Aldous Huxley: A Study of the Major Novels*. 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.

Semester-VI

Program	BS English
Title of the course	Grammar and Syntax
Course Code.	ENG-308
Credit hours	3+0

Related SDG	4
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific
Learning Objectives	The course aims to: <ol style="list-style-type: none"> 1. acquaint students with basics of syntax 2. enable students to identify various parts of speech through structural signals 3. introduce the major syntactic structures of the English language to students

Lesson Plan	Contents
Week 1	Introduction
Week 2	Syntax • Some concepts and misconceptions • What is the study of syntax about? • Use of linguistic examples
Week 3	Syntax • Why not just use examples from English? • How to read linguistic examples • Why do languages have syntax?
Week 4	Structure of Phrase • NP: Noun Phrase • VP: Verb Phrase • AP: Adjective Phrase
Week 5	Structure of Phrase • AdvP: Adverb Phrase • PP: Preposition Phrase • Grammar with phrases
Week 6	Clause • Clause and sentence • Main and sub-ordinate clauses
Week 7	Clause • Clause constructions • Recognizing clauses
Week 8	Presentations
Week 9	Mid Term
Week 10	Grammatical Functions • Introduction • Subject • Direct and indirect object
Week 11	Grammatical Functions • Complements • Modifiers • Form and Function together
Week 12	Head, Complements and Modifiers • What is ahead? • Head and its dependents • Projections from lexical heads to modifiers • Differences between modifiers and complements • PS Rules, X Rules and Features
Week 13	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
Week 14	Phrase Structure Grammar
Week 15	Transformational Generative Grammar • Generative Grammar • Properties of Generative Grammar • Deep & Surface structures • Transformational Grammar • Transformational Rules
Week 16	Basics of Systemic Functional Linguistics
Week 17	Final Examination




Recommended Books

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

Semester-VI

Program	BS English
Title of the course	Discourse Studies
Course Code.	ENG-310
Credit hours	3+0
Related SDG	4
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific
Learning objectives	<p>This course aims to:</p> <ol style="list-style-type: none"> 1. 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 2. familiarize learners with practical applications of discourse analysis techniques to real world situations 3. to acquaint students with a wide variety of discourses

Lesson Plan	Contents
Week 1	Introduction: What is discourse? Discourse and sentence
Week 2	Grammar within and beyond the sentence, language in and out of context
Week 3	Spoken vs written discourse
Week 4	Formal and contextual links
Week 5	Parallelism, referring expressions
Week 6	Repetition and lexical chains
Week 7	Substitutions, Ellipses

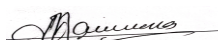
Week 8	Conjunctions
Week 9	Mid Term
Week 10	Conversational principles, cooperative principles
Week 11	Politeness principle, speech act theory
Week 12	Constatives and performatives
Week 13	Pragmatics, discourse analysis and language teaching
Week 14	Views on discourse structure, discourse as product
Week 15	Discourse as process, discourse as dialogue
Week 16	Discourse in Communicative development, information structure in discourse
Week 17	Final Examination

Recommended Books

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

SEMESTER-VII

Program	BS English
Title of the course	Research Methods and Term Paper Writing
Course Code.	ENG-401
Credit hours	3+0
Related SDG	4
Course Description	This course is designed to introduce students to the fundamentals of research methods and term paper writing. Students will learn the basic principles of conducting research, including selecting and defining research topics, developing research questions and hypotheses, conducting literature reviews, designing research studies, collecting and analyzing data, and interpreting research results.
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Compulsory




Learning outcomes	<ul style="list-style-type: none"> To enable students to conduct their own small scale research To familiarize them with techniques and methods of selecting topics, developing questions, collecting and analyzing data and also To prepare the research report.
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Lesson Plan	Contents
Week 1	Introduction Qualitative Paradigm
Week 2	Quantitative Research Paradigms Mix Methodology
Week 3	Identifying and Defining a Research Problem
Week 4	Ethical considerations
Week 5	Review of literature
Week 6	Review of literature Continued
Week 7	Assignments and Presentation
Week 8	Mid- Term Examination
Week 9	Sampling Techniques
Week 10	Tools for Data Collection Questionaries
Week 11	Interviews and documents analysis
Week 12	Data Analysis Procedures
Week 13	Transcription and Transliteration
Week 14	Referencing and Citation
Week 15	Some aspects of research reports
Week 16	Presentations
Week 17	Final- Term Examination

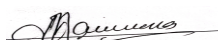
Recommended Books:

- Bhattacharjee, 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.

SEMESTER-VII

Program	BS English
Title of the course	Corpus Linguistics
Course Code.	ENG-403
Credit hours	3+0
Related SDG	4
Course Description	This course is designed to provide a general overview of corpus linguistics, focusing on temporary approaches.
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Subject specific
Learning outcomes	<ul style="list-style-type: none"> To introduce the corpus linguistics as an emerging branch of linguistics. To know the techniques and process of corpus analysis To practice the corpus analysis of different texts

Lesson Plan	Contents
Week 1	Defining and describe the main perspective of Corpus Linguistics
Week 2	Describing the perspective on analysis of language from the view point of Corpus Linguistics
Week 3	Difference between qualitative and quantitative corpus linguistics
Week 4	Difference between diachronic and synchronic corpus based research
Week 5	Identify the differences in conducting corpus research on Monolingual verses Multilingual corpora
Week 6	Identify levels of analysis in Corpus Linguistics (Phonetics/Phonological, Morphological, Lexical contents)
Week 7	Identify levels of analysis in Corpus Linguistics(syntactic, pragmatics contents)
Week 8	Mid- Term Examination
Week 9	Theoretical Perspectives in corpus linguistics
Week 10	Corpus linguistics as a theory or a method?
Week 11	History of corpus linguistics
Week 12	Compare Neofirthian corpus linguistics to Corpus based Linguistics.
Week 13	Applications of corpus linguistics
Week 14	Limitation on generalizations derived from Corpus data
Week 15	Strategies and Practices to deal with Issues of Corpus Collection, Storage, Annotation and Analysis)
Week 16	Application of Statistical Techniques to corpus Analysis
Week 17	Final- Term Examination



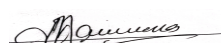

Recommended Books:

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>

SEMESTER-VII

Program	BS English
Title of the course	Introduction to Stylistics
Course Code.	ENG-405
Credit hours	3+0
Related SDG	4
Course Description	This course introduces the modern concepts of style in literary and non-literary discourses. The course also includes a comparison in the context of literary <i>genre</i> leading to identification of different syntactical, phonological and semantic levels in a literary text
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Subject specific
Objectives	<ul style="list-style-type: none">• To explore branches of stylistics and the levels of analyses. It then, through reading of diverse literary texts• To help students trace the application of stylistics on different texts• To study features of situational distinctive varieties of literary language used by individual authors.

Lesson Plan	Contents
Week 1	Introduction of Stylistics
Week 2	Stylistics as a branch of linguistics
Week 3	Style and register
Week 4	Linguistic description



Week 5	Practice
Week 6	Revision
Week 7	Presentations
Week 8	Mid- Term Examination
Week 9	Conversational style
Week 10	Scripted speech
Week 11	Stylistic analysis of a variety of written literary texts
Week 12	Stylistic analysis of a variety of spoken literary texts
Week 13	Stylistic analysis of a variety of written and spoken literary texts
Week 14	Revision/Practice.
Week 15	Presentations
Week 16	Presentations
Week 17	Final- Term Examination

Recommended Books:

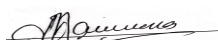
- Chapman, R. (1973). *Linguistics and Literature: An Introduction to Literary Stylistics*, Rowman and Littlefield, London.
- Short, Mick. (1996). *Exploring the Language of Poems, Plays and Prose*. Longman
- Leech, Geoffrey & Mick Short (1981). *Style in fiction: A linguistic introduction to English 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.

SEMESTER-VII

Program	BS English
Title of the course	Literary Theory and Practice
Course Code.	ENG-407
Credit hours	3+0
Related SDG	4
Course Description	This course introduces students to the major schools of literary theory. Students will learn how to apply these theoretical frameworks to the analysis of literary texts, with a focus on close reading, critical interpretation and the examination of literary language, form, and genre.
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Subject specific




Learning outcomes	<ul style="list-style-type: none"> • To familiarize students with texts that deal with theories about criticism • To make students critical and analytical reader • To make students good researchers
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Lesson Plan	Contents
Week 1	Oscar Wilde: The Critic as an Artist (Norton, 900-913)
Week 2	Plotinus: On the Intellectual Beauty (Norton, 174-185)
Week 3	Horace: Ars Poetica (Norton, 124-135)
Week 4	David Hume: Of the Standard of Taste (Norton, 486-499)
Week 5	Ngugi Wa Thiongo: On Abolition of the English Department (Norton, 2092-2097)
Week 6	Ronald Barthes: From Mythologies (Norton, 1461-1470)
Week 7	Presentations
Week 8	Mid- Term Examination
Week 9	G. W. Friedrich Hegel Lectures on Fine Arts (Norton, 636-645)
Week 10	Mary Wollstonecraft A Vindication of the Rights of Woman(Norton 586-594)
Week 11	Terry Eagleton: Introduction to Literary Theory: An Introduction
Week 12	John Crowe Ransom: Criticism (Norton, 1108-1118)
Week 13	Sigmund Freud: The Interpretation of Dreams (Norton, 919-956)
Week 14	Charles Baudelaire: The Painter of Modern Life (Norton, 792-802)
Week 15	Presentations and Assignments
Week 16	Presentations and Assignments
Week 17	Final- Term Examination

Recommended Books:

- 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.

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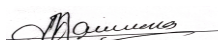
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- Eagleton, Mary Ed. *A Concise Companion to Feminist Theory (Concise Companions to Literature and Culture)*. Oxford: Blackwell Publishing, 2003.
- Eagleton, Terry. *Literary Theory: An Introduction*. Minneapolis, MN: University of Minnesota Press, 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.

SEMESTER-VII

Program	BS English
Title of the course	Pakistani Literature
Course Code.	ENG-409
Credit hours	3+0
Related SDG	4
Course Description	The course is specially designed for the beginners with no formal background or little association with English .This course will develop Professional Communication Skills and creative writing skills. This course will help students to improve English reading writing and communication skills.
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Subject specific
Learning outcomes	<ul style="list-style-type: none"> • To study and respond to this literary heritage of south Asia. • To make students appreciate the Pakistani literature • To know the impact of cultural exchange

Lesson Plan	Contents
Week 1	Introduction to Pakistani Literature
Week 2	History of Pakistani Literature in English
Week 3	Basic Theoretical Concepts
Week 4	Twilight in Delhi (Presentations)
Week 5	Twilight in Delhi (Presentations)
Week 6	Faiz's Poems
Week 7	Bulleh Shah and Iqbal's Poems
Week 8	Mid Term Exam
Week 9	Daud Kamal and Alamgir Hashmi's Poems
Week 10	Tariq Rehman's Short Stories
Week 11	Breaking it Up by Sidhwa
Week 12	Amir Hussain and Tahira Naqvi's Short Stories
Week 13	Qasmi's Short Stories
Week 14	Sarmast and Bhattai's Poems
Week 15	The Reluctant Fundamentalist (Presentations)




Week 16	The Reluctant Fundamentalist (Presentations)
Week 17	Final Term

Recommended Books:

- 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. *Rethinking Identities in Contemporary Pakistani Fiction. Beyond 9/11.* (Palgrave 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 PostColonial 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)

Semester-VIII

Program	BS English
Title of the course	Post colonial Literature
Course Code.	ENG-402
Credit hours	3+0
Follow Up	: Quizzes 10 marks , Assignments 5marks , Presentations 5 marks Category: Compulsory
Related SDG	04

Course description: This course is based on a study of some seminal and significant postcolonial literary texts (selected poetry, drama and fiction) in order to introduce the student to the colonial project and see how the colonial experience helped shape literature as a result of military, political, social and cultural encounters between the Colonizers and the colonized. The postcolonial literature(s) can be roughly divided into three overlapping phases. The first type comes from the period of contact between the colonial powers and the colonized, the second type is the response of the natives to the colonizers, and the third is contemporary

literature which comes from the parts that were earlier colonized, and also from the diasporic authors. This study is also useful in assessing the developments which have taken place in this field over time and relate with the material conditions of the contemporary world and, consequently, with relevant theoretical concepts as well. An introduction to the key concepts and terms related to Postcolonial Studies is also part of this course

Learning 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.

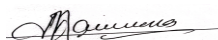
To see how these readings relate with the contemporary realities, issues and debates of the world and to understand the importance of this field of study in the developments taking place in the world.

Week planner

Week 1	Derek Walcott. A Far Cry from Africa (1962)
Week 2	Louise Bennett. Selected Poems (1983)
Week 3	Wole Soyinka. Mandela's Earth and Other Poems (1988)
Week 4	A.K. Ramanujan. Collected Poems (2011)
Week 5	Drama Wole Soyinka. A Dance of the Forests (1963)
Week 6	Derek Walcott. Dream on Monkey Mountain (1970)
Week 7	Jack Davis. Honey Spot (1985)
Week 8	Fiction Chinua Achebe. Things Fall Apart (1958), a novel.
Week 9	Mid Term
Week 10	Jean Rhys. Wide Sargasso Sea (1966), a novel.
Week 11	Rohinton Mistry. Tales From Firozsha Baag (1987),
Week 12	Ngugi Wa Thiong'o. Devil on the Cross (1982), a novel
Week 13	Revision
Week 14	Quiz
Week 15	Discussion
Week 16	Presentations
Week 17	Final Examination

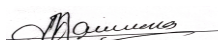
Recommended Books:

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



Semester-VIII

Program	BS English
Title of the course	American Literature
Course Code.	ENG-404
Credit hours	3+0
Related SDG	04
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning objectives	To develop an understanding of the key concepts and terms related to the American Literature. To study the selected literature employing the concepts in order to analyze this literature. 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



Lesson Plan	Contents
Week 1	1. Essays and Short Stories 2. Thomas Paine (1737-1809) Excerpts from Common Sense
Week 2	• Thomas Jefferson (1743-1826) Excerpts from the Declaration of Independence as Adopted by Congress (July 4, 1776)
Week 3	• Ralph Waldo Emerson (1803-1882) Excerpts from Nature Self-Reliance
Week 4	• Walt Whitman (1819-1892) Excerpts from Preface to Leaves of Grass
Week 5	• Nathaniel Hawthorne (1804-1864) My kinsman ,Major Molineux / Young Goodman Brown
Week 6	• Herman Melville (1819-1891) Bartleby, the Scrivener • Edgar Allan Poe (1809-1849) The Fall of the House of Usher
Week 7	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
Week 8	• 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
Week 9	Mid Term
Week 10	• T.S. Eliot(1888-1965) The Love Song of J.Alfred Prufrock Excerpts from The Waste Land
Week 11	Robert Frost(1874-1963) Mending Wall The Road not Taken Birches Fire and Ice After Apple Picking Stopping by Woods on a Snowy Evening
Week 12	• Edward Estlin Cummings(1894-1962) O Sweet spontaneous The Cambridge ladies who live in Furnished Souls Anyone lived in a pretty how town
Week 13	• Hart Crane(1899-1932) From The bridge (To Brooklyn Bridge) Chaplinesque At Melville's Tomb Voyages
Week 14	3. Novel • Harriet Beecher Stowe(1811-1896)/ Frederick Douglass (1817-1895) Uncle Tom's Cabin/ excerpts from Narrative of the Life of Frederick Douglass
Week 15	• 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
Week 16	Drama Eugene O' Neill(1888-1953) Long Day's Journey into Night
Week 17	• Arthur Miller (1915-2005) Death of a Salesman/The Crucible

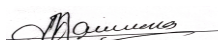
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Semester-VIII

Program	BS English
Title of the course	Course Title: Introduction to Translation Studies
Course Code.	ENG-406
Credit hours	3+0
Related SDG	04,16,17
Course Description	Translation studies is an academic interdisciplinary 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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning objectives	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

Lesson Plan	Contents
Week 1	What is translation? A brief look at the history with special focus on the 20th and 21st centuries
Week 2	The problem of equivalence at word level and beyond
Week 3	Kinds of translation: word-for-word, sense-for-sense Translation and cultural issues
Week 4	Translating idioms and metaphors
Week 5	Translation, genre and register
Week 7	Foreignization and Domestication
Week 8	Functional theories of translation
Week 9	Mid Term
Week 10	Polysystem theories of translation Postcolonial theories of translation
Week 11	Translation and neologism: Confronting the novel Translation and literature
Week 12	Translation in the era of information technology
Week 13	Translation, ideology and politics
Week 14	Translation and interpretation
	Translation and globalization
Week 15	Research issues in translation
Week 16	Presentations
Week 17	Final Examination



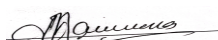

Recommended Books:

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

Semester-VIII

Program	BS English
Title of the course	Language and Gender
Course Code.	ENG-412
Credit hours	3+0
Related SDG	4
Course Description	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
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Compulsory
Learning outcomes	By the end of the course, the students will have learnt <ul style="list-style-type: none"> • 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

Lesson Plan	Contents
Week 1	Introduction Language and Gender
Week 2	Relationship between language, gender and society
Week 3	In what ways do men and women use language differently? How do these differences reflect and/or maintain gender roles in society?
Week 4	The primary linguistic approaches to gender and language
Week 5	Deficit Approach
Week 6	Dominance Approach
Week 7	Difference Approach
Week 8	Mid- Term Examination
Week 9	Historical and contemporary issues and controversies in the field of language and gender
Week 10	Different perspectives on language and gender:



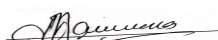

Week 11	Linguistic perspective
Week 12	Anthropological perspective
Week 13	Sociological perspective
Week 14	Psychological perspective
Week 15	feminist perspective
Week 16	Presentations
Week 17	Final- Term Examination

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

Semester-VIII

Program	BS English
Title of the course	Course Title: Introduction to Forensic Linguistics
Course Code.	ENG-410
Credit hours	3+0
Related SDG	04
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning objectives	At the end of the course, students are expected to understand: <ol style="list-style-type: none"> 1. The link between Language and Law 2. The historical background of Forensic Linguistics 3. The role of linguists in law




Lesson Plan	Contents
Week 1	● Applied Linguistics and its diversity, Application of linguistics in the field of law
Week 2	● Introduction to Forensic Linguistics
Week 3	● Definition, Description of Forensic linguistics
Week 4	● Forensic Linguistics as an important branch of Applied Linguistics
Week 5	● Brief History of Forensic Linguistics
Week 6	The role of Linguistics in Law, in Text Analysis as well as in Process analysis
Week 7	● The application of skills in different branches of Linguistics in Law
Week 8	application of the knowledge of Phonetics and Phonology in Forensic analysis.
Week 9	Mid Term
Week 10	The application of the knowledge of Morphology and Syntax in Forensic analysis
Week 11	● The application of the knowledge of Semantics and Discourse Analysis
Week 12	Some benchmark studies around the world
Week 13	● Benchmark studies of linguists like Labov, Roger Shuy, Olsson, Mcmenamin, Tierisma, Leonard, Chaski.
Week 14	● The need of developing forensic linguistics in Pakistan
Week 15	Discussions
Week 16	Quiz
Week 17	Final Examination

Recommended Books:

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/10.1177/1461445602004001020_1
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 Detering

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12. Shuy, R. W. (1993). *Language Crimes: The Use and Abuse of Language Evidence in the Courtroom*. Oxford:Blackwell.

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BS ENGLISH (ADP) 2 YEAR PROGRAM**SCHEME OF STUDIES) Fall-23****Total Credit Hours: 70****Year 1****Semester –I**

Course Code	Title of the Course	Course Type	Cr Hrs.
G-SOC-101	Introduction to Sociology	General	2+ 0
GEN-HPS-100	Ideology and Constitution of Pakistan	General	2 +0
G-ENG-101	Functional English	General	3 +0
ENG.103	Introduction To Language Studies	Major	3 +0
ENG.105	Introduction to Literary Studies	Major	3 +0
ENG. 107	Study Skills	Interdisciplinary	3+0
Total			16

Semester -II

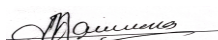
Course Code	Title of the Course	Course Type	Cr Hrs.
G-ISL-100	Islamic Studies	General	2 +0
G-STAT-100	Quantitative Reasoning-I	General	3 +0
G-PSY.101	Psychology	Interdisciplinary	3+0
G-ENG.102	Expository Writing	General	3+0
ENG.104	Introduction to Phonetics and Phonology	Major	3 +0
ENG.106	Literary Forms & Movements	Major	3 +0
Total			17

Year 2**Semester -III**

Course Code	Title of the Course	Course Type	Cr Hrs.
G-COMP-100	Application of Information & Computer Technologies (ICT)	General	3 +0
G-STAT-200	Quantitative Reasoning -II	General	3 +0
GEN-HPS-101	Introduction to History	General	2 +0
ENG.201	English III – (Communication and Presentation Skills)	Interdisciplinary	3+0
ENG.203	Classical Poetry	Major	3+0
ENG.205	Rise of Novel (18 th to 19 th century)	Major	3 +0
Total			17

Semester -IV

Course Code	Title of the Course	Course Type	Cr Hrs.
GSOC-202	Civic and Community Engagement	General	2 +0
G-MGT-100	Entrepreneurship	General	2+0
G-ENV. 203	Introduction to Environmental Sciences	General	3+0
ENG.202	English IV (Academic Reading & Writing)	Interdisciplinary	3 +0
ENG.204	Classical and Renaissance Drama	Major	3+0
ENG.206	Semantics	Major	3 +0
Total			16

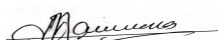



OUTLINES AND WEEK PLANS

BS ENGLISH (Semester - I)

SEMESTER-I

Program	BS English
Title of the course	Introduction to Language Studies
Course Code.	ENG-103
Credit hours	3+0
Related SDG	04
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning outcomes	1.Give students a comprehensive overview of language as human aculty. 2.Familiarize students with different stories about the origin of language. 3.Provide students an overview of how a language develops through a comprehensive exposure to English language development.
Lesson Plan	Contents
Week 1	Language Origin
Week 2	Speech vs Writing
Week 3	Language as Human Faculty
Week 4	Language Families
Week 5	Historical Linguistics
Week 6	Evolution of English Language
Week 7	Old & Middle English Periods
Week 8	Renaissance
Week 9	Mid Term
Week 10	18 th Century
Week 11	19th Century
Week 12	English Language in America
Week 13	Development of Modern Linguistics
Week 14	Modern Linguistics
Week 15	Contemporary Approaches to Linguistics
Week 16	Quiz, presentation
Week 17	Final Examination



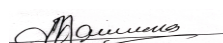

Recommended Books:

- 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.

SEMESTER-I

Program	BS English
Title of the course	Introduction to Literary Studies
Course Code.	ENG-105
Credit hours	3+0
Related SDG	04
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning outcomes	<ul style="list-style-type: none"> • To study the history and practice of English as a scholarly discipline. • To study the history and development of each genre through excerpts of literary texts. • To do close reading of texts and analyze them with different critical frameworks.

Lesson Plan	Contents
Week 1	Old English period
Week 2	Anglo-Saxon Literature
Week 3	Medieval Literature
Week 4	Age of Chaucer
Week 5	Renaissance
Week 6	Marlowe, University wits
Week 7	Shakespeare
Week 8	Elizabethan Poetry
Week 9	Mid Term
Week 10	Puritan Age




Week 11	John Milton
Week 12	Restoration Literature
Week 13	Comedy of Manners, Alexander Pope
Week 14	Victorian Age
Week 15	Age of Novel
Week 16	Modern and postmodern literature
Week 17	Final Examination

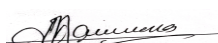
Recommended Books:

- 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.

SEMESTER-I

Program	BS English
Title of the course	Study Skills
Course Code.	ENG-107
Credit hours	3+0
Related SDG	04
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning outcomes	<ul style="list-style-type: none"> • 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

Lesson Plan	Contents
Week 1	Knowing your campus and its resources
Week 2	Motivating Yourself to Learn




Week 3	Develop Critical Thinking & Study Skills
Week 4	Adapt learning style to teaching method
Week 5	Using Critical Thinking Strategies
Week 6	Setting Goals and Solving Problems
Week 7	How to develop a positive attitude
Week 8	Sharpening Your Classroom Skills, Becoming an Active Reader
Week 9	Mid Term
Week 10	Making the Most of Your Time
Week 11	Creating Your Study System
Week 12	SQ3R: The Basic System
Week 13	Organizing Information for Study
Week 14	Controlling Your Concentration
Week 15	Preparing for Tests
Week 16	How to use a dictionary, Building Career Skills
Week 17	Final Examination

Recommended Books:

- 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.*

SEMESTER 01

Program	BS English
Title of the course	INTRODUCTION TO SOCIOLOGY
Course Code.	GSOC-101
Credit hours	2+0
Related SDG	1+2+3+4+5+11+13+15+16+17

DESCRIPTION:

The course is crafted to introduce students to foundational sociological concepts and the discipline itself. The primary focus of the course will be on essential concepts such as social systems and structures, socio-economic changes, and social processes. Furthermore, the course will lay a strong foundation for students' future studies in the field of sociology. This comprehensive course serves as an engaging exploration into the realm of sociology, providing students with a foundational understanding of the discipline's key concepts and principles. Through a dynamic blend of theoretical exploration and practical applications, students will embark on a journey to unravel the intricacies of human societies and their interactions.

COURSE LEARNING OUTCOMES:

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

4. Demonstrate Conceptual Understanding, and Apply Sociological Perspectives and knowledge, to analyze contemporary social issues, proposing well-reasoned solutions grounded in sociological insights.
5. Analyze Socio-economic Dynamics: Examine the intricate relationship between societal factors and economic processes, and appreciate cultural diversity in shaping societal norms, values, and interactions, promoting intercultural understanding.

6. Communicate effectively in both written and verbal forms, catering to diverse audiences and promoting ethical awareness within sociological research and analysis, upholding the highest standards of integrity.

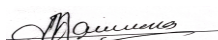
WEEKLY BREAKDOWN/OUTLINE CONTENTS:

Week	Contents
Week 1	Introduction, Definition, Scope and subject Matter
Week 2	Sociology as a Science, Historical back ground of sociology
Week 3	Basic concepts, Group, Community, Society,
Week 4	Associations, Non-Voluntary, Voluntary
Week 5	Organization, Informal, Formal
Week 6	Social Interaction, Levels of Social Interaction, Process of social interaction
Week 7	Cooperation, Competition, Conflict,
Week 8	Accommodation, Acculturation and diffusion, Assimilation, Amalgamation
Week 9	Mid Term
Week 10	Social groups, Definition & Functions, Types of social groups
Week 11	In and out groups, Primary and secondary group, Reference groups
Week 12	Informal and formal groups, Pressure groups
Week 13	Culture, Definition, aspects and characteristics of culture, Material and non-material culture, Ideal and real culture, Beliefs, Values, Norms and social sanctions
Week 14	Organizations of culture, Traits, Complexes, Patterns, Ethos, Theme
Week 15	Other related concepts Cultural Relativism Sub Cultures Ethnocentrism and Egocentrism Cultural lag
Week 16	Socialization & Personality, Factors in Personality Formation Impact of tolerance on an individual's personality Socialization, Agencies of Socialization Role & Status
Week 17	Socialization & Personality, Factors in Personality Formation Impact of tolerance on an individual's personality Socialization, Agencies of Socialization Role & Status
Week 18	Final Term Examination

Recommended Books

- Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
- Brown, Ken 2004. *Sociology*. UK: Polity Press
- Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
- Macionis, John J. 2006. 10th Edition *Sociology* New Jersey: Prentice-Hall
- Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.
- Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
- Macionis, John J. 2005. *Sociology* 10th ed. South Asia: Pearson Education

Semester -1	BS English
Title of the course	FUNCTIONAL ENGLISH
COURSE CODE:	G-ENG-101
Credit hours	(3+0)
Related SDG	4
Course Description	This course is designed to equip students with essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage. Word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical Communication aspects including professional writing, public speaking, and everyday conversation; ensure that students are equipped for both academic and professional spheres. An integral part of the Course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness In their language use. Additionally, The course will enable them to navigate the globalized world with ease and efficacy, making a positive impact in their functional interactions.
Follow up	Assignments, Quizzes(10), Presentations (10)
Category	General Education I




Objectives	<ul style="list-style-type: none"> • Enhance language skills and develop critical thinking. • Enable the students to meet their real life communication needs. • Use formal and informal forms of speech and Improve reading comprehension skills • Focus on different conventions of writing • Use accurate grammar and vocabulary in speech and writing
Learning Outcomes	<p>By the end of this course, students will be able to</p> <ul style="list-style-type: none"> • Apply enhanced English communication skills through effective use of word choices, grammar and sentence structure. • Comprehend a variety of literary / non-literary written and spoken texts in English. • Effectively express information, ideas and opinions in written and spoken English. • Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.
Practical Requirement:	As part of the overall learning requirements, students will also be exposed to relevant simulations, role-plays and real life scenarios and will be required to apply skills acquired throughout the course in the form of a final project

COURSE CONTENTS:

4. Foundations of Functional English

- f. Vocabulary(contextual usage, synonyms, antonyms and idiomatic expressions)
- g. Communicative Grammar (Subject-verb agreement, verb, tenses, fragments, run-ons, modifiers, articles, word classes etc
- h. Word formation (affixation, clipping, compounding, back formation etc
- i. Sentence structure(simple, compound, complex, compound complex
- j. Sound production and pronunciation

5. Comprehension and Analysis

- e. understanding purpose, audience and context
- f. contextual interpretation (tones, biases, stereotypes, assumptions, inference, etc)
- g. reading strategies (skimming, scanning, SQr4, critical reading, etc)
- h. active listening (overcoming listening barriers, focused listening etc)

6. Effective Communication:

- h. Principles of communication (clarity, coherence, conciseness, courteousness, correctness etc.)
- i. Structuring documents (introduction, body, conclusion and formatting)
- j. Inclusivity in communication (gender-neutral language, stereotypes, cross cultural communication etc.)
- k. Public speaking (overcoming stage fright, voice modulation and body language)
- l. Presentation skills (organization content, visual aids and engaging the audience)
- m. Informal communication (small talk, networking and conversational skills)
- n. Professional writing (business emails, memos, reports, formal letters etc)

WEEKLY BREAKDOWN:

Weeks	Topic
1 st Week	Foundations of Functional English: Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions)
2 nd Week	Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.)
3 rd Week	Word formation (affixation, compounding, clipping, back formation, etc.) Sentence structure (simple, compound, complex and compound-complex)
4 th Week	Sound production and pronunciation.
5 th Week	Comprehension and Analysis: Understanding purpose, audience and context.
6 th Week	Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.).
7 th Week,	Reading strategies (skimming, scanning, SQ4R, critical reading, etc.).

8 th Week	MID TERM EXAMS
9 th Week	Active listening (overcoming listening barrier's, focused listening, etc.
10 th Week	Effective Communication: Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)
11 th Week	Structuring documents (introduction, body, conclusion and formatting)
12 th Week	Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)
13 th Week	Public speaking (overcoming stage fright, voice modulation and body language).
14 th Week	Presentation skills (organization content, visual aids and engaging the audience.
15 th Week	Informal communication (small talk, networking and conversational skills)
16 th Week	Professional writing (business C-Mails, memos, reports, formal letters, etc.
17 th Week	FINAL TERM EXAMS

SUGGESTED READINGS

- 5. "Reading Literature and Writing Argument" by Missy James and Alan P. Merickel.
- 6. "Comprehension: A Paradigm for Cognition" by Walter Kintsch
- 7. "Communication Skills for Business Professionals" by J.P. Verma and Meenakshi Raman
- Understanding and Using English Grammar" by Betty Schramper Azar.
- "English Grammar in Use" by Raymond Murphy.
- "Cambridge English for Job-hunting" by Colm Downes.
- "Practical English Usage" by Michael Swan.

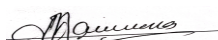
Semester -1	BS English
Title of the course	IDEOLOGY AND CONSTITUTION OF PAKISTAN
COURSE CODE:	GEN-HPS-100
Credit hours	2+0
Related SDG	04
Course Description	This course is designed to provide students with a fundamental exploration of the ideology and the constitution of Pakistan. The course focuses on the underlying principles, beliefs, and aspirations that have been instrumental in shaping the creation and development of Pakistan as a sovereign state. Moreover, the course will enable students to understand the core provisions of the Constitution of the Islamic Republic of Pakistan concerning the fundamental rights and responsibilities of Pakistani citizen enable them function in a socially responsible manner. .
Follow up	Assignments, Quizzes(10), Presentations (10)
Category	General Education I

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

Learning Outcomes

Demonstrate and enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
 Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.
 Explain about the guiding principles on rights and responsibilities of Pakistani citizens as enshrined in the Constitution of Pakistan 1973.

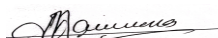
WEEKLY BREAKDOWN




WEEKS	TOPICS
Week 1	Introduction to the ideology of Pakistan
Week2	Definition and significance of ideology
Week3	Historical context of the creation of Pakistan(with emphasis on socio-political, religious and cultural dynamics of British India between 1857 till 1947).
Week4	Contribution of our founding fathers in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah ,etc.
Week5	Contribution of women and students in the freedom movement for separate homeland for Muslims of British India.
Week6	Two-Nation Theory : Evolution of the Two-Nation Theory)Urdu-Hndi Controversy, Partition of Bengal, Simla Deputation1906, Allama Iqbal’ s Presidential Address 1930, Congress Ministries 1937, Lahore Resolution 190.
Week7	Role of communalism and religious differences
Week8	Mid-term exams
Week9	Introduction to the constitution of Pakistan: Definition and principles of a Constitution
Week10	Ideological factors that shaped the constitution(s) of Pakistan (Objective Resolution 1949).
Week11	Overview of Constitutional Developments in Pakistan.
Week12	Contribution of state structure: Structure of Government (executive, legislature and the judiciary).
Week13	Distribution of powers between federal and provincial governments. 18 th Amendment and its impact on federalism.
Week14	Fundamental Rights, Principles of Policy and Responsibilities : overview of the fundamental rights guaranteed to citizens by the constitution of Pakistan 1073 (Article 828).
Week15	Overview of the Principles of Policy (Articles (29-40). Responsibilities of the Pakistani Citizens (Article 5)
Week16	Constitutional Amendments: Procedures for amending the Constitution, Notable amendments and their Implications.
Week17	Final -term exams

SUGGESTED READINGS

- “The Idea of Pakistan” by Stephen Cohen
- “Ideology of Pakistan” by Javed Iqbal
- “The Struggle for Pakistan” by IH Qureshi
- ‘Pakistan: The Formative Phases” by Khalid Bin Sayeed
- “Pakistan: Political Roots and Development” by Safdar Mahmood
- "Ideology of Pakistan "by Sharif ul Mujahid

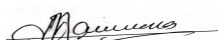



- "The Struggle for Pakistan: A Muslim Homeland and Global Politics" by Ayesha Jalal
- "Jinnah, Pakistan and Islamic Identity: The Search for Saladin" by Akbar S Ahmad
- "The Making of Pakistan: A Study in Nationalism" by K.K. Aziz
- "Pakistan: A New History" by Ian Talbot
- "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring
- "The Constitution of Pakistan 1973". Original
- Constitutional and political Development of Pakistan by Hamid Khan
- "The Parliament of Pakistan" by Mehboob Hussain
- "Constitutional Development in Pakistan" by G.W Chaudhry
- "Constitution – Making in Pakistan: The Dynamics of Political Order" by G.W. Choudhry

SEMESTER-II

Program	BS English
Title of the course	Literary Forms and Movements
Course Code.	ENG-106
Credit hours	3+0
Related SDG	04
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. 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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific Foundational
Learning outcomes	<ol style="list-style-type: none"> 4. Build students’ capacity for grasping the meaning of a literary text in terms of a given historical period/dominant idea. 5. Develop their ability for understanding the major ideas that played a key role in shaping the works of different groups of writers. 6. Provide them with a workable tool for interpreting and analyzing a literary text.

Lesson Plan	Contents
Week 1	Introduction to the course Introduction to literature and its major genres
Week 2	Detailed discussion of the elements of poetry
Week 3	Detailed discussion of the elements of fiction
Week 4	Detailed discussion of the elements of drama
Week 5	Detailed discussion of the elements of prose/Non-fiction, short story
Week 6	Literary movements: Idealism (Greek), Renaissance/Early Modern
Week 7	Presentation and assignments
Week 8	Mid-term exams
Week 9	Literary movements: Neoclassicism, Enlightenment
Week 10	Literary movements: Romanticism, Victorianism
Week 11	Literary movements: Raphaelitism, Realism
Week 12	Literary movements: Transcendentalism, Modernism
Week 13	Literary movements: Colonialism, Symbolism
Week 14	Literary movements: Imagist and post-Colonialism
Week 15	Literary movements: Feminism




Week 16	Literary movements: post-Feminism
Week 17	Final Examination

Recommended Books:

- 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.

SEMESTER-II

Program	BS English
Title of the course	Introduction to Phonetics & Phonology
Course Code.	ENG-104
Credit hours	3+0
Related SDG	04
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
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific Foundational
Learning objectives	<p>This course aims to:</p> <ul style="list-style-type: none"> • 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

Lesson Plan	Contents
Week 1	Basic definitions: •Phonetics • Articulatory, Auditory & Acoustic Phonetics • Phonology • Phoneme • Vowels • Consonants • Diphthongs • Triphthongs • Voicing • Aspiration • Minimal pairs
Week 2	Organs of speech
Week 3	Phonemes Consonants (place and manner of articulation)
Week 4	Vowels (vowel trapezium/quadrilateral) Monophthongs Diphthongs

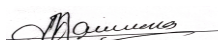
	Triphthongs
Week 5	Rules: Rules of Voicing, Rules of /r/, Rules of /ŋ/
Week 6	Practice of phonemic transcription
Week 7	Practice of phonemic transcription (cont.)
Week 8	Mid-term exams
Week 9	Definitions: • Homophones • Homographs • Homonyms • Homophones
Week 10	Fluency Devices: • Assimilation • Elision
Week 11	Fluency Devices: • Weak forms/Strong forms • linking
Week 12	Sound Values
Week 13	Stress and Intonation
Week 14	Stress and Intonation
Week 15	Practice of phonemic transcription
Week 16	Practice of phonemic transcription
Week 17	Final Examination

Recommended Books:

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

SEMESTER-II

Program	BS English
Title of the course	Islamic Studies
Course Code.	G-ISL-100
Credit hours	2+0
Related SDG	16
Course Description	This course is designed to provide students with a comprehensive overview of the fundamental aspects of Islam, its beliefs, practices, history and influence on society. It will further familiarize the students with a solid foundation in understanding Islam from an academic and cultural perspective. Through this course, students will have an enhanced understanding of Islam's multifaceted dimensions which will enable them to navigate complex discussions about Islam's historical and contemporary role, fostering empathy, respect, and informed dialogue

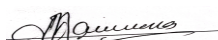



Course Content	<p>Introduction to Islam, Islamic History and Civilization, Islamic Jurisprudence, Family and Society in Islam, Islam and the Modern World and Islamophobia</p> <p>SUGGESTED READINGS</p> <ol style="list-style-type: none"> "The Five Pillars of Islam: A Journey through the Divine Acts of Worship" by Muhammad Mustafa AI-Azami. "The Five Pillars of Islam: A Framework for Islamic Values and Character Building" by Musharraf Hussain. "Towards Understanding Islam" by Abul A' la Mawdudi. "Islami Nazria c Hayat" by Khurshid Ahmad.
Follow up	Assignments, Quizzes (10), Presentations (10)
Category	General Education V
Objectives	<p>To provide basic information about Islamic studies.</p> <p>To enhance understanding for the students studies regarding Islamic Civilization To improve students skill to perform prayers and other worships.</p> <p>To enhance the students for understandings of issues related to faith and religious life</p>
Learning Outcomes	<p>By the end of this course, students will be able to:</p> <p>Demonstrate enhanced knowledge of Islamic foundational beliefs, practices, historical development, spiritual values and ethical principles. . Describe basic sources of Islamic law and their application in daily life. Identify and discuss contemporary issues being faced by the Muslim world including social challenges, gender roles and interfaith interactions.</p>

WEEKLY BREAKDOWN/OUTLINE CONTENTS

WEEKLY BREAKDOWN:

Weeks	Topic
1st Week	Introduction to Islam: Definition of Islam and its core beliefs. The Holy Quran (introduction, revelation and compilation).
2nd Week	Hadith and Sunnah (compilation, classification, and significance). Key theological concepts and themes (Tawhid, Prophethood, Akhirah etc.).
3rd Week	Diverse roles of the Holy Prophet PBUH (as an individual, educator, peace maker, leader etc.).
4th Week	Islamic History and Civilization: World before Islam.
5th Week	The Rashidun Caliphate and expansion of Islamic rule. Contribution of Muslim scientists and philosophers in shaping world civilization
6th Week	Islamic Jurisprudence (Fiqh): Fundamental sources of Islamic jurisprudence. Pillars of Islam and their significance.
7th Week	Major schools of Islamic jurisprudence. Significance and principles of Ijtihad.
8th Week	Mid Term
9th Week	Family and Society in Islam: Status and rights of women in Islamic teachings
10th Week	Marriage, family, and gender roles in Muslim society.



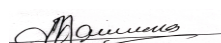

11 th Week,	Family structure and values in Muslim society.
12 th Week	Islam and the Modern World: Relevance of Islam in the modern world (globalization, challenges and prospects).
13 th Week	Islam and the Modern World: Relevance of Islam in the modern world (globalization, challenges and prospects).
14 th Week	, interfaith dialogue, and multiculturalism.
15 th Week,	Islamophobia, interfaith dialogue, and multiculturalism.
16 th Week	Islamic viewpoint towards socio-cultural and technological changes.
17 th Weeks	Final Term

Reference Books

- Hameed Ullah Muhammad, “Emergence of Islam: IRI, Islamabad
- Hameed Ullah Muhammad, “Muslim Conduct of State”
- Hameed Ullah Muhammad, “Introduction To Islam Molana Muhammad yousaf Islahi,”
- Hussain Hamid Hassan,” An Introduction to the study of Islamic Law , leaf Publication Islamabad Pakistan
- Ahmad Hasan, “Principles of Islamic Jurisprudence”Islamic Research Institute, International Islamic University Islamabad (1993)
- Mir Waliullah, “Muslims Jurisprudence & The Quranic Law of Crimes” Islamic Book Service (1982)
- H.S Bhatia, “Studies in Islamic Law, Religion and Society” Deep & Deep Publications New Dehli (1989)
- Dr. Muhammad Zia-Ul-Haq, Introduction to Al-Sharia Al-Islamia” Allama Iqbal Open University Islamabad (2001)

Semester II

Program	BS English
Title of the course	EXPOSITORY WRITING
COURSE CODE:	G-ENG-102
Credit hours	(3+0)
Related SDG	4
Course Description	Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of the prerequisite course, Functional English, this course will enhance students' abilities of producing clear, concise and coherent written texts in English. The course will also enable students to dissect intricate ideas, to amalgamate information and to express their views and opinions through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.
Follow up	Assignments, Quizzes(10), Presentations (10)
Category	General Education




Objectives

- Critically evaluate and review various types of texts and summarize them
- Develop analytical and problem-solving skills to address various community-specific challenges
- Develop skills as reflective and self-directed learners
- Analyze basic communication skills and use them effectively in oral and written English
-
- Intellectually engage with different stages of the writing process, such as: brainstorming, mind mapping, free writing, drafting and revision, etc.

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

1. Understand the essentials of the writing process integrating pre-writing,

Learning Outcomes drafting, editing and proofreading to produce well-structured essays.

2. Demonstrate mastery of diverse expository types to address different purposes and audiences.
3. Uphold ethical practices to maintain originality in expository writing.

PRACTICAL APPLICATIONS AND CAPSTONE PROJECT:

As part of the overall learning requirements, students will be required to build a writing portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

COURSE CONTENTS:

7. Introduction to Expository Writing:

- Understanding Expository Writing (definition, types, purpose and application)
- Characteristics of effective expository writing (clarity, coherence and organization)
- Introduction to paragraph writing

8. The Writing Process:

- Pre-writing techniques (brainstorming, freewriting, mind-mapping, listing, questionnaire and outlining etc.)
- Drafting (three stages process of drafting techniques)
- Revising and editing (ensuring correct grammar, clarity, coherence, consciousness etc.)
- Proof reading (fine-tuning of the draft)
- Peer review and feedback (providing and receiving critique)

9. Essay Organization and Structure:

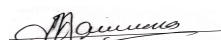
- Introduction and hook (engaging readers and introducing the topic)
- Thesis statement (crafting a clear and focused central idea)
- Body paragraphs (topic sentences, supporting evidences and transitional devices)
- Conclusion (types of concluding paragraphs and leaving an impact)
- Ensuring cohesion and coherence (creating seamless connections between paragraphs)

10. Different Types of Expository Writing:

- Description
- Illustration
- Classification
- Cause and effect (exploring causal relationships and outcomes)
- Process analysis (explaining step-by-step procedures) Comparative analysis (analyzing similarities and differences)

11. Writing for Specific Purposes and Audiences:

- Different types of purposes (to inform, to analyze, to persuade, to entertain etc.)



- Writing for academic audiences (formality, objectivity, and academic conventions) • Writing for public audiences (engaging, informative and persuasive language)
- Different tones and styles for specific purposes and audience.

12. Ethical Considerations:

- Ensuring original writing (finding credible sources, evaluating information etc.)
- Proper citation and referencing (APA, MLA, or other citation styles)
 - Integrating quotes and evidences (quoting, paraphrasing, and summarizing)
- Avoiding plagiarism (ethical considerations and best practices)

WEEKLY BREAKDOWN:

Weeks	Topic
1 st Week	Introduction to Expository Writing: Understanding expository writing (definition, types, purpose and applications)
2 nd Week	Characteristics of effective expository writing (clarity, coherence and organization) Introduction to paragraph writing.
3 rd Week	The Writing Process: Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.)
4 th Week	Drafting (three stage process of drafting techniques).
5 th Week	Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.)
6 th Week	Proofreading (fine-tuning of the draft)
7 th Week,	Peer review and feedback (providing and receiving critique)
8 th Week	MID TERM EXAMS
9 th Week	Essay Organization and Structure: Introduction and hook (engaging readers and introducing the topic), Thesis statement (crafting a clear and focused central idea)
10 th Week	Body Paragraphs (topic sentences, supporting evidence and transitional devices) Conclusion (types of concluding paragraphs and leaving an impact) Ensuring cohesion and coherence (creating seamless connections between paragraphs)
11 th Week	Different Types of Expository Writing: Description, Illustration, Classification
12 th Week	Cause and effect (exploring causal relationships and outcomes), Process analysis (explaining stepby-step procedures), Comparative analysis (analyzing similarities and differences)
13 th Week	Writing for Specific Purposes and Audiences: Different types of purposes (to inform, to analyze, to persuade, to entertain etc.) Writing for academic audiences (formality, objectivity, and academic conventions)
14 th Week	Writing for public audiences (engaging, informative and persuasive language) Different tones and styles for specific purposes and audiences.
15 th Week	Ethical Considerations: Ensuring original writing (finding credible sources, evaluating information etc.) Proper citation and referencing (APA, MLA, or other citation styles)
16 th Week	Integrating quotes and evidences (quoting, paraphrasing, and summarizing) Avoiding plagiarism (ethical considerations and best practices).
17 th Week	FINAL TERM EXAMS

SUGGESTED READINGS

11. "The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.
12. "They Say/ I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein.
13. "Writing Analytically" by David Rosenwasser and Jill Stephen.
14. "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.
15. "The Elements of Style" by William Strunk Jr. and E.B. White.
16. "Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer.

17. "Writing to Learn: How to Write - and Think - Clearly About Any Subject at All" by William Zinsser.
18. "The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Gaggling, and Francine Weinberg
19. "The Art of Styling Sentences" by Ann Long knife and K.D. Sullivan.
20. "Writing Today" by Richard Johnson-Sheehan and Charles Paine.

SEMESTER-II

Program	BS English
Title of the course	Quantitative Reasoning-I
Course Code.	G-STAT-100
Credit hours	3+0
Related SDG	16
Course Description	This course is designed to help students to apply quantitative reasoning methods in their daily life and professional activities. This course will also change student's attitudes about the applications of mathematics and statistics. It will not only polish their quantitative skills but also enhance their abilities to apply these skills in real-life situations
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	General
Learning objectives	At the end of this course, the students will be able to: <ol style="list-style-type: none"> 3. Use of quantitative arguments to analyze problems and draw conclusions. 4. To use algebraic and statistical methods to solve problems and understand quantities. <p>Acquire and use the quantitative reasoning skills in different disciplines</p>

WEEKLY BREAKDOWN/OUTLINE CONTENTS:

Weeks	Contents to be covered
Week 1	Introduction to Quantitative Reasoning. Overview of the history of statistics and mathematics.
Week 2	Different types of standard numbers and their role in real-life problems.
Week 3	Qualitative and Quantitative data, Percentages, Fractions and Decimals.
Week 4	Scientific Notation and Conversions.
Week 5	Rounding and Errors.
Week 6	Rates and Ratio, Odds and Odds Ratio and their applications in real-life scenarios
Week 7	Set theory
Week 8	Permutation and Combination.
Week 9	Mid Term Examination
Week 10	Practical life problems involving part and whole.
Week 11	Unit analysis as a problem-solving tool.
Week 12	Money management (Profit, loss, discount, zakat, simple interest, compound interest and taxation).
Week 13	Data handling, Measures of central tendency.
Week 14	Measures of dispersion
Week 15	Graphical representation
Week 16	Venn diagrams
Week 17	Final Term Examination

Recommended Books:

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (Eds.). (2023). Quantitative Reasoning in Mathematics and Science Education (Vol. 21). Springer Nature.

2. Lane, D., Scott, D., Hebl, M., Guerra, R., Osherson, D., & Zimmer, H. (2017). Introduction to statistics. Independent.
3. Aufmann, R., Lockwood, J., Nation, R. & Clegg, D. (2007). Mathematical thinking and reasoning. Brooks Cole.

SEMESTER-II

Program	BS English
Title of the course	INTRODUCTION TO PSYCHOLOGY
Course Code.	PSY-101
Credit hours	3+0
Related SDG	03
Course Description	This course is designed to provide students with a general overview of the subject which seeks to understand and explain behavior and mental processing. To sum up, the four major objectives of psychology are to describe, explain, predict, and change or control behaviors. These goals are the foundation of most theories and studies to understand the cognitive, emotional, and behavioral processes that people face in their daily lives.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Allied Course
Learning objectives	<p>at the end of this course the students will be able to:</p> <ol style="list-style-type: none"> 5. Accurately and comprehensively understand the human behaviour and mental life in general along with critical thinking, innovation, synthesis and analysis of information, effective development, interpretation, and expression of ideas through written, oral and visual communication. 6. Acquire the basic knowledge of psychology, psychological concepts and scientific study of behaviour. 7. Understand the misconceptions and erroneous behavioural claims based on evidence from psychological science and draw appropriate, logical and objective conclusions about behaviour and mental processes. 8. Apply psychological principles to everyday life.

WEEKLY BREAKDOWN/OUTLINE CONTENTS:

Week	Contents
1	Chapter 1: Introduction to Psychology – Nature and Application of Psychology with special reference to Pakistan.
2	Historical background of Psychology – Schools of Psychology/ Schools of thoughts.
3	Schools of thought. Definition of tolerance and importance of tolerance in everyday life.
4	Chapter 2: Methods of psychology. Observation methods. Case history methods. Experimental methods. Survey methods. Interviewing techniques
5	Chapter 3: Biological basis of behavior. Neuron structure and functions. Central nervous system.
6	Peripheral nervous system. Endocrine glands.

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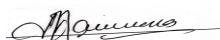
	Chapter 4: Sensation; Characteristic and major functions of different sensation
7	Vision. Structure and function of the eye. Audition. Structure and functions of the ear.
8	Mid Term Exam
9	Perception. Factors of perception. Subjective, Objective and Social. Kinds of perception. Spatial perception. Temporal perception. Attention.
10	Chapter 5: Motives. Definition and nature. Classification of motives. Primary (biogenic) motive. Hunger, thirst, defecation and urination, fatigue, sleep, pain, temperature regulation, maternal and sex motive.
11	Secondary (sociogenic) motives. Play and manipulation, exploration and curiosity, affiliation, achievement and power, competition, co-operation, social approval and self-actualization.
12	Chapter 6. Emotions. Definition and nature. Physiological changes during emotions. Neural, cordial, glandular, galvanic skin response, pupillometric. Theories of emotions, James Lang theory. Cannon Bard theory, Schachter Singer theory.
13	Chapter 7. Learning. Definition of learning, types of learning, classical and operant conditioning. Trial and error learning, learning by insight, observational learning.
14	Chapter 8. Memory. Definition and nature. Memory processes, retention, recall and recognition. Forgetting, nature and causes.
15	Chapter 9. Thinking. Definition and nature. Tools of thinking. Imagery, language, concepts. Kinds of thinking. Problem solving. Decision making. Reasoning.
16	Chapter 10. Individual differences. Definition. Concept of intelligence, personality, aptitude, achievement.
17	Final Term

Recommended Books

- Lahey, Benjamin (2008). Psychology, McGraw Hill 10th Edition.
- Feldman, Robert S. (2009) Understanding Psychology, McGraw Hill 14th Edition.
- Gerow Josh, R (2004) Psychology: An Introduction, Longman 8th Edition.
- Carlson Neil R, and Bukist, William (2009), Psychology, Allyn and Bacon 7th Edition.
- Zimbardo Philips, G Gerring, Richard J. (2004), Psychology and Life: Harper Collins 17th Edition.
- Coon (2021). Introduction to Psychology: Getaways to Mind and Behavior 16th Edition.

Year 2 - Semester -III

Program	BS
Semester	3rd Semester
Title of the course	Application of Information & Communication Technologies
SDG	09
Prerequisite	Nil
Course Code.	G-COMP-101
Credit hours	3(2+1)
Category	General




Course contents	<p>Course Contents: Number Systems, Binary numbers, Boolean logic, History computer system, basic machine organization, Von Neumann Architecture, Algorithm definition, design, and implementation, Programming paradigms and languages, Graphical programming, Overview of Software Engineering and Information Technology, Operating system, Compiler, Computer networks and internet, Computer graphics, AI, Social and legal issues, software applications such as word processing software (e.g., Microsoft Word), presentation software (e.g., Microsoft PowerPoint), and spreadsheet software (e.g., Microsoft Excel), creating, managing, and organizing files and folders on both local and cloud storage systems, the use of online learning management systems (LMS).</p>
Learning outcomes	<p>This course focuses on a breadth-first coverage of computer science discipline, introducing computing environments, general application software, basic computing hardware, operating systems, desktop publishing, Internet, software applications and tools and computer usage concepts; Introducing Software engineering and Information technology within the broader domain of computing, Social issues of computing.</p>

Weekly plan

	Topic
1	Introduction and scope of Information and Communication Technologies: Components of Information and Communication Technologies (basics of hardware, software, ICT platforms, networks, local and cloud data storage etc.). Emerging technologies and future trends.
2	Introduction and basics of Computer Science, Computers & Algorithms
3	History of Computer System: Brief discussion on computer, History and Evaluation of computer system, Generations of computer
4	The Hardware World: Binary Numbers, Boolean Logic and Gates
5	Computer Organization: Von Neumann Architecture and Non Von Neumann Architecture
6	Introduction to System Software : Operating System and Utilities
7	Input Devices and Output Devices
	Mid Term Exam
8	Programming paradigms and languages, Graphical programming, Overview of Software Engineering and Information Technology
9	Introduction and Types of Computer Networks
10	The Internet, World Wide Web, Cloud Computing, Note Taking Applications(Evernote,, Video conferencing (Google Meet, Microsoft Teams, Zoom ,etc.).Social media applications (LinkedIn, Facebook, Instagram, etc.).
11	Application Software: MS Office Word
12	Application Software: MS PowerPoint
13	Application Software: MS office Excel
14	Managing Directories and Folders: creating, managing, and organizing files and folders on both local and cloud storage systems(e.g., Google Drive, One Drive)
15	Social Issues in Computing, E-commerce plat Forms (Daraz.pk, Telemart, shophive, etc.)
16	ICT in Education: Working with learning management systems (Moodie, Canvas, Google Classrooms, etc.). Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.). Interactive multimedia and virtual classrooms practices

Recommended Books:

6. Computers: Information Technology in Perspective, 9/e by Larry Long and Nancy Long, Prentice Hall, 2002 / ISBN: 0130929891
7. An Invitation to Computer Science, Schneider and Gersting, Brooks/Cole Thomson Learning, 2000
8. Discovering Computers by Vermaat, Shaffer, and Freund.
9. GO! with Microsoft Office Series by Gaskin, Vargas, and Mclellan.
10. Computing Essentials by Morley and Parker.

SEMESTER-III

Program	BS English
Title of the course	Quantitative Reasoning-II
Category	General Course
Course Code.	G-STAT-200
Credit hours	3+0
Related SDG	16

Course Description

This course includes appropriate inferences from quantitative representations, such as formula graphs or tables. This course also includes algebraic, numerical and statistical methods to draw accurate conclusions and solve mathematical problems. This course will help students to apply mathematical and statistical methods in other fields of study.

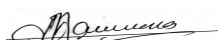
At the end of this course, the students will be able to:

COURSE LEARNING OUTCOMES:

1. Understand the use of numeric data in different contexts
2. Incorporate the use of quantitative methods in real-world applications.
3. Stress critical thinking with a quantitative basis as its primary general education outcome.
4. Apply concepts of probability in different real-life scenarios

5. Improve decision-making ability using quantitative skills**WEEKLY BREAKDOWN/OUTLINE CONTENTS:**

Weeks	Contents to be covered
Week 1	Inductive and deductive reasoning.
Week 2	Introduction to Probability and Statistics.
Week 3	Theoretical and Empirical Probability. Application of probability in different real-life situations.
Week 4	Variable, probability function, probability distribution, Mathematical Expectation.
Week 5	Normal Distribution and its Applications.
Week 6	Sampling methods.
Week 7	Linear Functions.
Week 8	Mid Term Examination
Week 9	Exponential Functions.
Week 10	Real population Growth
Week 11	Correlation and Causality.
Week 12	Path Diagrams.
Week 13	Applied Geometric Topics.
Week 14	Dealing with Social and Economic Issues involving Geometrical Objects.



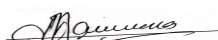

Week 15	Stock Exchange and Economy.
Week 16	Patterns /sequences and their applications.
Week 17	Final Term Examination

Recommended Books:

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (Eds.). (2023). Quantitative Reasoning in Mathematics and Science Education (Vol. 21). Springer Nature.
2. Lane, D., Scott, D., Hebl, M., Guerra, R., Osherson, D., & Zimmer, H. (2017). Introduction to statistics. Independent.
3. Aufmann, R., Lockwood, J., Nation, R. & Clegg, D. (2007). Mathematical thinking and reasoning. Brooks Cole.

Semester-III

Program	BS English
Title of the course	English III: Communication and Presentation Skills
Course Code.	Course Code: ENG-201
Credit hours	3+0
Related SDG	04
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 optimizing 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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning objectives	The course aims to: <ol style="list-style-type: none"> 4. help students identify essential components of a presentation 5. develop the awareness, knowledge, skills and attitudes required to deliver effective academic presentations and communicate clearly 6. help students learn various presentation and communication styles and techniques
Course Content	<ol style="list-style-type: none"> 9. Introduction <ul style="list-style-type: none"> ● Understanding the purpose of Communication ● Analyze the Audience ● Communicating with words as well as with body language ● Writing with a Purpose 10. Presentation skills 11. Delivering your presentation 12. Speaking with Confidence 13. Communicating Effectively 14. Job Interviews and Communicating Skills 15. Communicating with Customers 16. Communication in a Team
Lesson Plan	Contents
Week 1	1. Introduction <ul style="list-style-type: none"> ● Understanding the purpose of Communication ● Analyze the Audience




Week 2	<ul style="list-style-type: none"> Communicating with words as well as with body language Writing with a Purpose
Week 3	Communication Skills
Week 4	7 C's of communication
Week 5	Completeness, Conciseness, Consideration, Concreteness, Clarity, courtesy, Correctness Activities
Week 6	Concreteness, Clarity, courtesy, Correctness
Week 7	Non verbal Communication
Week 8	Mid term examination
Week 9	Delivering your presentation
Week 10	Speaking with Confidence
Week 11	Communicating Effectively
Week 12	Job Interviews and Communicating Skills
Week 13	Communicating with Customers/Drafting
Week 14	Communication in a Team
Week 15	Revision
Week 16	Presentations
Week 17	Final Examination

Recommended Books:

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

Semester-III

Program	BS English
Title of the course	Classical Poetry
Course Code.	Course Code:ENG-203
Credit hours	3+0
Related SDG	04
Course Description	<p>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 benchmarks 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 <i>Prologue to Canterbury Tales</i> (c. 1389), the puritanical strain of Milton's epic <i>Paradise Lost</i> (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.</p>
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning objectives	<ul style="list-style-type: none"> ● To trace the generic specific historical development of classical poetry ● To develop a keen awareness of poetic language and tone of the period ● To introduce various forms and styles of poetry

Lesson Plan	Contents
Week 1	Shall I compare thee to a summer's day? (Sonnet 18) Let me not to the marriage of true minds (Sonnet 116)
Week 2	Love Poems: Song The Sun Rising
Week 3	Aire and Angels The Good Morrow
Week 4	Holy Sonnets:
Week 5	Thou hast made me, and shall thy work decay? Death be not proud, though some have called thee
Week 6	Valediction: Forbidding Mourning
Week 7	Revision
Week 8	Quiz
Week 9	Mid Term
Week 10	John Milton (1608-1674)
Week 11	<i>Paradise Lost</i> Book 9 (The main contention and critical summary)
Week 12	<i>Paradise Lost</i> Book 9 (The main contention and critical summary)
Week 13	<i>Paradise Lost</i> . Book I(1667)
Week 14	<i>Paradise Lost</i> . Book I(1667)
Week 15	Alexander Pope (1688-1744) <i>Rape of the Lock</i> (1712)
Week 16	Presentations
Week 17	Final Examination

Recommended Books:

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

Semester-III

Program	BS English
Title of the course	Rise of Novel (18 &19 century)
Course Code.	Course Code:ENG-205
Credit hours	3+0
Related SDG	04
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 <i>Prologue to Canterbury Tales</i> (c. 1389), the puritanical strain of Milton's epic <i>Paradise Lost</i> (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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory

Learning

Objectives

- To have a full understanding of 18th and 19th century novel which is rich in diversity as well as creativity.
- To closely study the English society of these centuries and its impact upon human lives, and its complex psychological phenomena.
- 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.

Lesson Plan	Contents
Week 1	Henry Fielding <i>Joseph Andrews</i> (1742)
Week 2	Henry Fielding <i>Joseph Andrews</i> (1742)
Week 3	Henry Fielding <i>Joseph Andrews</i> (1742)
Week 4	Jane Austen <i>Pride and Prejudice</i> (1813)
Week 5	<i>Pride and Prejudice</i> (1813)
Week 6	Mid-term Examination
Week 7	Charles Dickens <i>Hard Times</i> (1854)
Week 8	Charles Dickens <i>Hard Times</i> (1854)
Week 9	Charles Dickens <i>Hard Times</i> (1854)
Week 10	George Eliot <i>The Mill on the Floss</i> (1860)
Week 11	George Eliot <i>The Mill on the Floss</i> (1860)
Week 12	George Eliot <i>The Mill on the Floss</i> (1860)
Week 13	Thomas Hardy <i>The Return of the Native</i> (1878)
Week 14	Thomas Hardy <i>The Return of the Native</i> (1878)
Week 15	Thomas Hardy <i>The Return of the Native</i> (1878)
Week 16	Presentations
Week 17	Final Examination

Recommended Books:

20. Bloom, Harold. (1988) *George Eliot's the Mill on the Floss*(Bloom's Modern Critical Interpretations). Chelsea House Pub.
21. Allen, Walter *The English Novel*
22. Ashton, Rosemary. *George Eliot: A Life*. London, 1996.
23. Battestin, Martin C. *The Moral Basis of Fielding's Art: A study of Joseph Andrews*

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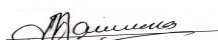
24. Beer, Gillian. *George Eliot*. Brighton, 1986.
25. Butt, John *Fielding*
26. Church, Richard *The Growth of the English Novel*.
27. Collins, Philip, *Dickens: The Critical Heritage*, 1971
28. Copeland, Edward and McMaster, Juliet, *The Cambridge Companion to Jane Austen*, 1997
29. Elliot, Albert Pettigrew. *Fatalism in the Works of Thomas Hardy*, 1935
30. Forster, E.M. *Aspects of the Novel*. (Pelican Paperback)
31. Gard, Roger. *Jane Austen's Novels: The Art of Clarity*, 1998 • Hardy, Barbara. *The Novels of George Eliot*. London, 1959.
32. Kettle, Arnold *Introduction to the English Novel* (vol. I & II)
33. Lubbock, P. *The Craft of Fiction*. Jonathan Cape,
34. MacDonagh, Oliver, *Jane Austen: Real and Imagined Worlds*. 1993
35. Neill, Edward. (1999). *Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective)*. Camden House.
36. Neill, Edward. *The Politics of Jane Austen*, 1999
37. Smith, Grahame, *Charles Dickens: A Literary Life*, 1996
38. Thomas, Jane. *Thomas Hardy, Femininity and Dissent*, 1999 Watt, Ian *The Rise of Novel*. Chatto Windus, London, (1955-

Semester-III

Program	BS English
Title of the course	INTRODUCTION TO HISTORY
Course Code.	GEN-HPS-101
Credit hours	2+0
Related SDG	04
Course Description	History is an <u>umbrella term</u> comprising past events as well as the memory, discovery, collection, organization, presentation, and interpretation of the events. It focuses on the introduction of major concepts, terminologies and issues, understanding of those are essential for the study of history. As it is supposed that students from across the disciplines can join BS History classes therefore, it is expected that many of the students will not be aware about the basic ideas of history. It will avoid the complexities involved in the understanding of the discipline of History. In an increasingly digitized and globalized world, there is a need for constant rethinking on History curricula and syllabi, teaching methodologies and evaluation procedures. There is a growing realization in the modern world that teaching of history can help foster active citizenry and widen our understanding of the past; it can help open up new avenues for the creation of a knowledge-driven, cosmopolitan, tolerant and mature society.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory

COURSE OBJECTIVES:

- To make students aware of the nature of historical knowledge and research.
- To introduce to the students of BS History the basic concepts and controversies related to historical understanding.
- To inculcate among the students a sense of historical evolution of human knowledge, development and progress




- To develop among the students of BS History an ability to understand the common themes of historical knowledge.

COURSE LEARNING OUTCOMES:

- The students understand the major concept of historical Knowledge.
- Have an ability to distinguish between ‘historical’ and ‘Instinctual’ aspects of human knowledge.
- Have an ability to understand the historical evolution.
- Have an ability to Plan a role in the future development.

COURSE CONTENT:

9. Introduction of history, nature of history.
10. Scope of history & benefits of history.
11. Forms and Classification of History
12. Nature of History: Being and Becoming, Continuity and Change;
13. Evolution, Progress and Development in History
14. Concepts of Time, Space, Causation, Subjectivity & Objectivity
15. Continuity of History from Past to Future
16. Relationship of History with other forms of knowledge:
 - Natural Sciences
 - Social Sciences
 - Literature and Arts

WEEKLY BREAKDOWN:

Weeks	Topic
1 st Week	Introduction of history,
2 nd Week	nature of history in the view of different historians
3 rd Week	Scope of history & benefits of history.
4 th Week	Forms and Classification of History
5 th Week	Nature of History: Being and Becoming, Continuity and Change;
6 th Week	Tests and activities
7 th Week,	Assignments + presentations
8 th Week	MID TERM EXAMS
9 th Week	Evolution, Progress and Development in History
10 th Week	Concepts of Time, Space, Causation, Subjectivity & Objectivity
11 th Week	Continuity of History from Past to Future
12 th Week	Relationship of History with other forms of knowledge:
13 th Week	Natural Sciences
14 th Week	Social Sciences , Literature & Arts
15 th Week	Assignments + presentations
16 th Week	Quizzes & Tests
17 th Week	FINAL TERM EXAMS

SUGGESTED READINGS:

- Burke, *Varieties of Cultural History*, Cornell University Press, 1972. Carlo, Ginzburg
- Clues. *Myths, and the Historical Method*, John Hopkins: University Press, 1992
- Carr, E. H., *What is History?* Harmondsworth: Penguin, 1961
- Collingwood, R. G. *The Idea of History*. Oxford: Oxford University Press, 1978.
- Daniels, *Studying History: How and Why*, New Jersey, 1981.
- Gertrude Himmelfarb. *The New History and the Old*, Cambridge: Harvard University Press, 1987
- Qadir, Khurram, *Tarikh Nigari Nazriyat-o-Irtiqā*, Lahore: Palgrave, 1994.
- Qureshi, Muhammad Aslam. *A Study of Historiography*. Lahore: Pakistan Book Centre, Latest Edition.
- Steedman. Caroline, *Dust: The Archive and Cultural History*, Manchester University Press, 2002
- Tahir Kamran, *The Idea of History Through Ages*, Lahore: Progressive Publisher, 1993
- Lemon, M. C., *Philosophy of History*, London: Routledge, 2003
- Marwick, Arthur, *The New Nature of History*, London, 1989, pp.31-35.
- Shafique, Muhammad, *British Historiography of South Asia: Aspects of Early Imperial Patterns and Perceptions*, Islamabad, NIHCR, Quaid-i-Azam University, 2016

Semester-IV

Program	BS English
Title of the course	English-IV (Advanced Academic Reading & Writing)
Course Code.	ENG-202
Credit hours	3+0
Follow Up	Quizzes 10 marks , Assignments 5marks , Presentations 5 marks Category: Compulsory
Related SDG	04
Course description	This course aims at inculcating proficiency in academic reading through research. It guides students to develop a well argued and well documented paper with a clear thesis statement, Critical thinking, Argumentation and synthesis of information. This course also teaches students how to use different system of citations and bibliography. It allows students to become independent and efficient readers armed with appropriate skills and strategies for reading and comprehending text at undergraduate level.
Learning objectives:	5. To improve literal understanding, 6. interpretation, and gender assimilation and integration of knowledge. 7. To write well organized academic text including examination answers with topic/thesis statement and supporting details. 8. To make the students independent and efficient readers armed with appropriate skills and strategies for reading and comprehending text at undergraduate level.

Week planner

Week 1	Orientation Session. Introduction to course, Course objectives & targeted outcomes
Week 2	Reading and Critical thinking.

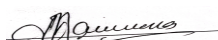
Week 3	Dictionary skills.
Week 4	Academic vocabulary.
Week 5	Grammar in context.
Week 6	Argumentative and descriptive writing.
Week 7	Group Discussion, Revision/ Quiz
Week 8	Mid Term Exams
Week 9	Writing academic texts.
Week 10	Ordering information.
Week 11	Cohesive devices.
Week 12	Topic and supporting sentences.
Week 13	Presentation
Week 14	Redraft, checking content, structure & language.
Week 15	Edit and proofread.
Week 16	Revision. Discussion
Week 17	Quiz

Recommended Books:

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

Semester -IV

Program	BS English
Title of the course	Semantics
Course Code.	ENG-206
Credit hours	3+0
Related SDG	04
Course Description	This course introduces students to the basic concepts of semantic pragmatics with the aim to help them conceptualize the relationship between words and their meanings, and to understand the factors that govern the language in social interaction and the effects of these choices.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory

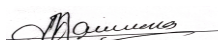



Learning Objectives	To Enable students to differentiate between semantic and pragmatic meaning. To Introduce the theoretical concepts related to Semantics and Pragmatics. To Help students internalize sense relation and Lexical relations along with types of meaning.
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Lesson Plan	Contents
Week 1	Theories of Semantic
Week 2	Theories of Pragmatics
Week 3	Types of meaning Semantic field
Week 4	Sense Relations
Week 5	Lexical Relations (Hyponymy; Synonymy:)
Week 6	Antonymy: Homonymy and Polysemy
Week 7	Quiz + Discussion
Week 8	Presentation
Week 9	Mid Term
Week 10	Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)
Week 11	Speech act Theory
Week 12	Conversational Implicature
Week 13	The Cooperative Principle
Week 14	Politeness
Week 15	Deixis
Week 16	Presentation
Week 17	Final Examination

Recommended Books:

16. Burton-Roberts, N. (Ed.), (2007). *Pragmatics*. PalgraveMacmillan.
17. Cruse, A. (2011). *Meaning in Language: An Introduction to Semantics and Pragmatics*. (Third edition). Oxford Textbooks in Linguistics.
18. Cutting, J. (2002). *Pragmatics and Discourse: a resource book for students*. Routledge.
19. Davis, S. & Gillon, S. B. (2004). *Semantics: A Reader*. Oxford University Press.
20. Davis, S. (Ed.), (1991). *Pragmatics: a reader*. Oxford University Press.
21. Frawley, W. (2002). *Linguistic Semantics*. Cambridge: Cambridge University Press.
22. Griffiths, P. (2006). *An Introduction to English Semantics and Pragmatics*. Edinburgh University Press Ltd.
23. Grundy, P. (2000). *Doing Pragmatics*. Arnold.
24. Howard, G. (2000). *Semantics: Language Workbooks*. Routledge.
25. Hurford, R. J., Heasley, B. & Smith, B. M. (2007). *Semantics: a course book*. (Second edition) Cambridge: CUP.
26. Kearns, K. (2000). *Semantics*. Palgrave Modern Linguistics. Great Britain.
27. Lyons, J (1996). *Linguistic Semantics: An Introduction*. Cambridge: University of Cambridge.





28. Riemer, N. (2010). *Introducing Semantics*. Cambridge Introductions to Language and Linguistics.
29. Saeed, I. J. (2009). *Semantics*. (Third edition). Wiley- Blackwell.
30. Horn, R. L., & Ward, L. G. (Eds.), (2005). *The handbook of pragmatics*. Wiley-Blackwell

Semester-IV

Program	BS English
Title of the course	Classical and Renaissance Drama
Course Code.	ENG-204
Credit hours	3+0
Related SDG	04
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
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 on mythology, drama and society is given in the beginning of the course to prepare students to undertake close reading and analyses of the selected text.

Learning Objectives

4. To get an insight into the culture, society and political events of the classical periods under study. To get an understanding of the main objectives, themes and ideas underlying Classical Drama.
5. To understand the 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 texts.
6. To demonstrate the knowledge of myths, history, conventions and major personages of classical theatre through readings of plays and secondary sources.

Lesson Plan	Contents
Week 1	Greek tragedy Oedipus Rex by Sophocles
Week 2	Greek tragedy Prometheus Bound by Aeschylus
Week 3	Greek tragedy The Bacchae by Euripides
Week 4	Critical analysis of the main themes and characters of Greek tragedies
Week 5	Greek comedy The Birds by Aristophanes
Week 6	Greek comedy The Pot of Gold by Plautus
Week 7	Critical analysis of main themes and characters of Greek comedies
Week 8	Conclusive analyses of works of great Greek dramatists
Week 9	Mid Term
Week 10	Analysis and text study of Tamburlaine the Great (Part I, II) by Christopher Marlowe

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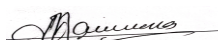
Week 11	Analysis and text study of King Lear by Shakespeare
Week 12	Assignments
Week 13	Analysis and text study of The Duchess of Malfi by Webster
Week 14	Analysis and text study of As You Like It by Shakespeare
Week 15	Presentations
Week 16	Presentations
Week 17	Final Examination

Recommended Books:

10. Aeschylus. (1961). *Prometheus Bound, The Suppliants, Seven Against Thebes, The Persians*, translated by Philip Vellacott. Penguin Books.
11. Aristophanes. (1962). *The Complete Plays of Aristophanes*. Edited by Moses Hadas. A Bantam Skylark Book.
12. Bloom, Harold. (1987). *John Webster's The Duchess of Malfi*. Chelsea House Pub(L).
13. Bloom, Harold. (1999). *Shakespeare: The Invention of the Human*. London: Fourth Estate.
14. Cheney, Patrick. (2004). *The Cambridge Companion to Christopher Marlowe*. Cambridge: CUP.
15. Dover, K.J. (1972). *Aristophanic Comedy*. University of California Press.
16. Eagleton, Terry. (1986). *William Shakespeare*. New York: Blackwell.
17. Erikson, Peter. (1991). *Rewriting Shakespeare, Rewriting Ourselves*. Berkley: University of California Press.
18. Frazer, James G. (1922). *The Golden Bough: A Study in Magic and Religion*. MacMillan.

SEMESTER-IV

Program	BS English
Title of the course	<u>Introduction to Environmental Studies</u>
Course Code.	ENV-101
Credit hours	3+0
Related SDG	04,15
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning Objectives	<p>The course is designed to:</p> <ol style="list-style-type: none"> 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.

Lesson Plan	Contents
Week 1	Environment; definition and concept; ecosystem, its component; material and energy flow in an ecosystem;
Week 2	Terrestrial and aquatic ecosystems; biomes and their distribution;
Week 3	Atmosphere; composition, air pollution, causes and its impacts.
Week 4	Hydrosphere; water distribution on earth, water quality and quantity problems.
Week 5	Lithosphere; earth structure, soil resources, pollution and problem.
Week 6	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.
Week 7	Environmental Pollution: Concept, history and background, Pollution sources and types: point and non-point sources.
Week 8	Air pollution; sources, types of pollutants, sources and fate, impacts on human health and on environment,
Week 9	Mid Term
Week 10	Water pollution; water quality and quantity problems,
Week 11	sources, types of pollutants, sources and fate, impacts on human health and on environment,
Week 12	Solid Waste, Noise Pollution, Toxic chemicals in environment, approaches to manage environmental pollution.
Week 13	Global Environmental Problems: Ozone Depletion; history, science, world response.
Week 14	Climate change: a myth or reality, Conflicting Theories,
Week 15	climate change scientific basis, its impacts, world response, climate change politics. Acid Rain
Week 16	Human Population and sustainability, International environmental laws.
Week 17	Final Examination

Recommended Books:

15. *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
16. *Environmental Science: systems and solutions*, McKinney,
17. L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
18. *Environmental Science: Toward a Sustainable Future*,
a. Wright, R.T. & Nebel, B.J. 10th Ed. Pearson
19. Educational, 2007.

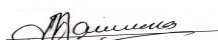
20. *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
21. *Environmental Science: systems and solutions*, McKinney,
22. L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
23. *Environmental Science: Toward a Sustainable Future*,
a. Wright, R.T. & Nebel, B.J. 10th Ed. Pearson Educational, 2007.
24. *Environmental Science: working with the Earth. I* 11th Ed. Miller, G., Tyler. Cengage Learning, 2005.
25. *Environmental Science: Earth as a Living Planet*, Botkin, D.B & Keller, E.A. 9th Ed. John Wiley & Sons, 2013.
26. *Environmental Science: systems and solutions*, McKinney,
27. L., Schoch, R.M. & Yonavjak, L. 5th Ed. Jones & Bartlett Publishers, 2013
- 28.

SEMESTER-IV

Program	BS English
Title of the course	Entrepreneurship
Course Code.	G-MGT-100
Credit hours	2+0
Related SDG	05
Course Description	The course on Entrepreneurship has been designed to provide the participants with an overall understanding of entrepreneurship and small business management. The course strongly emphasizes the development of a real-world, workable, implementable business plan that applies the proper methods, techniques, and skills needed for successfully developing and growing a new venture. The purpose of this course is to acquaint the students with the virtues of entrepreneurship for society so as to enable them to consider it as one of the early or late career options, as well as to appreciate the role of entrepreneurship in economic growth and thereby personal career growth of business managers
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	General
Learning outcome	The course is designed to: <ol style="list-style-type: none"> 6. Develop an idea for a new venture. 7. Research its potential and understand the risks associated. 8. Undertake marketing, positioning, and customer development. 9. Prepare an analysis of the financial requirements and 10. Build a financial strategy for the new venture, including incremental appreciation of the equity base.

WEEKLY BREAKDOWN/OUTLINE CONTENTS:

Weeks	Contents
Week 1	Entrepreneurship: an evolving concept: Entrepreneurship – a perspective, Emerging trends: the internet and e-commerce, Entrepreneurial opportunities, The evolution of entrepreneurship, The myths & approaches to entrepreneurship
Week 2	Understanding strategic issues in business plan development and comparative analysis of other countries. Strategic Objectives, Competitor Analysis
Week 3	Understanding strategic issues in business plan development, STP Strategies, and Marketing Mix Strategies




Week 4	Understanding the entrepreneurial perspective in individuals: The entrepreneurial perspective, The dark side of entrepreneurship, Entrepreneurial perspective in organizations: corporate, Social and the ethical & challenges
Week 5	Innovation: The Creative Pursuit of Ideas: Opportunity Identification: The search for New Ideas, Entrepreneurial Imagination and Creativity, The role of Creative Thinking, Arenas in Which People Are Creative, Innovation and the Entrepreneur, The Innovation Process
Week 6	Pathways to Entrepreneurial Ventures: Creating New Ventures, Acquiring an Established Entrepreneurial Venture, Franchising: The Hybrid
Week 7	Legal Challenges for Entrepreneurial Ventures, Legal Challenges for the Entrepreneurial Venture, Intellectual Property Protection: Patents, Copyrights, and Trademarks, Identifying Legal Structures for
	Entrepreneurial Ventures, Sole Proprietorships, Partnerships, Corporations, Specific Forms of Partnerships and Corporations, Understanding Bankruptcy
Week 8	Mid Term Examination
Week 9	Sources of Capital for Entrepreneurial Ventures, The Entrepreneur's Search for Capital, Debt Versus Equity, The Venture Capital Market, Informal Risk Capital: "Angel" Financing
Week 10	Assessment of Entrepreneurial Plan: The Challenge of New- Venture Start-Ups, Pitfalls, Critical Factors for New-Venture Development, Why New Ventures Fail, The Evaluation Process
Week 11	Marketing Challenges for Entrepreneurial Ventures, The Marketing Concept for Entrepreneurs, Marketing Research, Inhibitors to Marketing Research, Internet Marketing, Developing the Marketing Concept, Developing a Marketing Plan, Pricing Strategies
Week 12	Financial Preparation for Entrepreneurial Ventures, The Importance of Financial Information for Entrepreneurs, Understanding the Key Financial Statements, Preparing Financial Budgets, Break-Even Analysis
Week 13	Developing an Effective Business Plan: Pitfalls to Avoid in Planning, Benefits of a Business Plan, Elements of a Business Plan, Updating the Business Plan, Presentation of the Business Plan: The "Pitch"
Week 14	Strategic Entrepreneurial Growth: Nature of Strategic Planning in Emerging Firms, The Lack of Strategic Planning, The Value of Strategic Planning, Managing Entrepreneurial Growth, Venture Development Stages
Week 15	Valuation of Entrepreneurial Ventures: The Importance of Business Valuation, Underlying Issues When Acquiring a Venture, Due Diligence, Analyzing the Business, Establishing a Firm's Value, Term Sheets in Venture Valuation, Additional Factors in the Valuation Process
Week 16	Harvesting the Entrepreneurial Venture, Harvesting the Venture: A Focus on the Future, The Management Succession Strategy, Key Factors in Succession
Week 17	Final Term Examination

RECOMMENDED BOOKS:

3. Entrepreneurship – Theory Process Practice, Donald F. Koratko 8th Edition
4. Entrepreneurship by Robert Hisrich, Michael Peters, & Dean Shepherd (9th edition). McGraw-Hill Education).

Semester-IV

Program	BS English
Title of the course	<u>CIVIC AND COMMUNITY ENGAGEMENT</u>
Course Code.	GSOC -202
Credit hours	2+0
Related SDG	1+3+5+6+7+8+16

Course Description

This course comprehensively covers the essential aspects of society and culture, including their nature, characteristics, functions, and the significance of cultural diversity. The course sheds light on the fundamental principles governing groups, emphasizing their dynamics and roles within societies. It delves into the concept of socialization, encompassing its aims, influencing factors, and the responsible agencies involved in this process. A significant focus of the course is dedicated to the exploration of various social institutions, providing insights into their structures and functions. Moreover, the course underscores the importance of engaging with the broader community and effectively establishing social connections. It offers strategies for mobilizing communities to contribute to the development of educational institutions. An integral component of this course involves a comprehensive exploration of broader societal issues, encompassing topics such as culture, gender dynamics, addressing special needs, advancing equity and equality, and cultivating collaborative working conditions within educational institutions and the wider community.

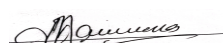
COURSE LEARNING OUTCOMES:

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

6. Demonstrate a comprehensive understanding of societal structures and organization.
7. "Recognize, exercise, and appreciate their rights, responsibilities, as well as the significance of individuals in fostering positive societal development."
8. Skillfully identify, analyze, and implement feasible community-oriented resolutions to pertinent social challenges.
9. Comprehend the concept of human rights and its pivotal importance.
10. Cultivate an appreciation for diverse perspectives and contribute to intercultural harmony

WEEKLY BREAKDOWN/OUTLINE CONTENTS:

Week	Contents
Week 1	Orientation, Introduction, Definition, Scope and subject Matter
Week 2	Introduction to Active and Effective Citizenship: Overview of the Ideas, Concepts, Approaches and Methodology for Active and Effective Citizenship, Importance of Effective citizenship at national and global level
Week 3	Intercultural dialogue, significance, components and domains
Week 4	Culture and Social Harmony, Components, Role of civil society in promoting Intercultural harmony
Week 5	Cultural and religious Diversity, Significance of diversity and its impact.
Week 6	Social Structure, and Social Hierarchy
Week 7	Social Interaction, Levels of Social Interaction, Process of social interaction
Week 8	Social issues in Pakistan (illiteracy, dowry, child Labour, gender discrimination, substance abuse and others).
Week 9	Mid Term




Week 10	Introduction to Human Rights, Human rights in constitution of Pakistan
Week 11	Universalism vs relativism, Current Human Rights issues in Pakistan. , Current Human Rights issues in Pakistan.
Week 12	Public duties and responsibilities, Constitutionalism and democratic process
Week 13	Introduction to the concept of social problem, Causes and solutions: critical thinking and evaluation.
Week 14	Understanding community, Identification and utilization of resources, Strategic planning
Week 15	Introduction and planning of social action project, area mapping, Ethical considerations related to project, Assessment of existing resources (material and non-material).
Week 16	Community-based project planning and action groups building, Implementation (role division among action groups),
Week 17	Monitoring & evaluation (impact assessment / value enhancement)
Week 18	Final Term Examination

Recommended Books

6. Jones, D. O., & Lee, J. (2017). A decade of community engagement literature: Exploring past trends and future implications. *Journal of Higher Education Outreach and Engagement*, 21(3), 165-180. Gidden, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
7. Kramer, S., Amos, T., Lazarus, S., & Seedat, M. (2012). The philosophical assumptions, utility and challenges of asset mapping approaches to community engagement. *Journal of Psychology in Africa*, 22(4), 537-544.
8. Clifford, D., & Petrescu, C. (2012). The keys to university–community engagement sustainability. *Nonprofit Management and Leadership*, 23(1), 77-91.
9. García, A. A., West Ohueri, C., Garay, R., Guzmán, M., Hanson, K., Vasquez, M., ... & Tierney, W. (2021). Community engagement as a foundation for improving neighborhood health. *Public Health Nursing*, 38(2), 223-231.
10. Bortolin, K. (2011). Serving ourselves: How the discourse on community engagement privileges the university over the community. *Michigan Journal of Community Service Learning*, 18(1), 49-59.

BS ENGLISH (5th Intake) 2 YEAR PROGRAM
SCHEME OF STUDIES) Fall-23 **Total Credit Hours: 78**

Bridge Semester

Course Code	Title of the Course	Course Type	Cr Hrs.
EDU-101	Foundation of Education	General	3 +0
G-COMP-100	Application of Information & Computer Technologies (ICT)	General	3 +0
PSY-101	Introduction to Psychology	General	3+0
ENG-103	Introduction to Language Studies	Subject- Specific	3+0
ENG-105	Introduction to Literary Studies	Subject- Specific	3 +0
ENG-201	English-III Introduction to Communication and Presentation Skills	General	3+0
Total			18

Year 1 Semester –V (Choose Any Five)

Course Code	Title of the Course	Course Type	Cr Hrs.
ENG.301	Short Fictional Narrative	Subject- Specific	3 +0
ENG.303	Popular Fiction	Subject- Specific	3 +0
ENG.305	Romantic and Victorian Poetry	Subject- Specific	3+0
ENG.307	Foundations of literary theory & Criticism	Subject- Specific	3+0
ENG.309	Sociolinguistics	Subject- Specific	3+0
ENG.311	Introduction to Morphology	Subject- Specific	3 +0
Total			15

Semester -VI

Course Code	Title of the Course	Course Type	Cr Hrs.
ENG.302	Modern Poetry	Subject- Specific	3 +0
ENG.304	Modern Drama	Subject- Specific	3 +0
ENG.306	Modern Novel	Subject- Specific	3+0
ENG.308	Grammar & Syntax	Subject- Specific	3+0
ENG.310	Discourse studies	Subject- Specific	3 +0
Total			15

Year 2 Semester -VII

Course Code	Title of the Course	Course Type	Cr Hrs.
ENG.401	Research Methods and Term Paper Writing	Subject- Specific	3 +0
ENG.403	Corpus Linguistics	Subject- Specific	3 +0
ENG.405	Introduction to Stylistics	Subject- Specific	3+0
ENG.407	Literary Theory and Practice	Subject- Specific	3+0
ENG.409	Pakistani Literature in English	Subject- Specific	3 +0
Total			15

Semester –VIII

Course Code	Title of the Course	Course Type	Cr Hrs.
ENG.402	Postcolonial Literature	Subject- Specific	3 +0
ENG.404	American Literature	Subject- Specific	3 +0
ENG.406	Introduction to translation studies	Subject- Specific	3+0
ENG.412	Language and Gender	Subject- Specific	3+0
ENG.410	Introduction to Forensic Linguistics	Subject- Specific	3 +0
Total			15

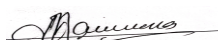
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Bridge Semester

Program	BS English
Title of the course	English III: Communication and Presentation Skills
Course Code.	Course Code: ENG-201
Credit hours	3+0
Related SDG	04
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 optimizing 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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning outcomes	The course aims to: <ul style="list-style-type: none">• 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

Lesson Plan	Contents
	1. Introduction
Week 1	<ul style="list-style-type: none">• Understanding the purpose of Communication• Analyze the Audience
Week 2	<ul style="list-style-type: none">• Communicating with words as well as with body language• Writing with a Purpose
Week 3	Presentation skills
Week 4	Presentation skills
Week 5	Presentation skills
Week 6	Mid term examination
Week 7	Presentations
Week 8	Presentations
Week 9	Delivering your presentation
Week 10	Speaking with Confidence
Week 11	Communicating Effectively
Week 12	Job Interviews and Communicating Skills
Week 13	Communicating with Customers
Week 14	Communication in a Team



Week 15	Revision
Week 16	Presentations
Week 17	Final Examination

Recommended Books:

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

Bridge Semester

Program	BS English
Title of the course	INTRODUCTION TO PSYCHOLOGY
Course Code.	PSY-101
Credit hours	3+0
Related SDG	04

COURSE DESCRIPTION:

This course is designed to provide students with a general overview of the subject which seeks to understand and explain behavior and mental processing. To sum up, the four major objectives of psychology are to describe, explain, predict, and change or control behaviors. These goals are the foundation of most theories and studies to understand the cognitive, emotional, and behavioral processes that people face in their daily lives.

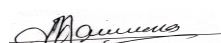
COURSE LEARNING OUTCOMES:

At the end of this course the students will be able to:

9. Accurately and comprehensively understand the human behaviour and mental life in general along with critical thinking, innovation, synthesis and analysis of information, effective development, interpretation, and expression of ideas through written, oral and visual communication.
10. Acquire the basic knowledge of psychology, psychological concepts and scientific study of behaviour.
11. Understand the misconceptions and erroneous behavioural claims based on evidence from psychological science and draw appropriate, logical and objective conclusions about behaviour and mental processes.
12. Apply psychological principles to everyday life.

WEEKLY BREAKDOWN/OUTLINE CONTENTS:

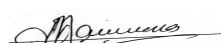
Week	Contents
1	Chapter 1: Introduction to Psychology – Nature and Application of Psychology with special reference to Pakistan.




2	Historical background of Psychology – Schools of Psychology/ Schools of thoughts.
3	Schools of thought. Definition of tolerance and importance of tolerance in everyday life.
4	Chapter 2: Methods of psychology. Observation methods. Case history methods. Experimental methods. Survey methods. Interviewing techniques
5	Chapter 3: Biological basis of behavior. Neuron structure and functions. Central nervous system.
6	Peripheral nervous system. Endocrine glands. Chapter 4: Sensation; Characteristic and major functions of different sensation
7	Vision. Structure and function of the eye. Audition. Structure and functions of the ear.
8	Mid Term Exam
9	Perception. Factors of perception. Subjective, Objective and Social. Kinds of perception. Spatial perception. Temporal perception. Attention.
10	Chapter 5: Motives. Definition and nature. Classification of motives. Primary (biogenic) motive. Hunger, thirst, defecation and urination, fatigue, sleep, pain, temperature regulation, maternal and sex motive.
11	Secondary (sociogenic) motives. Play and manipulation, exploration and curiosity, affiliation, achievement and power, competition, co-operation, social approval and self-actualization.
12	Chapter 6. Emotions. Definition and nature. Physiological changes during emotions. Neural, cordial, glandular, galvanic skin response, pupillometric. Theories of emotions, James Lang theory. Cannon Bard theory, Schachter Singer theory.
13	Chapter 7. Learning. Definition of learning, types of learning, classical and operant conditioning. Trial and error learning, learning by insight, observational learning.
14	Chapter 8. Memory. Definition and nature. Memory processes, retention, recall and recognition. Forgetting, nature and causes.
15	Chapter 9. Thinking. Definition and nature. Tools of thinking. Imagery, language, concepts. Kinds of thinking. Problem solving. Decision making. Reasoning.
16	Chapter 10. Individual differences. Definition. Concept of intelligence, personality, aptitude, achievement.
17	Final Term

Recommended Books

13. Lahey, Benjamin (2008). Psychology, McGraw Hill 10th Edition.
14. Feldman, Robert S. (2009) Understanding Psychology, McGraw Hill 14th Edition.
15. Gerow Josh, R (2004) Psychology: An Introduction, Longman 8th Edition.
16. Carlson Neil R, and Bukist, William (2009), Psychology, Allyn and Bacon 7th Edition.

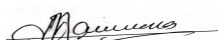



17. Zimbardo Philip, G Gerring, Richard J. (2004), Psychology and Life: Harper Collins 17th Edition.

18. Coon (2021). Introduction to Psychology: Getaways to Mind and Behavior 16th Edition.

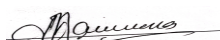
Bridge Semester

Program	BS
Semester	Bridge
Title of the course	Application of Information & Communication Technologies
SDG	09
Prerequisite	Nil
Course Code.	G-COMP-101
Credit hours	3(2+1)
Category	General
Course contents	<p>Course Contents:</p> <p>Number Systems, Binary numbers, Boolean logic, History computer system, basic machine organization, Von Neumann Architecture, Algorithm definition, design, and implementation, Programming paradigms and languages, Graphical programming, Overview of Software Engineering and Information Technology, Operating system, Compiler, Computer networks and internet, Computer graphics, AI, Social and legal issues, software applications such as word processing software (e.g., Microsoft Word), presentation software (e.g., Microsoft PowerPoint), and spreadsheet software (e.g., Microsoft Excel), creating, managing, and organizing files and folders on both local and cloud storage systems, the use of online learning management systems (LMS).</p> <p>Recommended Books:</p> <ol style="list-style-type: none"> 1. Computers: Information Technology in Perspective, 9/e by Larry Long and Nancy Long, Prentice Hall, 2002 / ISBN: 0130929891 2. An Invitation to Computer Science, Schneider and Gersting, Brooks/Cole Thomson Learning, 2000 3. Discovering Computers by Vermaat, Shaffer, and Freund. 4. GO! with Microsoft Office Series by Gaskin, Vargas, and Mclellan. 5. Computing Essentials by Morley and Parker.
Learning outcomes	<p>This course focuses on a breadth-first coverage of computer science discipline, introducing computing environments, general application software, basic computing hardware, operating systems, desktop publishing, Internet, software applications and tools and computer usage concepts; Introducing Software engineering and Information technology within the broader domain of computing, Social issues of computing.</p>




Lesson plan

Lecture No. (Per Week)	Topic
1	Introduction and scope of Information and Communication Technologies: Components of Information and Communication Technologies (basics of hardware, software, ICT platforms, networks, local and cloud data storage etc.). Emerging technologies and future trends.
2	Introduction and basics of Computer Science, Computers & Algorithms
3	History of Computer System: Brief discussion on computer, History and Evaluation of computer system, Generations of computer
4	The Hardware World: Binary Numbers, Boolean Logic and Gates
5	Computer Organization: Von Neumann Architecture and Non Von Neumann Architecture
6	Introduction to System Software : Operating System and Utilities
7	Input Devices and Output Devices
	Mid Term Exam
8	Programming paradigms and languages, Graphical programming, Overview of Software Engineering and Information Technology
9	Introduction and Types of Computer Networks
10	The Internet, World Wide Web, Cloud Computing, Note Taking Applications(Evernote,, Video conferencing (Google Meet, Microsoft Teams, Zoom ,etc.).Social media applications (LinkedIn, Facebook, Instagram, etc.).
11	Application Software: MS Office Word
12	Application Software: MS PowerPoint
13	Application Software: MS office Excel
14	Managing Directories and Folders: creating, managing, and organizing files and folders on both local and cloud storage systems(e.g., Google Drive, One Drive)
15	Social Issues in Computing, E-commerce plat Forms (Daraz.pk, Telemart, shophive, etc.)




16	ICT in Education: Working with learning management systems (Moodle, Canvas, Google Classrooms, etc.). Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.). Interactive multimedia and virtual classrooms practices
	Final Exam

Bridge Semester

Program	BS English
Semester	Bridge
Title of the course	Foundation of Education
SDG	04
Course Code.	EDU-101
Credit hours	3
Category	General

COURSE DESCRIPTION:

This course is designed to help Student Teachers to recognize the worth of the foundations of education, and examine their role and significance in the process of education in Pakistan. Student Teachers will develop a comprehensive understanding of the terms foundations and education in light of the various ideological, philosophical, psychological, sociological, and historical perspectives that have influenced education.

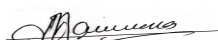
COURSE LEARNING OUTCOMES:

At the end of this course the students will be able to:

1. Explain the different dimensions of foundation of education.
2. Discuss the modes of education.
3. Describe the historical development of Pakistan.
4. Evaluate the issues and problems of education.

WEEKLY BREAKDOWN/OUTLINE CONTENTS:

Week	Content
Week 1	Ideological foundation of Pakistan (a) Definition (b) Islamic concepts of Education (c) Islamic aims of Education
Week 2	Ideological foundation of Pakistan (d) Ideology and Teachers Philosophical foundation of Pakistan (a) Main philosophical Thoughts (b) Idealism




Week 3	Philosophical foundation of Pakistan (c) Idealism Characteristics (d) Merits and criticism of Idealism (e) Realism
Week 4	Philosophical foundation of Pakistan (f) Realism Characteristics (g) Merits and criticism of realism (h) Pragmatism
Week 5	Philosophical foundation of Pakistan (i) Pragmatism Characteristics (j) Merits and criticism of Pragmatism (k) Re-constructionism
Week 6	Philosophical foundation of Pakistan Re-constructionism Characteristics Merits and criticism of re-constructionism (n) Perennialism
Week 7	Mid Term
Week 8	Philosophical foundation of Pakistan (t) Progressivism, Progressivism Characteristics (v) Merits and criticism of Progressivism
Week 9	Psychological foundation of Pakistan (a) Definition of learning, Definition of Maturation (c) Individual differences among students
Week 10	Psychological foundation of Pakistan (d) Self Control Socio-Economic foundation of Pakistan (a) Basic Needs Of students, Concepts of Society
Week 11	Socio-Economic foundation of Pakistan (c) Concept of Culture, Economic conditions and Education, Social conditions and Education
Week 12	Problems and issues of Education in Pakistan (a) Literacy, Primary Level of education its Meanings & Objectives (c) Primary Level of education its problems & suggestions
Week 13	Problems and issues of Education in Pakistan (d) Secondary Level of education its Meanings & Objectives (e) Secondary Level of education its Problems and Suggestions (f) Higher Level of education its Meanings & Objectives
Week 14	Problems and issues of Education in Pakistan (g) Higher Level of education its Problems and Suggestions (h) Factors effecting students learning Aims of education in Pakistan (a) Qualities of a good Teacher

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M. J. Hussain

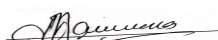
Week 15	Aims of education in Pakistan (b) Role of a Teacher and Student in Classroom (c) The Holy Prophet (P.B.U.H) as a Teacher (d) Aims and objectives of education in Pakistan
Week 16	Final Term

Recommended Books

1. Canestrari, A. (2009). Foundations of Education. New York: Sage Publications.
Eugene, F.P. (2005). Critical issues in education: Anthology of reading. New York: Sage Publications.
2. Goldblatt, P.F., & Smith, D. (2005). Cases for teacher development. New York: Sage Publications.
3. Holt, L.C. (2005). Instructional patterns: Strategies for maximizing students learning.
4. Murphy, D. (2005). Foundations/Introduction to Teaching. USA: Allyn & Bacon, Inc. New York: Sage Publications.

SEMESTER-V

Program	BS English
Title of the course	Short Fictional Narratives
Course Code.	ENG-301
Related SDG	04
Course Description	<p>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.</p> <p>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.</p> <p>Narrative studies prepares students for the development and evaluation of original content for short fictions and other narrative platforms. To recognize a good story, to critique, to help shape, realize and transform requires a background in the history of narrative, cross-cultural and contemporary models.</p> <p>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.</p>
Learning outcomes	<p>The objectives of this course are:</p> <ol style="list-style-type: none"> 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.




Lesson Plan	Contents
Week 1	The Nightingale and the Rose Oscar Wilde and The Three Strangers Thomas Hardy
Week 2	The Cask of Amontillado Edgar Allan Poe and The Darling Anton Chekhov
Week 3	Hearts and Hands O'Henry
Week 4	The Necklace Guy De Maupassant and The Secret Sharer Joseph Conrad
Week 5	The Other Side of the Hedge E. M. Forster
Week 6	Eveline James Joyce and The Three Questions Leo Tolstoy
Week 7	A Hunger Artist Franz Kafka and A Very Old Man With Enormous Wings Gabriel Garcia Marquez
Week 8	Two Words Isabel Allende
Week 9	Mid terms
Week 10	A Cup of Tea Katherine Mansfield and Everything that Rises Must Converge Flannery O'Connor
Week 11	The Story of An Hour Kate Chopin And The Richer The Poorer Dorothy West
Week 12	The Prisoner Who Wore Glasses Bessie Head
Week 13	Lamb to the Slaughter Roald Dahl and Bingo Tariq Rahman
Week 14	The Kingdom of Cards Rabindranath Tagore and The Martyr Ngugi wa Thiong'o
Week 15	A Watcher of the Dead Nadine Gordimer and Revelation Flannery O'Connor
Week 16	Nawabdin Electrician Daniyal Mueenuddin
Week 17	Final Examinations

Recommended Books:

9. Chekhov, Anton P, and Ralph E. Matlaw. *Anton Chekhov's Short Stories: Texts of the Stories, Backgrounds, Criticism.* ,1979.
10. Ellmann, Richard. *James Joyce.* New York: Oxford University Press,1959.
11. Ellmann, Richard. *Oscar Wilde; a Collection of Critical Essays.* Englewood Cliffs, N.J: Prentice-Hall,1969.
12. 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.
13. Hardy, Thomas, Michael Millgate, Florence E. Hardy, and Florence E. Hardy. *The Life and Work of Thomas Hardy.* Athens: University of Georgia Press, 1985.
14. Long, E H. *O. Henry, the Man and His Work.* Philadelphia: University of Pennsylvania Press,1949.
15. 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.
16. Maupassant, Guy , George B. Ives, and Guy . Maupassant.

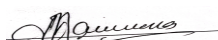
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Semester-V

Program	BS English
Title of the course	Popular Fiction
Course Code.	ENG-303
Related SDG	04
Course Description	<p>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 work scan 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.</p>
Learning outcomes	<p>The objective of this course are:</p> <ol style="list-style-type: none"> 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.

Lesson Plan	Contents
Week 1	And Then There Were None (1939) Agatha Christie (1890-1976)
Week 2	Harry Potter and the Philosopher's Stone (1997) J. K. Rowling (1965-)
Week 3	Harry Potter and the Philosopher's Stone (1997) J. K. Rowling (1965-)
Week 4	The Hobbit (1937) J. R.R. Tolkien (1892-1973)
Week 5	Shutter Island (2003) Dennis Lehane (1965-)
Week 6	Burnt Shadows (2009) Kamila Shamsie (1973-)
Week 7	Revisions
Week 8	Test and quiz
Week 9	Mid Term
Week 10	Frankenstein (1818) Mary Shelley (1797-1851)
Week 11	The Hitchhiker's Guide to the Galaxy (1979) Douglas Adams (1962-2001)



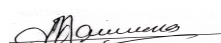

Week 12	The Hitchhiker's Guide to the Galaxy (1979) Douglas Adams (1962-2001)
Week 13	Dr. Jekyll and Mr. Hyde (1886) Robert Louis Stevenson (1850-1894)
Week 14	Cinder (2012) Marissa Meyer (1984-)
Week 15	The Diary of a Social Butterfly (2008) Moni Mohsin (1963-)
Week 16	Revisions
Week 17	Final Examination

Recommended Books:

15. Anatol, Giselle L. *Reading Harry Potter: Critical Essays*.
i. Westport, Conn: Praeger, 2003.
16. Bloom, Clive. *Bestsellers: Popular Fiction Since 1900*. Houndmills, Basingstoke, Hampshire: Palgrave Macmillan, 2002.
17. Christie, Agatha. *Agatha Christie, an Autobiography*. New York, N.Y: Harper, 2011.
18. Gelder, Ken. *Popular Fiction: The Logics and Practices of a Literary Field*. London: Routledge, 2004. Internet resource.
19. Glover, David, and Scott McCracken. *The Cambridge Companion to Popular Fiction*. Cambridge, UK: Cambridge University Press, 2012.
20. Gupta, Suman. *Re-reading Harry Potter*. Houndmills,
i. Basingstoke, Hampshire: Palgrave Macmillan, 2003.
21. Highfield, Roger. *The Science of Harry Potter: How Magic Really Works*. New York: Viking, 2002.
22. Hinckley, Karen, and Barbara Hinckley. *American Best Sellers: A Reader's Guide to Popular Fiction*. Bloomington: Indiana University Press, 1989.
23. Hogle, Jerrold E. *The Cambridge Companion to Gothic Fiction*. Cambridge: Cambridge University Press, 2002.
24. Joosten, Melanie. *Burnt Shadows by Kamila Shamsie: Notes*. Melbourne: CAE Book Groups, 2011.
25. McCracken, Scott. *Pulp: Reading Popular Fiction*.
26. Manchester: Manchester University Press, 1998.
27. Morgan, Janet P. *Agatha Christie: A Biography*. New York: Knopf, 195.
28. Nash, Walter. *Language in Popular Fiction*. London:
i. Routledge, 1990.

Semester-V

Program	BS English
Title of the course	Romantic and Victorian poetry
Course Code.	ENG-305
Related SDG	04
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 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 war, imperial expansion, industrialization, and the growth of the political reform movement. The production and consumption of books took on a heightened political significance in these decades and this selection includes selection from the big six Romantics (Blake, Wordsworth, Coleridge, Keats, P.B Shelley, Byron). The second half of this course




includes the poetry of the poets who are called as ‘cunning terminators of Romanticism’ by some critics. This era, marked by the coronation of Queen Victoria in 1837, known as Victorian age, spans till her death in 1901. The Victorians saw the virtues attendant upon a strong will as central to themselves and to their culture, and Victorian poetry strove to find an aesthetic form to represent this sense of the human will. Through close study of the metre, rhyme and rhythm of a wide range of poems – including monologue, lyric and elegy the technical questions of poetics are related, in the work of these poets, to issues of psychology, ethics and social change.

Learning outcomes

- To introduce students to the literary culture of this rich and exciting period.
- close study of the metre, rhyme and rhythm of a wide range of poems – including monologue, lyric and elegy.
- To familiarize students with different techniques used in the age

Lesson Plan	Contents
Week 1	William Blake: The Sick Rose, London, A Poison Tree, The Tyger
Week 2	William Wordsworth: The World is Too Much with us, Ode to intimation of Immortality
Week 3	We Are Seven, The Last of The Flock
Week 4	S.T. Coleridge: Dejection: An Ode, Frost at Midnight, Christabel, Kubla Khan
Week 5	John Keats: La Belle Dame Sans Mercy, A Thing of Beauty
Week 6	Ode on Melancholy, Ode to Nightingale, Ode on the Grecian Urn
Week 7	Lord Byron:-She Walks in Beauty, When We Two Parted), I Watched Thee, So Well go No More A Roving
Week 8	P.B. Shelly:- Ode To The West Wind , Ozymandias
Week 9	Mid Term
Week 10	Ode To A Sky Lark, The Indian Serenade ,Love's Philosophy
Week 11	Alfred Lord Tennyson:The Lotos Eaters, St Agnes Eve, Tears Tears Idle Tears
Week 12	Robert Browning:- Porphyria's Lover, My Last Duchess
Week 13	Mathew Arnold: Lines Written in Kensington Garden, Dover Beach
Week 14	Dante Gabriel Rossetti: The Choices 1,2,3
Week 15	Cristina Rossetti: Song, After Death, In an Artist's Studio
Week 16	Algernon Charles Swinburne (1837-1909):- A Choruses from Atlanta In Calydon, From the Triumph of Time (I Will Go Back to the Great Sweet Mother)
Week 17	Final Examination

Recommended Books:

16. Aidan Day, *Romanticism* (1995)
17. Anne Mellor, *Romanticism and Gender*(1993)

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

Semester-V

Program	BS English
Title of the course	Foundation of literary theory and criticism
Course Code.	ENG-307
Related SDG	04
Course Description	<p>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.</p>
Learning outcomes	<p>It is an intensive course in literary criticism focusing on the following aspects</p> <ol style="list-style-type: none"> 4. It would prepare the learners of literature and language to understand the historical background to literary criticism, exploring its developmental changes from Plato till TS Eliot 5. 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. 6. It would also provide a brief introduction to the contemporary literary theories.

Lesson Plan	Contents
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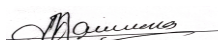
Week 1	Plato (427-347 BC): Selections from The Republic (c. 380 BC)
Week 2	Aristotle (394-322 BC): The Poetics (c. 335 BC)
Week 3	Sir Philip Sidney (1554-1586): An Apology for Poetry (1595)
Week 4	John Dryden (1631-1700): Essay on Dramatic Poesy (1688)
Week 5	Samuel Johnson (1709-1784): "From Milton" (1779-81)
Week 6	William Wordsworth (1770-1850); Preface to Lyrical Ballads (1798-1802)
Week 7	S.T. Coleridge (1772-1834): Biographia Literaria (Chapters xiv, xv) (1817)
Week 8	S.T. Coleridge (1772-1834): Biographia Literaria (Chapters xvi, xvii) (1817)
Week 9	Mid Term
Week 10	The Victorian Critics, Matthew Arnold (1822-1888) introduction
Week 11	The Study of Poetry (1880)
Week 12	Function of Criticism at the Present Time (1865)
Week 13	Walter Pater (1839-1894): Appreciations: "On Style" (1895)
Week 14	T.S. Eliot (1888-1965): "Tradition & the Individual Talent"
Week 15	A brief Introduction to contemporary literary theories
Week 16	Revisions
Week 17	Final Examination

Recommended Readings

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

Semester-V

Program	BS English
Title of the course	Sociolinguistics
Course Code.	ENG-309
Related SDG	04



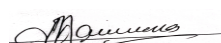

Course Description	This course provides a general introduction to Sociolinguistics. It examines language use in society, with a particular focus on the connections between language and different aspects of the society. In particular, this course is intended to provide the students with two general topics, Le. 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.
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Learning outcomes	<p>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:</p> <ol style="list-style-type: none"> 4. Develop an understanding of the social, political and utilitarian Dimensions of linguistics. 5. Explore modern trends and practices in sociolinguistics 6. Link sociolinguistic theories with societal practices and ongoing global transformations
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Lesson Plan	Contents
Week 1	Sociolinguistics and its scope
Week 2	Ramifications of sociolinguistics
Week 3	Theories of sociolinguistics
Week 4	Theories of sociolinguistics
Week 5	Language in culture and culture in language
Week 6	Societal multilingualism
Week 7	Linguistics inequality
Week 8	Revision
Week 9	Mid Term
Week 10	Linguistics inequality in social paradigms
Week 11	Language practices
Week 12	Ongoing global processes
Week 13	Language planning and societal issues
Week 14	Language conflicts and politics in south Asia
Week 15	Global language practices
Week 16	Revisions
Week 17	Final Examination

Recommended Books:

11. Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press.
12. Chaika, E. (1994). *Language: The social mirror* (3rd Edition). Boston, MA: Heinle & Heinle Publishers
13. Chambers, J. K. (1995). *Sociolinguistic theory: Linguistic variation and its social significance*. Oxford: Blackwell.
14. Chambers, J.K. (1994). *Sociolinguistic theory: Language variation and its social significance*. Oxford: Blackwell.
15. Coulmas, F. (ed.) (1998). *The Handbook of Sociolinguistics*. Oxford: Blackwell.




16. Coupland, N., & Jaworski, A. (2008). *Sociolinguistics: a reader and coursebook*. Palgrave.
17. Fasold, R. (1987). *The Sociolinguistics of society*. Oxford: Blackwell.
18. Fasold, R. (1990). *The sociolinguistics of language*. Oxford: Blackwell.
19. Hudson, R.A. (1980). *Sociolinguistics*. Cambridge: CUP.
20. Lantolf, J. P. (Ed.) (2000). *Sociocultural theory and second*

Semester-V

Program	BS English
Title of the course	Introduction to Morphology
Course Code.	ENG-311
Related SDG	04
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.
Learning outcomes	The objectives of this course are to enable the students to: <ol style="list-style-type: none"> 4. define and describe the terms like morphemes, morphology etc. 5. understand basic concepts and principles in morphology . 6. apply these principles in analyzing word structures in Pakistan languages.

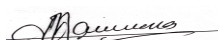
Lesson Plan	Contents
Week 1	Introduction to morphology (with examples from Pakistani languages), free morphemes: roots and stems
Week 2	Bound morphemes: affixes: prefixes, suffixes, infixes, interfixes, circumfixes
Week 3	Morphological productivity: productivity of affixes, prefixes, suffixes, infixes
Week 4	Basics of Phonetic Transcription of Words
Week 5	Inflectional Morphology
Week 6	Pluralization, Degree Marking, Verb Forms
Week 7	Derivational Morphology
Week 8	Formation of Nouns, Adjectives, Verbs and Adverbs
Week 9	Mid Term
Week 10	Minor processes of derivation: blending, clipping, back formation, acronym, Reduplication
Week 11	Derivation by compounding: endocentric, exocentric and copulative compounds
Week 12	Morphology of Pakistani languages
Week 13	Word forms in Urdu, Punjabi, Sindhi, Pashto and other
Week 14	Descriptive analysis of word forms in Pakistani languages
Week 15	Morpho-Semantics- semantic change in word formation processes
Week 16	Morphology Interface with Phonology and Syntax, Morphology-Syntax Interface
Week 17	Final Examination

Recommended Books:

1. Aronoff, M. (1994). Morphology by itself. MIT Press, Cambridge.
13. Bauer, L. (2003). Introducing Linguistic Morphology-Edinburgh University Press
14. Booij, G. (2005) The Grammar of Words--An Introduction to Linguistic Morphology
15. David et al. (2009). Urdu Morphology. Oxford University Press, London
16. Mangrio, R. A. (2016). The Morphology of Loanwords in Urdu: the Persian, Arabic and English Strands, Cambridge Scholars Publishing, Newcastle upon Tyne.
17. McCarthy, A. C (2002). An Introduction to English Morphology- Words and their Structure, Edinburgh University Press. Edinburgh
18. Plag, I. (2002). Word Formation in English -Cambridge University Press. Cambridge
19. Ayto, J. (1999). *Twentieth Century Words*, Oxford: OUP.
20. Bauer, L. (2001). Morphological Productivity, Cambridge University Press
21. Halpern, A. (1995). On the placement & morphology of clitics. CSLI Publications, Stanford
22. Yu, A. C (2006) A Natural History of Infixation. Oxford University Press, Chicago
23. Zwicky, A. (1985b). 'How to Describe Inflection.' Proceedings of the Berkeley Linguistics Society 11: 372-386. Berkeley, California.
24. Zwicky, A and Pullum, G. (1992). A misconceived approach to morphology. In Proceedings of WCCFL 91, ed. D. Bates. CSLI, Palo Alto, 387-398.

Semester-VI

Program	BS English
Title of the course	Modern Poetry
Course Code.	ENG-302
Credit hours	3+0
Related SDG	4
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific



Learning objectives	4. To identify and critically examine form, style and themes in modernist poetry. 5. To study historical and cultural developments in which modernist poetry evolved and later gave way to confessional and other forms of poetry. 6. To closely read and analyze some modern poems
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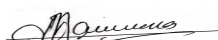
Lesson Plan	Contents
Week 1	T.S.Eliot The Hollow Men The Waste Land
Week 2	T.S.Eliot The Love Song of J. Alfred Prufrock
Week 3	Ezra Pound In a Station of the Metro
Week 4	Ezra Pound A Girl An Immortality
Week 5	W.B.Yeats Among School Children
Week 6	W.B.Yeats Second Coming Easter 1916
Week 7	Mid Term Examination
Week 8	W.H Auden Sep 1st,1939.
Week 9	W.H Auden The Unknown Citizen
Week 10	Ted Hughes That Morning Hawk Roosting
Week 11	Ted Hughes Hawk's Monologue
Week 12	Philip Larkin Mr. Bleaney
Week 13	Philip Larkin Church Going
Week 14	Ted Hughes Thought Fox
Week 15	Presentations
Week 16	Presentations
Week 17	Final Examinations

Recommended Books:

11. Blair, John G. *The Poetic Art of W.H. Auden* (n.p.,n.d.).
12. Drew, Elizabeth *T.S. Eliot: The Design of his Poetry*.(London, 1950)
13. Gardener, Helen. *The Art of T.S. Eliot*. (London,1968)
14. Jeffares, A.N. *W.B. Yeats, Man and Poet*.(London,1949)
15. Leavis, F.R. *New Bearings in English Poetry*. (London 1961ed)
16. Macneice, Louis *The Poetry of W.B. Yeats*.(London,1967)
17. Spears, Monroe K. *The Poetry of W.H. Auden*. (New Jersey,1981)
18. Unterecker, J. *W.B. Yeats: A Reader's Guide* (London,1988).
19. Ferguson, M. Salter, M. J., Stallworthy, J. (2005). *The Norton Anthology of Poetry*.New York: W.W. Norton & Co.
20. Untermeyer, L. (2011). *Modern British Poetry*. Whitefish, MT: LiteraryLicensing

Semester-VI

Program	BS English
Title of the course	Modern Drama
Course Code.	ENG-304
Credit hours	3+0

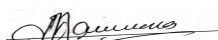



Related SDG	4
Course Description	Modern day dramatic performances, live as well as those treated in different mediums of film and television, owe a lot to the genre of drama of antiquity. Building upon the prior knowledge of the key elements of the literary terms and techniques of drama learnt by students 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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific
Learning Objectives	4. To have an overview of some of the most influential dramatists of modern age 5. To know the themes and dramatic techniques. 6. To read and analyze some modern texts.

Lesson Plan	Contents
Week 1	Introduction
Week 2	Ibsen, Henrik A Doll's House, (1879)
Week 3	Ibsen, Henrik A Doll's House, (1879)
Week 4	Ibsen, Henrik A Doll's House, (1879)
Week 5	Shaw, G. B. Man and Superman (1905)
Week 6	Shaw, G. B. Man and Superman (1905)
Week 7	Shaw, G. B. Man and Superman (1905)
Week 8	Presentations
Week 9	Mid Term
Week 10	Beckett, Samuel Waiting for Godot (1953)
Week 11	Beckett, Samuel Waiting for Godot (1953)
Week 12	Beckett, Samuel Waiting for Godot (1953)
Week 13	Brecht, Bertolt Life of Galileo (1943)
Week 14	Harold Pinter The Caretaker (1960)
Week 15	Anton Chekov Cherry Orchard (1904)
Week 16	Presentations
Week 17	Final Examination

Recommended Books:

1. Billington, Michael. *Harold Pinter*. Faber and Faber. 1996
2. Esslin, Martin *The Theater of the Absurd*. New York, Doubleday Anchor Books 1961.

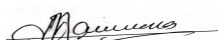



11. Evans, T. F. *George Bernard Shaw*. Routledge.2013
12. Fraser, G.S. *The Modern Writer and His World*. Rupa and Co. Calcutta,1961.
13. Kenner, Hugh *Samuel Beckett: A Critical Study*. New York, Grove Press,1961.
14. Mayor, Laura Reis. *Four Major Plays of Ibsen*. Penguin Group USA.2008
15. Rayfield Donald. *Anton Chekov: A Life*. Northwest University Press.1997
16. Tornquist, Egil. *Ibsen's The Doll's House*. Cambridge University Press.1995
17. White, John J. *Bertolt Brecht's Dramatic Theory*. Camden House. 2004
18. Williams, Raymond *Drama from Ibsen to Brecht*. Penguin in association with Chatto and Windus.

Semester-VI

Program	BS English
Title of the course	Modern Novel
Course Code.	ENG-306
Credit hours	3+0
Related SDG	4
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific
Learning objectives	<ol style="list-style-type: none"> 4. To have the knowledge of the work of novelists who represent the artistic and cultural aspects of modern narratives. 5. To make the students examine different aspects of modern novels considering the style, point of view, tone, structure, and culture 6. To familiarize the students with the changing social and literary trends of 20th century as an aftermath and effects of WWI and later World War2.

Lesson Plan	Contents
Week 1	Introduction
Week 2	Joseph Conrad The Heart of Darkness (1899-1902)
Week 3	Joseph Conrad The Heart of Darkness (1899-1902)



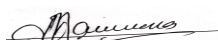

Week 4	Joseph Conrad <i>The Heart of Darkness</i> (1899-1902)
Week 5	E.M. Forster <i>A Passage to India</i> (1924)
Week 6	E.M. Forster <i>A Passage to India</i> (1924)
Week 7	E.M. Forster <i>A Passage to India</i> (1924)
Week 8	Presentations
Week 9	Mid Term
Week 10	Virginia Woolf <i>To the Light House</i> (1927)
Week 11	Virginia Woolf <i>To the Light House</i> (1927)
Week 12	James Joyce <i>A Portrait of the Artist as a Young Man</i> (1916)
Week 13	James Joyce <i>A Portrait of the Artist as a Young Man</i> (1916)
Week 14	William Golding <i>Lord of the Flies</i> (1954)
Week 15	William Golding <i>Lord of the Flies</i> (1954)
Week 16	Presentations
Week 17	Final Examination

Recommended Books

8. Allen, Walter *The English Novel* 1954.
9. Baker, R. S. *The Dark Historical Page: Social Satire and Historicism in the Novels of Aldous Huxley, 1921-1939*. London, 1982.
10. Bedford, Sybille. *Aldous Huxley*, 2 vols. London, 1973-4
11. Bowering, Peter. *Aldous Huxley: A Study of the Major Novels*. London, 1969.
12. Beer, J. B. *The Achievement of Forster*. London, 1962.
13. Burgess, Anthony. *Joysprick: An Introduction to the Language of James Joyce* (1973), Harcourt (March 1975).
14. 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.
12. Church, Richard *The Growth of the English Novel*. 1951.
13. Das, G. K. and Beer, John (ed.) *E. M. Forster: A Human Exploration*. London, 1979.
14. Ellmann, Richard. *James Joyce*. Oxford University Press, 1959, revised edition 1983.

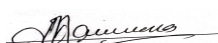
Semester-VI

Program	BS English
Title of the course	Grammar and Syntax
Course Code.	ENG-308
Credit hours	3+0
Related SDG	4




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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific
Learning Objectives	The course aims to: <ol style="list-style-type: none"> 4. acquaint students with basics of syntax 5. enable students to identify various parts of speech through structural signals 6. introduce the major syntactic structures of the English language to students

Lesson Plan	Contents
Week 1	Introduction
Week 2	Syntax • Some concepts and misconceptions • What is the study of syntax about? • Use of linguistic examples
Week 3	Syntax • Why not just use examples from English? • How to read linguistic examples • Why do languages have syntax?
Week 4	Structure of Phrase • NP: Noun Phrase • VP: Verb Phrase • AP: Adjective Phrase
Week 5	Structure of Phrase • AdvP: Adverb Phrase • PP: Preposition Phrase • Grammar with phrases
Week 6	Clause • Clause and sentence • Main and sub-ordinate clauses
Week 7	Clause • Clause constructions • Recognizing clauses
Week 8	Presentations
Week 9	Mid Term
Week 10	Grammatical Functions • Introduction • Subject • Direct and indirect object
Week 11	Grammatical Functions • Complements • Modifiers • Form and Function together
Week 12	Head, Complements and Modifiers • What is ahead? • Head and its dependents • Projections from lexical heads to modifiers • Differences between modifiers and complements • PS Rules, X Rules and Features
Week 13	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
Week 14	Phrase Structure Grammar
Week 15	Transformational Generative Grammar • Generative Grammar • Properties of Generative Grammar • Deep & Surface structures • Transformational Grammar • Transformational Rules
Week 16	Basics of Systemic Functional Linguistics
Week 17	Final Examination




Recommended Books

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

Semester-VI

Program	BS English
Title of the course	Discourse Studies
Course Code.	ENG-310
Credit hours	3+0
Related SDG	4
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Subject-Specific
Learning objectives	<p>This course aims to:</p> <ol style="list-style-type: none"> 4. 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 5. familiarize learners with practical applications of discourse analysis techniques to real world situations 6. to acquaint students with a wide variety of discourses

Lesson Plan	Contents
Week 1	Introduction: What is discourse? Discourse and sentence
Week 2	Grammar within and beyond the sentence, language in and out of context
Week 3	Spoken vs written discourse
Week 4	Formal and contextual links
Week 5	Parallelism, referring expressions
Week 6	Repetition and lexical chains
Week 7	Substitutions, Ellipses
Week 8	Conjunctions

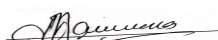
Week 9	Mid Term
Week 10	Conversational principles, cooperative principles
Week 11	Politeness principle, speech act theory
Week 12	Constatives and performatives
Week 13	Pragmatics, discourse analysis and language teaching
Week 14	Views on discourse structure, discourse as product
Week 15	Discourse as process, discourse as dialogue
Week 16	Discourse in Communicative development, information structure in discourse
Week 17	Final Examination

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.). (2001). *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.

SEMESTER-VII

Program	BS English
Title of the course	Research Methods and Term Paper Writing
Course Code.	ENG-401
Credit hours	3+0
Related SDG	4
Course Description	This course is designed to introduce students to the fundamentals of research methods and term paper writing. Students will learn the basic principles of conducting research, including selecting and defining research topics, developing research questions and hypotheses, conducting literature reviews, designing research studies, collecting and analyzing data, and interpreting research results.
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Compulsory




Learning outcomes	<ul style="list-style-type: none"> To enable students to conduct their own small scale research To familiarize them with techniques and methods of selecting topics, developing questions, collecting and analyzing data and also To prepare the research report.
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Lesson Plan	Contents
Week 1	Introduction Qualitative Paradigm
Week 2	Quantitative Research Paradigms Mix Methodology
Week 3	Identifying and Defining a Research Problem
Week 4	Ethical considerations
Week 5	Review of literature
Week 6	Review of literature Continued
Week 7	Assignments and Presentation
Week 8	Mid- Term Examination
Week 9	Sampling Techniques
Week 10	Tools for Data Collection Questionaries
Week 11	Interviews and documents analysis
Week 12	Data Analysis Procedures
Week 13	Transcription and Transliteration
Week 14	Referencing and Citation
Week 15	Some aspects of research reports
Week 16	Presentations
Week 17	Final- Term Examination

Recommended Books:

- Bhattacharjee, 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.

SEMESTER-VII

Program	BS English
Title of the course	Corpus Linguistics
Course Code.	ENG-403
Credit hours	3+0
Related SDG	4
Course Description	This course is designed to provide a general overview of corpus linguistics, focusing on temporary approaches.
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Subject specific
Learning outcomes	<ul style="list-style-type: none"> To introduce the corpus linguistics as an emerging branch of linguistics. To know the techniques and process of corpus analysis To practice the corpus analysis of different texts

Lesson Plan	Contents
Week 1	Defining and describe the main perspective of Corpus Linguistics
Week 2	Describing the perspective on analysis of language from the view point of Corpus Linguistics
Week 3	Difference between qualitative and quantitative corpus linguistics
Week 4	Difference between diachronic and synchronic corpus based research
Week 5	Identify the differences in conducting corpus research on Monolingual verses Multilingual corpora
Week 6	Identify levels of analysis in Corpus Linguistics (Phonetics/Phonological, Morphological, Lexical contents)
Week 7	Identify levels of analysis in Corpus Linguistics(syntactic, pragmatics contents)
Week 8	Mid- Term Examination
Week 9	Theoretical Perspectives in corpus linguistics
Week 10	Corpus linguistics as a theory or a method?
Week 11	History of corpus linguistics
Week 12	Compare Neofirthian corpus linguistics to Corpus based Linguistics.
Week 13	Applications of corpus linguistics
Week 14	Limitation on generalizations derived from Corpus data
Week 15	Strategies and Practices to deal with Issues of Corpus Collection, Storage, Annotation and Analysis)
Week 16	Application of Statistical Techniques to corpus Analysis
Week 17	Final- Term Examination

Recommended Books:

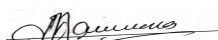
10. Biber, D., S. Conrad and R. Reppen. (1998). Corpus Linguistics: Investigating Language Structure and Use. Cambridge: Cambridge University Press

11. Granger, S. and Petch-Tyson, S. (2003). *Extending the scope of corpus-based research: New applications, new challenges*. Rodopi.
12. Hunston, S. (2002). *Corpora in applied linguistics*. Cambridge University Press.*
13. McEnery, T. and Wilson, A. 2001. *Corpus Linguistics*. (2nd Ed.) Edinburgh: Edinburgh University Press.*
14. McEnery, T., Xiao, R. and Tono, Y. (2006). *Corpus-based language studies: An advanced resource book*. Routledge.
15. McEnery, Tony and Andrew Hardie (2012) *Corpus Linguistics: Method, Theory and Practice*. Cambridge: Cambridge University Press. ISBN:9780521547369.
16. Sinclair, J. (1991). *Corpus, concordance, collocation*. Oxford: Oxford University Press.
17. Sinclair, J. (2004). *How to use corpora in language teaching*. John Benjamins.
18. 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>

SEMESTER-VII

Program	BS English
Title of the course	Introduction to Stylistics
Course Code.	ENG-405
Credit hours	3+0
Related SDG	4
Course Description	This course introduces the modern concepts of style in literary and non- literary discourses. The course also includes a comparison in the context of literary <i>genre</i> leading to identification of different syntactical, phonological and semantic levels in a literary text
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Subject specific
Objectives	<ul style="list-style-type: none"> • To explore branches of stylistics and the levels of analyses. It then, through reading of diverse literary texts • To help students trace the application of stylistics on different texts • To study features of situational distinctive varieties of literary language used by individual authors.

Lesson Plan	Contents
Week 1	Introduction of Stylistics
Week 2	Stylistics as a branch of linguistics
Week 3	Style and register
Week 4	Linguistic description
Week 5	Practice
Week 6	Revision
Week 7	Presentations
Week 8	Mid- Term Examination




Week 9	Conversational style
Week 10	Scripted speech
Week 11	Stylistic analysis of a variety of written literary texts
Week 12	Stylistic analysis of a variety of spoken literary texts
Week 13	Stylistic analysis of a variety of written and spoken literary texts
Week 14	Revision/Practice.
Week 15	Presentations
Week 16	Presentations
Week 17	Final- Term Examination

Recommended Books:

- 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).

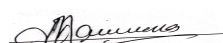
Amsterdam/Philadelphia: John Benjamins Publishing Co.

- Wales, Katie (1989). *A dictionary of stylistics*. London/New York: Longman.
- Widdowson, H. G. (1975). *Stylistics and the teaching of literature*. London: Longman.

SEMESTER-VII

Program	BS English
Title of the course	Literary Theory and Practice
Course Code.	ENG-407
Credit hours	3+0
Related SDG	4
Course Description	This course introduces students to the major schools of literary theory. Students will learn how to apply these theoretical frameworks to the analysis of literary texts, with a focus on close reading, critical interpretation and the examination of literary language, form, and genre.
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Subject specific
Learning outcomes	<ul style="list-style-type: none"> • To familiarize students with texts that deal with theories about criticism • To make students critical and analytical reader • To make students good researchers

Lesson Plan	Contents
Week 1	Oscar Wilde: The Critic as an Artist (Norton, 900-913)
Week 2	Plotinus: On the Intellectual Beauty (Norton, 174-185)




Week 3	Horace: Ars Poetica (Norton, 124-135)
Week 4	David Hume: Of the Standard of Taste (Norton, 486-499)
Week 5	Ngugi Wa Thiongo: On Abolition of the English Department (Norton, 2092-2097)
Week 6	Ronald Barthes: From Mythologies (Norton, 1461-1470)
Week 7	Presentations
Week 8	Mid- Term Examination
Week 9	G. W. Friedrich Hegel Lectures on Fine Arts (Norton, 636-645)
Week 10	Mary Wollstonecraft A Vindication of the Rights of Woman(Norton 586-594)
Week 11	Terry Eagleton: Introduction to Literary Theory: An Introduction
Week 12	John Crowe Ransom: Criticism (Norton, 1108-1118)
Week 13	Sigmund Freud: The Interpretation of Dreams (Norton, 919-956)
Week 14	Charles Baudelaire: The Painter of Modern Life (Norton, 792-802)
Week 15	Presentations and Assignments
Week 16	Presentations and Assignments
Week 17	Final- Term Examination

Recommended Books:

- 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.

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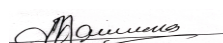
SEMESTER-VII

Program	BS English
Title of the course	Pakistani Literature
Course Code.	ENG-409
Credit hours	3+0
Related SDG	4
Course Description	The course is specially designed for the beginners with no formal background or little association with English .This course will develop Professional Communication Skills and creative writing skills. This course will help students to improve English reading writing and communication skills.
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Subject specific
Learning outcomes	<ul style="list-style-type: none">• To study and respond to this literary heritage of south Asia.• To make students appreciate the Pakistani literature• To know the impact of cultural exchange

Lesson Plan	Contents
Week 1	Introduction to Pakistani Literature
Week 2	History of Pakistani Literature in English
Week 3	Basic Theoretical Concepts
Week 4	Twilight in Delhi (Presentations)
Week 5	Twilight in Delhi (Presentations)
Week 6	Faiz's Poems
Week 7	Bulleh Shah and Iqbal's Poems
Week 8	Mid Term Exam
Week 9	Daud Kamal and Alamgir Hashmi's Poems
Week 10	Tariq Rehman's Short Stories
Week 11	Breaking it Up by Sidhwa
Week 12	Amir Hussain and Tahira Naqvi's Short Stories
Week 13	Qasmi's Short Stories
Week 14	Sarmast and Bhattai's Poems
Week 15	The Reluctant Fundamentalist (Presentations)
Week 16	The Reluctant Fundamentalist (Presentations)
Week 17	Final Term

Recommended Books:

- 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. *Rethinking Identities in Contemporary Pakistani Fiction. Beyond 9/11.* (Plgrave 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 PostColonial 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)

Semester-VIII

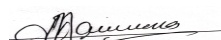
Program	BS English
Title of the course	Post colonial Literature
Course Code.	ENG-402
Credit hours	3+0
Follow Up	: Quizzes 10 marks , Assignments 5marks , Presentations 5 marks Category: Compulsory
Related SDG	04

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

Learning objectives:

3. To develop an understanding of the key concepts and terms related to the postcolonial studies.
4. To study the selected literature employing the postcolonial concepts in order to analyze this literature.

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.

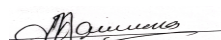



Week planner

Week 1	Derek Walcott. A Far Cry from Africa (1962)
Week 2	Louise Bennett. Selected Poems (1983)
Week 3	Wole Soyinka. Mandela's Earth and Other Poems (1988)
Week 4	A.K. Ramanujan. Collected Poems (2011)
Week 5	Drama Wole Soyinka. A Dance of the Forests (1963)
Week 6	Derek Walcott. Dream on Monkey Mountain (1970)
Week 7	Jack Davis. Honey Spot (1985)
Week 8	Fiction Chinua Achebe. Things Fall Apart (1958), a novel.
Week 9	Mid Term
Week 10	Jean Rhys. Wide Sargasso Sea (1966), a novel.
Week 11	Rohinton Mistry. Tales From Firozsha Baag (1987),
Week 12	Ngugi Wa Thiong'o. Devil on the Cross (1982), a novel
Week 13	Revision
Week 14	Quiz
Week 15	Discussion
Week 16	Presentations
Week 17	Final Examination

Recommended Books:

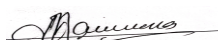
11. Ashcroft, B., Griffiths, G., & Tiffin, H. (1989). *The Empire Writes Back*. London : Routledge.
12. Ashcroft, B., Griffiths, G., & Tiffin, H. (1995). *The PostColonial Studies Reader*. London: Routledge.
13. Ashcroft, B., Griffiths, G., & Tiffin, H. (1998). *Post-Colonial Studies - The Key Concepts*. London, New York: Routledge.
14. Bhabha, H. K. (1994). *The Location of Culture*. London: Routledge.



15. Fanon, F. (1963). *The Wretched of the Earth*. (C. Farrington, Trans.) New York: Grove Weidenfeld.
16. Innes, C. L. (2007). *The Cambridge Introduction to Postcolonial Literature in English*. Cambridge, New York: Cambridge University Press.
17. Loomba, A. (1998). *Colonialism/ Postcolonialism*. London: Routledge.
18. Said, E. W. (1978). *Orientalism*. London: Routledge.
19. Said, E. W. (1994). *Culture and Imperialism*. London: Vintage Books.
20. Spivak, G. (1988). *Marxism and Interpretation of Culture: Can the Subaltern Speak?* (C. Nelson, & L. Grossberg, Eds.) Urbana and Chicago: University of Illinois Press.

Semester-VIII

Program	BS English
Title of the course	American Literature
Course Code.	ENG-404
Credit hours	3+0
Related SDG	04
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning objectives	To develop an understanding of the key concepts and terms related to the American Literature. To study the selected literature employing the concepts in order to analyze this literature. 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




Lesson Plan	Contents
Week 1	3. Essays and Short Stories 4. Thomas Paine (1737-1809) Excerpts from Common Sense
Week 2	• Thomas Jefferson (1743-1826) Excerpts from the Declaration of Independence as Adopted by Congress (July 4, 1776)
Week 3	• Ralph Waldo Emerson (1803-1882) Excerpts from Nature Self-Reliance
Week 4	• Walt Whitman (1819-1892) Excerpts from Preface to Leaves of Grass
Week 5	• Nathaniel Hawthorne (1804-1864) My kinsman ,Major Molineux / Young Goodman Brown
Week 6	• Herman Melville (1819-1891) Bartleby, the Scrivener • Edgar Allan Poe (1809-1849) The Fall of the House of Usher
Week 7	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
Week 8	• 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
Week 9	Mid Term
Week 10	• T.S. Eliot(1888-1965) The Love Song of J.Alfred Prufrock Excerpts from The Waste Land
Week 11	Robert Frost(1874-1963) Mending Wall The Road not Taken Birches Fire and Ice After Apple Picking Stopping by Woods on a Snowy Evening
Week 12	• Edward Estlin Cummings(1894-1962) O Sweet spontaneous The Cambridge ladies who live in Furnished Souls Anyone lived in a pretty how town
Week 13	• Hart Crane(1899-1932) From The bridge (To Brooklyn Bridge) Chaplinesque At Melville's Tomb Voyages
Week 14	3. Novel • Harriet Beecher Stowe(1811-1896)/ Frederick Douglass (1817-1895) Uncle Tom's Cabin/ excerpts from Narrative of the Life of Frederick Douglass
Week 15	• 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
Week 16	Drama Eugene O' Neill(1888-1953) Long Day's Journey into Night
Week 17	• Arthur Miller (1915-2005) Death of a Salesman/The Crucible

Signature

Signature

Semester-VIII

Program	BS English
Title of the course	Course Title: Introduction to Translation Studies
Course Code.	ENG-406
Credit hours	3+0
Related SDG	04,16,17
Course Description	Translation studies is an academic interdisciplinary 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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning objectives	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

Lesson Plan	Contents
Week 1	What is translation? A brief look at the history with special focus on the 20th and 21st centuries
Week 2	The problem of equivalence at word level and beyond
Week 3	Kinds of translation: word-for-word, sense-for-sense Translation and cultural issues
Week 4	Translating idioms and metaphors
Week 5	Translation, genre and register
Week 7	Foreignization and Domestication
Week 8	Functional theories of translation
Week 9	Mid Term
Week 10	Polysystem theories of translation Postcolonial theories of translation
Week 11	Translation and neologism: Confronting the novel Translation and literature
Week 12	Translation in the era of information technology
Week 13	Translation, ideology and politics
Week 14	Translation and interpretation
	Translation and globalization
Week 15	Research issues in translation
Week 16	Presentations
Week 17	Final Examination

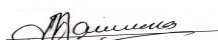
Recommended Books:

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

Semester-VIII

Program	BS English
Title of the course	Language and Gender
Course Code.	ENG-412
Credit hours	3+0
Related SDG	4
Course Description	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
Follow up	Presentation (10 mark); Assignments (5 mark); Attendance (5 mark)
Category	Compulsory
Learning outcomes	By the end of the course, the students will have learnt <ul style="list-style-type: none"> • 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

Lesson Plan	Contents
Week 1	Introduction Language and Gender
Week 2	Relationship between language, gender and society
Week 3	In what ways do men and women use language differently? How do these differences reflect and/or maintain gender roles in society?
Week 4	The primary linguistic approaches to gender and language
Week 5	Deficit Approach
Week 6	Dominance Approach
Week 7	Difference Approach
Week 8	Mid- Term Examination
Week 9	Historical and contemporary issues and controversies in the field of language and gender
Week 10	Different perspectives on language and gender:
Week 11	Linguistic perspective



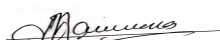

Week 12	Anthropological perspective
Week 13	Sociological perspective
Week 14	Psychological perspective
Week 15	feminist perspective
Week 16	Presentations
Week 17	Final- Term Examination

Recommended Readings

9. Coates, J. (1986). *Women, Men and Language*. Longman: London.
10. Eckert, P. & McConnell, G. S. (2003). *Language and Gender*. CUP.
11. Graddol, D. and J. Swann. (1989). *Gender Voices*. Blackwell: Oxford, UK.
12. Johnson, S. & Ulrike, H. M. (1997). *Language and Masculinity*. Oxford: Blackwell. (LAM).
13. King, R. (1991). *Talking Gender: A Guide to Non-Sexist Communication*. Copp Clark Pitman Ltd.: Toronto.
14. Litosseliti, L. (2006). *Gender and Language: Theory and Practice*. London: Hodder Arnold.
15. Tannen, D. (1990). *You Just Don't Understand*. New York: Ballantine Books (YJDU)
16. Tannen, D. (Ed.), (1993). *Gender and Conversational Interaction*. New York: OUP

Semester-VIII

Program	BS English
Title of the course	Course Title: Introduction to Forensic Linguistics
Course Code.	ENG-410
Credit hours	3+0
Related SDG	04
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.
Follow up	Quizzes (10 mark); Assignments (5 mark); Presentation (5 mark)
Category	Compulsory
Learning objectives	At the end of the course, students are expected to understand: <ol style="list-style-type: none"> 4. The link between Language and Law 5. The historical background of Forensic Linguistics 6. The role of linguists in law




Lesson Plan	Contents
Week 1	● Applied Linguistics and its diversity, Application of linguistics in the field of law
Week 2	● Introduction to Forensic Linguistics
Week 3	● Definition, Description of Forensic linguistics
Week 4	● Forensic Linguistics as an important branch of Applied Linguistics
Week 5	● Brief History of Forensic Linguistics
Week 6	The role of Linguistics in Law, in Text Analysis as well as in Process analysis
Week 7	● The application of skills in different branches of Linguistics in Law
Week 8	application of the knowledge of Phonetics and Phonology in Forensic analysis.
Week 9	Mid Term
Week 10	The application of the knowledge of Morphology and Syntax in Forensic analysis
Week 11	● The application of the knowledge of Semantics and Discourse Analysis
Week 12	Some benchmark studies around the world
Week 13	● Benchmark studies of linguists like Labov, Roger Shuy, Olsson, Mcmenamin, Tierisma, Leonard, Chaski.
Week 14	● The need of developing forensic linguistics in Pakistan
Week 15	Discussions
Week 16	Quiz
Week 17	Final Examination

Recommended Books:

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/10.1177/1461445602004001020_1
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

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M.Phil. English
Scheme of Studies

Semester 01

Sr #	Course Code	Course Title
	• ENG-559	Pragmatics
	• ENG-552	Theories of language Description
	• ENG-505	Applied Linguistics
	• ENG-554	Post Modern Fiction

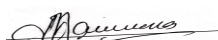
Semester 02

Sr #	Course Code	Course Title
	• ENG-509	Systemic Functional Linguistics
	• ENG-513	Multilingualism
	• ENG-501	Research Methodology
	• ENG-557	World Literature in Translation

NOTE: Only Four courses are to be offered in each semester. However, the courses given above may be replaced with those given in the following list, depending upon the interest of students, research directions, and availability of the resource person in the university

LIST OF THE PROPOSED COURSES FOR M.PHIL ENGLISH

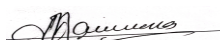
<u>Sr#</u>	<u>Course Code</u>	<u>Course Title</u>
1.	ENG-511	Sociolinguistics
2.	ENG-555	Pakistani Writings in English
3.	ENG-556	Critical theories
4.	ENG-553	Women's Writing



Semester-I

Program	M.Phil English
Title of the course	Pragmatics
Course Code.	ENG-559
Credit hours	03
Course Description	This course aims at the study of language use in context, plays a fundamental role in understanding how language functions beyond its literal meanings. This introductory course provides a comprehensive overview of pragmatics, delving into the intricacies of language in use across various social, cultural, and situational contexts. Students will explore the dynamic interplay between language, speakers, and their environments, gaining insights into the nuanced aspects of communication. Throughout the course, students will examine key concepts in pragmatics, including speech acts, implicature, deixis, politeness, and conversational maxims. Through a combination of theoretical discussions, real-life examples, and practical exercises, students will develop analytical skills to identify and interpret pragmatic phenomena in authentic communication situations.
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject - Specific
Learning objectives	1. Define and articulate the fundamental concepts and theories of pragmatics, including speech acts, implicature, deixis, politeness, and conversational maxims. 2. Analyze and interpret authentic communication situations to identify pragmatic phenomena and understand the contextual factors influencing language use.

Lesson Plan	Content
Week 1	Introduction to Pragmatics
Week 2	Introduction to Speech Act Theory Basic principles of speech act theory Classification of speech acts: locutionary, illocutionary, perlocutionary
Week 3	Conversational Implicature Analysis of conversational implicatures in context
Week 4	Cooperative Principle Grice's Cooperative Principle and its maxims Detailed examination of conversational maxims: quantity, quality, relation, manner
Week 5	Politeness Theory Overview of politeness theory Politeness strategies and face-saving acts
Week 6	Deixis Understanding deixis: person, time, place deixis Deictic expressions in context and their pragmatic functions
Week 7	Application of Pragmatics in Discourse Analysis Pragmatic analysis of written and spoken discourse
Week 8	Coherence and cohesion in discourse Role of pragmatics in language teaching and learning
MID TERM EXAMINATION	
Week 9	Pragmatics in Context: Real-world Applications




Week 10	Practical applications of pragmatics in various domains
Week 11	Advanced Topics in Pragmatics
Week 12	Advanced discussions on specific pragmatic phenomena Recent developments and research in pragmatics
Week 13	Pragmatics in Society and Culture Pragmatics in intercultural communication
Week 14	Societal implications of pragmatic behaviors Ethical considerations in pragmatic analysis
Week 15	Presentations
Week 16	Presentations
FINAL TERM EXAMINATION	

Recommended Readings:

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

Semester-I

Program	M.Phil English
Title of the course	Theories of Language Description
Course Code.	ENG-552
Credit hours	03
Course Description	The course aims to introduce students to the basic theories of language to enhance their understanding of Linguistics. By the end of this course students will be able to develop a thorough understanding of the philosophical and theoretical frameworks, the knowledge of which is essential for linguistic analysis.
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject - Specific
Learning objectives	1. Define and describe the major theoretical frameworks used in language description, including structural linguistics, generative grammar, functional linguistics, cognitive linguistics, sociolinguistics, pragmatics, discourse analysis, corpus linguistics, and applied linguistics. 2. Compare and contrast different linguistic theories in terms of their conceptualizations of language structure, function, and usage.

Lesson Plan	Content
Week 1	Introduction to Language and Philosophy Overview of the relationship between language and philosophy
Week 2	Key philosophical questions about language: meaning, reference, truth, interpretation Historical development of the philosophy of language
Week 3	Issues in the Philosophy of Language

	Analysis of foundational issues: language acquisition, semantics, pragmatics, syntax
Week 4	Debates on the nature of language: realism vs. nominalism, internalism vs. externalism Contemporary debates in the philosophy of language
Week 5	Major Philosophers and their Philosophy of Language Examination of key philosophers and their contributions to the philosophy of language
Week 6	Analysis of the linguistic theories and concepts proposed by philosophers such as Bakhtin, Locke, Wittgenstein, and others Evaluation of the relevance and implications of their ideas in contemporary linguistic discourse
Week 7	Theories of Language Overview of different theoretical approaches to language study
Week 8	Comparison of structuralist, functionalist, generativist, and historicist perspectives Analysis of the underlying assumptions, methodologies, and goals of each theoretical framework
MID TERM EXAMINATION	
Week 9	Major Schools of Linguistics: Historicism and Structuralism Historical background and key figures in historicism and structuralism
Week 10	Exploration of key concepts and principles in historicist and structuralist linguistics Case studies and examples illustrating the application of historicist and structuralist approaches in language analysis
Week 11	Major Schools of Linguistics: Descriptivism and Functionalism Overview of descriptivist and functionalist approaches to language study
Week 12	Analysis of key concepts and principles in descriptivism and functionalism Critique and evaluation of descriptivist and functionalist theories in light of contemporary linguistic research
Week 13	Major Schools of Linguistics: Generativism Historical development and key figures in generative linguistics
Week 14	Exploration of generative grammar and its principles Case studies and examples demonstrating the application of generative theory in linguistic analysis
Week 15	Presentations
Week 16	Presentations
FINAL TERM EXAMINATION	

Recommended Readings:

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

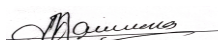
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Semester-I

Program	M.Phil English
Title of the course	Applied Linguistics
Course Code.	ENG-505
Credit hours	03
Course Description	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.
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject - Specific
Learning objectives	1.Understand the fundamental principles and concepts of applied linguistics, including its interdisciplinary nature and practical applications in real-world contexts. 2.Analyze and evaluate language problems and phenomena from a variety of linguistic perspectives, considering factors such as language acquisition, language use, and language variation. 3.Apply theoretical frameworks and research findings from applied linguistics to address practical challenges in language teaching, learning, and communication.

Lesson Plan	Content
Week 1	Introduction to Applied Linguistics
Week 2	Overview of Applied Linguistics Historical Development Key Concepts and Terminology
Week 3	Language Acquisition and Learning
Week 4	Behaviorist, Cognitive, and Interactionist Theories Second Language Acquisition Theories
Week 5	Language Teaching Methodologies Communicative Language Teaching
Week 6	Task-based Language Teaching Content and Language Integrated Learning (CLIL)
Week 7	Psycholinguistics
Week 8	Language Processing and Comprehension Bilingualism and Multilingualism
MID TERM EXAMINATION	
Week 9	Sociolinguistics
Week 10	Language Variation and Change Language and Identity
Week 11	Discourse Analysis and Pragmatics
Week 12	Conversation Analysis




	Speech Acts and Politeness
Week 13	Language Policy and Planning Language Policy and Education
Week 14	Language Revitalization Efforts Lexicography and Lexicology
Week 15	Research Methods and Seminar Series Qualitative and Quantitative Research Approaches
Week 16	Data Collection and Analysis Techniques Guest Lectures and Presentations
FINAL TERM EXAMINATION	

Recommended 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. (1986). *Teaching language in context*. New York: HHP
11. Prabhu, N. S. (1987). *Second language pedagogy: A perspective*. Oxford: OUP.
12. Richards & Rodgers. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge. CUP
13. Richards, J. C (1980). *Error analysis*. London: Longman.
14. Steinberg, D. D. (1988). *Psycholinguistics*. London: Longman
15. Ur, P (1996). *A course in language teaching*. Cambridge: CUP.
16. Ur, P. (1988). *Grammar practice activities: A practical guide for teachers*. Cambridge: CUP.
17. Wilkins, D. (1976). *Notional syllabuses*. Oxford: OUP.
18. Wilkins, D.A. (1985). *Linguistics in language teaching*. London: Arno

Semester-I

Program	M.Phil English
Title of the course	Postmodern Fiction
Course Code.	ENG-554
Credit hours	03
Course Description	<p>The course aims to explore postmodern literary theories and selective fiction by taking into account their formal, thematic and philosophical principles. The students will start by investigating how and why postmodern literature is different from modernism. The course also acquaints the students with the fundamental elements of the art of fiction, especially including the point of view, plot, character, style, narrative technique, theme, imagery, symbol, and setting. The ultimate objective is to enhance their ability to read, interpret, write about, and appreciate postmodern literary fictions.</p> <p>Special emphasis will be given to postmodern themes such as issues of identity, displacement, narrative exhaustion, temporality, relativism, nonabsolutism, consumerism, historicism, and literary forms such as metafiction, intertextuality, parody, irony etc. The course focuses not just on the key features and characteristics of “high” postmodernism of the 1960s and 1970s but also the critical and creative development of</p>

	postmodernism of the twenty first century. Through careful reading of the selection of representative texts from the past seven decades across the globe, the students will be encouraged to identify opportunities for research within the field.
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject - Specific
Learning objectives	1.Acquire an understanding of the relationship between texts and context and what characteristics of 20 th and 21st century literature can be considered as postmodern 2.Build on discussions by analysing passages, characters, plots, and themes developed in the selected texts 3.Critically analyse the theories and arguments presented by postmodern critics and theorists such as Jean Francois Lyotard, Roland Barthes, Jean Baudrillard, John Barth etc. 4.Develop analytical writing and presentation skills by engaging with the variety of postmodern stylistic features

Lesson Plan	Content
Week 1	Introduction to Postmodern Fiction
Week 2	Joseph Heller -Catch-22 (1961)
Week 3	Jorge Luis Borges - Labyrinths (1962) (selective short stories)
Week 4	Tlön, Uqbar, Orbis Tertius' The Library of Babel
Week 5	The Lottery in Babylon The Circular Ruins The Garden of Forking Paths
Week 6	Umberto Eco- The Name of the Rose (1980)
Week 7	Ben Okri - Incidents at the Shrine (1986) (selective short stories) The Famished Road (1991)
Week 8	Songs of Enchantment (1993) Spirit Child (1998)
MID TERM EXAMINATION	
Week 9	Toni Morrison - Beloved (1987)
Week 10	Arundhati Roy – The God of Small Things (1997)
Week 11	Zadie Smith - White Teeth (2000)
Week 12	Dimitris Lyacos - With the People from the Bridge (2014)
Week 13	Don Delillo – White Noise
Week 14	John Barth – Fun House
Week 15	Presentations
Week 16	Presentations
FINAL TERM EXAMINATION	

Suggested Readings

1. Appignanesi, Richard, and Garratt, Chris. 1995. Postmodernism for Beginners. Cambridge, UK: Icon.
2. Barth, John, 1984. 'The Literature of Exhaustion' (1967), collected in The Friday Book: Essays and other Nonfiction.
3. Borges, Jose Luis, Collected Ficciones of Jose Luis Borges. Translated by Andrew Harley: Allen Lane: The Penguin Press.

4. -----, 2007. Labyrinths. New Directions.
5. Black, Shameem. 2000. Fiction across Borders: Imagining the lives of others in late twentieth-century novels. Columbia University Press.
6. Baudrillard, Jean. 1988. Jean Baudrillard: Selected Writings. Edited by Mark Poster. Stanford, Calif.: Stanford University Press.
7. Bertens, Hans & Douwe Fokkema. eds. 1997. International Postmodernism: Theory and Literary Practice. Amsterdam: John Benjamins Publishing Company.
8. Connor, Steven, 2004. The Cambridge Companion to Postmodernism. Cambridge: Cambridge University Press.
9. Flax, Jane. 1990. Thinking Fragments: Psychoanalysis, Feminism, and Postmodernism in the Contemporary West. Berkeley: University of California Press.
10. Grausam, Daniel. 2011. on Endings: American Postmodern Fiction and the Cold War. The University of Virginia Press.
11. Harvey, David. 1989. The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change. Oxford and Cambridge, Mass.: Blackwell.
12. Hutcheon, Linda. 1988. A Poetics of Postmodernism: History, Theory, Fiction. Routledge.
13. -----, 1980. Narcissistic Narrative: The Metafictional Paradox. Wilfrid Laurier University Press.
14. Ihab Hassan. 1982. The Dismemberment of Orpheus: Towards a Postmodern Literature. University of Wisconsin Press.
15. Jameson, Fredric. 1991. Postmodernism, or, the Cultural Logic of Late Capitalism. Durham, N.C.: Duke University Press.
16. Lyotard, Jean-Francois. 1984. The Postmodern Condition: A Report on Knowledge. Translated by Geoff Bennington, and Brian Massumi. Vol. 10 of Theory and History of Literature. Minneapolis: University of Minnesota Press.
17. Mason, Fran. 2009. The A to Z of Postmodernist Literature and Theatre. UK: The Scarecrow Press, Inc.
18. McHale, Brian. 2015. The Cambridge Introduction to Postmodernism. Cambridge University Press.
19. Nicol, Bran. 2009. The Cambridge Introduction to Postmodern Fiction. Cambridge: Cambridge University Press.
20. Sarup, Madan, 1993. Introductory Guide to Structuralism and Modernism. London: Harvester Wheatsheaf.
21. Silverman, Hugh J. ed. 1990. Postmodernism: Philosophy and the Arts. New York: Routledge.
22. Taylor, Victor E., and Charles E. Winquist. eds. 1998. Postmodernism: Critical Concepts. 4 vols. London and New York: Routledge.
23. Tester, Keith. 1993. The Life and Times of Postmodernity. London: Routledge.
24. Waugh, Patricia, 2012. Feminine Fictions: Revisiting the Postmodern. Routledge.

Semester-II

Program	M.Phil English
Title of the course	Sociolinguistics
Course Code.	ENG-511
Credit hours	03
Course Description	Sociolinguistics, which explores interrelationship between language and society, is both interesting and complicated. It helps in developing deeper understanding of society as well as language. This purpose of this course is to build on the knowledge and understanding of MPhil scholars that they come with. The outline includes almost all key issues which are deemed

	important in the field. It also includes some important nonlinguistic variables which are associated with language and its use. It examines language in relation to society, with particular reference to the linguistic situation in Pakistan and investigates the correlation between linguistic variables and non-linguistic variables such as gender, age and social class.
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject - Specific
Learning objectives	1. Understand the core concepts used in the field 2. Reflect upon the crucial issues in Sociolinguistics with particular reference to the relationship between language and non-linguistic variables such as gender, social class, age, etc. 3. Develop and understanding of the current sociolinguistic situation in Pakistan with particular reference to bilingualism, multilingualism, language policy, language maintenance and language shift 4. Explore new vistas of research in the field with special reference to Pakistani context
Lesson Plan	Content
Week 1	Sociolinguistics and Sociology of Linguistics
Week 2	Dialectology
Week 3	Language Ideology
Week 4	Pidgin and Creole, Creolization and Decreolization
Week 5	Language Attitudes: Convergence, Divergence and Acts of Identity
Week 6	Language, Identity and Culture
Week 7	Language and Power
Week 8	Problematization of Gender, Social Class, Age and Ethnicity
MID TERM EXAMINATION	
Week 9	Quantitative Sociolinguistic: Exploration of language in its social context through the methods of quantitative analysis of linguistic variation, including the Labovian and implicational models.
Week 10	Sociolinguistic Field Methods: Research Methods for Sociolinguistic Fieldwork including Interviewing, Observation, Survey Design and Experimental Work. Focus on Methodology, Planning and Implementation.
Week 11	Language Diversity and Speech Communities, Bilingualism and Multilingualism, Dimensions, Manifestations and Effects of Bilingualism
Week 12	Language Maintenance, Language Decline, Language Shift and Language Death
Week 13	Language Maintenance, Language Decline, Language Shift and Language Death
Week 14	Language Policy and Planning (LPP)
Week 15	LLP: how different nations view it.
Week 16	Language Policies of Pakistan since 1947
FINAL TERM EXAMINATION	

Recommended Readings

- Bell, Martin, J. (ed) (2010) *The Routledge Handbook of Sociolinguistics Around the World*. Routledge: New York
- Coupland, Nikolas and Jaworski, Adam. (1997). *Sociolinguistics: A Reader and Coursebook*. Great Britain: Palgrave.

- Hudson, R. A. (1980). *Sociolinguistics*. Great Britain: Cambridge University Press.
- Llamas, [Carmen](http://www.google.com.pk/search?tbo=p&tbm=bks&q=inauthor:%22Carmen+Llamas%22&source=gbs_metadata_r&cad=8)[HYPERLINK](http://www.google.com.pk/search?tbo=p&tbm=bks&q=inauthor:%22Carmen+Llamas%22&source=gbs_metadata_r&cad=8)
[Louise](http://www.google.com.pk/search?tbo=p&tbm=bks&q=inauthor:%22Louise+Mullany%22&source=gbs_metadata_r&cad=8)[HYPERLINK](http://www.google.com.pk/search?tbo=p&tbm=bks&q=inauthor:%22Louise+Mullany%22&source=gbs_metadata_r&cad=8)
 and [Peter](http://www.google.com.pk/search?tbo=p&tbm=bks&q=inauthor:%22Peter+Stockwell%22&source=gbs_metadata_r&cad=8)[HYPERLINK](http://www.google.com.pk/search?tbo=p&tbm=bks&q=inauthor:%22Peter+Stockwell%22&source=gbs_metadata_r&cad=8)
 (2007). *The Routledge Companion to Sociolinguistics*. New York: Routledge.
- Mesthrie, Rajend. (ed.). (2011). *The Cambridge Handbook of Sociolinguistics*. Cambridge: Cambridge University Press.
- Mesthrie, Rajend. et. al. (2009). *Introducing Sociolinguistics*. Edinburgh: Edinburgh University Press.
- Spencer Oatey, H. (1993). Conceptions of social relations and pragmatics research. *Journal of Pragmatics*, 20, 27-47.
- Trudgill, Peter. (1980). *Sociolinguistics: An Introduction*. Great Britain: Hazell Watson & Viney Ltd.
- Ulrich Ammon, Norbert Dittmar, Klaus J. Mattheier, Peter Trudgill (2006) *Sociolinguistics : an international handbook of the science of language and society*

Semester-II

Program	M.Phil English
Title of the course	Multilingualism
Course Code.	ENG-513
Credit hours	03
Course Description	This course is designed to introduce students to the linguistic, psycholinguistic, sociolinguistic and societal aspects of multilingualism. The students will examine how multilingualism is defined and measured, the development of multilingualism, linguistic behaviors of multilingual speakers, the psycholinguistic and neurolinguistic bases of multilingualism, the relationship between language and identity, language maintenance and language loss, and issues of education and language planning for multilinguals and society as a whole.
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject - Specific
Learning objectives	1.To understand and discuss different definitions of multilingualism 2.To explore and evaluate different methods of 'measuring' multilingualism 3.To understand the basics of how multilingualism learn and use their languages in different situations 4.To understand the effects of family background, societal and cultural norms concerning language, education and age on multilingualism 5.To understand cognitive differences and similarities between multilinguals and monolinguals 6.To understand how society can contribute to, or hinder multilingualism 7.To understand the basic issues of multilingual education

	8.To understand and discuss basic issues of language planning and language policy that can affect multilinguals and multilingualism
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Lesson Plan	Content
Week 1	Introduction to Multilingualism
Week 2	Exploring Multilingualism in Cultural Contexts <ul style="list-style-type: none"> Impact of family, society, economy and education on achieving and maintaining Multilingualism The Price of Multilingualism: Issues, Problems, Concerns Methods of 'measuring' Multilingualism
Week 3	Language Skills and Multilingualism <ul style="list-style-type: none"> Speaking skill Listening Skill Reading Skill
Week 4	Language Skills and Multilingualism <ul style="list-style-type: none"> Writing skill Degrees of Multilingualism
Week 5	Language Practices in Pakistan <ul style="list-style-type: none"> Sources, status, and value of languages in Pakistan Identifying sources of language diversity in Pakistan Overview of Pakistani language policies and education policies
Week 6	Issues of Language Spread and Maintenance <ul style="list-style-type: none"> Language Shift Language Change Language Desertion Sharing the studies conducted in Pakistani/ International Contexts
Week 7	Code Switching, Code Mixing, Hybridization Definitions and types of code switching Factors initiating/constraining code switching Pragmatic aspects of code switching
Week 8	Code Switching, Code Mixing, Hybridization (contd.) Sharing case studies and sample research on borrowing and code mixing Patterns of insertion, alternation, and variation in code mixing
MID TERM EXAMINATION	
Week 9	Perception of Identity and Multilingualism <ul style="list-style-type: none"> The Politics of Language: Issues of Identity and Globalization Multilingualism in a diglossic situation Diglossia, Multilingualism and presentation of self
Week 10	The Bilingual / Multilingualism Child The Bilingual Brain and Intelligence
Week 11	Early Education and Multilingualism Issues
Week 12	Bilingual Education and Language Policy
Week 13	Research in Bilingualism: Possibilities and Practices
Week 14	discussion and analysis of research in bilingualism Identifying gaps and future directions in bilingualism research
Week 15	Review and Integration
Week 16	Presentations
FINAL TERM EXAMINATION	

M. J. Ali

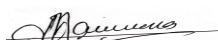
M. J. Ali

Suggested Readings

- Aronin, L and Singleton, D. (2012).Multilingualism. Netherlands: John Benjamins Publishing.
- Baker, C. (1993). Foundations of Bilingual Education and
- Bilingualism.Clevedon: Multilingual Matters
- Baetens-Beardsmore, H. (1986). Bilingualism.Basic Principles.Clevedon: Multilingual Matters
- Bialystok, E. (2001). Bilingualism in Development: Language, Literacy and Cognition. Blackledge, A and Creese, A. (2010).
- Multilingualism: A Critical Perspective.
- Cambridge: Cambridge University Press.
- Clyne, M. (2003).Dynamics of Language Contact: English and Immigrant Languages. Cambridge: Cambridge University Press.
- Cenoz, J., & Genesee, F. (Eds.). (1998). beyond bilingualism: Multilingualism and multilingual education (Vol. 110). Multilingual Matters.
- Edwards, J. (2002). Multilingualism.Routledge.
- Edwards, John. (2012). Multilingualism: Understanding linguistic diversity. NY: Continuum International publishing.
- Gorter, D. (Ed.). (2006). Linguistic landscape: A new approach to multilingualism. Multilingual Matters.
- Hoffmann, C. (1991) An introduction to bilingualism. London: Longman.
- Myers-Scotton, C. (2006). Multiple Voices: An Introduction to Bilingualism. Oxford: Blackwell.
- Wei, L. (2000). The bilingualism reader. London/New York: Routledge
- Weber, Jean J. and Horner, K. (2012).Introducing Multilingualism:
- A Social Approach. London: Taylor and Francis.

Semester-II

Program	M.Phil English
Title of the course	Research Methodology
Course Code.	ENG-501
Credit hours	03
Course Description	This course provides students with the essential knowledge and skills needed to design, execute, and evaluate research studies effectively. Through a combination of theoretical instruction, practical exercises, and hands-on experience, students will gain proficiency in selecting appropriate research methods, collecting and analyzing data, and interpreting research findings.
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject - Specific

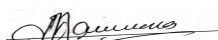


Learning objectives	1. Understanding what research is all about in general at advance level. 2. Distinguishing between various kinds of research approaches and paradigms. 3. Understanding the process involved in carrying out research successfully. 4. Enabling students to conduct their own small scale research. 5. Familiarizing them with techniques and methods of selecting topics, developing questions, collecting and analyzing data. 6. Documenting research in conformity with international academic standards and norms. 7. Defend their research before an informed audience successfully and present their research at international forum confidently.
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Lesson Plan	Content
Week 1	What is research? Methods and approaches of Research (Qualitative, Quantitative, mixed and paradigms)
Week 2	Identifying and Defining a Research Problem
Week 3	Sampling Techniques
Week 4	Tools for Data Collection: Questionnaires, Interviews, Observations & Documents
Week 5	Data analysis and Interpretation
Week 6	Some Aspects of the Research Report
Week 7	Review of literature
Week 8	Transcription and Transliteration
MID TERM EXAMINATION	
Week 9	Referencing and Citation/ Styles of documenting research (APA and MLA etc.)
Week 10	Hallmarks of a good research
Week 11	Ethical Considerations in Research
Week 12	Documenting Research: Research Proposals & Research Papers
Week 13	Documenting Research: Theses <ul style="list-style-type: none"> Understanding the structure and components of a thesis Exploring guidelines for writing a thesis, including formatting, citation styles, and referencing Discussing strategies for organizing chapters, presenting data, and synthesizing findings in a thesis
Week 14	Documenting Research: Books/Monographs <ul style="list-style-type: none"> Understanding the structure and elements of a book or monograph Exploring guidelines for writing a book or monograph, including conceptualization, organization, and writing style Discussing strategies for effectively communicating research findings to a broader audience through books or monographs
Week 15	Presentations
Week 16	Presentations
FINAL TERM EXAMINATION	

Recommended Reading

- Black, T. R. (1999) Doing Quantitative Research in Social Sciences: an Integrated Approach to Research Design, Measurement and Statistics. Sage: London




- Blaikie, N. (2003) Analysing quantitative Data: from Description to Explanation. Sage: Thousand Oaks CA
- Byrne, D. (2003) Interpreting Quantitative Data. Sage: Thousand Oaks CA
- Cohen, L., Manion, L. & Marrison, K. (2000) Research Methods in Education. Routledge: London.
- Creswell, J. W. (2002) Research Design: Qualitative, Quantitative and Mixed Methods Approaches. Sage: London.
- Darlington, Y. & Scott, D. (2002) Qualitative Research in Practice: Stories from the Field. Open University: Philadelphia.
- Day, C., Elliot, J., Somekh, B. & Winter, R. Eds (2002) Theory and practice in Action Research. Symposium Books Oxford: UK
- Denzin, N. K. & Lincoln, Y. S. (2005). The Handbook of Qualitative Research. (Third edition). Sage.
- Field, A. & Graham, H. (2003). How to Design and Report Experiments. Sage.
- Fielding, N. G. & Lee, R. M. (1998). Computer Analysis and Qualitative Research. London: Sage.
- Glesne, C. (1999). Becoming Qualitative Researchers: An Introduction. New York: Longman.
- Gorard, S. (2001). Quantitative Methods in Educational Research. London: Continuum.
- Hammersley, M. & Atkinson, P. (1995). Ethnography: Principles and Practices. London: Routledge.
- Holliday, A. (2002). Doing and Writing Qualitative Research. London: Sage.
- Huck, S. W. (2004). Reading Statistics and Research. (Fourth edition). Boston, MA: Allyn and Bacon.
- Kumar, R. (2009) Research Methodology- a step by step guide for beginners. Pearson Education, Australia.
- Kvale, S. (1996). Interviews: An Introduction to Qualitative Research Interviewing. Thousand Oaks, CA: Sage.
- Lincoln, Y. L. and Guba, E. G. (1985). Naturalistic Inquiry. London: Sage.
- Mason, J. (2002). Qualitative Researching. Thousand Oaks, CA: Sage.
- Maxwell, J. A. (2005). Qualitative Research Design: An Interactive Approach. (Second edition). Thousand Oaks, CA: Sage.
- Merriam, S. (1998). Qualitative Research and Case Study Applications in Education. San Francisco: Jossey-Bass Publishers.
- Miles, M. B. and Huberman, M. A. (1994). Qualitative Data Analysis: An Expanded Sourcebook. London: Sage.
- Smith, L. M. (2004). Yesterday, Today, Tomorrow: Reflections on Action Research and Qualitative Inquiry. Educational Action Research. 12:2. 175-195.
- Strauss, A. & Corbin, J. (1998). Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory. Thousand Oaks, CA: Sage.
- Tesch, R. (1990). Qualitative Research: Analysis Types and Software Tools. London: Falmer.
- Schwandt, T. A. (2007). The Sage Dictionary of Qualitative Inquiry.

Semester-II

Program	M.Phil English
Title of the course	World Literature in Translation
Course Code.	ENG-557
Credit hours	03

M. J. J.

M. J. J.

Course Description	This course is an inter-genre course and offers an exposure to some Classics in World Literature, both in theme and form. The global perspective will not only make for an intrinsically rewarding experience but will also give depth to students' grasp of literatures translated into English. They will be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject - Specific
Learning objectives	1. Develop an appreciation for the diversity of literary traditions and cultures around the world through the study of translated literary works. 2. Analyze and interpret translated texts from different linguistic and cultural backgrounds, recognizing the complexities of translation and its impact on meaning and interpretation. 3. Gain insights into the historical, social, and cultural contexts that shape literary production in various regions and time periods.

Lesson Plan	Content
Week 1	Introduction to world literature in Translation
Week 2	Basho (Japanese): Selections of Haiku (at least 5) 2 Haikus
Week 3	Basho (Japanese): Selections of Haiku (at least 5)(contnd...) 3 Haikus
Week 4	Albert Camus (French and Algerian): The Outsider
Week 5	Cervantes, M (Spanish): Don Quixote (Part 1-Book1)
Week 6	Cervantes, M (Spanish): Don Quixote (Part 1-Book2)
Week 7	Kafka, Franz (German): Metamorphosis
Week 8	Homer (Roman): Selections from "The Iliad" and "The Odyssey"
MID TERM EXAMINATION	
Week 9	Dostoevsky (Russian): Crime and Punishment
Week 10	Rumi (Persian): Selections from the Mathnavi: (Divan & Discourse; The Song of the Reed / The Artists)
Week 11	Iqbal, M (Indo-Pakistani): Selections from Javaid Nama: The Spirit of Rumi Appears
Week 12	Faiz Ahmed Faiz (Pakistani): Dawn of Freedom: Aug 1947. Translated by Agha Shahid Ali
Week 13	Frederico Garcia Lorca (Spanish): Blood Wedding
Week 14	Lu Hsun (Chinese), "The Kite" and "After Death" in Wild Grass. Peking: Foreign Language Press, 1974
Week 15	Presentations
Week 16	Presentations
FINAL TERM EXAMINATION	

Suggested Readings:

1. Arberry, A. R. Ed. Persian Poems. London: J. M. Dent and Sons, 1954
2. Bowra, C. M. Tradition and Design in the Iliad. Oxford: Clarendon Press, 1950
3. Bree, G. Ed. Camus: A Collection of Critical Essays. Prentice Hall
4. Blyth, R. H. The Genius of Haiku. London: 1994
5. Bloom, Harold. Ed. Franz Kafka's The Metamorphosis. New York: Chelsea, 1998

M. J. Ali

M. J. Ali

6. Madariaga, Salvador D. E. Don Quixote: An Introductory Essay in Psychology. London: Oxford UP, 1948
7. Murray, G. The Rise of the Greek Epic. Oxford UP, 1934
8. O'Kelly, H. W. Ed. The Cambridge History of German Literature. Cambridge: CUP, 1997
9. Schimmel, A. M. The Triumphal Sun. New York: State U of New York P, 1993

Madariaga

Don Quixote

Ph.D. English **Scheme of Studies**

PH.D. ENGLISH SEMESTER-1

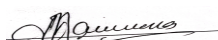
Course Code	Course Title	Credit Hours
ENG-707	Advanced Stylistics	03
ENG-702	Literary Criticism and Theory	03
ENG-704	Critical Discourse Analysis	03

PH.D. ENGLISH SEMESTER-2

Course Code	Course Title	Credit Hours
ENG-766	Issues in Sociolinguistics	03
ENG-751	Advanced Research and Academic Writing	03
ENG-721	Postmodern Fiction	03

- Depending upon the availability of the resource person, the below mentioned courses may be opted.

Sr#	Course Code	Course title
1.	ENG-715	World Literature and Translation
2	ENG-716	Diasporic Literature
3	ENG-717	Shakespearean Studies
4	ENG-718	World Englishes
5	ENG-719	War Literature
6	ENG-720	Literature and Globalization
7	ENG-721	Postmodern Fiction
8	ENG-765	Language, Gender and Society
9	ENG-766	Issues in Sociolinguistics
10	ENG-767	Issues in Applied Linguistics
11	ENG-768	New perspectives of English in Pakistan
12	ENG-769	Varieties of South Asian English



OUTLINES AND WEEK PLANS

Semester 01

Program	PhD English
Title of the course	Advanced Stylistics
Course Code.	ENG-707
Course Description	Advanced Stylistics offers an in-depth exploration of linguistic analysis focusing on the intricate nuances of style and expression across various texts and genres. This course is designed to provide students with advanced theoretical insights and practical tools for dissecting language at a sophisticated level, examining how linguistic choices shape meaning, tone, and aesthetic impact.
Credit hours	03
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject-Specific
Learning objectives	The aim of the course is to study the features of distinctive varieties of language and to discover and describe reason for particular choices made by individual and social groups in their use.

Week#	Topics
Week 1 & 2	Stylistics Introduction Basic concepts of Advanced Stylistics
Week 3 & 4	Corpus and Style, Corpus Stylistics/ Practical Application of Corpus Tools
Week 5 & 6	Style and Systemic Functional Linguistics
Week 7 & 8	Discourse Analysis and Style Article Writing

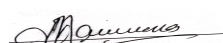
Mid Term Examinations

Week 9 & 10	Genre Analysis and Style
Week 11 & 12	Diachronic Study and Style
Week 13 & 14	Practical Application of Stylistics
Week 15 & 16	Final Project Presentation

FINAL TERM EXAMINATION

Recommended Readings

- Carter. R. (1982). Language and Literature: An Introductory Reader in Stylistics.
- Crystal. D and Davy. D. (1969). Investigating English Style.
- Fowler. R. (1996). Linguistics Criticism. 2nd
- Halliday. M. A. K. 1990. Spoken and Written Language. Oxford: Oxford University.
- Hoey. M. 2003. Textual Interaction. London: Routledge.
- Leech. Geoffrey and Short, Michael. (1986). Style in Fiction. London.
- Thomas, Jenny. (1995). Meaning in Interaction. London.
- Widdowson, H. G. (1992). Practical Stylistics: Oxford: Oxford University Press




Semester 01

Course Title: Literary Theory and Criticism

Level: ph.d english

Course Code: ENG702

Course Description

This course traces the development of literary theory as a reaction to the failure of Enlightenment movement. As a discipline, critical theory assumed great significance in the second half of 20th century. The emphasis would be on the developments after Charles Darwin, Karl Marx, and Freud had presented their theories. However, these developments and the subsequent ones will consistently be seen in relation to ideas that dominated the Western thought before and after the two World Wars that comprehensively frustrated the promise of the enlightened humanist view of the world. As literary theory continues to colour our worldview and interpretations of literature, this course focuses on conceptual anti-foundational developments and not merely the historicisation of critical thought from Aristotle to Eliot. The students will be introduced to the dialogic nature of various theoretical strands and methodologies used to interpret literature. During the course of the semester, they will be encouraged to apply those methods on their reading of literature.

Course Contents

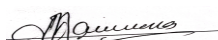
- **Introduction.**

The common ground between literary criticism, philosophy and literary theory should be delineated. The course will include an introduction to the fundamental shift in Western thought in 19th century. The thinkers (e.g. Charles Darwin, Karl Marx, Sigmund Freud and Friedrich Nietzsche) who caused this shift will be introduced. During the discussion, the contribution and influence of three literary critics from England, I. A. Richards, William Empson and F. R. Leavis, who triggered new critical trends, will also be discussed.

- **New Criticism.**

This section focuses on the shift from Liberal Humanism to new modes of interpreting literature. William Empson's Epilogue to *Seven Types of Ambiguity* will be used to highlight this shift.

- **Neo-Marxism and Marxist Criticism.** Karl Marx "Consciousness Derived from Material Conditions", a selection from *The German Ideology*, will be discussed to understand the basics of Marxist theoretical framework. The students will be apprised of this framework's bearings on literary studies through a discussion of Terry Eagleton's "Categories for a Materialist Criticism", a selection from *Criticism and Ideology*.
- **Structuralism** This section includes discussion on Ferdinand De Saussure's "Nature of the Linguistic Sign" (from *The Course in General Linguistics*). The following discussion will underline the implications of de Saussure's findings on the relationship between word and things. In the latter half of the session, Claude Levi-Strauss's "The Structural Study of Myth" will be discussed. The discussion will foreground Levi-Strauss's application of structuralist methods in analysing mythology.
- **Post-structuralism/Deconstruction.** Jacques Derrida's deconstruction of Levi-Strauss's study of myth laid down the foundations of a new, and perhaps the most radical, school of thought, that is, deconstruction, of the 20th century. The beginning of post-structuralist/deconstructionist thought and its challenge to binaries in Western critical tradition would be discussed in the light of Derrida's essay "Structure, Sign and Play in the Discourse of the Human Sciences." Michel Foucault's "What is an Author?" will also be discussed.
- **Semiotics.** Umberto Eco's "The Myth of Superman" analyses the relation between human beings and stories of cyclical nature. Eco views Superman as a modern myth and theorises its bearings on modern thought.
- **Psychoanalytical Criticism.**



Psychoanalysis is akin to the study of literature. Like literature, it allots greater importance to covert meaning in our use of language. Sigmund Freud's "Creative Writers and Daydreaming," Jacques Lacan's "The Mirror Stage as Formative of the *I* Function as Revealed in Psychoanalytic Experience" (From *Écrits: A Selection*), and Julia Kristeva's "Psychoanalysis and Polis" will provide the bases of discussion on this relationship between literature and psychoanalysis.

- **Feminist Criticism.**

What is feminism? Do women writers need to (re)create language to write a literature of their own? And most importantly, how do they relate themselves to their male and female predecessors? These questions will be debated in the light of Sandra M Gilbert and Susan Gubar's "Infection in the Sentence" (*The Madwoman in the Attic*) and Elaine Showalter's "Toward a Feminist Poetics" (From *The New Feminist Criticism*).

- **Green Studies and Ecocriticism**

Primary Texts

New Criticism

1. William Empson. Epilogue to *Seven Types of Ambiguity*.

Marxist Critical Theory

- Karl Marx. "Consciousness Derived from Material Conditions" from *The German Ideology*.
- Terry Eagleton. "Categories for a Materialist Criticism" From *Criticism and Ideology*.

Structuralism

- Ferdinand De Saussure. "Nature of the Linguistic Sign" From *The Course in General Linguistics*.
- Claude Levi-Strauss. "The Structural Study of Myth."

Post-structuralism

- Jacques Derrida. "Structure, Sign and Play in the Discourse of the Human Sciences."
- Michel Foucault. "What is an Author?"

Semiotics

1. Umberto Eco. "The Myth of Superman" From *The Role of the Reader*.

Psychoanalytic Critical Theory

- Sigmund Freud. "Creative Writers and Daydreaming."
- Jacques Lacan. "The Mirror Stage as Formative of the *I* Function as Revealed in Psychoanalytic Experience" From *Écrits: A Selection*.
- Julia Kristeva. "Psychoanalysis and Polis."

Feminism

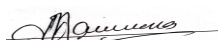
- Sandra M. Gilbert and Susan Gubar. "Infection in the Sentence" From *The Madwoman in the Attic*.
- Elaine Showalter. "Toward a Feminist Poetics" From *The New Feminist Criticism*.

Gender Theory

1. Hélène Cixous. "The Laugh of the Medusa."

Further Recommended Texts

- Adorno, Theodor W. *From Minima Moralia*.
- Barthes, Roland. "From Work to Text" From *Image – Music – Text*.
- Beauvoir, Simone de. *The Nomads*



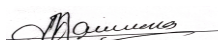
- Certeau, Michel de. *Walking in the City* from *The Practice of Everyday Life*
- Chow, Rey. *Where Have All the Natives Gone?*
- Clastres, Pierre. *Power in Primitive Societies*
- Clastres, Pierre. *The Duty to Speak*
- Derrida, Jacques. *Structure, Sign, and Play in the Discourse of Human Sciences*
- Derrida, Jacques. *Racism's Last Word*
- Engels, Friedrich. *The Family*
- Foucault, Michel. From *The History of Sexuality*
- Irigaray, Luce. From *This Sex Which is not One*
- Nietzsche, Friedrich. *On Truth and Lie in an Extra moral Sense*
- Sontag, Susan. *Against Interpretation* 15. Spivak, Gayatri C. *Can the Subaltern Speak?*

Recommended Readings

- Barry, Peter. *Beginning Theory*. This is an easy-to-use introduction to literary theory which in a very accessible way introduces beginners to different theoretical schools and complex ideas of critical theory. This book is invaluable for its understandable explanations of theoretical concepts, which a beginner otherwise might find intimidating.
- Bennett, Andrew, Nicholas Royle. *Literature, Criticism and Theory*. This book elaborates the relationship between the text and reader, reader and author, and reader's role in interpreting the text.
- Cuddon, J A. *The Penguin Dictionary of Literary Terms and Literary Theory*. An essential reference book that every student of literature must have in his/her personal collection. This book is meant not only to be consulted frequently but read as well.
- Eagleton, Terry. *Literary Theory: An Introduction*. A slightly advanced introduction to Literary Theory, as Eagleton focuses on selected theoretical trends. However, Eagleton connects literature and theory in his known lucid style, which makes this book a wonderful read.
- Malpas, Simon, Paul Wake. *Routledge Companion to Literary Theory*. A useful selection of essays about major theories. It is a very helpful introduction to Literary Theory, designed for those who have already been initiated into it. At the end, it provides an explanation of frequently used theoretical terms and ideas.
- Payne, Michael, John Schad. *Life. After. Theory*. This book discusses whether theory has overstayed its welcome or has it left a permanent imprint on our consciousness and thus debates about it have become irritatingly repetitive.
- Richter, David H. *The Critical Tradition: Classic Texts and Contemporary Trends*. A comprehensive work that covers critical tradition from the earliest developments in critical thought to recent developments in critical thought. It has selections of original works from Plato to Terry Eagleton. Canonical texts of great thinkers and critics are placed in different sections according to the school of thought they represent. At the beginning of each section, an insightful introduction is provided about that particular school of thought.
- 1. Tyson, Lois. *Critical Theory Today: A User Friendly Guide*. Another brilliant introduction for candidates who are starting a course in Literary Theory. Tyson provides a detailed introduction to contemporary literary trends and their development. She explains most frequently encountered theoretical approaches to study literature using examples every reader can relate to.

Semester 01

Program	PhD English
Title of the course	Critical Discourse Analysis
Course Code.	ENG-704
Course Description	Critical Discourse Analysis (CDA) is a multidisciplinary approach to the study of language that investigates the relationship between language, power, and society. This course introduces students to the theoretical frameworks, methodologies, and analytical tools used in CDA to critically examine various forms of discourse in social, political, and cultural contexts.
Credit hours	03




Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject-Specific
Learning objectives	The course aims at enabling the students to analyze discourse from sociocultural and sociopolitical perspective.

	Topics
Week 1	<p>Introduction to Discourse</p> <ul style="list-style-type: none"> • What is Discourse? • Features of Discourse • Text and Discourse • Types of Discourse: Written, Spoken, Media, Political etc.
Week 2	<ul style="list-style-type: none"> • Discourse Analysis • What is Discourse Analysis? • A Short History of Discourse Analysis • Major Contributors • Characteristic features of CDA • Significance of CDA • Aims/Objectives of CDA <p>Two views of discourse structure Discourse and Grammar Discourse Styles Genres and Registers of Discourse</p>
Week 3	<p>Foucauldian Concept of discourse and ideology Concept of Ideology Definitions Meaning Discourse Semiotics Social Cognition and Discourse</p>
Week 4	<p>Power structures/ relations in society</p> <p>Articles review</p> <p>Discussions</p> <p>Discourse as Social Interaction Gender in Discourse Discourse and Politics Discourse and Culture</p>
Week 5	<p>Grammatical Analysis of Discourse</p> <ul style="list-style-type: none"> • Cohesion & Coherence • Cohesive Devices • Theme & Rheme • Thematic Progression
Week 6	<p>Basic tenets and critique of CDA Van dijk model of CDA</p>
Week 7	<p>Pragmatic Analysis of Discourse Language in context Speech Act Theory Co-operative Principles Conversational Implicature Politeness Theory</p>

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Mid Term Examination

	Topics
Week 9	Critical Discourse analysis: History, Agenda. Theory and Methodology Analysis of Conversation as Discourse Conversation as Discourse Structure of conversation Analyzing a conversation Approaches to Discourse Analysis Language, Ideology and Power
Week 10	Fairclough model of CDA Fairclough and CDA Media Discourse
Week 11	Important assumptions in Fairclough model Language and Society Relational-Dialectal Approach-Basics
Week 12	Comparison b/w Van Dijk Model and Fairclough Model +Presentations
Week 13	Doing Analysis How to conduct research
Week 14	Choosing a Discourse Choosing a perspective
Week 15	Choosing a suitable method A Tool for Analysis: choosing DA, CA or CDA

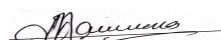
Final Term Exams

Recommended Readings:

1. Cots, M. J. (2006). Teaching 'with an attitude': Critical discourse analysis in EFL teaching. English Language Teaching Journal. 60. 336-345.
2. Fairclough, F. N. (1995). Critical Discourse Analysis: the Critical Study of Language. London: Longman.
3. Lee, D. (1992). Competing discourses: Language and ideology. London: Longman.
4. Locke, T. (2004). Critical discourse analysis. London: Continuum.
5. Lucke, A. (2002). Beyond science and ideology critique: Developments in critical discourse analysis. Annual Review of Applied Linguistics. 26. 96-110.
6. Toolan, M. (Ed.), (2002). Critical discourse analysis: Critical concepts in linguistics. New York: Routledge
110
7. Wodak, R. and Meyer, M. (Eds.), (2002). Methods of Critical Analysis.
8. Weiss, G., & Wodak, R. (Eds.), (2003). Critical Discourse Analysis: Theory & Interdisciplinarity. Palgrave Macmillan.

Semester 02

Program	PhD English
Title of the course	Issues in Sociolinguistics
Course Code.	ENG-766
Course Description	Sociolinguistics, which explores interrelationship between language and society, is both interesting and complicated. It helps in developing deeper understanding of society as well as language. This purpose of this course is to build on the knowledge and understanding of PhD scholars that they come with. The outline includes almost all key issues which are deemed important in the field. It also includes some important nonlinguistic variables which are associated with language and its use. It examines language in relation to




	society, with particular reference to the linguistic situation in Pakistan and investigates the correlation between linguistic variables and non-linguistic variables such as gender, age and social class.
Credit hours	03
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject-Specific
Learning objectives	<p>The objectives of the course are to enable the students to</p> <ul style="list-style-type: none"> • Understand the core concepts used in the field • Reflect upon the crucial issues in Sociolinguistics with particular reference to the relationship between language and non-linguistic variables such as gender, social class, age, etc. • Develop and understanding of the current sociolinguistic situation in Pakistan with particular reference to bilingualism, multilingualism, language policy, language maintenance and language shift • Explore new vistas of research in the field with special reference to Pakistani context.

Week#	Topics
Week 1	Sociolinguistics and Sociology of Linguistics
Week 2	Language Variations & Language Varieties
Week 3	Language Ideology
Week 4	Language Attitudes: Convergence, Divergence and Acts of Identity
Week 5	Bilingualism & Multilingualism
Week 6	Language, Identity and Culture
Week 7	Language and Power
Week 8	Problematization of Gender, Social Class, Age and Ethnicity

Mid Term Examinations

Week 9	Language, Power and Politics
Week 10	Endangered Languages
Week 11	Language Diversity and Speech Communities, Bilingualism and Multilingualism, Dimensions, Manifestations and Effects of Bilingualism
Week 12	Language Maintenance, Language Decline, Language Shift and Language Death
Week 13	Language Policy and Planning (LPP)
Week 14	Language Policies of Pakistan since 1947
Week 15	LLP: how different nations view it.
Week 16	Language Revival, Language Cultivation

Final Term Examinations

Recommended Readings

- Bell, Martin, J. (ed) (2010) The Routledge Handbook of Sociolinguistics Around the World. Routledge: New York
- Coupland, Nikolas and Jaworski, Adam. (1997). Sociolinguistics: A Reader and Coursebook. Great Britain: Palgrave.
- Hudson, R. A. (1980). Sociolinguistics. Great Britain: Cambridge University Press.
- Llamas, Carmen, Louise Mullany, and Peter Stockwell. (2007). The Routledge Companion to Sociolinguistics. New York: Routledge.
- Mesthrie, Rajend. (ed.). (2011). The Cambridge Handbook of Sociolinguistics. Cambridge: Cambridge University Press.
- Mesthrie, Rajend. et. al. (2009). Introducing Sociolinguistics. Edinburgh: Edinburgh University Press.
- Spencer Oatey, H. (1993). Conceptions of social relations and pragmatics research. Journal of Pragmatics, 20, 27-47.
- Trudgill, Peter. (1980). Sociolinguistics: An Introduction. Great Britain: Hazell Watson & Viney Ltd.
- Ulrich Ammon, Norbert Dittmar, Klaus J. Mattheier, Peter Trudgill (2006) Sociolinguistics: an international handbook of the science of language and society.

Semester 02

Program	PhD English
Title of the course	Advanced Research and Academic Writing
Course Code.	ENG-751
Course Description	The Advanced Research and Academic Writing course is designed to equip students with the advanced skills and methodologies necessary to conduct rigorous academic research and produce high-quality written work across various disciplines. Building upon foundational writing skills, this course delves deeper into the intricacies of scholarly inquiry, critical thinking, and effective communication in academic contexts.
Credit hours	03
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject-Specific
Learning objectives	Research is an ongoing learning process. The candidates need to learn more about how to conduct research and write their research papers for publication purposes. They also need to master the techniques of writing proposals, picking on thesis statements and contention, phrasing a considerable topic for their research project (thesis, dissertation), preparing bibliography and annotated bibliographies, writing book reviews from a critical and analytical perspective, getting into the process of writing first or later drafts, and edit their research as per requirement. During this process, the candidates also need to sharpen their critical thinking and study skills. They need to learn manual and technological or computational skills and be able to use the world of web on the internet. All this involves a lot of practice in the classroom, in the library, in the lab, and in the field of course. This advanced course in Research and Academic Writing caters to all the fore mentioned needs and requirements, but the teachers and trainers in this field must feel free to tailor the basics to their academic conditions and constraints.

Week#	Topics
Week 1	Research Introduction Basic concepts of Advanced Research
Week 2	Research and Writing Procedure and Data Analysis (Qualitative vs Quantitative, Sampling, Questionnaire, Interviews, etc)
Week 3	Abstract Writing Topic Selection and Thesis Statement
Week 4	The Format and Documentation
Week 5	Preparing bibliographies Annotated Bibliographies
Week 6	Preparing Footnotes, Endnotes and References, including Abbreviations and other textual/ theoretical details
Week 7	Proofreading and Symbols
Week 8	Article Writing

Mid Term Examinations

Week 9	Book Reviews
Week 10	Dissertation and Thesis Writing
Week 11	Study Skills
Week 12	Computational Skills
Week 13	Internet Sources and the world wide web
Week 14	Referencing and Citation Styles of documenting Research (APA and MLA etc)
Week 15	Plagiarism and Ethical Consideration
Week 16	Final Project Presentation

FINAL TERM EXAMINATION

Recommended Readings

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

- Meyer, Michael. *The Little, Brown Guide to Writing Research Papers*. NY: Harper Collins, 1993
- Pirie, D. *How to Write Critical Essays*. Methuen, 1985.
- Raimes, Ann. *Keys for Writers*. New York: Houghton Mifflin, 1999.
- Rodrigueus, Dawn. *The Research Paper and the World Wide Web*. NJ: Prentice Hall, 1997
- Silverman, David (ed.). *Qualitative Research: Theory, Method and Practice*.
- Williams, Joseph M. *Style*. Boston: Scott, Foresman and Co, 1981
- Any latest research journals of literature available in the libraries

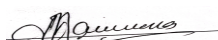
Semester 02

Program	PhD English
Title of the course	Postmodernism
Course Code.	ENG-721
Course Description	Postmodernism: Theory, Culture, and Critique is an interdisciplinary exploration of one of the most influential intellectual movements of the late 20th and early 21st centuries. This course offers students a comprehensive understanding of postmodern thought, its historical context, and its implications for literature, art, philosophy, politics, and society.
Credit hours	03
Follow up	Assignments, Presentations: 10% Term papers and Projects: 10%
Category	Subject-Specific
Learning objectives	<ul style="list-style-type: none"> • Understand the historical and intellectual context of postmodernism as a response to modernity and the Enlightenment project. • Familiarize with key postmodern thinkers, theories, and methodologies, including deconstruction, poststructuralism, and postcolonialism. • Analyze and interpret postmodern texts, artworks, and cultural artifacts, identifying themes of fragmentation, hyperreality, pastiche, and intertextuality. • Critically evaluate the political dimensions of postmodernism, including its critiques of power, hegemony, and systems of oppression.

Week#	Topics
Week 1	The Ministry of Utmost Happiness by Arundhati Roy
Week 2	The Ministry of Utmost Happiness by Arundhati Roy
Week 3	Sula by Toni Morrison
Week 4	Sula by Toni Morrison
Week 5	Catch-22 by Joseph Heller
Week 6	Catch-22 by Joseph Heller
Week 7	Catch-22 by Joseph Heller
Week 8	Project Presentation

Mid Term Examinations

Week 9	The Vegetarian by Han Kang
Week 10	The Vegetarian by Han Kang
Week 11	The Nothing by Hanif Kureishi
Week 12	The Nothing by Hanif Kureishi




Week 13	White Noise Don Delillo
Week 14	White Noise Don Delillo
Week 15	The Name of the rose by Umberto Eco
Week 16	The Name of the rose by Umberto Eco

FINAL TERM EXAMINATION

M. J. J. J.

Don Delillo