

**CURRICULUM FOR
BS 4-YEAR PROGRAMME IN
ENGLISH LITERATURE AND LINGUISTICS
(SEMESTER SYSTEM)**



**DEPARTMENT OF ENGLISH
UNIVERSITY OF MALAKAND**

Department of English

Introduction

Literature is a representation of the most vital and enduring aspects of human life through language. Teaching of literature aims at the dissemination of moral values and reflection of culture. It prepares students and scholars in becoming polished literate members of the society. Reading of literature gives the enjoyment of life depicted through this high art. Aesthetic pleasure provided by literature remains permanent throughout life.

The importance of language in itself and in literature cannot be overlooked. It is language through which literature is dressed and presented. The study of literature remains incomplete without focusing on the delicacies of the language in which it is expressed.

Linguistics, the scientific study of language, encompasses the description of languages, the study of their origin, and the analysis of how children acquire language and how people learn languages other than their own. Linguistics is also concerned with relationships between languages and with the ways languages change over time. Linguists may study language as a thought process and seek a theory that accounts for the universal human capacity to produce and understand language. Some linguists examine language within a cultural context. Other linguists focus on what happens when speakers from different language and cultural backgrounds interact. Linguists may also concentrate on how to help people learn another language, using what they know about the learner's first language and about the language being acquired.

The Department of English Literature and Linguistics is one of those departments, which started functioning with establishment of the University of Malakand in 2001. It took a start with just four students and two faculty members, which has now a population of more than a hundred and fifty students with fourteen faculty members. The Department has been the first in the province to introduce 4-Year BS (Hons) degree in English, which laid equal emphasis on English Language, Literature and Linguistics with the opportunity of research.

Objectives

- ❖ To provide qualified professionals in the field of English literature and linguistics to meet the future needs of educational institutions and the society
- ❖ To train and nurture their literary, creative and imaginative abilities
- ❖ To equip them with the knowledge of history, nature and scope of spoken and written language, genres of literature, and applied research
- ❖ To educate them in the study of comparative literatures to enhance their ability to understand complex ideas, texts, view-points and literary styles
- ❖ To train the students in the study of the nature and functioning of communication and make them well-equipped with technical skills of language learning and teaching,
- ❖ To broaden students' horizon towards better learning and understanding of humanity

Marketability of the Graduates / Job Opportunities

- ❖ Civil Services, public relations, non-governmental organizations, business, social sector, journalism, media and mass communications
- ❖ Educational institutions including schools, colleges and universities
- ❖ Interpreters/translators in public/private sector, media etc.

BS 4-Year Program

The BS Program is designed with the view to impart and promote the education of English Literature, Language and Linguistics. Apart from the knowledge of fundamental concepts and theories, it aims to enable the students not only in technical skills of language learning and teaching but also to develop concepts, values of research in the nature and functioning of language, and to mature their creative imaginations and skills to be able to communicate and apply the knowledge of art and literature in practical

situations. Pakistani Literature in English, American Literature, the study of Nobel Laureates and research paper are some of the distinctive features of the course.

Eligibility Criterion for Admission

- ❖ FSc or Equivalent with at least 45 % marks both in SSC and HSSC or Equivalent

TABLE OF CONTENTS

Course Code	Title
	Scheme of Course Codes
ISL401	Islamiyat (Comp)
PS402	Pakistan Studies
ELL403	English in Use I: Foundations
ELL421	Introduction to Literature I: History of English Literature
ELL422	Introduction to Linguistics I: English Language
SOC411	Sociology
CS404	Introduction to Computer
ELL405	English in Use II: Listening and Speaking Skills
ELL423	Introduction to Literature II: Poetry
ELL424	Introduction to Linguistics II: General
SOC412	Social Work
ECO413	Principles of Economics
ELL406	English in Use III: Academic Reading and Writing
ELL425	Introduction to Literature III: Short Stories and One-Act Plays
ELL426	Introduction to Linguistics III: Phonetics and Phonology
SOC414	Social Problems of Pakistan
ECO415	Economics of Social Problems
ELL427	Introduction to Literature IV: Prose and Fiction
ELL428	Introduction to Linguistics IV: Syntax and Semantics
BBA416	Human Resource Management
SOC407	Citizenship Education: Human Rights
BBA417	Entrepreneurship
ELL429	Study Skills
ELL461	Classics in English poetry
ELL441	TEFL- I
BBA408	Business Communication
ELL442	Sociolinguistics
ELL462	Pakistani Literature in English
ELL463	Classics in English drama
ELL430	Essay Writing
ELL443	TEFL- II
ELL464	American Literature
ELL409	Basics of Research
ELL481	Research Thesis
ELL465	Literary Criticism-I
ELL466	Classics in English novel
ELL444	Psycholinguistics
ELL481	Research Thesis
ELL467	Literary Criticism-II
ELL468	Classics in English Prose
ELL451	Applied Translation Studies
ELL452	Discourse Analysis
ELL 471	Postcolonial Studies: Theories and Writings
ELL 472	Modern Novel
ELL 453	Feminist Linguistics
ELL 473	Modern Poetry
ELL 454	Computer Assisted Language Learning (CALL)
ELL 474	Nobel Laureates
ELL 475	Modern Drama
ELL 476	Canadian Literature in English
ELL 477	French Literature in English

SCHEME OF COURSE CODES

Category	Course Code
Compulsory Requirement	401-410
General Courses to be Chosen from Other Disciplines	411-420
Discipline Specific Foundation Courses	421-440
Major Courses (Linguistics)	441-450
Elective within the Major (Linguistics)	451-460
Major Courses (Literature)	461-470
Elective within the Major (Literature)	471-480
Research Project	481

FIRST YEAR

Semester I

ISL401	Islamiyat (Comp)
PS402	Pakistan Studies
ELL403	English in Use I: Foundations
ELL421	Introduction to Literature I: History of English Literature
ELL422	Introduction to Linguistics I: English Language

Semester II

SOC411	Sociology
CS404	Introduction to Computer
ELL405	English in Use II: Listening and Speaking Skills
ELL423	Introduction to Literature II: Poetry
ELL424	Introduction to Linguistics II: General

SECOND YEAR

Semester III

SOC412	Social Work
ECO413	Principles of Economics
ELL406	English in Use III: Academic Reading and Writing
ELL425	Introduction to Literature III: Short Stories and One-Act Plays
ELL426	Introduction to Linguistics III: Phonetics and Phonology

Semester IV

SOC414	Social Problems of Pakistan
ECO415	Economics of Social Problems
ELL427	Introduction to Literature IV: Prose and Fiction
ELL428	Introduction to Linguistics IV: Syntax and Semantics
BBA416	Human Resource Management

THIRD YEAR

Semester V

SOC407	Citizenship Education: Human Rights
BBA417	Entrepreneurship
ELL429	Study Skills
ELL461	Classics in English poetry
ELL441	TEFL- I
BBA408	Business Communication

Semester VI

ELL442	Sociolinguistics
ELL462	Pakistani Literature in English
ELL463	Classics in English drama
ELL430	Essay Writing
ELL443	TEFL- II
ELL464	American Literature

FOURTH YEAR

Semester VII

ELL409	Basics of Research
ELL481	Research Thesis
ELL465	Literary Criticism-I
ELL466	Classics in English novel
ELL444	Psycholinguistics
ELL451	Applied Translation Studies

Semester VIII

ELL481	Research Thesis
ELL467	Literary Criticism-II
ELL468	Classics in English Prose

Note: In Semester VIII Three Courses each of 03(Three) Credit Hours ought to be taken from the list of Elective Subjects apart from the given three in order to fulfil the need of last semester.

Elective Subjects

ELL451	Applied Translation Studies
ELL452	Discourse Analysis
ELL 471	Postcolonial Studies: Theories and Writings
ELL 472	Modern Novel
ELL 453	Feminist Linguistics
ELL 473	Modern Poetry
ELL 454	Computer Assisted Language Learning (CALL)
ELL 474	Nobel Laureates
ELL 475	Modern Drama
ELL 476	Canadian Literature in English
ELL 477	French Literature in English

FIRST YEAR

Semester I

Semester II

C.Code	Subject	CH	Marks	C.Code	Subject	CH	Marks
ISL401	Islamiyat (Comp)	2-0	100	SOC411	Sociology	3-0	100
PS402	Pakistan Studies	2-0	100	CS404	Introduction to Computer	3-0	100
ELL403	English in Use I: Foundations	3-0	100	ELL405	English in Use II: Listening and Speaking Skills	3-0	100
ELL421	Introduction to Literature I: History of English Literature	3-0	100	ELL423	Introduction to Literature II: Poetry	3-0	100
ELL422	Introduction to Linguistics I: English Language	3-0	100	ELL424	Introduction to Linguistics II: General	3-0	100
Total		13	500	Total		15	500

SECOND YEAR

Semester III

Semester IV

C.Code	Subject	CH	Marks	C.Code	Subject	CH	Marks
SOC412	Social Work	3-0	100	SOC414	Social Problems of Pakistan	3-0	100
ECO413	Principles of Economics	3-0	100	ECO415	Economics of Social Problems	3-0	100
ELL406	English in Use III: Academic Reading and Writing	3-0	100	ELL427	Introduction to Literature IV: Prose and Fiction	3-0	100
ELL425	Introduction to Literature III: Short Stories and One-Act Plays	3-0	100	ELL428	Introduction to Linguistics IV: Syntax and Semantics	3-0	100
ELL426	Introduction to Linguistics III: Phonetics and Phonology	3-0	100	BBA416	Human Resource Management	3-0	100
Total		15	500	Total		15	500

THIRD YEAR

Semester V

Semester VI

C.Code	Subject	CH	Marks	C.Code	Subject	CH	Marks
SOC407	Citizenship Education: Human Rights	3-0	100	ELL442	Sociolinguistics	3-0	100
BBA417	Entrepreneurship	3-0	100	ELL462	Pakistani Literature in English	3-0	100
ELL429	Study Skills	3-0	100	ELL463	Classics in English drama	3-0	100
ELL461	Classics in English poetry	3-0	100	ELL430	Essay Writing	3-0	100
ELL441	TEFL- I	3-0	100	ELL443	TEFL- II	3-0	100
BBA408	Business Communication	3-0	100	ELL464	American Literature	3-0	100
Total		18	600	Total		18	600

FOURTH YEAR

Semester VII

Semester VIII

C.Code	Subject	CH	Marks	C.Code	Subject	CH	Marks
ELL409	Basics of Research	3-0	100	ELL481	Research Thesis	3-0	100
				ELL467	Literary Criticism-II	3-0	100
ELL465	Literary Criticism-I	3-0	100	ELL468	Classics in English Prose	3-0	100
ELL466	Classics in English novel	3-0	100	Note: In Semester VIII Three Courses each of 03(Three) Credit Hours Ought be taken from the list of Elective Subjects apart from the given three in order to fulfil the need of last semester.			
ELL444	Psycholinguistics	3-0	100				
ELL451	Applied Translation Studies	3-0	100				
Total		18	600			18	600

Total Credit Hours: 130

Grand Total=4400

Details of Courses BS 4-Year in English

FIRST YEAR

Semester - I

ISL401 Islamiyat (Compulsory)

As per BA/BSc degree level compulsory course of University of Malakand

Suggested reading:

1) Islamiyat for BA/BSC and Technical Classes by Prof. Dr. Saeed Ullah Qazi

PS402 Pakistan Studies

As per BA/BSc degree level compulsory course of University of Malakand

Suggested Readings:

1) Pakistan Studies for Degree Classes by Prof. Ghayas Ahmed Siddiqui

2) Pakistan Studies for Degree Classes by Prof. Dr. Naushad Khan

3) A Text Book OF Pakistan Studies by Dr. Muhammad Sarwar

ELL403 English in Use I: Foundations

Use of Articles and Preposition

Different Sentence Patterns

Tenses: Meaning and Use

Use of Active and Passive Voice

Phrase, Clause and Sentence Structure

Combining Sentences

Narration

Modals

Word Formation

Suggested readings:

1) John Eastwood, English Practice Grammar, OUP

2) Raymond Murphy, Grammar in Use, CUP

3) Collins COBUILD Students' Grammar, Publisher Longman

4) Thomson and Martinet, Practical English Grammar, OUP

ELL421 Introduction to Literature I: History of English Literature

1) *Characteristics of Anglo-Saxon Literature*

2) *Characteristics of Medieval Literature*

3) *General Background to Renaissance and Reformation*

4) *The Development of Sonnet*

5) *Elizabethan Drama, Prose and Poetry*

6) *Jacobean Drama, Metaphysical Poets, Milton*

7) *Restoration Drama*

8) *The Age of Reason and Neo-Classicism*

- 9) *Augustan Satire*
- 10) *The Rise of Novel*
- 11) *Romanticism*
- 12) *Victorian Drama, prose and Novel*
- 13) *Modern Drama, Prose, Novel and Poetry*

Suggested Readings:

- 1) *A Critical History of English Literature* by David Daiches
- 2) *A Short History of English Literature* by Ifor Evans

ELL422 Introduction to Linguistics I: English Language

1) English: Present and Future

It's Importance, Its Future, Its Assets and Liabilities

2) The Indo-European Family of Languages

The Discovery of Sanskrit, Grimm's Law and Karl Verner's Law, The Indo-European Languages, Home Of The Indo-European Family

3) Old English

It's Origin, Its Dialects, Its Characteristics, Its Vocabulary, and Old English Literature

4) Foreign Influences on Old English

The Celtic Influence, Latin Influence, Scandinavian Influence

1) The Norman Conquest and the Subjection of English (1066-1200)

The Norman Settlement, The Status Of French, The Status Of English

2) The Re-Establishment of English (1200-1500)

Changing Conditions After 1200 A.D., English And French in the Thirteenth Century, Factors Responsible For the Re-Establishment of English

3) Middle English

A Period of Great Change, Changes in Grammar, Changes in Vocabulary, Middle English Dialects, The Rise Of Standard English, Importance And Spread London English

1) The Renaissance (1500-1650)

Changing Trends And Their Effects On The Grammar And Vocabulary Of English, The Problems Faced By English, Opposition And Justification Of Borrowing From Foreign Languages, Characteristics And Variations In The Grammatical Categories, The Importance Of Sound Changes And Great Vowel Shift

2) English Language in the Eighteenth Century (1650-1800)

Changing Scenario for English Language, The Contributions Of Dr Johnson, Jonathan Swift, Eighteenth Century Grammarians And Rhetoricians: Their Aims And Ideals

3) English in the Nineteenth and Twentieth Century (1900 and Onwards)

English Language and Science, Sources of New Words, English Dialects and Standard Speech, Oxford Dictionary

Suggested readings:

- 1) *A History of the English Language* by Albert C. Baugh
- 2) *The Story of Language* by C.L. Barber

Semester II

SOC411 Sociology

1) Introduction:

Nature, Scope, and Subject Matter of Sociology, Society and Community

Relationship with Other Social Sciences like Economics, Political Science, History, Psychology and Anthropology

2) Social Interaction Processes:

Cooperation, Competition, Conflict, Accommodation, Acculturation and Assimilation

3) Social Groups:

Definitions and Functions, Types of Social Groups, In and Out Groups, Primary and Secondary Groups, Reference Groups, Formal and Informal Groups, and Pressure Groups

4) Social Institutions:

Definitions, Structure and Functions of the Following Institutions: Family, Religion, Education, Economic, and Political

Inter-relationship among Various Social Institutions

5) Culture and Related Concepts:

Definition, And Aspects of Culture, Material and Non-Material Culture, Ideal and Real Culture, Elements of Culture, Beliefs, Values, Norms (Folkways, Mores, Laws), Organisation of Culture, Traits, Complexes and Patterns, Culture Relativism, Sub-Cultures and Ethnocentrism

6) Socialization and Personality

Role and Status, Introduction, Definition, and Agencies of Socialization, Culture and Personality

7) Social and Cultural Change

Definition of Social Change, Dynamics of Social Change, Education, Innovation, Industrialization, Urbanization and Diffusion, Resistance to Change

Suggested readings:

- 1) Horton Paul B. And Hunt, Chester I (1990), Sociology Singapore: McGraw Hill Book Company
- 2) Sociology 1 Allama Iqbal University, Islamabad
- 3) Sociology 2 Allama Iqbal University, Islamabad
- 4) Taga, Abdul Hameed (2000), An Introduction To Sociology, Lahore
- 5) Thio, Aex (latest ed.), Sociology-An Introduction. New York: Harper and Row

CS404 Introduction to Computer**1) Windows**

Windows Introduction ,Finding Files, Installing Printers , The Desktop And Types Of Windows (Application, Document, Dialog) , Elements Of An Application Window , Understanding Folders, Copying, Deleting And Moving Files

2) Word Processing (Ms Word)

Basic Concepts And Features, Creating, Saving, Editing, Formatting Documents, Formatting Fonts and Grammar, Header And Footer, Printing A Document, Working With Tables

3) Microsoft Excel

Basic Concepts And Features, Creating, Saving Excel Sheet, Editing The Sheet, Managing Formula, Formatting The Sheet And Printing The Sheet, Working On Workbook

4) Microsoft PowerPoint

Auto Content Wizard, Templates and Blank Presentation, Layout, Background Templates, Colour and Schemes, Animation and Sound Setting, Printing

5) Basics of Internet Usage

Introduction, World Wide Web and Web Browsing, Using Engines, E-Mail Account Search Creating, Sending and Receiving Emails

6) Basics of Computer:

Introduction And History of Computers, Types Of Computer, Computer Organisation, Buying A Computer

7) Computer Software:

Software Introduction, Types Of Software, PC Platform, Computer Virus

8) Data Processing and Storage:

Data Processing Techniques, Data Storage (Bit, Byte, RAM, ROM, Secondary Storage (FDD, HDD, Tape, CD)

9) The Processor:

Bus, Port, Computer Motherboard (Microprocessor, Math Co-Processor, Memory)

10) Input and Output Devices:

Input Devices (Keyboard and Its Types, Point and Draw Devices, Scanner, Digital Camera, Speech Recognition System and Multimedia, Output Devices (Monitor, Printer and Types, Plotters

Suggested Readings:

- 1) Using Information Technology (2tld Ed.) By William Sawyer, Hutchinson

ELL405 English in Use II: Listening and Speaking Skills**Aims:**

- i. To develop the ability to communicate effectively
- ii. To make the experience of learning English more meaningful and enjoyable
- iii. To enable the students to use grammar and language structure in context
- iv. To develop the ability to understand and use English to express ideas and opinions related to students' real life experiences inside and outside the class
- v. To enable them to give reasons (substantiating) justifying their view
- vi. To understand and use signal markers
- vii. Extract information and make notes from lectures
- viii. To enable them to ask and answer questions to seek information, clarification etc

Methodology:

The focus will be on teaching listening and speaking skills. The students will be involved in communicative tasks to enable them to polish their public speaking and group discussion skills. They will also be exposed to native speakers through electronic technologies. Assessment will be made informally only using formative assessment methods till such time that facilities are available for testing these skills more formally.

Suggested Readings:

- 1) Eastwood, J. 2004. *English Practice Grammar* Karachi: Oxford University Press
- 2) Howe, D. H., Kirkpatrick, T. A. & Kirkpatrick, D. L. 2004. *Oxford English for Undergraduates*. Karachi: Oxford University Press
- 3) Murphy, R. *Grammar in Use*. Cambridge University Press

ELL423 Introduction to Literature II: Poetry

Poetry and Versification (Rhyme and Rhythm)
 Poetic Devices (Language, Simile, Metaphor, Imagery, Symbolism, Ambiguity etc)
 Elements of Poetry (Theme, Setting, Points Of View, Theory of Deviation, Parallelism etc)
 Sub-Genres of Poetry (Epic, Ballad, Ode, Sonnet etc)

ELL424 Introduction to Linguistics II: General**1) Language**

Function and Purpose, Definitions by Prominent Linguists, Aspects of Language

2) Linguistics

Definition, Difference between Linguistics and Traditional Grammar, Nature, Scope and Its Various Branches

3) Difference between Animal and Human Communication:

Charles Hockett's Design Features

4) The Development of Linguistics:

In Antiquity, In the Middle Ages, Comparative Linguistics, Twentieth Century Linguistics

5) Phonetics and Phonology

The Production of Speech Sounds, Speech Organs, Classification of Sounds,
 Cardinal Vowels, Diphthongs, Phonemes and Allophones

6) Morphology:

Morpheme, Free, Bound, Functional Free, Derivational and Pure Derivational Morphemes, Prefixes and Suffixes, Allomorphs, Morphophoneme

Rules for Combining and Cutting Morphemes,

Word Formation in English Language: Prefixation and Suffixation, Conversion and Compounding, Reduplication and Clipping, Acronyms and Blends

7) Language Planning:

Status Planning, Acquisition Planning, Corpus Planning, Language Planning and Politics, Ethnic Politics and Language, Corpus Planning and Politics, Standardization of Language.

8) Writing:

Origin and History of Writing, Phonographic Systems, Speech versus Writing

9) Anthropological Linguistics

Its Aims, Sapir-Whorf Hypothesis, Functionalism and Interactionism, Componential Analysis

10) Language Change

How Does a Language Change? Causes of Language Change

11) Grammar

Verb, Voice, Adjective, Adverb, Pronoun, Tense and Aspect, Modal and Primary Auxiliaries, Clause: Its Types

Suggested readings:

- 1) An Introduction to Linguistics by Tariq Rehman, Vanguard Books Pvt. Ltd
- 2) Sociolinguistics, by R.A. Hudson, Cambridge University Press
- 3) Linguistics- An Introduction, By Jean Atchison, Hodder and Stoughton
- 4) Grammar, By Frank Palmer, Penguin Books

SECOND YEAR**Semester III****SOC412 Social Work**

- 1) **Introduction** : Introduction and definition of Social Work ,Nature of Social Work ,Objectives of Social Work ,Difference between social work, social welfare, and social services,Charity and professional Social Work
- 2) **Social Work and Other Social Sciences:** Social work and Sociology , Social work and Economics , Social work and Political sciences , Social work and Psychology , Social work and Anthropology
- 3) **Social Work and Islam:** Islamic values and Social Work, The holy Quran and social work , Islamic measure of helping the poor, The concept of Zakath, Ushar, Sadqat and social work, Duties of Islamic State in the promotion of social work

- 4) **Social Welfare:** Introduction, meaning and definition of social welfare, Scope, subject matter and importance of social welfare in Pakistan, Social Welfare and social work, Functions of Social Welfare Directorate/ Department NWFP
- 5) **Social Case Work:** Definition, Elements, Principle of social case work, Phases of social case work process
- 6) **Social Group Work:** Meaning of social group work, Principles of social group work, Purpose of social group work, Role of the group worker

Suggested Readings:

- 1) Dr. Sarah (1990) introduction to social work, Whadat printing press Khaber bazaar Peshawar
- 2) Khalid Muhammad (1996) social work: theory and practice, kifayat academy Karachi

ECO413 Principles of Economics

The objective of this course is to provide students with a basic introduction to micro and macro economics. It aims to create an intuitive understanding of the central principles of the subject without the application of the more complex tools of economics. The most important purpose of this course is to help students learn the economist's way of thinking.

1) Introduction

Nature, scope and importance of Economics, Microeconomics vs. Macroeconomics, Scarcity and choice, Opportunity cost, Factors of production, Production possibility frontier.

2) Demand, Supply and Equilibrium

Concepts of demand and supply, Laws of demand and supply, Market equilibrium, Shifts in demand and supply curves, and market equilibrium.

3) Elasticity

Concept of elasticity, Price elasticity of demand, Income elasticity of demand, Cross Elasticity of Demand, Price elasticity of supply, Application of elasticity.

4) Utility Theory

Consumer behavior, Preferences, Utility function, Laws of Increasing and diminishing marginal utility, Law of Equi-marginal utility.

5) Theory of Firm

Factors of production and their rewards, Total, average, and marginal products, Laws of returns, Cost of production, Total, average, and marginal costs, Total, average, and marginal revenue. Concept of profit maximization/ Cost minimization.

6) Market Structure

Perfect competition & imperfect competition: assumptions and Price/Output determination in short run and long run. Monopoly, Short-Run and Long-Run Equilibrium of Monopoly, Regulation of Monopoly.

7) National Income

Concepts of national income, GDP & GNP, Real vs. nominal GNP, NNP, NI, PDY, Saving and Personal Consumption.

8) Macroeconomic Issues

Concept of inflation, unemployment, Balance of payment, Exchange rate and Business cycles. Monetary Policy and Fiscal Policy and their role in the economy.

Suggested Readings:

1. Michel Parkin. 2004. Economics, 5th Ed., Addison Wesley.
2. Paul A. Samuelson and W.D. Nordhaus. 2004. Economics, 18th Ed., McGraw Hills, Inc.
3. John Sloman, Economics (Latest edition).
4. Lipsey and Crystal, Economics, (Latest edition).

ELL406 English in Use III: Academic Reading and Writing

Aims: To enable the students to:

- 1) Read the lines (literal understanding of text), read between the lines (to interpret context) and read beyond the lines (to assimilate, integrate knowledge etc)
- 2) Write well organized academic texts including examinations answers with topic/thesis statement/supporting details
- 3) Write argumentative essays and course assignments

Reading and Critical Thinking: Read academic texts effectively by:

- 1) Using appropriate strategies for extracting information and salient points according to a given purpose
- 2) Identifying the main points supporting details, conclusions in a text of intermediate level
- 3) Identifying the writer's intent such as cause and effect, reasons, comparison and contrast, exemplification
- 4) Interpreting charts and diagrams

- 5) Making appropriate notes using strategies such as mind maps, tables, lists, graphs
- 6) Reading and carrying out instructions for tasks, assignments and examination questions
- 7) Enhance academic vocabulary using skills learnt previously
- 8) Acquire efficient dictionary skills such as locating guide words, entry words, choosing appropriate definition, and identifying pronunciation through pronunciation key, identifying part of speech, identifying syllable division and stress patterns

Writing Academic Texts: Students will be able to:

- 1) Plan their writing: identify audience, purpose and message (content)
- 2) Collect information in various forms such as mind maps, tables, charts, lists
- 3) Order information such as: chronology for a narrative, stages of a process, from general to specific and vice versa, from most important to least important, advantages and disadvantages, comparison and contrast, problem solution pattern
- 4) Write argumentative and descriptive forms of writing using different methods of developing ideas like listing, comparison, and contrast, cause and effect, for and against
- 5) Redraft checking content, structure and language, edit and proof read

Methodology

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

Suggested Readings:

- 4) Eastwood, J. 2004. *English Practice Grammar* Karachi: Oxford University Press
- 5) Fisher, A. 2001. *Critical Thinking*. CUP
- 6) Goatly, A. 2000. *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis
- 7) Hacker, D. 1992. *A Writer's Reference*. 2nd Edition. Boston: St. Martin's
- 8) Hamp-Lyons, L. & Heasley, B. 1987. *Study Writing: A Course in Written English for Academic and Professional Purposes*. Cambridge University Press
- 9) Howe, D. H., Kirkpatrick, T. A. & Kirkpatrick, D. L. 2004. *Oxford English for Undergraduates*. Karachi: Oxford University Press
- 10) Murphy, R. *Grammar in Use*. Cambridge University Press
- 11) Smazler, W. R. 1996. *Write to be read: Reading, Reflection and Writing*. Cambridge University Press
- 12) Wallace, M. 1992. *Study Skills*. Cambridge University Press
- 13) Yorkey, R. *Study Skills*

ELL425 Introduction to Literature III: Short Stories and One-Act Plays

A. Short Stories

1) Nathaniel Hawthorne (1804-1864)

Young Goodman Brown

2) Edgar Allen Poe (1809-1849)

The Tell-Tale Heart

3) Mark Twain (1835-1910)

A Helpless Situation

A Dog's Tale

4) Guy de Maupassant (1850-1893)

The Necklace

Mademoiselle Fifi

5) Oscar Wilde (1854-1900)

The Happy Prince

The Devoted Friend

6) Anton Chekhov (1860-1904)

The Bet

The Lottery Ticket

7) O. Henry (1862-1910)

The Gift of the Magi

The Last Leaf

8) H.G. Wells (1866-1946)

The Diamond Maker

One-Act Plays

1) Eugene O'Neill (1888-1953)

The Moon for the Caribbees

2) Anton Chekhov (1860-1904)

The Bear

3) *Lady Gregory (1852-1932)*

The Rising of the Moon

4) *Edward Albee*

The Sandbox

ELL426 Introduction to Linguistics III: Phonetics and Phonology

PHONETICS

1) *The problems of English pronunciation.*

2) *Difficulties of foreign learners of spoken English*

3) *The sounds of a language*

4) *The organs of speech and their function*

5) *The process of articulation of speech sounds*

6) *Classification of sounds*

7) *Vowel sounds*

Features of vowel articulation, Description of vowel sounds, Cardinal vowels which are eight in number, The vowel diagram

8) *English vowels in detail*

Pure vowels, Diphthongs, Triphthongs

9) *Consonant sounds*

Features of consonant articulation, description of consonant sounds under which we have the following sub sub-headings- Place of articulation, Manner of articulation, Action of the vocal cords, Position of the soft palate

10) *English consonants in detail*

Plosive consonants, Affricate consonants, Nasal consonants, Fricative consonants, Lateral consonants, Frictionless continuant

11) *Semi vowel or Approximants*

PHONOLOGY

1) *Relationship between phonetics and phonology.*

2) *Area of study in phonology.*

3) *Phoneme*

Phone and allophone, Special phonemic region

4) *Phonetic transcription*

The principles of phonetic transcription, Types of phonetic transcription, Phonetic representation of vowel and consonant sounds

5) *Strong and weak forms*

Nature and use of weak forms, weak form words, Use of the strong words

6) *Syllable*

The structure of a syllable, The syllabic division of words in English, Consonant clusters

7) *Stress in English*

The nature of verbs stressed in English, Rules of verb stressed in English, Sentence stress

8) *Assimilation*

The nature of assimilation, Kinds and types of assimilation, Consonant change in assimilation

9) *Elision*

The nature of elision, kinds of elision

10) *Intonation*

Rhythm of English speech, The tunes of English language, Intonation and meaning

Suggested readings:

1) English Phonetics and Phonology-A Practical Course by Peter Roach, Cambridge Uni Press

2) An Outline of English Phonetics by Daniel Jones 9th Edition, Cambridge University Press

Semester IV

SOC414 Social Problems of Pakistan

1) *Introduction:* Introduction and definition, Sociological explanation of social problem, Various steps for the solution of social problem, Scope and Importance of applied sociology in Pakistan

2) *Contemporary Major Social Problems in Pakistan :* Population growth, Poverty, Unemployment, Agriculture, Drug addiction, Crime and juvenile delinquency, Urbanization, Illiteracy, Gender disparity, Child labor, Sectarianism, Globalization, Age and ageism, Environmental degradation, Political instability

Suggested Readings:

1) Chaudhry, Muhammad Iqbal (2000) Pakistani society, Lahore

2) Social problem James Hensiln.

- 3) Social problem by Frank R. Scarpatti
- 4) Social problems by Abdul Hamid Tagga

ECO415 Economics of Social Problems

- 1) *The role of Economic reasoning in Alleviating human misery*: World poverty & Economics, Causes of Poverty & requisites of economic growth. Can Govt. help?
- 2) *Economic systems, Resource allocation & Social well-being*: Economic systems, Resource Allocation in a market economy, Resource Allocation in a command economy, The Soviet Model, Social well-being: Market vs. Command
- 3) *Government control of prices in mixed systems*: Price ceiling & floors, Minimum Wages
- 4) *Pollution problems*: What is pollution? Markets, Resource allocation & Social well-being Economics of Pollution, What can be done about pollution?
- 5) *Economics of crime & its prevention*: What is crime? The cost of crimes, individually & collectively consumed goods. The Economics crime prevention activities
- 6) *Poverty problems & Discrimination*: Poverty in terms of absolute income levels, Poverty in terms of income distribution, Economic causes of poverty, The evidence for discrimination in our Economy, Govt. attempts to alleviate poverty, Using tax policy to fight poverty. What can be done about Discrimination?
- 7) *Unemployment issues*: Costs of unemployment, Analysis of Unemployment problem, What causes people to lose their jobs? Combating unemployment
- 8) *Social security & Medicare*: Social insurance, Social Security, The economic effects of social security. The future of Social security, Medicare, The Medicare program, The economic effects of Medicare

Suggested Readings:

- 1) Economics of Social issues by Ansel M Sharp et al
- 2) Framing the social security debate, values, politics & Economics by Arnold, Douglas R Michael, J Graetz
- 3) Social Security in 21st Century by Kingson, Eric, & James Schultlz

ELL427 Introduction to Literature IV: Prose and Fiction

Narrative Devices

Elements of Novel (Plot, Setting, Point Of View, Irony, Characterization, etc)

Types of Novel

The Dramatic Technique

Elements of Drama (Plot, Characterization, Paradox, Dramatic and Verbal Irony, Dialogue, Monologue / Soliloquy, Pattern etc)

Types of Drama (Comedy, Tragedy, etc)

Stagecraft

ELL428 Introduction to Linguistics IV: Syntax and Semantics

1) *Some Traditional Concepts*

Words, inflection and syntax, parts of speech, sentence, clause and phrase,

Grammatical categories

2) *Syntax*

Configurational, Agglutinating and Inflectional Languages, Word Order, Constituent Analysis (Tree Diagram), Modification, Predication, Complementation, Subordination, Coordination, Structuralism (Ferdinand de Saussure): Linguistic Signs Are Arbitrary, Synchronic Versus Diachronic, Syntagmatic Versus Paradigmatic, Langue Versus Parole, Conjoining And Embedding (Recursion)

3) *Transformational Generative Grammar*

Introduction to Chomsky's Theories, Standard Theory, Properties of TG, Deep and Surface Structure, Transformational Operations: Addition, Deletion, Copying and Reordering. Types of Transformations: Flip-Flop, Passive, Yes/No Question and WH-Question Transformation, Transformational rules: "Not", "By", "Do", and "Been" Insertion Rules, NP Switch Rule, Agent Deletion Rule, Flip-Flop And Affix-Hopping Rule, Troubles with Transformations

4) *Semantics:*

Early Theories of Meaning (Odgen and Richards; Ferdinand de Saussure)

Lexical Items, Content and Function Words, Synonyms and Antonyms, Hyponyms and Polysemy, Homonyms, Homographs, Homophones, Semantic Components, Metonymy, Synecdoche, Hyperbole, Transparent and Opaque Words, Natural and Artificial meaning

Sense Relations: i. Semantic Fields ii. Componential

Syntactic Semantics: i. Contradiction ii. Ambiguity iii. Semantic Anomaly iv. Entailment v. Presupposition

Historical Semantics: Etymology, Narrowing and Widening, Amelioration, Degeneration and Shift

Suggested readings:

- 1) An Introduction to Linguistics by Tariq Rehman, Vanguard Books Pvt. Ltd
- 2) Sociolinguistics, by R.A. Hudson, Cambridge University Press
- 3) Linguistics- An Introduction, By Jean Atchison, Hodder and Stoughton
- 4) Grammar, By Frank Palmer, Penguin Books

BBA416 Human Resource Management

Objectives:

Organizations succeed through efficient and effective use of resources; central to the resources is human resources. It is therefore imperative to know how organization maintain & retain its human resources. The course is designed to give students insight of theoretical perspective, concepts, issues and practices in human resource management.

Course Contents:

Introduction to HRM, Human Resource Planning, Job Design and Analysis, Recruitment & Selection, Motivation & Reward System, Career Planning & Development, Training & Development, Performance Appraisal, Compensation Management & Employee Relation, Employee Health and Safety.

Suggested Readings:

- 1) Garry Dessler, Human Resource Management
- 2) Dale S. Beach, Personnel The Management of people at work
- 3) Holdin, Human Resource Management
- 4) William B. Werther & Keith Davis Human Resource & Personnel, McGraw Hill.

THIRD YEAR

Semester V

SOC407 Citizenship Education: Human Rights

- 1) *Chapter One:* i. Introduction and definition of Human Rights ii. Historical background of human rights iii. Need and importance of human rights in Pakistan
- 2) *Chapter Two:* i. Islam and human rights ii. Human rights in Quran iii. The Hadith and Human Rights
- 3) *Chapter three:* i. Women rights and CEDAW(Convention on the Elimination of All kind of Discrimination Against Women) ii. Rights of the child (CRC) iii. Rights of Minorities (Declaration on the rights of persons belonging to minorities 1992) iv. Rights of the refugees (convention relating to the status of refugee 1951)
- 4) *Chapter Four:* i. Fundamental rights of the citizens in Pakistan ii. Women rights in the constitution iii. Child rights in the constitution iv. Constitution and the minority
- 5) *Chapter five:* i. Present condition of human rights in Pakistan ii. Violation of human rights in Pakistan iii. Human trafficking iv. Women rights violation v. Rights of children violation vi. Prisoner's rights violation vii. Labor rights
- 6) *Chapter Six:* i. Introduction of UNO ii. Charter based organs iii. International instruments (UN charter, Universal declaration of human rights, international covenant on civil and political rights 1966, international covenant on economic, social and cultural rights 1966) iv. The UNICEF v. The UNHCR vi. The ILO

Suggested Readings:

- 1) H. Robertson, J.G. Merrills (1989) human rights in the world Manchester university Press
- 2) Antonio Cassese (1990). Human rights in the changing world. Policy press
- 3) Attracta Ingam (1994) a political theory of rights. New York clarendon p. Press Kurshid ahmad and ahmad said khan (1976) human rights in Islam (translation) Islamic foundation.
- 4) Haider s. M (1978) Islamic concept of human rights. Lahore; book house
- 5) Edward lauson (1998) encyclopedia of human rights 2nd ed. Taylor and Francis publisher

BBA417 Entrepreneurship

Course Objective:

Entrepreneurship is an important component in the process of economic development. The purpose of this course is to analyse the theories of entrepreneurship and to go for case studies of successful entrepreneurs.

Course Contents

- 1) Introduction: The concept of entrepreneurship, The economist view of entrepreneurship, The sociologist view, Behavioural approach, Entrepreneurship and Management

- 2) The Practice of Entrepreneurship: The process of entrepreneurship, Entrepreneurial Management, The entrepreneurial business, Entrepreneurship in service institutions, The new venture
- 3) Entrepreneurship and Innovation: The innovation concepts, Importance of innovation for entrepreneurship, Sources of innovative opportunities, The innovation process, Risks involved in innovation Developing Entrepreneur: Entrepreneurial profile, Trait approach to understanding entrepreneurship, Factors influencing entrepreneurship, The environment, Socio cultural factors, Support systems
- 4) Entrepreneurship Organization: Team work, Networking organization, Motivation and compensation, Value system
- 5) Entrepreneurship and SMES: Defining SMEs, Scope of SMEs, Entrepreneurial, managers of SME, Financial and marketing problems of SMEs
- 6) Entrepreneurial Marketing: Framework for developing entrepreneurial marketing, Devising entrepreneurial marketing plan, Entrepreneurial marketing strategies, Product quality and design
- 7) Entrepreneurship and Economic Development: Role of entrepreneur in the economic development generation of services, Employment creation and training, Ideas, knowledge and skill development, The Japanese experience
- 8) Case Studies of Successful Entrepreneurs

Suggested Readings:

- 1) Paul Burns and Jim Dew Hurst: Small Business and Entrepreneurship
- 2) P.N. Singh: Entrepreneurship for Economic Growth
- 3) Peter F. Drucker: Innovation and Entrepreneurship Peter F. Drucker
- 4) John B. Miner: Entrepreneurial Success

ELL429 Study Skills

Chapter One: Introduction- The Paradigm of Education

Chapter Two: Study Skills

A) Preparing for Study: Student self confidence, Motivation, Selecting learning ways **B) Identifying Learning Resources:** The resource pack, Collecting useful books, Making notes **C) Time Management:**

i) Time Control a) Principles Of Scheduling b) Types of Schedules

ii) Concentration

D) Examinations: i) Objective Exams ii) Subjective Exams

Chapter Three: Language skills

A) Communication skills: i) Listening Skills: Hearing, Listening, The process of listening, problems of foreign language learners, real life listening **ii) Speaking Skills:** Features of speech, General speaking activities, Speech in the school curriculum **iii) Reading Skills:** The role of the reader, Writer vs. reader, The reading process, Different Models of Reading, reading in L 2 - some problems for Pakistani students, the three stages of reading **iv) Writing Skills:** Writing compared with speaking, Components of writing skill, good writing is skilful process, three stages in teaching writing

Chapter Four: Learning and Teaching English Language

i) How to Manage Teaching and Learning: teacher's presence, The Teacher's Voice, Marking the Stages of a Lesson, The Best Seating Arrangement, Grouping in Class, Teacher's Self -Evaluation **ii)**

Teaching English Language: What is language study?, The teacher's role and responsibilities, Helping students to understand meaning , Helping students to understand language form, Students practicing language, Mistakes by students, Teachers correcting students **iii) Planning Lessons:** The reason, The aims, The plan's content , The nature of students, The rationale, The time- frame, Anticipated problems, Teaching aids, Process and the procedure, Planning Sequence **iv) Some Problems and Solutions:** Students at different levels, Very big class, Student use of own language, Tongue- Tied students

Chapter Five: Learning and Teaching

i) Teacher's Objectives: a) Rationale: cultural heritage, rhetorical modelling, individual development **b) Grouping Literature for Teaching:** Organization by genre , Organization by chronology , Organization by theme, Organization by topic, Organization by rhetorical awareness, Organization by an in- depth study of text., Organization by correlation **c) Individualization:** Great wisdom by great literature, Great wisdom by general activities, Use of general adolescent characteristics, Attention to individual concerns, Assigned group work: No choice, Programmed instruction, Assigned Group work: choice, Assigned individual work, Contracting, Elective units: limited, Elective units: unlimited, Free group work, Free individual work: restricted field, Free individual work: unrestricted field, Unrestricted, unguided.

Suggested readings:

- 1) Wallace, M. Study Skills in English
- 2) Yorkey, R. Study Skills
- 3) Headway Advanced Level, OUP

ELL461 Classics in English Poetry**1) Geoffrey Chaucer (1344-1400)**

The Prologue to the Canterbury Tales

2) Edmund Spenser (1558-1603)

The Faerie Queen Book- 1 (Canto-1), (Sonnet-75...One day I wrote her name upon the strand), Sonnet 79... Men call you fair, and you do credit it,)

3) Sir Philip Sidney (1554-1586)

(Astrophel and Stella: I Loving in truth, and fain in verse my love to show,) (Astrophel and Stella: 31... With how sad steps, O Moon, thou climb'st the skies!)

4) William Shakespeare (1564-1616)

Sonnet 18: Shall I compare thee to a summer's day? **Sonnet 65:** Since brass, nor stone, nor earth, nor boundless sea **Sonnet 97:** How like a winter hath my absence been **Sonnet 106:** When in the chronicle of wasted time **Sonnet 116:** Let me not to the marriage of true minds

5) John Milton (1608-1674)

Paradise Lost (Book-1)

6) John Donne (1572-1631)

Good Morrow, The Sun Rising, Go and Catch a Falling Star, Holy Sonnet VI: This Is My Play's Last Scene, Here Heavens Appoint, Holy Sonnet V: I Am A Little World Made Cunningly, Death, be not proud (Holy Sonnet 10)

7) Andrew Marvell (1621-1678)

To His Coy Mistress

1) John Dryden (1631-1700)

Absalom and Achitophel

2) Alexander Pope (1688-1744)

The Rape of the Lock, An Essay on Man (Epistle 1)

3) William Wordsworth (1770-1850)

Solitary Reaper, Ode, Intimations of Immortality from Recollections of Early Childhood, "I Wandered Lonely as a Cloud", It Is a Beauteous Evening Calm and Free, "The World Is To Much With Us; Late and Soon", London, 1802

4) S. T. Coleridge (1772-1834)

Kubla Khan, The Rime Of The Ancient Mariner

5) P. B. Shelley (1792-1822)

Ode to the West Wind, Stanzas Written In Dejection Near Naples, Hymn to Intellectual Beauty

6) John Keats (1795-1821)

Odes: To A Nightingale, Ode To Autumn, Ode On A Grecian Urn, On First Looking Into Chapman's Homer

1) Alfred Lord Tennyson (1809-1892)

Ulysses, Lotus Eaters, Crossing The Bar

2) Robert Browning (1812-1889)

My Last Duchess, Patriot

3) Matthew Arnold (1822-1888)

Dover Beach, The Scholar Gypsy

ELL441 TEFL- I**1) Why Do People Learn Languages?**

Reasons for Learning Languages, Success in Learning, Motivation- Its Role in Various Age- Groups

2) What A Native Speaker Knows:

Sounds, Grammar, Appropriateness, Interaction with Context, Language Skills

3) What A Language Student Should Learn:

Type of Syllabus, Type of Language, Communicative Efficiency, Language Varieties

4) Language Learning and Language Teaching:

A Balanced Activities Approach, Teaching At An Advanced Level, Consolidation Of Vocabulary, Homework And Correction, Should We Use L1 In The Monolingual FL Classroom? Choosing the Best Available Textbook

5) Introducing New Language: A General Model, the Presentation of Form, the Position of Writing during Presentation **6) The Grammar Translation Method** **7) The Direct Method** **8) The Audio-Lingual Method** **9) The Silent Way** **10) Suggestopedia** **11) Community Language Learning** **12) The Total Physical Response Method** **13) The Communicative Approach**

14) Teaching Listening: Background to teaching Listening **Principles:** a) expose students to different ways of process information: bottom-up vs. top-down, and interactive processing b) expose students to different types of listening: listening for specific information, globed or gist listening, inference c) teaching difficulty and authenticity, input authenticity e) teaching listening strategies: predicting,

inferring, monitoring, clarifying, responding, evaluating **Classroom Techniques and Tasks:** a) dictation with a difference b) Micro-listening c) bits and Pieces d) Dictation and Cloze e) Listening for gist f) Different ways of adding gist tasks g) listening between the lines: inference tasks h) do it yourself: inference, focus on emotions, look for background information Listening **Listening in the Classroom:** a) Pre-teaching tasks b) the main listening task c) the feedback

15) Teaching speaking: Background to teaching speaking **Principles:** a) be aware of the differences between second language and foreign language learning contexts b) give students practice with both fluency and accuracy c) provide opportunities for students to talk by using group work or pair work, and limiting teacher talk d) plan speaking tasks that involve negotiation for meaning e) design classroom activities that involve guidance and practice in both transactional and interactional speaking **Classroom Techniques and Tasks:** a) information gap b) role play c) simulations d) contact assignments **speaking in the Classroom:** a) tightly teacher-controlled b) teacher-fronted but conversational c) highly conversational and not under a teacher's control

16) Teaching Reading: Background to teaching Reading a) emphasis on oral reading until 19th century b) trends shift towards silent reading afterwards **reading processes:** a) bottom-up model b) top-down model c) interactive model d) intensive reading e) a meaning-based approach or a whole language approach f) extensive reading g) skimming and scanning **Principles of teaching reading:** a) exploit the reader's background knowledge b) build a strong vocabulary base c) teach for comprehension d) work on increasing reading rate e) teach reading strategies f) encourage readers to transform strategies into skills g) build assessment and evaluation into your teaching h) strive for continuous improvement as a reading teacher **Classroom Techniques and Tasks:** a) activate prior knowledge b) cultivate vocabulary c) teach for comprehension d) increase reading rate e) verify reading strategies f) evaluate progress **Reading in the Classroom**

17) Teaching writing: Background to teaching writing

Principles: a) understanding students' reasons for writing b) providing many opportunities for students to write c) making feedback helpful and meaningful d) clarifying for oneself, and for one's students, how their writing will be evaluated **Classroom Techniques and Tasks:** a) invention techniques: brain storming, word mapping, quick writing b) writing: drafting, feedback, and revising **Reading in the Classroom**

18) Audio-Visual aids

Audio Aids: tape recorder, computer

Visual aids: blackboard, flashcards, magazine pictures, wall-charts, overhead projector

Realia: songs and games

Suggested Readings:

- 1) The Practice of English Language Teaching, Jeremy Harmer, Longman
- 2) At The Chalkface- Practical Techniques in Language Teaching, Edited By Alan Matthews, Mary Spratt and Les Danger Field
- 3) Techniques and Principles in Language Teaching, Diane Larsen
- 4) A Course in Language Teaching: Practice and Theory, Penny Ur
- 5) Practical English Language Teaching: David Nunan

BBA408 Business Communication

Course Objectives:

In this rapidly changing world communication has become very vital and important. Every time we have to contact each other for many reasons and without communication either for ourselves or on the behalf of the organization we cannot make progress in any sphere of life.

"The persons we seek must have strong oral and written communication skills".

From Chief Financial Officer to Product Manager, from Senior Economist to Personnel Analyst, from Senior Sales Representative to Petroleum Buyer – these positions will be filled by people who can communicate well.

Demographic trends suggest that the current generation of College/University students will face ever tougher competition obtaining jobs and vying for top corporate positions. Simply put, today's students will have to wait longer to get ahead. Those with outstanding communication skills will have an advantage; this course Business Communication will definitely give them a crucial edge.

As we all know, every message, whether verbal or nonverbal, communicates something about our values & ethics. Thus, this course will also instruct the students the means to anticipate and analyze the ethical dilemmas they will face on the job/practical life. Taking an ethical position on the face of pressures and temptations requires more than courage – it really requires strong communication skills.

So, the basic purpose of teaching this course is to train the character as well as professional capabilities of students in order to make them proficient in handling any kind of situation in their personal & professional lives.

Course Contents

- 1) The art of listening
- 2) The importance of listening
- 3) Improving listening efficiency
- 4) Effect of listening on other communication skills
- 5) Listening & Job Success
- 6) Practice
- 7) Interviewing: What is interview?, Physical and mental preparation, Knowing your abilities, Getting information about company, Body language, What to do during interview, Kinds of interview, Follow up communication
- 8) Application Packages: Resume writing, Chronological resumes, Skills resumes. Preparing different resume for different jobs, What do your employer wants to know about you, Covering letter, What should be there in covering letter?, Ready to respond every question.
- 9) Meeting & Conference Participation: Qualities of effective speaking, Creating favourable impression, Enunciation, pronunciation
- 10) Planning & Writing: Business letter format & letter styled, Arrangement styles of letters, Punctuation styles for business letters, A final word
- 11) The Psychology of Effective Communication: Principles of Communication Psychology.
- 12) What do we know about Human Behaviour, Non-verbal communication, Promoting Goodwill, Stimulating desired reaction?

Suggested Readings:

- 1) Bov'ee D. Philips: *Business Communication Today*
- 2) Himstreet & Batty: *Business Communication*
- 3) Kitty O Locker: *Business & Administrative communication*
- 4) Stewart, Zimiber & Clark: *Business English & Communication*

Semester VI**ELL442 Sociolinguistics****1) Introduction**

a) Nature and scope b) sociolinguistics and linguistics c) sociolinguistics and the sociology of language d) speakers and communities e) conformity and individualism f) the sociolinguistic development of a child

2) Varieties of Language

a) linguistic item b) speech communities c) **Languages** a) language and dialect b) standard languages c) the delimitation of languages d) the family tree model **Dialects** a) regional dialects and isogloss b) diffusion and wave theory c) social dialects **Register** a) registers and dialects b) diglossia **Mixture of Varieties** a) code-switching b) borrowing c) pidgins d) creoles

3) Language, Culture and Thought

Introduction a) culture b) thought c) language, culture and thought **Language, Speech and Thought** a) language and the rest of the culture b) language and inference c) speech and socialisation d) speech and socialisation e) the Sapir-Whorf Hypothesis

4) Speech as Social Interaction

The Social Nature of Speech a) introduction b) the functions of speech c) speech as skilled work d) the norms governing speech **Speech as A Signal of Social Identity** a) non-relational social categories b) power and solidarity c) linguistic signals of power and solidarity **The Structure Of Speech** a) entries and exits b) other kinds of structure in speech **Verbal and Non-Verbal Behaviour** a) relation-markers b) structure-markers c) content-markers

5) Linguistic and Social Inequality

Linguistic Inequality a) introduction b) three types of linguistic inequality **Linguistic Prejudice** a) the nature of linguistic prejudice b) stereotypes and how to study them c) prejudice of teachers d) Prejudice of pupils **Linguistic Incompetence** a) the deficit theory b) restricted and elaborated codes **Communicative Incompetence** a) communicative competence b) restricted and elaborated codes c) the communicative competence of lower-class children d) the linguistic demands of the school

Suggested Readings:

- 1) Sociolinguistics, by R.A. Hudson, Cambridge University Press
- 2) An Introduction to Linguistics by Tariq Rehman, Vanguard Books Pvt. Ltd
- 3) Linguistics- An Introduction, By Jean Atchison, Hodder and Stoughton
- 4) Sociolinguistics: An Introduction By Peter Trugill CUP

ELL462 Pakistani Literature in English*Drama***1) Prof. Dr. Ikram Azam***Return of the Jinnahs**Novel***1) Bapsi Sidwa (1938-)**

Ice-Candy Man

*Short stories***1) Saadat Hasan Manto (1912-1955)**Toba Tek Singh, Kingdom's End (Kingdom's End and Other Stories *Translated by Khalid Hasan*)**2) Tariq Rahman**

Charity (Selected Short Stories)

*Essay***1) Iqbal Ahmad (1932/33-1999)**Intellectuals' Role in Society (Collection: Between Past & Future *Selected Essays on South Asia*)*Poetry***1) Faiz Ahmed Faiz (1911-1984)**Don't Ask Me Now, Beloved, I Made Some Love; I Did Some Work, The Slave (Collection: The True Subject *Translated by Naomi Lazard*)**2) Taufiq Rafat (1927-)**

The Stone Chat, Thinking of Mohenjo-Daro, The Last Visit

3) Daud Kamal (1935-1987)

Reproductions, The Street of Nightingales, Remote Beginning

4) Alamgir Hashmi (1951-)

You May Not Agree, But Love (Collection: This Time in Lahore)

Suggested readings:

1) In Theory: Classes, Nations, Literatures by Aijaz Ahmad

2) The Location of Culture by Homi Bhabha

3) A History of Pakistani Literature by Tariq Rahman

4) Leaving Home: A Collection of English Prose by Pakistani Writers by Muneeza Shamsie

5) A Divided Legacy by Niaz Zaman

6) Punjab Portraits by Athar Tahir

ELL463 Classics in English drama**1) Sophocles (c. 496-406 B.C.)***Oedipus Rex***2) Christopher Marlowe (1564-1593)***The Tragical History of Doctor Faustus***3) Ben Jonson (1572-1637)***Every Man in His Humour***William Shakespeare (1564-1616)**

Hamlet

Twelfth Night

Julius Caesar

1) G. B. Shaw (1856-1950)*Pygmalion***ELL430 Essay Writing****1) General Ideas**

Free Writing, Brain Storming, Branching

2) Kinds of Essays

Descriptive, Narrative, Expository, Argumentative, Process

3) Paragraph Writing Techniques

Topic Sentence, Further aid to assist in Essay writing, Précis---its basics and rules, Comprehension

ELL443 TEFL- II**1) Course book**

a) What is a course book? b) background to the design and use of course books c) the need of course book d) course book assessment e) using a course book f) supplementary materials

2) Lesson Plan

a) what does a lesson plan involve b) lesson preparation c) varying lesson components d) evaluating lesson effectiveness e) practical lesson management

3) Classroom Discipline

a) What is discipline b) what does a disciplined classroom look like? c) what teacher action is conducive to a disciplined classroom? d) discipline problems e) dealing with discipline problems

4) Classroom interaction

a) Patterns of classroom interaction b) questioning c) group work d) individualisation e) the selection of appropriate activation techniques

5) Testing

a) What is testing b) kinds of test and testing c) testing writing d) testing oral ability e) testing reading f) testing listening

6) Giving Feedback

a) Different approaches to the nature and function of feedback b) assessment c) correcting mistakes in oral work d) written feedback

7) Teaching vocabulary

a) What is vocabulary and what needs to be taught? b) Presenting new vocabulary c) remembering vocabulary d) testing vocabulary

8) Teaching grammar

a) What is grammar? b) The place of grammar in teaching c) presenting and explaining grammar d) some grammar practice activities e) grammatical mistakes

9) Younger and older learners

a) What difference does age make to language learning? b) Teaching children c) teaching adolescents d) teaching adults

10) Micro-teaching

Suggested readings:

- 1) The Practice of English Language Teaching by Jeremy Harmer Longman
- 2) At the Chalkface-Practical Techniques in Language Teaching Edited By Alan Matthews, Mary Spratt and Les Danger Field
- 3) A Course in Language Teaching: Practice and Theory, Penny Ur
- 4) Mistakes and Corrections, Longman Keys to Language Teaching, Edited By Neville Grant
- 5) Testing For Language Teaching By Arthur Hughes

ELL464 American Literature

A. Poetry (Three Poems each from any three Poets)

- 1) *Ralph Waldo Emerson (1803 -1882)*
- 2) *Walt Whitman (1819 -1892)*
- 3) *Emily Dickinson (1830 -1886)*
- 4) *Robert Frost (1874 -1963)*
- 5) *Sylvia Plath (1932 -1963)*

B. Novel (Any Two)

- 1) *Nathaniel Hawthorne (1804 -1864)*
The Scarlet Letter (1850)
- 2) *Mark Twain (1835 -1910)*
Huckleberry Fin (1884)
- 3) *Fitzgerald (1896 -1940)*
The Great Gatsby (1925)
- 4) *Earnest Hemingway (1899 -1961)*
A Farewell to Arms (1929)
- 5) *William Faulkner (1897 -1962)*
Absalom, Absalom! (1936)

C. Drama (Any Two)

- 1) *Eugene O'Neill (1888-1953)*
Mourning Becomes Electra (1931) or Long Day's Journey into Night (1956)
- 2) *Arthur Miller (1915)*
All My Sons (1947)
- 3) *Tennessee Williams (1911 -1983)*
Glass Menagerie (1944)
- 4) *Edward Albee (1928-)*
American Dream (1961)

FOURTH YEAR**Semester VII****ELL409 Basics of Research**

- 1) **Introduction:** Introduction, meaning and definition of research ii. Qualities of a good researcher iii. Functions of research
- 2) **Types of Research:** i. Descriptive ii. Explanatory iii. Qualitative and Quantitative research
- 3) **Steps in Research:** i. Identification of research problem ii. Objective of research iii. Review of relevant literature iv. Tool of data collection v. Sampling vi. Probability sampling vii. Simple random and stratified random viii. Non – probability sampling ix. Accidental and purposive x. Data collection data analysis xi. Measures of central tendency xii. Percentages and averages, mean, median, and mode xiii. Data interpretation xiv. Report writing xv. Reference footnotes and bibliography
- 4) **Basic Ethical Issues Research:** i. Ethical issues for the researcher ii. Ethical issues in research

Suggested Readings:

- 1) Ackoff, Russel, L. (Latest ed.) *The Design of Social Research*, Chicago; Univ. of Chicago Press.
- 2) Alder, Henry L. and Roessler, Edward B. (1960). *Introduction to Probability and Statistics*, London: W.H. Freeman and Company.
- 3) Babbie, Earl (1992) *The Practice of Social Research*. Belmont, California: Wardsworth, 1988.
- 4) Bailey, K.D. (1982). *Methods of Social Research*. New York: The Free Press.
- 5) Baily, K.D. (1978) *Methods of Social Research*, New York: The Free Press.
- 6) Baker, Therese L. (1994) *Doing Social Research* (2nd ed.), New York: McGraw Hill, Inc.
- 7) Baker, Therese L. (1988). *Doing Social Research*, New York: McGraw Hill
- 8) Benjafield, Jhon G. (1994). *Thinking Critically about Research Methods*. London: Allyn and Bacon.
- 9) Blalock, Hubert M. (Revised), *Methods of Social Research*. Chaple Hill, University of North California Press.
- 10) Doby, John T (1967) *.An Introduction to Social Research*, New York, Appletion Century Crafts.
- 11) Ellis, See et al (194) *Research Methods in the Social Sciences*, Madison: WCB, Brown and Benchmark Publishers.
- 12) Forcese, Dennis P (1973). *Social Research Methods*, New Jersey: Prentice Hall.

ELL481 Research Thesis

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

- i. Develop the ability to collect, analyse and interpret data
- ii. Present their findings in a coherent and well-organized research report.

They will submit the research report at the end of semester VIII.

Each student will be provided individual supervision and guidance in the proposed research that he or she is conducting.

The Research Thesis will be assessed by two examiners (one of them will be the supervisor and the second will be an external examiner preferably from another university). The thesis will carry 200 marks.

ELL465 Literary Criticism-I**1) Aristotle (394-322 B.C)**

The Poetics

2) Longinus (2nd Century A.D)

On The Sublime

3) Sir Philip Sidney (1554-1586)

An Apology for Poetry

4) Samuel Johnson (1709-1784)

Shakespearian Criticism

ELL466 Classics in English novel**1) The rise, development and growth of English novel****2) Henry Fielding (1707-1754)**

Joseph Andrews

3) Jane Austen (1775-1817)

Pride and Prejudice

1) Charles Dickens (1812-1870)

Great Expectations

2) Emily Bronte (1818-1848)

Wuthering Heights

3) *Thomas Hardy (1840-1928)*

Tess of the D' Urbervilles

ELL444 **Psycholinguistics**

1) **Introduction:** Nature and scope of psycholinguistics **Theories of Language Learning:** Behaviourism: (Stimulus, Response, and Reinforcement) Mentalism: (Competence and Performance)

2) *Language and the Brain*

a) Parts of the brain controlling language: i) the anterior speech cortex or Broca's area ii) the posterior speech cortex or Wernicke's area iii) the motor cortex iv) the arcuate fasciculus **b) some main speech disorders:** i) motor aphasia or agrammatism ii) sensory aphasia or fluent aphasia iii) conduction aphasia iv) isolation aphasia **c) is our language faculty modular? d) some common slips of tongue:** i) spoonerisms ii) the tip-of-the-tongue phenomenon iii) malapropisms

3) *The Perception of Speech*

a) Speech Sounds: Vowels and consonants **b) Identification of isolated speech sounds:** i) the auditory stage ii) the phonetic static and categorical perception iii) phonetic memory iv) the phonological stage v) analysis by synthesis vi) the motor theory of speech perception **c) Perception of continuous speech:** i) the active view of speech perception ii) syllables and rhythm iii) selective listening

4) *The Production of Speech*

a) What is speaking? i) planning and execution ii) planning speech as problem solving **b) Discourse plans:** i) conversation ii) descriptions iii) the structure of discourse **c) sentence plans:** i) prepositional content ii) illocutionary content iii) thematic structure **d) constituent plans:** i) articles ii) nouns and modifiers iii) personal pronouns and terms of address

5) *The Planning and Execution of Speech*

a) the ideal delivery b) constituents in execution c) constituents in planning d) interjections and corrections e) sources of planning difficulty

6) *The Articulatory Programme*

a) Units in the articulatory program b) formation of the articulatory program c) word formation d) word representations e) rhythm and timing f) articulation

7) *First Language Acquisition*

a) basic requirements: i) conducive language speaking environment ii) motherese or caretaker speech iii) physical fitness of the child to receive and send linguistic messages **b) the acquisition schedule:** i) pre-language stages: cooing, babbling ii) the one-word or holophrastic stage iii) the two-word stage iv) telegraphic speech **c) the development of the morphological, syntactic and semantic aspects of language in children:** i) the development of morphological capacity: the use of -ing form, the marking regular and irregular plurals with "s" forms, the use of the possessive "s", the use of the past and past participle forms of regular and irregular verbs ii) syntax: three stages in the formation of questions and use of negatives iii) semantics: the process of overextension **d) the notion of cut-off age:** i) Lenneberg's hypothesis ii) do we have language in our genes?

8) *Second Language Acquisition*

a) acquisition barriers: i) lack of constant interaction with the L2 b) L1 interference c) the affective filter **b) methodology for L2 teaching:** a) grammar-translation method b) audio-lingual method c) communicative approaches **c) focus on the learner:** i) errors as part of acquisition process ii) motivation iii) input iv) interaction among the L2 learners **d) communicative competence:** i) grammatical competence ii) sociolinguistic competence iii) strategic competence

9) *The Representation of Meaning*

a) the nature of meaning: i) the study of meaning ii) the dictionary and the encyclopaedia iii) the lexical entry **b) semantic components:** i) componential analysis ii) format advantages of componential analysis **c) applications of componential analysis:** i) change and causation ii) negation iii) unmarked and marked adjectives iv) complex nouns and adjectives v) limitations of the componential approach **d) quantificational representations of meaning:** i) semantic factors ii) semantic space iii) semantic clusters iv) limitations of the quantificational approach **e) the functional approach to meaning:** i) procedural semantics b) limitations of procedural semantics **f) complications in the representation of meaning:** i) polysemy ii) idioms iii) lexical creativity

Suggested readings:

- 1) Psychology and Language (An Introduction to Psycholinguistics) by Herbert H. Clark and Eve V. Clark
- 2) The Articulate Mammal: An Introduction to Psycholinguistics by Jean Aitchison
- 3) The Study of Language by George Yule
- 4) The Neurocognition of Language by Colin Brown and Peter Hagoort
- 5) Psycholinguistics by Gary D. Prideaux

Semester VIII**ELL481 Research Thesis (Equivalent to two Courses- 6 CH)**

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

- iii. Develop the ability to collect, analyse and interpret data
- iv. Present their findings in a coherent and well-organized research report.

They will submit the research report at the end of semester VIII.

Each student will be provided individual supervision and guidance in the proposed research that he or she is conducting.

The Research Thesis will be assessed by two examiners (one of them will be the supervisor and the second will be an external examiner preferably from another university). The thesis will carry 200 marks.

ELL467 Literary Criticism-II**1) Wordsworth (1770-1850)**

Preface to Lyrical Ballads

2) Coleridge (1772-1834)

Biographia Literaria (chapter 4, 13, 14, 17, 18, 19, 22)

3) Walter Pater (1839-1894)

On Style, Wordsworth, Coleridge

4) T S Eliot (1888-1965)

Traditional and Individual Talent, The Function Of Criticism

ELL468 Classics in English Prose**1) Francis Bacon (1561-1626)**

Essays: Of Simulation and Dissimulation, Of Truth, Of Love, Of Death, Of Discourse, Of Studies

2) John Milton (1608-1674)

Areopagitica

3) Jonathan Swift (1667-1745)

Modest Proposal

4) William Hazlitt (1778-1830)

Spirit of the Age: Coleridge, Wordsworth

5) Charles Lamb (1775-1834)

Essays of Elia: Oxford in the Vacation, Old China, Poor Relations, Chimney Sweepers, The Superannuated Man, Beggars

1) Matthew Arnold (1822-1888)

Essays in Criticism: John Keats, Wordsworth

2) John Ruskin (1819-1900)

Crown of Wild Olive

3) Lytton Strachey (1880-1932)

Eminent Victorians: Dr Arnold

4) Bertrand Russell (1872-1970)

Conquest of Happiness

Elective Subjects**ELL451 Applied Translation Studies****1) History of Translation****2) Theories of Translation****3) Interface of Translation Activities with other Subjects****4) Methods of Translation****5) Principles of Translation****6) Comparison of Speech Acts in English and Urdu****7) Difference between Semantic and Communicative Translation****8) Metaphors in Translation****9) Translation Procedure and Techniques****Suggested Readings:**

- 1) Baker, Mona. 1992. *In other Words: A Coursebook on Translation*. London: Routledge
- 2) Bar-Hillel, Y. 1964. *Language and Information*. Addeson-Wesley. Reading, Mass Austin, J. L. 1962. *How to do things with word*. CUP: London
- 3) Bell, Roger T. 1994. *Translation and Translating*. London: Longman
- 4) Catfor, J. C. 1965. *A Linguistic Theory of Translation*. Hong Kong: OUP

- 5) Catford, John, C. 1965. *A Linguistic Theory of Translation: An Essay on Applied Linguistics*. London: Oxford University Press
- 6) De Beaugrande, Robert-Alain and Dressler, Wolfgang. 1983. *Introduction to Text Linguistics*. London: Longman
- 7) Duff, Alan. 1991 (2004). *Translation*. Oxford: Oxford University Press
- 8) Fawcett, Peter. 1997. *Translation and Language: Linguistic Theories Explained*. Manchester: St Jerome Publishing
- 9) Guenther, F and Guenther-Reutter (eds) 1978. *Meaning and Translation: Philosophical and Linguistic Approaches*. London: Duckworth
- 10) Kenny, Dorothy. 1998. Equivalence, in the Routledge *Encyclopaedia of Translation Studies*, edited by Mona Baker, London and New York: Routledge, 77-80
- 11) Kress, Gunther. 1989. *Linguistic Process in Sociocultural Practice* 2nd Ed. Oxford University Press
- 12) Kussmaul, Paul. 1995. *Training the Translator*. John Benjamins Publishing Co.
- 13) New Mark, P. 1981. *Approaches to Translation*, Pergamon Institute of English
- 14) Newmark, Peter. 1995. *A Textbook of Translation*. Library of Congress Cataloging-in-Publication data
- 15) Nida, Eugene A. 1964. *Towards a Science of Translation*. Leiden: E. J. Brill
- 16) Nida, Eugene A. and C.R. Taber. 1982. *The Theory and Practice of Translation*. Leiden: E. J. Brill

ELL452 Discourse Analysis

- 1) **What is discourse?** i. Discourse and Sentence ii. Grammar within and beyond Sentence iii. Language in and out of Context
- 2) **Formal links:** i. formal and contextual links ii. Verb Forms iii. Parallelism iv. Referring Expressions v. Repetition and Lexical Chains vi. Substitution vii. Ellipsis viii. Conjunction
- 3) **Functional Analysis:** i. Macro-functions ii. Micro-functions iii. Functional Analysis and Coherence
- 4) **Conversational Principles:** i. Cooperation and Politeness ii. Speech act theory and coherence iii. Declaration and performatives iv. Underlying force v. Pragmatics, discourse analysis and language teaching
- 5) **Views of Discourse Structure:** i. Discourse as Product ii. Discourse as process
- 6) **Discourse as Dialogue:** i. Discourse in communicative development ii. Discourse typology: reciprocity iii. Reciprocity, dialogue, and word order iv. Information structure and discourse

Suggested Readings:

1. Cook, G. 1989 *Discourse*. Oxford: OUP
2. Brown, G. and G. Yule. 1983. *Discourse Analysis*. Cambridge: CUP
3. Coulthard, M. 1985. Second Edition. *An Introduction to Discourse Analysis*. London: Longman
4. Edmondson, Willis. 1981. *Spoken Discourse: A Model for Analysis*. London: Longman
5. Grice, H. P. 1975. Logic and Conversation. In P. Cole and J. L. Morgan. (eds) 1975. *Syntax and Semantics. Speech Acts*. London: Academic Press
6. Leech, Geoffrey and Thomas, Jenny. 1988. *Pragmatics: The State of the Art*. Lancaster Papers in Linguistics. University of Lancaster.
7. Leech, Geoffrey. 1980. Grammar and Rhetoric within a Functional View of Language. In *Explorations in Semantics and Pragmatics*. Amsterdam: John Benjamins
8. Leech, Geoffrey. 1983. *Principles of Pragmatics*. London: Longman
9. Levinson, Stephen. 1983. *Pragmatics*. Cambridge: CUP
10. Levinson, Stephen. 1981. *The Essential Inadequacy of Speech Act Models of Dialogue*. In H. Parret et al (editors) 1981. *Possibilities and Limitations of Pragmatics*.
11. McCarthy, Michael. 1991. *Discourse Analysis for Language Teachers*. Cambridge: CUP
12. Richards, Jack and Schmidt, Richard. 1983. *Language and Communication*. London: Longman
13. Schiffrin, Deborah. 2001. *Approaches to Discourse*. Oxford: Blackwell
14. Stubbs, Michael. 1983. *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*. Oxford: Basil Blackwell
15. Wardhaugh, Ronald. 1985. *How Conversation Works*. Oxford: Basil Blackwell

ELL 471 Postcolonial Studies: Theories and Writings

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

- 1) *Chinua Achebe (1930-)*

- Things Fall Apart
- 2) **Arundhati Roy (1960-)**
The God of Small Things
 - 3) **Hanif Kureshi (1954-)**
My Son the Fanatic
 - 4) **Frantz Fanon (1925-1961)**
On National Culture from *The Wretched of the Earth*
 - 5) **Edward Said (1935-2003)**
Introduction to Culture and Imperialism
 - 6) **Ngugi wa Thiong'o (1938-)**
On the Abolition of the English Department
 - 7) **Derek Walcott (1930-)**
The Schooner Flight / A Far Cry from Africa / A Lesson for this Sunday
 - 8) **Ben Okri (1959-)**
An African Elegy
 - 9) **Margaret Atwood (1939-)**
The Blind Assassin
 - 10) **Wole Soyinka (1934-)**
Brother Jero

Suggested Readings:

- 1) Achebe, Chinua. *The Role of a Writer in a New Nation*. Nigeria Magazine. No 81. 1964
- 2) Ashcroft, B. Griffiths, G. and Tiffin, H. Eds. *The Post-Colonial Studies Reader*. London: Routledge. 1995
- 3) Belsey, C. *Critical Practice*. London. Methuen. 1980
- 4) Boehmer, Elleke. *Colonial and Postcolonial Literature*. Oxford UP. 1995
- 5) Loomba, Ania. *Colonialism/Post colonialism*. London: Routledge. 1998
- 6) Peck, J. Ed. *New Casebook on Post-Colonial Literatures* Macmillan. 1995
- 7) Smith, H. *Beyond the Post Modern Mind*. Lahore: Suhail Academy. 2002

ELL 472 Modern Novel

- 1) **Virginia Woolf (1882-1941)**
To The Light House
- 2) **D.H. Lawrence (1885-1930)**
Sons and Lovers
- 3) **E. M Forster (1879-1970)**
A Passage to India
- 4) **William Golding (1911-1993)**
Lord of the Flies

ELL 453 Feminist Linguistics

This course will pursue Foucault's idea that control through language is more insidious and powerful than overt power. This will involve analysis of sexist biases constructed and reinforced through language as well as highlight the importance of language as a controlling factor. Linguistics argues that language is patriarch ally structured e.g. the generic use of 'he' and 'man' renders women invisible.

- 1) **Sexism in Words:** Man as a Generic, Man as a Verb, Man as Generic Noun, Man as suffix/prefix, Man in compounds
- 2) **Titles:** Job Titles, Pronouns, Marked and Unmarked forms, Derivatives and Diminutives, Asymmetrical patterns, Parallel Treatment, Semantic Derogation
- 3) **Sexism in Discourse:** Sexism in Proverbs, Women's Roles and Identities, Masculinity, Femininity and other Sex-linked Descriptive, Men's and Women's Talk, Connotations of Language items, Notion of Political Correctness, *The Pronoun Problem: They as Singular Pronoun, He or She, Alternatives to Generic Man: A new Generic Pronoun, Eliminating Pronouns?*

Suggested Readings:

- 1) Spender, Dale. 1980. *Man Made Language*. London: Routledge
- 2) Cameron, Deborah. 1998. *The Feminist Critique of Language*. 2nd Ed London: Routledge
- 3) Cameron, Deborah. 1992 *Feminism and Linguistic Theory*. 2nd Edition Basingstoke: Macmillan
- 4) Mills, Sara. 1995. *Feminist Stylistics*. London: Routledge
- 5) Miller, C. and Swift, K. (eds). 1981. *The Handbook of Non-Sexist Language*. New York: Harper & Row
- 6) Thomas, L. & Wareing, S. 1999. *Language Society and Power*. London: Routledge
- 7) Litosseliti, L. 2006. *Gender and Language: Theory and Practice*. London: Hodder Arnold

ELL 473 Modern Poetry**1) W B Yeats (1865-1939)**

Byzantium, Sailing To Byzantium, The Second Coming, Among The School Children

2) T S Eliot (1888-1965)

The Waste Land, Prufrock, Hollow Men

3) Wilfred Owen (1893-1918)

Maximum Four Poems

4) W.H. Auden (1907-1973)

The Unknown Citizen, Musee des Beaux Arts

5) Philip Larkin (1922-1985)

Mr. Bleeney, Church Going, Ambulance

6) Ted Hughes (1930-1998)

Maximum Four Poems

ELL 454 Computer Assisted Language Learning (CALL)**1) Definition****2) Technologies Used in CALL Instruction:** i. Software ii. Internet-Based**3) History****4) CALL and Computational Linguistics****5) Theoretical basis for CALL instruction design****6) Role of Teachers and students****7) Use of CALL for the Receptive and Productive skills****8) Advantages of CALL:** i. Motivation ii. Adapting learning to the student iii. Authenticity iv. Critical Thinking Skills**9) Problems and Criticisms of CALL instruction****Suggested Readings:**

1) Ahmed, *Computers Language Learning and Language Teaching* CUP

2) Delcloque, P. (2000). *History of CALL*. http://www.ict4lt.org/en/History_of_CALL.pdf

3) De Szendeffy, J. (2005) *A Practical Guide to Using Computers in Language Teaching*. Ann Arbor: University of Michigan Press

4) Egbert, J. & Petrie G. (eds.) (2006) *CALL Research Perspectives* Mahwah NJ: Lawrence Erlbaum

5) Egbert, J. & Hanson-Smith E. (eds.) (1999) *CALL Environments, Research, Practice and Critical Issues*, Alexandria, VA: TESOL

6) Fitzpatrick A. & Davies G. (eds.) (2003). *The Impact of Information and communication technologies on the teaching of foreign languages and on the role of teachers of foreign languages*. This is a comprehensive report commissioned by the EC Directorate General of Education and Culture

7) Fotos S. & Browne C. (eds.) (2004) *New Perspectives on CALL for second language classrooms*. Mahwah, NJ: Lawrence Erlbaum

8) Levy, M. & Stockwell, G. (2006). *CALL Dimensions: Options and Issues in Computer-Assisted Language Learning*. Mahwah NJ: Lawrence Erlbaum

9) Levy M. (1997) *CALL: Context and Conceptualization*. Oxford University Press

10) Son J. B. (ed) (2004) *Computer Assisted Language Learning: Concepts, Contexts and Practices*. Lincoln, NE: I

11) Warschauer M. (1996) *Computer-assisted Language Learning: An Introduction*. In Fotos S. (ed) *Multimedia Language Teaching*. Tokyo: Logos International

12) Warschauer M. & Healey D. (1998) *Computers and Language Learning: An Overview*

ELL 474 Nobel Laureates**1) Rabindranath Tagore (1861-1914)**

The Child

2) Patrick white (1912-1990)

Voss

3) Toni Morrison (b 1931.)

Beloved

4) John Maxwell Coetzee (b 1940.)

Waiting for the Barbarians

ELL 475 Modern Drama**1) T S Eliot (1888-1965)**

Murder in the Cathedral

2) Garcia Lorca (1898-1936)

Blood Wedding

3) Samuel Beckett (1906-1989)

Waiting for Godot

4) Lorraine Hansberry (1930-1965)

Raisin in the Sun

ELL 476 Canadian Literature in English

This subject aims at introducing the students with a variety of literature available in English language outside Britain and America. The contents of this course will be representative of the efforts made by Canadian writers in the field. Based on representative works, the content of this course will be decided by the teacher in consultation with the head of the department.

ELL 477 French Literature in English

This subject aims at introducing the students with a variety of literature available in English language outside Britain and America. The contents of this course will be representative of the efforts made by French writers in the field. Based on representative works, the content of this course will be decided by the teacher in consultation with the head of the department.