



# COURSE OUTLINE BRIEFS

DEPARTMENT OF  
ENGLISH



**SARGODHA UNIVERSITY**  
*Pathway to Progress*

FACULTY OF  
**ARTS AND  
HUMANITIES**



## **OVERVIEW**

Literary study equips students with excellent communication skills, high-level experience in academic research and debate, and the capacity for creative, independent, and critical thought. Study of English literature opens more opportunities as it is considered global language of communication and employers continue to seek English graduates for the qualities of creative intelligence and clarity of communication that they bring to the workplace in a rapidly shifting and increasingly complex world.

The Department of English Language and Literature was established in 1987 in the erstwhile Government College Sargodha. Scrambling from a scratch, it has now been acknowledged as an excellent seat of learning, with a sizeable turn-out of scholars and teachers who are pursuing MPhil and PhD studies within the country and abroad. English literature laid other areas of art represents the cultural aspects of a community.

The Department offers students the opportunity to grow as writers, researchers and critical thinkers. The study of literature enables the students to get acquainted with the prevailing cultural norms and mores around the world. All great literary workers in any language, not only introduce the readers to new vistas but also inculcate in them analytical approach to the social problems. In the modern world, the study of English literature has assumed even greater importance for nations and their cultures as it brings about harmony and peace among the comity of nations. The study of language, on the other hand, is interplay of sound and meaning.

The Department offers MPhil, MA and BS programs at present and plans to offer MA (ELT) and PhD programs in near future. The Department offers courses dealing with Pragmatics, Semantics and Discourse Analysis in order to train the students with the updated knowledge. The Department has experienced five PhD and twelve MPhil qualified faculty members.

## Academic Programs Offered

1. BS English
2. MA English
3. MPhil English
4. PhD English

### BS English

Eligibility: At least 45% marks in intermediate or equivalent.

Duration: 04 Year Program (08 Semesters)

Degree Requirements: 142 Credit Hours

#### Semester-1

Course Code	Course Title	Credit Hours
ENGL-5101	Study Skills	3(3+0)
ENGL-5102	Introduction to Linguistics	3(3+0)
ENGL-5103	History of English Literature	3(3+0)
ENGL-5104	Advanced Reading Skills	3(3+0)
URCP-5106	Pakistan Studies	2(2+0)
SOCI-5101	General Sociology-I	3(3+0)

#### Semester-2

ENGL-5105	Communication Skills	3(3+0)
ENGL-5106	Introduction to Short Stories	3(3+0)
ENGL-5107	Sociolinguistics	3(3+0)
PSYC- 5101	Introduction to Psychology	3(3+0)
ICTC-5201	Intro. to Information and Communication Tech.	3(2+1)
URCI-5105	Islamic Studies	2(2+0)

#### Semester-3

ENGL-5108	Fiction-I	3(3+0)
ENGL-5109	Phonetics & Phonology	3(3+0)
ENGL-5110	Intercultural Communication	3(3+0)
ENGL-5111	Prose-I	3(3+0)
ENGL-5112	Philosophy	3(3+0)
URCS-5108	Statistics	3(3+0)

#### Semester-4

ENGL-5113	Introduction to World Englishes	3(3+0)
ENGL-5114	Greek & Classical Drama-I	3(3+0)
ENGL-5115	Classical Poetry-I	3(3+0)
ENGL-5116	Fiction-II	3(3+0)
ENGL-5117	Semantics & Pragmatics	3(3+0)

ENGL-5118	Morphology & Syntax	3(3+0)
-----------	---------------------	--------

### Semester-5

ENGL-6119	Shakespeare (Drama-II)	3(3+0)
ENGL-6120	Literature Criticism-I	3(3+0)
ENGL-6121	Fiction-III	3(3+0)
ENGL-6122	Classical Poetry-II	3(3+0)
ENGL-6123	Applied Linguistics	3(3+0)
ENGL-6124	Stylistics-I	3(3+0)

### Semester-6

ENGL-6125	Literature Criticism-II	3(3+0)
ENGL-6126	Drama-III	3(3+0)
ENGL-6127	Prose-II	3(3+0)
ENGL-6128	Romantic Poetry	3(3+0)
ENGL-6129	Stylistics-II	3(3+0)
ENGL-6130	Research Methodology	3(3+0)

### Semester-7

ENGL-6131	Criticism-III	3(3+0)
ENGL-6132	Drama-IV	3(3+0)
ENGL-6133	American Novel & Poetry	3(3+0)
ENGL-6134	Prose-III	3(3+0)
ENGL-6135	ESP	3(3+0)
ENGL-6136	20th Century Poetry	3(3+0)

### Semester-8

ENGL-6137	Post Colonial Novel	3(3+0)
ENGL-6138	History of Western Civilization/Dissertation	3(3+0)
ENGL-6139	American Drama	3(3+0)
ENGL-6140	World Literature in Translation/Dissertation	3(3+0)
ENGL-6141	Psycholinguistics	3(3+0)
ENGL-6142	Discourse Analysis	3(3+0)
URCC-5110	Citizenship Education and Community Engagement (Non credit course)	3(1+2)

## MA English

Eligibility: At least 45% marks in BA with English compulsory of 200 marks or Equivalent and 45% marks in the subject of English compulsory.

Duration: 02 Year Program (04 Semesters)

Degree Requirements: 72 Credit Hours

### Semester-1

ENGL-6201	Classical Poetry	3(3+0)
ENGL-6202	Drama-I (Greek & Elizabethan)	3(3+0)
ENGL-6203	Fiction-I	3(3+0)
ENGL-6204	Prose-I	3(3+0)
ENGL-6205	Study Skills in English	3(3+0)
ENGL-6206	Literary Forms and Movements	3(3+0)

### Semester-2

ENGL-6207	Romantic Poetry	3(3+0)
ENGL-6208	Drama-II (18th Century)	3(3+0)
ENGL-6209	Fiction-II	3(3+0)
ENGL-6210	Criticism-I	3(3+0)
ENGL-6211	Prose-II	3(3+0)
ENGL-6212	Linguistics	3(3+0)

### Semester-3

ENGL-6213	Modern Poetry	3(3+0)
ENGL-6214	Drama - III (19th Century)	3(3+0)
ENGL-6215	Fiction III	3(3+0)
ENGL-6216	Research Methodology	3(3+0)
ENGL-6217	American Literature	3(3+0)
ENGL-6218	Stylistics	3(3+0)

### Semester-4

ENGL-6219	Drama-IV (20th Century)	3(3+0)
ENGL-6220	Fiction-IV	3(3+0)
ENGL-6221	Modern Critical Theories	3(3+0)
ENGL-6222	TEFL (Teaching of English as Foreign Language)	3(3+0)

### Optional Courses

ENGL-6223	History of Western Civilization	3(3+0)
ENGL-6224	Short Story	3(3+0)
ENGL-6225	ESP (English for Specific Purpose)	3(3+0)
ENGL-6226	Non-Native Literature	3(3+0)
ENGL-6227	Discourse Analysis	3(3+0)
	OR	
ENGL-6228	Dissertation	3(3+0)

## MPhil English

Eligibility: MA/MSc/BS 4-Year or equivalent (16 years of Education) in the relevant field or equivalent degree from HEC recognized institution with at least second Division or CGPA 2.00 out of 4.00.

Duration: 02 Year Program (04 Semesters)

Degree Requirements: 30 Credit Hours

### Core Courses in Semester-1

ENGL-7101	General Linguistics	3(3+0)
ENGL-7102	Modern Critical Theories	3(3+0)

### Optional Courses in Semester-1

ENGL-7103	Research Methodology	3(3+0)
ENGL-7104	20 <sup>th</sup> Century British Literature	3(3+0)
ENGL-7105	Romantic Literature	3(3+0)
ENGL-7106	Sociolinguistics	3(3+0)

### Core Courses in Semester-2

ENGL-7107	Applied Linguistics	3(3+0)
ENGL-7108	Modern Literature	3(3+0)

### Optional Courses in Semester-2

ENGL-7109	American Literature	3(3+0)
ENGL-7110	Postcolonial Literature	3(3+0)
ENGL-7111	Systemic Functional Grammar	3(3+0)
ENGL-7112	Text and Discourse Analysis	3(3+0)

### Semester 3-4

ENGL-7113	Dissertation	6(0+6)
-----------	--------------	--------

## PhD English

Eligibility: MPhil/MS English in the relevant field from HEC recognized institution with at least CGPA 3.00 out of 4.00.

Duration: 03 Year Program (06 Semesters)

Degree Requirements: 18 Credit Hours Course Work + Dissertation

### Semester-1

ENGL-8101	General Linguistics	3(3+0)
ENGL-8102	Phonetics and English Phonology	3(3+0)
ENGL-8103	Applied Linguistics I	3(3+0)
ENGL-8104	Psycholinguistics	3(3+0)
ENGL-8105	Sociolinguistics	3(3+0)

### Semester-2

ENGL-8106	Applied Linguistics II	3(3+0)
ENGL-8107	Descriptive Syntax	3(3+0)
ENGL-8108	Morphology and English Syntax	3(3+0)
ENGL-8109	Stylistics, Discourse and Pragmatics	3(3+0)
ENGL-8110	Research Methods and Statistics: Quantitative & Qualitative	3(3+0)

### Semester 3-4

ENGL-8111	Dissertation	
-----------	--------------	--



**BS**  
**ENGLISH**



The aim of this course is to groom the students linguistically in such a manner that they can operate independently on a reliable measure of communicative competence in the twin productive skills of Speech and Writing. This course also aims to train the students in acquiring all the study skills required to cope-up efficiently not only with the students' challenges of the English language but also with the demands of other subjects written in the English language which need to be dealt with at the optimal level of efficiency. Study skills equip the students with the required inventory to explore as well as utilize the resources in the academic and professional environment. This course helps the students to develop compatibility with the learning environment within the classroom and prepare them to achieve communication stability outside the classroom. Techniques required to master graduate-level studies are thoroughly discussed and practiced in the course.

#### *Contents*

1. General study skills
2. Getting organized and knowing one's target
3. Dictionary skills, using the library
4. Remembering and learning
5. Techniques for reading, critical thinking, tackling a book, brainstorming
6. Specific writing skills
7. Note-taking from lectures and books
8. Outlining and summarizing
9. Paragraph writing and essay writing
10. CV writing and job application writing
11. Dealing with examination
12. Specific oral skills
13. Discussion in tutorials
14. Effective classroom interaction presentation
15. Taking part in seminars

#### *Recommended Texts*

1. Wallace, M. J. (2004). *Study skills in English student's book: A course in reading skills for academic purposes*. Cambridge: Cambridge University Press.
2. Langan, J., & Winstanley, S. (2002). *English skills with readings*. New York: McGraw-Hill.

#### *Suggested Readings*

1. O'Brien, T., & Jordan, R. R. (1985). *Developing reference skills*. London: Collins ELT.
2. Price-Machado, D. (1998). *Skills for success student's book: Working and studying in English* (Vol. 1). Cambridge: Cambridge University Press.
3. Cottrell, S. (2019). *The study skills handbook*. London: Red Glob Press.

This is an introductory level course that aims at providing a general introduction to linguistics. After a brief history of the field and a general introduction to the area of language systems and theories, the core components of linguistics like, phonology, morphology, syntax, semantics, discourse, and pragmatics are introduced. The course focuses on natural language phenomena and the methods used to describe them scientifically. Theoretical and applied issues shall be discussed through the analysis of fragments of language. The general goal of the course is to provide initial exposure to linguistics and it will help the learner to get a sense of the nature of linguistic phenomena. The course also provides conceptual foundations for learners to undergo advanced and specialized courses on different levels of language. The learner, after undergoing this course, shall be able to recognize basic concepts in linguistics and apply the knowledge of language to analyze different levels of language.

#### *Contents*

1. What is language?
2. Characteristics of human language
3. Origin of language
4. Language universal and typology
5. Functions of language
6. What is linguistics?
7. Branches of linguistics
8. Phonetics and phonology
9. Syntax
10. Morphology
11. Semantics
12. Sociolinguistics
13. Psycholinguistics

#### *Recommended Texts*

1. Crystal, D. (1990). *What is linguistics?* London: Arnold.
2. Yule, G. (2016). *The study of language* (6<sup>th</sup> ed.). Cambridge: Cambridge University Press.

#### *Suggested Readings*

1. Parker, F., and Riley, K. (1994). *Linguistics for non-linguists*. Needham Heights: Allyn and Bacon.
2. Crystal, D. (2010). *The Cambridge encyclopedia of language* (3<sup>rd</sup> ed.). Cambridge: Cambridge University Press
3. Lyon, J. (2002). *Language and linguistics: An introduction*. Cambridge: Cambridge University Press.
4. Radford, A, et al. (2012) *Linguistics: An introduction*. Cambridge: Cambridge University Press.

The objective of this course is to acquaint students with the movements and literary giants in the history of literature and to inform the readers about how historical and socio-cultural events influence literature written in English. Although the scope of this course is quite expansive, the readers shall focus on 16th to late 19th century that is till the Romantic Movement. Histories of literature written by some British Literary historians will be consulted to form some socio-cultural and political cross connections. In its broader spectrum, the course covers a reference to the multiple factors from economic theories to religious, philosophical and metaphysical debates that overlap in these literary works of diverse nature and time periods under multiple contexts. The readings of literature in this way i.e. within the socio-cultural context will help the readers become aware of the fact that literary worlds are basically a referential product of the practice that goes back to continuous interdisciplinary interaction. All the following ages would be taught in two dimensions: firstly, the brief introduction of the important events of that age which influenced the thoughts & the lives of writers & secondly the works of important writers of that movement.

#### *Contents*

1. Medieval English period (1000- 1453 AD)
2. Renaissance (1453 – 1616 AD)
3. Reformation movement in England
4. Elizabethan Drama
5. Puritan Age (1616 – 1660 AD)
6. The Restoration Age (1660 – 1700 AD)
7. Age of Pope (1700-1744AD)
8. Age of Johnson (1744-1784AD)
9. Rise of Novel
10. Romantic Age (1789 – 1832 AD)
11. Victorian Age (1835 – 1900 AD) including early and later Victorian Age
12. 20th Century literature
13. Post-modern literature

#### *Recommended Texts*

1. Long, J. W. (2016). *English Literature: Its History & Significance for the life of English* (enlarged ed.) New York: Ginn and Company.
2. Daiches, D. (1961). *A critical history of English literature* (VOL.1-4). London: Secker & Warburg.

#### *Suggested Readings*

1. Evans, I. (1976). *A short history of English literature*. London. Penguin.
2. Ford, B. (1976). *The new pelican guide to English literature* (VOL.1-9). London: Penguin.
3. Gillie, C. L. (1977). *Longman companion to English Literature* (2<sup>nd</sup> ed.). London: Longman.
4. Sanders, A. (1994). *A short Oxford history of English literature*. Oxford: Clarendon Press.

This course introduces various forms and styles of genres of poetry. Irrespective of any chronological or historical development or the hierarchy of major & minor or continental, these readings aim to highlight the variety of poetry worldwide & their possible connections if any. The aim is to ensure that students not only analyze and evaluate the aesthetic impact of individual poems but also recognize and identify poets of various commitments, styles, and periods. As far as the aim of introducing one-act play is concerned, it is to familiarize the readers with fundamentals of drama i.e. character, plot, setting and dialogue. It would prepare them for a mature understanding of drama as a popular genre in literature. Through reading, writing, discussions and various class activities, the students will be able to identify, explain and analyze the following: formal elements of literature, particularly images, diction and structural divisions of the work, themes and thematic patterns; literary periods and movements.

#### *Contents*

1. On his Blindness by Milton (Sonnet)
2. Let me not to the Marriage of true minds by Shakespeare
3. When I am Dead my Dearest by Christina Rossetti (Song)
4. Go & Catch a Falling Star by John Donne
5. My Last Duchess by Robert Browning (Dramatic monologue/Soliloquy)
6. To be or not to be (Hamlet) by William Shakespeare
7. An Elegy written in the Country Churchyard by Thomas Gray (Elegy)
8. A Refusal to mourn the Death by Fire of a Child in London by Dylan Thomas
9. La Belle Dame Sans Merci by John Keats (Ballad),
10. O What is that Sound by W.H. Auden
11. Ode to the West Wind by Percy Bysshe Shelley (Ode)
12. Ode to autumn by John Keats(Ode)
13. Four Poems of Departure by Ezra Pound (Free verse)
14. Smoke Screen by Amy Goldman Koss (One-act play)
15. The Bear by Anton Chekov (One-act play)
16. The Rising of the Moon by Lady Gregory

#### *Recommended Texts*

1. Hudson, W. H. (2006). *An introduction to the study of literature*. Delhi: Atlantic Publishers & Dist.
2. Mays, K. J. (2015). *The Norton introduction to literature*. New York: WW Norton & Company.

#### *Suggested Readings*

1. Baldick, C. (2015). *The Oxford dictionary of literary terms*. London: Oxford University Press.
2. Cuddon, J. A. (2012). *A dictionary of literary terms and literary theory*. Hoboken: John Wiley & Sons.
3. Long, W. J. (2015). *English literature: Its history and its significance for the life of the English-speaking world*. New Delhi: Full Moon Publications.

The course is designed to acquaint the students of BS Programs with the rationale of the creation of Pakistan. The students would be apprised of the emergence, growth and development of Muslim nationalism in South Asia and the struggle for freedom, which eventually led to the establishment of Pakistan. While highlighting the main objectives of national life, the course explains further the socio-economic, political and cultural aspects of Pakistan's endeavors to develop and progress in the contemporary world. For this purpose, the foreign policy objectives and Pakistan's foreign relations with neighboring and other countries are also included. This curriculum has been developed to help students analyse the socio-political problems of Pakistan while highlighting various phases of its history before and after the partition and to develop a vision in them to become knowledgeable citizens of their homeland.

#### *Contents*

1. Contextualizing Pakistan Studies
2. Geography of Pakistan: Geo-Strategic Importance of Pakistan
3. Freedom Movement (1857-1947)
4. Pakistan Movement (1940-47)
5. Muslim Nationalism in South Asia
6. Two Nations Theory
7. Ideology of Pakistan
8. Initial Problems of Pakistan
9. Political and Constitutional Developments in Pakistan
10. Economy of Pakistan: Problems and Prospects
11. Society and Culture of Pakistan
12. Foreign Policy Objectives of Pakistan and Diplomatic Relations
13. Current and Contemporary Issues of Pakistan
14. Human Rights: Issues of Human Rights in Pakistan

#### *Recommended Texts*

1. Kazimi, M. R. (2007). *Pakistan studies*. Karachi: Oxford University Press.
2. Sheikh, J. A. (2004). *Pakistan's political economic and diplomatic dynamics*. Lahore: Kitabistan Paper Products.

#### *Suggested Readings*

1. Hayat, S. (2016). *Aspects of Pakistan movement*. Islamabad: National Institute of Historical and Cultural Research.
2. Kazimi, M. R. (2009). *A concise history of Pakistan*. Karachi: Oxford University Press.
3. Talbot, I. (1998). *Pakistan: A modern history*. London: Hurst and Company.

Sociology is the study of society, patterns of social relationships, social interaction, and culture that surrounds everyday life. It is a social science that uses various methods of empirical investigation and critical analysis to develop a body of knowledge about social order and social change. Subject matter can range from micro-level analyses of society to macro-level analyses. The course is designed to introduce the students with basic sociological concepts and to get familiarity with the overall discipline. The focus of the course shall be on basic concepts like scope and significance of Sociology, How Sociology is related as well as distinct from other social sciences. It focuses on the constituent parts of the society i.e. social systems and structures, socio-economic changes and social processes. This will also give an understanding of the Culture, elements of culture and the relationship of culture and personalities. The course will provide due foundation for further studies in the field of sociology.

### *Contents*

1. Introduction to Sociology: The Science of Society, Scope and significance
2. Fields of Sociology: Sociology and other Social Sciences
3. Social interaction and social structure: The Nature and Basis of Social Interaction
4. Social Processes: Social structure Status, Roles, Power and Authority, Role Allocation
5. Culture: Meaning and nature of culture, Elements of culture: Norms, values beliefs, sanctions
6. Culture and Socialization, Transmission of Culture, Cultural Lag, Cultural Variation
7. Cultural Integration, Cultural Evolution, Cultural Pluralism, Culture and personality
8. Socialization & personality: Socialization, Agents of socialization
9. Personality: components of personality
10. Deviance and social control: Deviance and conformity
11. Mechanism and techniques of social control, Agencies of social control
12. Social organization: Definition, meaning and forms, Social groups; Functions of groups
13. Social Institutions: forms, nature and inter-relationship
14. Community: definition and forms (Urban and rural)
15. Social Institutions: Structure and functions of Institutions
16. Family, Religion, Education, Economy and political institution

### *Recommended Texts*

1. Giddens, A. (2018). *Sociology* (11<sup>th</sup> ed.). Cambridge: Polity Press.
2. Macionis, J. J. (2016). *Sociology* (16<sup>th</sup> ed.). Upper Saddle River: Prentice-Hall.

### *Suggested Readings*

1. Anderson, M. and Taylor, F. H. (2017). *Sociology: The essentials* (9<sup>th</sup> ed.). Boston: Cengage Learning.
2. Schaefer, T. R. (2012). *Sociology* (13<sup>th</sup> ed.). New York: McGraw-Hill.
3. Henslin, M. J. (2011). *Sociology: A down to Earth approach* (11<sup>th</sup> ed.). Toronto: Pearson.

The aim of the course is to enhance the productive as well as receptive skills of the students so that they can use the language efficiently in academic and real-life situations in such a manner that they can develop reliable communicative competence. This course also aims to train students in acquiring all the study skills required to cope efficiently not only with the students' challenges of the English language but also with the demands of other subjects written in the English language which need to be dealt with at optimal level of efficiency. Study skills equip the students with the required inventory to explore as well as utilize the resources in academic and professional environment. This course helps them to develop compatibility with the learning environment within the classroom and at the same time enhances communication stability outside the classroom. The course also helps the students to develop aesthetics of language appreciation.

#### *Contents*

1. Communication: Writing and speaking
2. Managing communication problems
3. Taking part in discussions, expressing opinions, making judgments, modifying people's behavior
4. Expressing personal feelings
5. Requesting and giving information
6. Expressing thought processes
7. Interacting socially
8. Preparing for an interview
9. CV, Letters (official), Job applications, Report (short), Paragraph writing
10. Aspects of Oral Skills, Fluency, Accuracy, Non-verbal
11. Verbal: Techniques/Activities/Strategies for fluency
12. Oral Presentations, Discussion, Dialogues
13. Telephone calls, Interviews
14. Phonemes
15. Syllables
16. Pronunciation of words
17. Intonation
18. Non-Verbal: Gestures, Facial Expressions, Hand movements

#### *Recommended Texts*

1. Worth, R. (2004). *Communication skills*. New York: Infobase Publishing.
2. Kuhnke, E. (2012). *Communication skills for dummies*. Chichester: Wiley Blackwell.

#### *Suggested Readings*

1. Saraswathi, V. (2018). *The writing process*. New Delhi: IGNOU.
2. Burton, S. H., & Humphries, J. A. (1992). *Mastering English language*. London: Palgrave Macmillan.
3. McMurrey, D. A., & Campman, M. S. (1983). *Writing fundamentals*. New York: McMillan.

The aim of this part of the curriculum is to introduce the students a popular genre of fiction. As a genre, short story has received relatively little critical attention, and the most valuable studies of the form that exist are often limited by region or era. One recent attempt to account for the genre has been offered by the Irish short story writer Frank O'Connor, who suggests that stories are a means for "submerged population groups" to address a dominating community. Most other theoretical discussions, however, are predicated in one way or another on Edgar Allan Poe's thesis that stories must have a compact, unified effect. The aim of this part of the curriculum is to introduce the students a popular genre of fiction. As a genre, short story has received relatively little critical attention, and the most valuable studies of the form that exist are often limited by region or era. Moreover, the short story is also aimed to make the students familiar with critical analysis of literary works, art of characterization, narrative point of view and art of storytelling. The course is designed to furnish the students of literature with an understanding of how to look at the artistic creation, aesthetic and didactic effect of the literature. After learning this module, students would be able to understand the literary techniques involved in writing fiction. Moreover, the students would also be able to understand the critical orientation in analyzing literary works critically. The students will further learn the universal values instilled by readings the course contents. The students with creative mind set and interest will be able to guide themselves in writing their own stories.

#### *Contents*

1. Edgar Allen Poe: The Man of the Crowd
2. Anton Chekov: The Man Who Lived in a Shell
3. James Joyce: The Dead
4. Franz Kafka: The Judgment
5. D.H. Lawrence: The Man Who Loved Islands
6. V.S. Pritchett: The Voice
7. Naguib Mahfouz: Creates a Mythic History
8. Nadine Gordimer: Once upon Time
9. Ali A. Mazrui: The Fort
10. Hanif Kureishi: My Son the Fanatic

#### *Recommended Texts*

1. Baym, N., & Levine, R. S. (Eds.) (2011). *The Norton Anthology of American literature* (8<sup>th</sup> ed.). New York: WW Norton & Company.
2. Forster, E. M. (2002). *Aspects of the novel*. New York: Rosetta Books LLC.

#### *Suggested Readings*

1. Berry, P. (2009). *Beginning theory: An introduction to literary and cultural theory* (3<sup>rd</sup> ed.). Manchester: Manchester University Press.
2. Peck, J. (1983). *How to study a novel: A students' guide*. New York: The Macmillan Press Ltd.



The aim of the course is to develop among the students an awareness and understanding of interaction between language and society. This will enable the students to study the qualitative and quantitative manifestations of language in society: ethnicity, and national origin. The study of sociolinguistics looks at how languages function socially, how individuals and groups use language and what this “says” about them/us. Issues of power and prestige play an important role in shaping the ways we interact with others. Language teachers are intimately involved in these interactions. Teachers and students bring and develop attitudes toward language (which affect language acquisition) and attitudes toward speakers of other languages. In this course, we will examine sociolinguistic phenomena and their impact on the teaching of foreign and second languages, specifically the development of dialects, language change and standardization. We will investigate our own linguistic practices and those of the schools and communities within which we work and live.

#### *Contents*

1. Our knowledge of language
2. The scientific investigation of language
3. Relationships between language and society, Language, Dialects and Varieties
4. Styles and registers, Speech communities, Choosing your variety or code
5. Code-switching or code-mixing
6. Language maintenance and shift
7. Linguistic varieties and multilingual nations
8. National and official languages, Planning for a national official language
9. The linguist’s role in planning, Language change, Traditional view
10. Language and culture, The Whorfian hypothesis, Kinship systems, Colour terminology
11. Taboo and euphemisms, Ethnography and ethnomethodology
12. Varieties of talk
13. Solidarity and politeness
14. Language and Gender, Male-female differences
15. Some possible explanations
16. Attitudes and applications, Attitudes to language
17. Sociolinguistic Universals, Language and Worldview, Language and power
18. Sociolinguistics and education

#### *Recommended Texts*

1. Hudson, R. A. (2012). *Sociolinguistics* (2<sup>nd</sup> ed.). Cambridge: Cambridge university press.
2. Wardaugh, R. (2006). *An introduction to sociolinguistics* (5<sup>th</sup> ed.). Boston: Blackwell.

#### *Suggested Readings*

1. Cook, V. (2008). *Second language learning and language teaching* (4<sup>th</sup> ed.). London: Routledge.
2. Freshen, S. & Terrel, T. (1983). *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon.
3. McLaughlin, B. (1987). *Theories of second-language learning*. London: Arnold.

This course has been designed to ensure an effective orientation of students towards the discipline of psychology so that they may come to appreciate the diversity of the subject and its pragmatic significance. This course provides an introduction to the concepts and theories of psychology and to their application to real life situations. Topics include history, research methods, sensation, perception, consciousness, stress and coping, learning, memory, motivation and emotions. Main objectives are; to inculcate a sense of personal relevance of Psychology as a subject with the potential of gaining better insight into one's own self and others. Upon the successful completion of course students will have an introductory knowledge of selected areas of basic psychological enquiry and they will be able to: differentiate between scientific and non-scientific information about human behaviors and mental processes; Explain psychological processes involved in sensation, perception, learning, memory, motivation, emotion, states of consciousness and health; Analyze the variety of factors affecting sensation, perception, consciousness, learning, memory, motivation, emotion, and health; and can apply psychological concepts and principles to situations in everyday life.

### *Contents*

1. Introduction to Psychology: Definition of psychology, Goals of psychology, Major schools of thought in psychology, Major fields of psychology
2. Research Methods in Psychology: Survey research, Experimental research, Case study method
3. Biological Basis of Behaviour: Brain and nervous system, Structure and function of major brain areas, Neurotransmitters and their functions
4. Sensation and Perception: Difference between sensation and perception, Principles of perception, Role of perception in human cognition
5. Motivation and Emotion: Concept & Theories of motivation and emotion
6. Learning: Definition of Learning, Types of Learning (i) Classical Conditioning (ii) Operant Conditioning, (iii) Observational Learning
7. Memory and Intelligence: Definition and stages of human memory, Types of memory, Concept of intelligence, Basic theories of intelligence
8. Personality development: Concept & Theories; Tips to improve personality
9. Health and Stress, Stress and Coping, Stress, Health, and Coping in the workplace, Effective measure to deal with stress and ways to cope.
10. Application of Psychology in our social lives

### *Recommended Texts*

1. Weiten, W. (2017). *Psychology: Themes and variations* (10th ed.). Boston: Cengage Learning.
2. Nolen-Hoeksema, S., & Hilgard, E. R. (2015). *Atkinson and Hilgard's introduction to psychology* (16th ed.). New Dehli: Cengage Learning.

### *Suggested Readings*

1. Flanagan, C., Berry, D., Jarvis, M., & Liddle, R. (2015). *AQA psychology*. London: Illuminate Publishing - Cheltenham.
2. Coon, D., Mitterer, J. O., & Martini, T. S. (2018). *Introduction to psychology: Gateways to mind and behaviour* (15th ed.). Boston: Cengage Learning.

The course introduces students to information and communication technologies and their current applications in their respective areas. Objectives include basic understanding of computer software, hardware, and associated technologies. They can make use of technology to get maximum benefit related to their study domain. Students can learn how the Information and Communications systems can improve their work ability and productivity. How Internet technologies, E-Commerce applications and Mobile Computing can influence the businesses and workplace. At the end of semester students will get basic understanding of Computer Systems, Storage Devices, Operating systems, E-commerce, Data Networks, Databases, and associated technologies. They will also learn Microsoft Office tools that include Word, Power Point, and Excel. They will also learn Open office being used on other operating systems and platforms. Specific software's related to specialization areas are also part of course. Course will also cover computer ethics and related Social media norms and cyber laws.

### *Contents*

1. Introduction, Overview and its types
2. Hardware: Computer Systems & Components, Storage Devices and Cloud Computing
3. Software: Operating Systems, Programming and Application Software
4. Introduction to Programming Language
5. Databases and Information Systems Networks
6. The Hierarchy of Data and Maintaining Data
7. File Processing Versus Database Management Systems
8. Data Communication and Networks
9. Physical Transmission Media & Wireless Transmission Media
10. Applications of smart phone and usage
11. The Internet, Browsers and Search Engines
12. Websites Concepts, Mobile Computing and their applications
13. Collaborative Computing and Social Networking
14. E-Commerce& Applications
15. IT Security and other issues
16. Cyber Laws and Ethics of using Social media
17. Use of Microsoft Office tools (Word, Power Point, Excel), mobile apps or other similar tools depending on the operating system
18. Other IT tools/software specific to field of study of the students if any

### *Recommended Texts*

1. Vermaat, M. E. (2018). *Discovering computers: digital technology, data and devices*. Boston: Cengage Learning.

### *Suggested Readings*

1. O'Leary, T. J., & O'Leary, L. I. (2017). *Computing essentials* (26<sup>th</sup> ed.). San Francisco: McGraw Hill Higher Education.
2. Schneider, G. M., & Gersting, J. (2018). *Invitation to computer science*. Boston: Cengage Learning.

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah. Islamic Studies is the academic study of Islam and Islamic culture. It majorly comprises of the importance of life and that after death. It is one of the best systems of education, which makes an ethical groomed person with the qualities which he/she should have as a human being. The basic sources of the Islamic Studies are the Holy Qur'an and Sunnah or Hadith of the Holy Prophet Muhammad ﷺ. The learning of the Qur'an and Sunnah guides the Muslims to live peacefully.

### *Contents*

1. Study of the Qur'an (Introduction to the Qur'an, Selected verses from Surah Al-Baqarah, Al-Furqan, Al-Ahzab, Al-Mu'minoon, Al-An'am, Al-Hujurat, Al-Saff)
2. Study of the Hadith (Introduction to Hadith literature, Selected Ahadith (Text and Translation)
3. Introduction to Qur'anic Studies
4. Basic Concepts of Qur'an
5. History of Quran
6. Basic Concepts of Hadith
7. History of Hadith
8. Kinds of Hadith
9. Uloom –ul-Hadith
10. Sunnah & Hadith
11. Seeratul-Nabi (PBUH), necessity and importance of Seerat, role of Seerah in the development of personality, Pact of Madinah, KhutbahHajjat al-Wada' and ethical teachings of Prophet (PBUH)
12. Legal Position of Sunnah
13. Islamic Culture & Civilization
14. Characteristics of Islamic Culture & Civilization
15. Historical Development of Islamic Culture & Civilization
16. Comparative Religions and Contemporary Issues
17. Impact of Islamic civilization

### *Recommend Texts*

1. Hassan, A. (1990). *Principles of islamic jurisprudence*. New Dehli: Adam Publishers.
2. Zia-ul-Haq, M. (2001). *Introduction to al-Sharia al-Islamia*. Lahore: Aziz Publication.

### *Suggested Readings*

1. Hameedullah, M. (1957). *Introduction to Islam*. Lahore: Sh M Ashraf Publisher.
2. Hameedullah, M. (1980). *Emergence of Islam*. New Dehli: Adam Publishers.
3. Hameedullah, M. (1942). *Muslim conduct of state*. Lahore: Sh M Ashraf Publisher.

The course aims at introducing the students to the fiction of 18<sup>th</sup> and 19<sup>th</sup> centuries. The students will be familiarized with the changing socio economic and literary trends in the fabrics of English fiction and its emergence as a genre of literature. Students will be introduced to new trends in fiction in the age of prose and reason to broaden the vision of the students about the changing trends in the style and themes of the fictional literature. Fiction represents the values of life and imaginative vistas of the society. Keeping in view all these factors students will be prepared to understand the changing environment. Representative novelists such as Fielding, Jane Austen and Charles Dickens will help in bringing about informed learning. The fiction helps in producing knowledge-based students so that they are in a position to compete in the changing pace of the society. Besides academic learning, the students will also be familiarized with the dynamics of 18<sup>th</sup> and 19<sup>th</sup> century fiction and their interrelatedness with myriad of social, cultural, religious and moral issues of the English society. This will lead to the preparation of students for the upcoming fictional narratives at next academic level.

#### *Contents*

1. Henry Fielding: *Joseph Andrewes*
2. Jane Austen: *Pride & Prejudice*
3. Charles Dickens: *A Tale of Two Cities*

#### *Recommended Texts*

1. Hedge, T. (Ed.). (2008). *Pride and prejudice*. Oxford: Oxford University Press.
2. John, J. (Ed.). (2019). *A tale of two cities*. London: Flame Tree Publishing.
3. Potkay, A. (Ed.). (2008). *The adventures of Joseph Andrews*. London: Longman.

#### *Suggested Readings*

1. Backscheider, P. R., & Ingrassia, C. (2005). *A companion to the eighteenth-century English novel and culture*. Hobokan: Blackwell Publishers.
2. Bloom, H. (Ed.). (2004). *The eighteenth-century English novel*. Philadelphia: Chelsea House Publishers.
3. Hardy, B. (2000). *A reading of Jane Austen*. London: Bloomsbury.
4. Todd, J. (2015). *The Cambridge introduction to Jane Austen* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.

The course aims to build on the background knowledge of phonological description & theory in order to explain the theories & the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken languages – particularly English; & examine cross-linguistic similarities & variation in sounds – particularly English & Urdu. The course focuses on several broad topics within the field of English phonetics and phonology. It also helps in gaining practical skills in recording and measuring acoustic data in Praat (a program for acoustic analysis and other phonetic work). The central course components include consonant and vowel production in RP and GA, supra-segmental features, such as stress, connected speech and intonation. On successfully completing this course the students will be able to use IPA symbols to describe the sounds of language in both broad & narrow transcriptions and to explain some of the more frequent phonological processes which occur in connected speech.

#### *Contents*

1. The production of speech sounds
2. Speech organs
3. Air stream mechanism
4. The phoneme
5. Consonants & Vowels
6. Classification of consonant & vowel sounds
7. Long vowels, diphthongs & triphthongs
8. Voicing & consonants
9. Nasal & other consonants
10. The syllable
11. Stress in simple
12. Weak forms
13. Aspects of connected speech
14. Intonation
15. Elements of acoustic Phonetics
16. Auditory Phonetics

#### *Recommended Texts*

1. Roach, P. (2009). *English phonetics and phonology* (4<sup>th</sup> ed.). Cambridge: CUP.
2. Daniel, I.O. (2011). *Introductory phonetics and phonology of English*. Newcastle: Cambridge Scholars Press.

#### *Suggested Readings*

1. Ball, M. J., & Rahilly, J. (1999). *Phonetics: the science of speech*. London: Arnold
2. Clark, J., & Yallop, C. (1994). *An introduction to phonetics and phonology*. Cambridge: Blackwell
3. Lecumberri, M., & Maidment, J. A. (2000). *English transcription course*. London: Arnold
4. Ogden, R. (2009). *An introduction to English phonetics*. Edinburgh: Edinburgh University Press.

Intercultural understanding has become a very important need in today's globalized world. Effective intercultural communication skills are important in a multicultural society, particularly for those individuals who would be in positions that require effective management of cultural conflicts. Intercultural communication is a dynamic, ever-changing field, which has been studied by a number of academic disciplines. The course aims to enable students to use intercultural perspectives to develop knowledge of communication within and between different cultures. The course also focuses on fundamental conceptual and practical dimensions of intercultural communication in everyday life, in social interactions and in multicultural environments. It also aims at developing an individual's intellectual appreciation for cultural differences and sensitivity regarding intercultural interactions. This course takes an interdisciplinary approach to the field and provides students with foundational knowledge that they will practice applying to strategic communications through a semester-long class discussions and assignments. This course will be helpful for students in developing a better understanding of cross-cultural experiences at different workplace settings.

#### *Contents*

1. Introduction to intercultural communication, principles and fundamentals of intercultural
2. Culture and communication: Cultural values, morals, customs, norms
3. Problems of ICC: Discrimination, Ethnocentrism, Prejudice and Stereotypes
4. Models of Cultural dimensions; Hofstede, Klockhon and Strodbeck, Hall's theory
5. Deep Structure of Culture: Social institutions of culture (Family, History and Religion)
6. Diverse worldview: Religion
7. Language, culture and communication
8. Verbal and Non-verbal communication and; Different cultural values and language expressions
9. Cultural perspective and diversity: Cultural diversity, Education and cultural diversity
10. Communicative and cultural patterns of workplace settings,
11. Culture and perception, Cultural perspectives: cultural values, beliefs, norms and attitudes
12. Intercultural communication and identity representation in work group settings
13. Intercultural communication and economic life: workplaces and businesses
14. Intercultural communication and education settings
15. Intercultural communication and business settings

#### *Recommended Texts*

1. Samovar, L. A., Porter, R. E., & McDaniel, E. R. (2010). *Communication between cultures* (7<sup>th</sup> ed.). Boston: Wadsworth.
2. Martin, J. N., & Nakayama, T. K. (2007). *Intercultural communication in context* (5<sup>th</sup> ed.). Mountain View: Mayfield

#### *Suggested Readings*

1. Holliday, A., Hyde, M. & Kullman, J. (2004). *Intercultural communication: An advanced resource book*. London: Routledge.
2. Jandt, F. (2004). *An introduction to intercultural communication: Identities in a global community* (4th ed.). London: SAGE Publications.
3. Cooper, J., Calloway-Thomas, C., & Simonds, C. (2007). *Intercultural communication: a text with readings*. New York: Pearson.

The course aims to introduce the students to Prose as a genre of literature by drawing comparison with poetry. This course is helpful in providing the students with highly philosophical ideas and literary perspectives on a diversified field of topics ranging from social, political, academic, historical and cultural using pithy style. The course content also provides insight about the contemporary philosophical theories such as Machiavellianism and rationalism. The students will not only acquire a wide range of knowledge, but working with the course will also enable them to engage with the writing style of different writers, subject matter, content and point of view that they may integrate in their writing or everyday use. After studying this course, students would be able to use the language efficiently in academic and real life situations. The course is helpful for the beginners studying literature to get insight into how they can attempt writing creatively.

#### *Contents*

1. Introduction to literature: Prose genre
2. Renaissance age
3. Francis Bacon: Of Truth
4. Francis Bacon: Of Study
5. Francis Bacon: Of Revenge
6. Francis Bacon: Of Friendship
7. Francis Bacon: Of Great Place
8. Francis Bacon: Of Simulation & Dissimulation
9. Jonathan Swift: Book I, voyage to Lilliput
10. Jonathan Swift: Book II: voyage to Houyhnhnms
11. Charles Lamb: New Year's Eve
12. Charles Lamb: Dream Children
13. Charles Lamb: Poor Relations
14. John Ruskin: Essay on Work
15. John Ruskin: Essay on War

#### *Recommended Texts*

1. Pitcher, J. (1985). *The essays* (1<sup>st</sup> ed.). London: Penguin Books.
2. Rawson, C., & Higgins, I. (Eds.). (2005). *Gulliver's travels* (new ed.). New York: Oxford University Press.
3. Lamb, C. (1903). *Essays of Elia*. London: G. Bells & Sons, Ltd.
4. Ruskin, J. (1907). *The crown of wild olives*. Edinburgh: Ballantyne Press.

#### *Suggested Readings*

1. Bloom, H. (Ed.). (2009). Jonathan Swift's *Gulliver's travels* (new edition). New York: InfoBase Publishing.
2. Donoghue, D. (2010). *Jonathan Swift: A critical introduction*. New York: CUP.



The course is designed to introduce the students with philosophical concepts and the discipline. It also provides them a deep understanding about nature and structure of philosophical thoughts of in various eras of history like Greek philosophy, Ionics philosophers, Muslim theology, and modern philosophical theories. The course aims at enabling learners to develop a mature and in-depth understanding of linguistic and literary concepts, also the origins of those ideas and concepts that are our common intellectual vocabulary. The special focus is given to famous philosophers Socrates, Plato, Aristotle, Pythagoras, Anaximenes, Muslim rationalist, social thinkers and their thoughts, and consequently their contribution to today's world. Significant concepts of Mutilates and Asharites school of thought are also included to enhance student's understanding and critical thinking. The course will provide due foundation for other fields and careers. At the time of completion, students would be able to demonstrate advance knowledge of philosophy, so as they can apply hands on approach of philosophical principles & practicing tools for being an individual indulged in an ever changing human society.

#### *Contents*

1. Introduction of Greek philosophy
2. Philosophical thoughts of Socrates, Plato, Aristotle
3. The Ionics philosophers
4. Anaximenes, Pythagoras, Heraclitus's basic philosophy
5. School of muslim theology
6. Mutilates and Asharites school of thought
7. Muslim Rationalist and social thinkers
8. Modern philosophical theories

#### *Recommended Texts*

1. Stace, W. T. (2010). *A critical history of Greek philosophy*. London: Macmillan & Co.
2. Sharif, M. M. (1963). *History of muslim philosophy*. Kempten: Allgauer Hematver Lag.

#### *Suggested Readings*

1. Russell, B. (2013). *History of western philosophy* (Collectors ed.). London: Rutledge.
2. Sharif, M.M. (2013). *Muslim thought: Its origin and achievements* (Master's thesis, Boston University, Boston, USA). Retrieved from <https://pdfs.semanticscholar.org/b701/5bf4998a0e52ea26b5d0277213242b67e50f.pdf>.
3. Cahan, M. S. (2015). *The World of philosophy*. Cambridge: Cambridge University Press.
4. Durant, W. (1991). *The story of philosophy: The lives and opinions of greater philosophers*. New York: Pocket Books.

This is the general Statistics course designed for under graduate programs of arts and social sciences. Statistics is an integral part of arts and social science research. We live in a world where there is no shortage of numerical data and there is increasing demand for people who know how to make sense of it independent of the field of work. The goal of this course is to turn the students into one of such category. In this course, students will learn the basics of descriptive and inferential statistics and the most commonly used statistical techniques found in arts and social science research. The course is designed to give the students an in depth understanding of how these statistical techniques work but minimizing the mathematical burden on the student. While more focus will be given on the statistical analysis with the help of some statistical software SPSS, Excel etc. Moreover, the teacher will also focus on interpretation of statistical data results which are obtained from the statistical softwares. So these activities will improve the analytical and research activities of arts and social science students.

#### *Contents*

1. Introduction to Statistics: Descriptive and Inferential Statistics, Limitations of Statistics, Scope of Statistics, Variable, Data, Types of Variable and Data, Scales of Measurements
2. Display of Data: Tabulation of Data, Graphical Display, Histogram, Bar Charts, Pie Chart, Stem and Leaf Plots
3. Measures of Central Tendency: Mean Median, Mode, Box Plot, and Application in Real Life
4. Measures of Dispersion: Range, Quartile Deviation, Mean Deviation, Variance and Standard Deviation, Coefficient of Variation, Z-score and their Application
5. Normal Distribution: Normal Distribution and its Application
6. Sampling and Sampling Distribution
7. Hypothesis Testing: z test, t-test, Chi-square test
8. Regression Analysis: Simple Linear Regression, Multiple Regressions
9. Correlation Analysis: Simple correlation, multiple correlations, partial correlation, partial correlation
10. Test of independence between qualitative variables
11. All the observational analysis will be carried out using MS Excel and SPSS

#### *Recommended Texts*

1. Weiss, N.A. (2017). *Introductory statistics* (10<sup>th</sup> ed.). England: Pearson Education.
2. Mann, P.S. (2016). *Introductory statistics* (9<sup>th</sup> ed.). New York: John Wiley & Sons.

#### *Suggested Readings*

1. Ross, S. M. (2010). *Introductory statistics* (3<sup>rd</sup> ed.). New York: Academic Press.
2. Dunn, D.S. (2001). *Statistics and data analysis for the behavioural sciences*. New York: McGraw Hill
3. Chaudhry, S. M. & Kamal, S. (2010). *Introduction to statistical theory part I &II*. Pakistan: IlmiKitabKhana.

The course examines the issues involved in the development, spread, and maintenance of varieties of English throughout the world, now commonly referred to as Global or World Englishes. It emphasizes the historical, political, and ideological issues of globalization, nativization, post-colonialism, standardization, and pedagogy of native and non-native varieties of English. It provides students an overview of the spread of the English language around the world and the development of the pluralization of English into Englishes, i.e. from one imperial language into various nativized varieties of English. Objectives of the course include providing students with an overview of historical, social, and linguistic development of varieties of English (i.e. World Englishes), introducing frameworks of power and ideology that identify rhetorical tools and ideological strategies used by one group on the other and encouraging students to conduct original research on the implications of English as an international language.

#### *Contents*

12. World Englishes, theories, models, and ideologies
13. Global/International English: World English or World Englishes
14. Spread of English
15. The Kachruvian paradigm
16. Schneider's Dynamic model for postcolonial Englishes
17. English as Lingua franca
18. English and linguistic imperialism
19. World Englishes studies by region: English in Europe, English in Asia (South Asian varieties), English in North America and the Caribbean
20. Variations in world Englishes: vocabulary, grammar, spelling, pronunciation
21. World Englishes domains: World Englishes in literature, World Englishes in newspapers, World Englishes in advertising
22. World Englishes implications: WE implications for policy/ planning, WE implications for teaching
23. Which English and why?: Future of English: one or many

#### *Recommended Texts*

1. Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. London: CUP.
2. Kachru, B. (2006). *The handbook of world Englishes*. New York: Blackwell.

#### *Suggested Readings*

1. Kachru, B. (2011). *Asian Englishes: Beyond the canon*. Aberdeen: Hong Kong University Press.
2. Kirkpatrick, A. (2010). *The Routledge handbook of world Englishes*. New York: Routledge.
3. Meshtrie, R., & Bhatt, R. M. (2008). *World Englishes: The study of new linguistic varieties*. New York: Cambridge University Press.
4. Sharifian, F. (2009). *English as an international language*. Bristol: MPG Books.

The course aims at introducing the Greek and Elizabethan drama to the students focusing upon the prescribed works as mentioned below. An attempt has been made to familiarize the students with major trends in dramatic art and popular themes dealt by the classical dramatists. The study will essentially focus upon the techniques of analyzing a play so as to enable students to carry out independent study of other works of the respective ages which have not been included in the course. The course begins with the great Greek dramatist Sophocles who admittedly has the profoundest mind and the keenest observation amongst the other giants of literature. His tragic plays are arguably unsurpassed in any kind of evaluation till today. Furthermore, Christopher Marlowe, however, can be considered the only contender whose plays can be adjudged as brilliantly poised against the Greek drama in terms of inception of English drama. In order to present basic follies of human nature in a lighter tone, Ben Jonson has surprisingly criticized the contemporary norms and traditions. The course enables the students to be trained in criticism of drama and theater and to polish their skills in interpretation of themes in their local context. At the end of this course, the students will be able to discuss over a range of topics including the divine, fate and responsibility; the origins of drama; Aristotle's analysis of tragedy in the *Poetics*; performance aspects; the function of drama in the context of religious festivals and the democratic city-state; drama as source of historical and cultural information. Moreover, the students will be familiar with the themes, conventions, and preoccupations of ancient Greek theater and understand the various aspects of ancient Greek theater production. They will create their own interpretations of ancient Greek theater every day in class. They will reflect on their engagement verbally and in concise, persuasive written responses.

#### *Contents*

1. Sophocles: *Oedipus Rex*
2. Christopher Marlowe: *Jew of Malta*
3. Ben Jonson: *Every Man in his Humour*

#### *Recommended Texts*

1. Hecht, J. (Ed.). (2004). *The Theban plays: King Oedipus, Oedipus at Colonus, Antigone*. Hertfordshire: Wordsworth Editions Limited.
2. Romany, F., & Lindsey, R. (Eds.). (2004). *Christopher Marlowe: The complete plays*. New York: Penguin.
3. Schelling, E. F. (Ed.). (1942). *The complete plays of Ben Jonson*. London: J. M. Dent.

#### *Suggested Readings*

1. Sheppard, J. T. (2016). *Greek tragedy*. Sydney: Wentworth Press.
2. Deats, S. M., & Logan, R. A. (2008). *Placing the plays of Christopher Marlowe: Cultural contexts of his plays*. Aldershot: Ashgate.
3. Bloom, H. (Ed.). (2007). *Sophocles' Oedipus Rex*. New York: Blooms Literary Criticism.
4. Levin, H. (2014). *Overreacher: A study of Christopher Marlowe*. Massachusetts: Harvard University Press.

This course aims at introducing the students to the classical period of English poetry beginning from the medieval period to its growth and development into the eighteenth century. Hence selections of poetry composed by the most representative poets of the respective eras are included in it. The purpose of this course is to make students familiar with poetry of Chaucer, John Milton, John Donne and Alexander Pope. Selections of poetry from these poets will help in bringing about informed learning. It begins from Chaucer in the 14th century and ends with the neo-classical period of Pope in 18th century. The history of English poetry is framed for bringing about knowledge based segments of students so that they are in a position to compete in the changing scenario of the society. The selection is intended to make the readers aware of not only the development of genres but also the development of English Language.

#### *Contents*

1. Geoffrey Chaucer: *The Prologue to the Canterbury Tales*
2. John Milton: *Paradise Lost*: Book-I (line 1-100 & 5 Speeches of Satan)
3. John Milton: *Paradise Lost*: Book-II (Speeches of Adam & Eve)
4. William Shakespeare ( Selected sonnets)
5. Spenser: *The Faerie Queen* (Book1, Canto 1)

#### *Recommended Texts*

1. Cunningam, J. E. (Ed.). (1989). *The prologue to the Canterbury tales*. London: Penguin
2. Orgel, S., & Goldberg, J. (Eds.). (2003). *John Milton: The major works*. New York: Oxford University Press.
3. Raymond, A. (Ed.). (1995). *Shakespeare's sonnets*. Oxford: Heinemann Publishers Ltd.
4. Hamilton, A. W., Yamashita, H., & Suzuki, T. (Eds.). (2013). *Spenser: The fairiequeene*: New York: Routledge.

#### *Suggested Readings*

1. Fowler, A. (Ed.). (2014). *Milton: Paradise Lost* (2<sup>nd</sup> ed.). London: Routledge.
2. Kolve, V. A., & Olson, G. (Eds.). (2018). *The Canterbury tales: Seventeen tales and the general prologue* (3<sup>rd</sup> ed.). New York: WW Norton & Company.
3. Schoenfeldt, M. (Ed.). (2010). *A companion to Shakespeare's sonnets*. Chichester: Wiley-Blackwell.
4. Heale, E. (1999). *The faerie queene: A reader's guide*. Cambridge: Cambridge University Press.

This course is designed to familiarize the students with some of the major works of Victorian fiction. Texts will be analyzed from the narrative aspects with constant references to their historical, cultural and literary contexts. The students will be able to recognize the characteristics of major chronological eras and relate literary works and authors to major themes and issues related to literary devices such as irony, symbolism, etc. The students will also be able to recognize the development of character and plot in the novel and will be able to identify specific connections between characters and other elements such as setting. They will be able to analyze the historical, cultural and traditional development through the narrative of the selected texts. Students will learn a method of analyzing novels by starting with characters and moving outward to other elements and will identify the most effective elements of selected novels. Students will be able to develop the intellectual ability to grasp and interpret the novels with critical understanding.

#### *Contents*

1. Thomas Hardy: *Tess of the D'Urbervilles*
2. George Eliot: *Mill on the Floss*
3. E.M. Forster: *A Passage to India*
4. George Orwell: *Animal Farm*

#### *Recommended Texts*

1. Palmer, B., & Sayer, K. (Eds.). (2017). *Tess of the D'Urbervilles*. Harlow: Pearson Education.
2. Wheeler, H. (Ed.). (2016). *The mill on the floss by George Eliot*. London: Macmillan Education Ltd.
3. Stallybrass, O., & Mishra, P. (Eds.). (2005). *A passage to India*. London: Penguin Classics.
4. Hitchens, C. (Ed.). (2003). *Animal farm and 1984* (1<sup>st</sup> ed.). Boston: Houghton Mifflin Harcourt.

#### *Suggested Readings*

1. Verdonk, P., & Weber, J. J. (Eds.). (1995). *Twentieth-century fiction: From text to context*. London: Psychology Press.
2. Allen, W. E. (1982). *The English Novel, a short critical history*. London: Penguin Books Limited.
3. Allott, M. F. (Ed.). (1959). *Novelists on the novel*. Columbia: Columbia University Press.
4. Forster, E. M. (2002). *Aspects of the novel*. New York: Rosetta Books LLC.

The course aims at introducing students to the study of connotative and denotative meaning. The course will introduce students with a wide range of possible meanings of text and enable them to interpret text from contextual perspective. In doing so, it aims to acquaint students with current concerns in linguistic Pragmatics. The students will also be introduced with multiple semantic and pragmatic theories and be equipped with practical techniques of applying these theories on real life language data. By the end of the course the learners should be familiar with a range of issues and debates in contemporary Semantics & Pragmatics and be able to apply the knowledge of these to a variety of problems in the investigation of language use. The course is designed to enable students look beyond the literal meaning of an utterance and considers how meaning is constructed as well as focusing on implied meanings.

#### *Contents*

1. Word meaning
2. Semantic properties
3. Evidence for semantic properties
4. Semantic properties and the lexicon
5. Homonyms and ambiguity
6. Synonyms and paraphrases
7. Antonyms
8. Phrase and sentence meaning
9. Combining words into sentences
10. Thematic roles
11. Semantics and syntax
12. Sense and reference
13. Discourse meaning
14. Pragmatics
15. Speech acts
16. Presupposition

#### *Recommended Texts*

1. Kreidler, W. (1998). *Introducing English semantics*. London: Routledge.
2. Levinson, S. (1995). *Pragmatics*. Oxford: Oxford University Press.
3. Lyons, J. (1981). *Language and linguistics: An introduction*. Oxford: Oxford University Press.

#### *Suggested Readings*

1. Hurford, J. R., Heasley, B., & Smith, M. B. (2007). *Semantics: A course book*. Cambridge: Cambridge University Press.
2. Kempson, R. M. (1977). *Semantic theory*. Cambridge: Cambridge University Press.
3. Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

Morphology deals with the internal structure of words and their meaningful parts. Syntax is concerned with sentence structure - how words are combined together to form phrases, phrases combined together to form larger phrases, clauses and sentences, and how clauses are combined together to form complex sentences. Together, morphology and syntax comprise the core of the grammar of a language. Since grammar is no longer a major focus in schools, most students have little understanding of even the most basic notions such as being able to identify parts of speech, or understanding how large constructions are composed out of smaller units. Being able to identify constituents and agreement constraints will help students to improve and correct their academic writing. This course is both theoretical and practical in nature. It is theoretical in that it provides the students with considerable knowledge of morphological and syntactic terms and process. It also helps the students to develop their skills in morphological and syntactic analyses.

#### *Contents*

1. Introduction to morphology, notion of word, word-form and lexeme
2. The morpheme: Types of Morpheme, root, bases and affixation, allomorphs and its kinds
3. Inflectional and derivational morphology: Derivational processes
4. Inflectional morphology: Major types of inflection, structure and meaning in words
5. Syntactic Analysis: Grammar beyond the sentence level
6. Cohesion and Coherence, Elements of cohesion, grammar at sentence and clause level (SPCA)
7. Introducing Syntax: Defining grammar and rules, lexical entries
8. Introducing Chomskyan linguistics: Innateness theory, Generative grammar, Universal grammar
9. Parts of Speech: Classification of POS, Introducing phrases, Trees & Rules, Drawing Trees
10. Structural Relations, Grammatical relations, Semantic relations, Constituency, Constituency tests
11. Revisiting PS Rules: Head, Complement and Specifier, Introducing X-bar theory
12. X-Bar Theory: Extending X-bar theory to functional categories
13. Constraining X-bar Theory: Theta theory, Lexicon
14. Introducing movement: Head-to-Head movement
15. DP movement, Wh-movement
16. Syntactic analysis: Mood and Modality

#### *Recommended Texts*

1. Carnie, A. (2013). *Syntax: A generative introduction* (3<sup>rd</sup> ed.). Chichester: Wiley-Blackwell.
2. Leiber, R. (2009). *Introducing morphology*. Cambridge: Cambridge University Press.

#### *Suggested Readings*

1. Kim, J., & Sells, P. (2008). *English syntax: An introduction*. Stanford: CSLI Publications.
2. Radford, A. (2008). *English syntax: An introduction*. Cambridge: Cambridge University Press.
3. Bauer, L. (1988). *Introducing linguistic morphology*. Edinburgh: Edinburgh University Press.



This course aims at introducing Shakespearean drama. Any two of his most celebrated four tragedies, one pure romantic comedy, and a drama of his mature age is an adequately fair selection of Shakespeare's works. Topics covered will include character, form, spectacle, theme, sources, the original conditions of production, and the reproduction of Shakespeare's plays in a contemporary context. A few more important ideas relating to the course will include: a brief sketch of Shakespeare's life, the England of Shakespeare's time, the rise of the English theater, the staging of Shakespeare's plays, Shakespeare's legacy on stage and in film, and adaptation of Shakespeare's plays in contemporary context. The course stresses Shakespeare's importance as a dramatist and the enduring nature of his ideas and vision. Students will be encouraged to watch films and performances based on Shakespeare's plays. Film and adaptations of the plays may be used to enhance discussion and reflection.

#### *Contents*

1. *Hamlet* by William Shakespeare
2. *King Lear* by William Shakespeare
3. *The Merchant of Venice* by William Shakespeare
4. *The Tempest* by William Shakespeare

#### *Recommended Texts*

1. Craig, W. J. (Ed.). (1966). *The complete works of Shakespeare*. London: Longman.

#### *Suggested Readings*

1. Charney, M. (1971). *How to study Shakespeare*. New York: McGraw-Hill.
2. Hussey, S. S. (1982). *The literary language of Shakespeare*. London: Longman.
3. Greenblatt, S. (2004). *Will in the world: How Shakespeare became Shakespeare*. London: Bodley Head.
4. Wells, S. (2015). *William Shakespeare: a very short introduction*. Oxford: Oxford University Press.

The course traces the history of literary criticism from Greek critics to the time of romanticism in English literature. The study of Aristotle and Longinus who came to second life in 16th century England would help the learners see and realize that the roots of critical thought in English literature lie in the ancient Greece. The views of English critics like Philip Sidney and Wordsworth would provide the land marks in the development of critical ideas about art and literature. This course aims at equipping the students with the tools of literary criticism and providing them the skill to evaluate literary works critically. The implied aim is to develop critical thinking among the students. At the end of the course, the students will be able to explain the term literary criticism, its certain types and schools of thought explain the theories and canons expounded by Aristotle, Longinus, Philip Sidney and Wordsworth in the discourse of literary criticism and apply the critical tools/ theories/ canons to evaluate literary works.

#### *Contents*

1. *Poetics* by Aristotle
2. *On the Sublime* by Longinus
3. *An Apology for Poetry* by Philip Sidney
4. *Preface to Lyrical Ballads* by Wordsworth
5. *Practical Criticism*

#### *Recommended Texts*

1. Butcher, S.H. (Ed.) (1907). *Poetics of Aristotle*. New York: MacMillan.
2. Roberts, W. R. (Ed.) (2011). *Longinus on the Sublime: The Greek text edited after the Paris manuscript*. Cambridge: Cambridge University Press.
3. Maslen, R. W. (Ed.) (2002). *An apology for poetry (revised 2<sup>nd</sup> ed.)*. Manchester: Manchester University Press.
4. Stafford, F. (Ed.) (2013). *Lyrical ballads*. Oxford: Oxford University Press.

#### *Suggested Readings*

1. Laird, A. (Ed.). (2006). *Ancient literary criticism*. Oxford: Oxford University Press.
2. Golban, P., & Ciobanu, E. A. (2008). *A short history of literary criticism*. New York: New York University Press.

This course features the modern novel in English literature. This course aims at imparting the interpretative skills in students by modes of close reading, interpretation and evaluation of selected works of fiction, with attention to authors' contexts and their creative processes, narrative elements, and reader responses. Students will explore varied topics and themes from diverse viewpoints, backgrounds, and perspectives. The students will also be able to recognize the development of characters and plot in the novel and will be able to identify specific connections between characters and other elements such as setting, plot and characterization. Students will also learn to understand the fictional nuances of the selected English novels by contrasting with other fictional writings. Along the way, they will also learn to examine the interplay between, romantic, realist, modernist, and postcolonial conceptions of what literature is and what it can do, enabling them to map theories of the novel alongside other genres of literature.

#### *Contents*

1. D.H. Lawrence: *Sons and Lovers*
2. Virginia Woolf: *To the Lighthouse*
3. Joseph Conrad: *Heart of Darkness*
4. William Golding: *Lord of the Flies*

#### *Recommended Texts*

1. Parker, P. M. (Ed.). (2005). *Heart of Darkness (Webster's German thesaurus ed.)*. San Diego: ICON Group International, Inc.
2. King, S., & Lowry, L. (Eds.). (2016). *Lord of the flies*. New York: Penguin Books.
3. Trotter, D. (Ed.) (1995). *Sons and lovers*. Cambridge: Cambridge University Press.
4. Kemp, S. (Ed.). (1994). *To the Lighthouse*. London: Routledge.

#### *Suggested Readings*

1. Becket, F. (2002). *D. H. Lawrence: A sourcebook (Complete critical guide to English literature)*. New York: Taylor & Francis Group.
2. Leech, G. N., & Short, M. (2007). *Style in fiction: A linguistic introduction to English fictional prose* (revised 2<sup>nd</sup> ed.). Harlow: Pearson.
3. McIntire, G. (2008). *Modernism, memory, and desire: T. S. Eliot and Virginia Woolf*. Cambridge: Cambridge university press.
4. Bloom, H. (Ed.). (2009). *Joseph Conrad's Heart of darkness*. New York: Bloom's Literary Criticism.

The course aims at introducing the students to the classical poetry after the era of renaissance. The students will be familiarized with the changing socio economic and literary changes in the fabrics of English society. The poetry of seventeenth century starting from John Donne to early romantics William Cowper will be introduced to broaden the vision of the students about the changing trends in the style and themes of the poetry. Poetry represents the values of life and imaginative vistas of the students. Keeping in view all these factors students will be prepared to understand the changing environment of poetry. Selections of poetry from these poets will help in bringing about informed learning. The history of English poetry is framed for bringing about knowledge based segments of students so that they are in a position to compete in the changing scenario of the society.

#### *Contents*

1. John Donne : (Love and Divine Poems), The Good Morrow, Goe and Catch A Falling Star, The Sunne, Rising, Song Sweetest Love , I do not Goe, A Valediction of Weeping, A Valediction: Foreboding Mourning.
2. Alexander Pope: *The Rape of The Lock* (Canto 1,2 & 5)
3. John Dryden: Hidden Flame, Farewell to Ungrateful Traitor, Song from the Evening's Love, Ah, How Sweet it is To Love.
4. William Cowper: A Comparison, Contentment, Dependence, God Loves in a Mysterious Way

#### *Recommended Texts*

1. Carey, J. (Ed.). (2000). *John Donne: The major works*. Oxford: Oxford University press.
2. Beardsley, A. (Ed.). (1968). *The rape of the lock: An heroic-commical poem*. New York: Dover Publications.
3. Walker, K. (Ed.). (2003). *John Dryden: The major works*. New York: Oxford University Press.
4. Rhodes, N. (Ed.). (2003). *William Cowper: Selected poems*. New York: Routledge.

#### *Suggested Readings*

1. Reid, B. (2014). *The Metaphysical poets*. London: Routledge.
2. Beer, P. (1972). *An introduction to the metaphysical poets*. New York: Palgrave Macmillan.
3. Fraser, G. (1978). *Alexander Pope*. New York: Rutledge.
4. Carry, J. (2009). (Ed.). *John Donne: Major works including songs and sonnets ands sermons*. New York: Oxford University Press.

This course provides a general introduction to applied linguistics. Theoretical and applied issues will be discussed through the analysis of fragments of how language is structured and used. The course will enable the students to understand the application linguistic knowledge to solve real life problems like language teaching and learning, syllabus design, language planning etc. So, 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. Moreover, with the help of the applied contents of language teaching, the students will be able to practice the contents like analysis of errors and make them prepare for the students. The students will be able to know the existing syllabuses being practice and they will be able to experiment the current syllabus through the course.

#### *Contents*

1. Applied linguistics: an introduction
2. Language learning theories in Psycholinguistics
3. Methods and approaches
4. The nature of approaches and methods in language learning, GTM & CLT
5. The Direct method
6. The audio-lingual method
7. The natural approach
8. The eclectic approach
9. Error analysis
10. Syllabus design
11. Grammatical syllabus, procedural syllabus, Selecting and grading contents
12. Notional functional syllabus, Selecting and grading contents
13. Process syllabus, Selecting and grading contents
14. Needs analysis for syllabus designing
15. Testing and Evaluation
16. Teacher Training

#### *Recommended Texts*

1. Aronoff, M., & Rees-Miler, J. (Eds.). (2001). *The handbook of linguistics*. Chichester: Willy-Blackwell.
2. Zoltán, D. (2007). *Research methods in applied linguistics: quantitative, qualitative, and mixed methodologies*. New York: Oxford University Press.

#### *Suggested Readings*

1. Ungerer, F., & Schmid, H. J. (2013). *An introduction to cognitive linguistics* (2<sup>nd</sup> ed.). London: Routledge.
2. Yule, G. (2010). *The study of language* (4<sup>th</sup> ed.). New York: Cambridge University Press.
3. Widdowson, H. G. (2000). On the limitations of linguistics applied. *Applied Linguistics*, 21(1), 3-25.

This course introduces the students to the modern concepts of style as distinguished from the traditional one. The course will introduce the notion of style to the student, both in literary and non-literary discourses from a purely linguistic perspective. This also includes a comparison of style in literary and non-literary discourses in the context of genre leading to the identification of different registers. This course aims to introduce students to the close linguistic analysis of literary texts, enabling students to identify how different aspects of linguistic structure shape and contribute to readers' interpretations of texts. Students will consider both canonical "Literary" texts and non-canonical forms of writing. It is especially suitable for students wishing to understand literary texts at a deeper level but the analytical skills acquired on this course would help all students to develop a more sophisticated appreciation of how language can be exploited to create meaning.

#### *Contents*

1. What is style? (Traditional, modern', and linguistic concept of style)
2. What is stylistics?
3. Branches of stylistics
4. Levels of Analysis: Phonological Level, sounds of Poetry, metre in poetry, rhythm in Prose
5. Syntactical Level: Nouns, Verbs, Adjectives, Adverbs, Phrases and clauses
6. Clause complexing
7. Mood and Modality
8. Theme and Rheme
9. Transitivity and meaning
10. Figurative language
11. Foregrounding: Parallelism, norm and deviation
12. Point of view
13. Speech and thought presentation
14. Discourse: Cohesion, Textuality, Clause relations
15. Pragmatic Analysis of Literature: Speech Acts, Deixes, Implicatures

#### *Recommended Texts*

1. Crystal, D., & Davy, D. (2016). *Investigating English style*. London: Routledge.
2. Leech, G. (2014). *A linguistic guide to English poetry*. London: Routledge.

#### *Suggested Readings*

1. Halliday, M. A. K. (2004). *Introduction to systemic functional grammar*. London: Arnold.
2. Leech, G. (2013). *Language in literature: Style and foregrounding*. London: Routledge.
3. Leech, G. & Short, M. (2007). *Style in fiction: A linguistic introduction to English fictional prose* (revised 2<sup>nd</sup> ed.). Harlow: Pearson.
4. Watson, G. (2007). *Literature and stylistics for language learners: Theory and practice*. New York: Palgrave.

This course is designed to expose students to literary theory and criticism. This course aims at introducing the modern critical theories. It includes the works of literary scholars like Arnold, Eliot, Brooks and Catherine Belsey. Students will read material that cover key components of literary theory and will apply the theoretical premises and techniques to selected literary selections so as to understand more fully those techniques and to better understand the nature of literature in general and specific literary texts in particular. They will explore theorists and the interconnections of the theories. The course enables the learners to analyze literary texts in the light of modern critical thought. It intends to develop a critical insight about literary standards and theories among the students. This course will enable the students to analyze the arguments in historical, cultural and political dimension of life. Students will be able to develop their understanding about theories, history of theories and their relevance to the present times.

#### *Contents*

1. The study of poetry by Mathew Arnold
2. The function of criticism at the present time preface to poems 1853 by Mathew Arnold
3. Tradition and individual talent by T.S. Eliot
4. Metaphysical Poets, Milton I& II by T.S. Eliot
5. The well-wrought urn and understanding poetry by Cleanth Brooks
6. Critical practices by Catherine Belsey

#### *Recommended Texts*

1. Super, R. H. (Ed.). (1865). *Lectures and essays in criticism*. Michigan: University of Michigan Press.
2. *Eliot; T. S. (1950). T. S. Eliot: Selected essays (reprinted)*. London: Faber and Faber.

#### *Suggested Readings*

1. Belsey, C. (2002). *Critical practice*. London: Routledge.
2. Brooks, C. (1956). *Understanding poetry: An anthology for college students*. New York: Holt.
3. Culler, J. (1997). *Literary theory: A very short introduction* (2<sup>nd</sup> ed.). London: OUP.
4. Richards, I.A. (2003). *Principles of literary criticism*. New York: Routledge.

This course will introduce students to a broad variety of modern dramatists from across Europe foregrounding issues of form and technique alongside textual and thematic analysis. In this course we will sample a wide range of the fascinating dramas that have been composed during the past century. Many of these plays are now acknowledged "classics" of modern drama. Students will be able to understand major thematic trends which characterized the drama of 20th century. The aim is that by the end of the course, the students will have a good sense of the historic development of the modern drama in its many manifestations. The students will learn to share and defend their own interpretations of the texts through their discussions in class and exams they will be required to take during the semester. This will help them hone their skills of close reading, critical evaluation and explicatory writing.

#### *Contents*

1. *The Importance of being by Earnest* by Oscar Wilde
2. *Murder in the Cathedral* by T. S. Eliot
3. *A Doll's House* by Henrik Ibsen
4. *Justice* by John Galsworthy

#### *Recommended Texts*

1. Eliot, T. S. (2014). *Murder in the cathedral* (reprinted). London: Houghton Mifflin Harcourt.
2. Galsworthy, J. (2019). *Justice* (reprinted). London: Good Press.
3. Meyer, M., Worrall, N., & Worrall, N. (Eds.). (2008). *A doll's house*. London: A & C Black.
4. Mattox, B. M. (Ed.). (2000). *The importance of being earnest*. London: Courier Corporation

#### *Suggested Readings*

1. Moody, A. D. (Ed.). (1994). *The Cambridge companion to T. S. Eliot*. Cambridge: Cambridge University Press.
2. Krasner, D. (2011). *A history of modern drama* (vol. 2). Chichester: Wiley-Blackwell.
3. McFarlane, J. (Ed.). (1994). *The Cambridge companion to Ibsen*. Cambridge: Cambridge University Press.



The course is intended to make readers understand some important literary expression in prose works other than short stories & novel. The objective of the study is to familiarize the students with a wide range of functional and non-functional styles in English prose. Prose styles of Mill, Russell, Said and other prominent authors are analyzed in relation to the contemporary thought and philosophy. The students are acquainted with a variety of prose texts and themes imbedded in them. This Scheme of study will facilitate the young learners to develop argumentative thinking and acute understanding of the various controversial political, cultural, and social issues discussed and debated in these prose works. It helps to develop in them a critical comprehension of both factual and analytical perspectives of selected works. The course also enables the students not only to explore elements of styles and themes in a prose text but also improve their academic productivity and creativity of these learning elements.

#### *Contents*

1. John Stuart Mill: On Liberty
2. Bertrand Russell: Philosophy of Politics, The Future of Mankind, Philosophy for layman, Functions of a Teacher, Ideas that have helped mankind, Ideas that have harmed mankind
3. Edward Said: Introduction to Culture and Imperialism
4. Lytton Strachey: End of Gen. Gordon, Florence Nightingale

#### *Recommended Text*

1. Mill, J. S. (1966). *On liberty*. London: Palgrave.
2. Russell, B. (1995). *Unpopular essays*. New York: Routledge.
3. Said, E.W. (1993). *Culture and imperialism*. New York: Vintage Books.
4. Sutherland, J. (Ed.). (2003). *Eminent Victorians*. New York: Oxford University Press.

#### *Suggested Readings*

1. Buchanan, I. (2010). *Oxford dictionary of critical theory* (1<sup>st</sup> ed.). New York: Oxford University Press.
2. Rehman, T. (2010). *Language policy, identity, and religion*. Islamabad: Quaid-e-Azam University.
3. Gray, J. (2008). *John Stuart Mill: On liberty and other essays*. New York: Oxford University Press.
4. Said, E. W. (1995). *Orientalism*. London: Penguin books.

This course is a study of poetic forms from English Romantic verse. Student will be able to identify the characteristics of this period as reflected through the poetry of the selected representative poets. A vast collection of Poets from the relevant era is selected for this course. Important biographical details in the lives of selected poets, the influence of historical, cultural, and artistic context upon selected major works, and the use of literary/ stylistic devices will be analyzed. The ideas of the French Revolution as reflected in the works of the Romantic Poets will broaden the vision of the readers and inspire them with the love for humanity which is a desired ideal in this shrinking island of love. In the end the students will be able to identify and discuss major trends in the Romantic Poetry with relevance to different poetic devices and figurative language used by various poets.

#### *Contents*

1. William Blake: The Divine Image Holy Thursday, The Little Black Boy, The Chimney Sweepers, A Poison Tree
2. William Wordsworth: Tintern Abbey , The Prelude *book 1* (Lines 1-100)
3. Percy Bysshe Shelley: Ode to the West Wind, To a Sky Lark, The Cloud
4. John Keats: Endymion (Line 1-50), Ode to Autumn, Ode to a Nightingale, Ode on a Grecian Urn

#### *Recommended Texts*

1. Appelbaum, S., & Smith, P. (Eds.). (2012). *Songs of innocence and songs of experience*. Chicago: Dover Publications.
2. Schmidt, M. (Ed.) (2007). *Lyrical ballads*. London: Penguin Classics.
3. Engell, J. & Raymond, M. D. (Eds.). (2019). *The prelude: 1805*. Boston: Godine Publisher.
4. Woodcock, B. (Ed.). (1998). *The selected poetry and prose of Shelley*. Hertfordshire: Wordsworth Editions Ltd.
5. West, D., & Croft, S. (Eds.). (2006). *John Keats: selected poems* (Oxford Student Texts). New York: Oxford University Press.

#### *Suggested Readings*

1. Lindsey, D. W. (1989). *Blake: Songs of innocence and of experience*. London: Macmillan Education Ltd.
2. Blades, J. (2004). *Wordsworth and Coleridge: Lyrical ballads*. New York: Palgrave Macmillan.

This course introduces the modern concepts of style to the students as distinguished from the traditional one. The course will introduce the notion of style to the students, both in literary and non-literary discourses from a purely linguistic perspective. This also includes a comparison of style in literary and non-literary discourses in the context of *genre* leading to the identification of different registers. The main objective of the course is to increase awareness of the different types of text and of the stylistic means use to convey information, with a view to improve both reading and writing skills. Students get to understand how insights from linguistics can be applied in the analysis of nonliterary texts, in order to explain how texts mean and what interpretative effects such texts have on readers. By the end of this course, students will be able to describe the different styles involved in the communication process and to recognize different registers and use them in suitable situations.

#### *Contents*

1. Concepts of Register
2. Concept of Genre
3. Levels of Analysis
4. Phonology
5. Graphology
6. Lexis
7. Grammar
8. Discourse
9. Language of Advertisement
10. Language of Recipes
11. Language of Legal Documents
12. Language of Religion
13. Language of Conversation
14. Language of Unscripted Commentary
15. Language of Newspaper Reporting
16. Difference between Literary and non-literary Text

#### *Recommended Texts*

1. Biber, D. (2009). *Register, genre and style*. New York: Cambridge.
2. Burke, M. (2014). *The Routledge handbook of stylistics*. New York: Routledge.

#### *Suggested Readings*

1. Leech, G. (2013). *Language in literature: Style and foregrounding*. London: Routledge.
2. Goddard, A. (2002). *The language of advertising: Written texts* (2<sup>nd</sup> ed). London: Routledge.
3. Liddicoat, A.J. (2007). *An introduction to conversation analysis*. New York: Continuum.
4. Maquire, W., & McMohan, A. (2011). *Analysing variation in English*. New York: Cambridge.

The aims and objectives of this course are to introduce BS students to the basic concepts of language which have immediate relation to their ordinary as well as academic life. To sensitize students to the various shades and aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. The core concepts of research in linguistics will particularly be discussed. The students will further be taught and hand on practice will be given about the citation and on line research. The other objective of this course is to develop a research orientation among the students and to acquaint them with fundamentals of research methods. Further, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. Some other objectives of the course are to develop an understanding of various research designs and techniques and to identify various sources of information for literature review and data collection. Lastly the aims of the course are to develop an understanding of the ethical dimensions of conducting applied research.

#### *Contents*

1. Introduction to Qualitative methods in applied linguistic research.
2. Action research and Case study
3. Generic qualitative researches, tools for research
4. Grounded theory
5. Content analysis
6. Definitions and approaches surrounding quantitative research
7. Experimental design
8. Introduction to statistics and SPSS
9. The logic of quantitative research
10. Methods and tools for data management and analysis
11. Sampling and survey design
12. Ethical issues in qualitative research, Generic qualitative research
13. Quantitative analysis with descriptive statistics
14. Quantitative analysis with measures of association

#### *Recommended Texts*

1. Best, J. W., & Kahn, J. V. (2016). *Research in education*. Noida: Pearson Education India.
2. Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications, student value edition* (10<sup>th</sup> ed.). London: Pearson.

#### *Suggested Readings*

1. Bell, J., & Waters, S. (2014). *Doing your research project: A guide for first-time researchers in education and social Science* (6<sup>th</sup>ed.). New York: McGraw-Hill Education.
2. O'Leary, Z. (2017). *The essential guide to doing your research project*. New York: Sage.
3. Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project* (2<sup>nd</sup> ed). New York: Sage.

The implied course aims to develop the critical thinking among the students by reading thoroughly various literary theories. Students shall familiarize about various theories, theorist and how to interpret literary text with reference to these theories. Students shall be able to gain familiarity with the major theories of literary criticism through the history of literary criticism. Thorough reading of literary theories of Structuralism, Post Structuralism, formalism, Reader Response Theories, Psychoanalysis, Deconstruction, Feminism, Post colonialism, Historicism, New historicism, modernism, ad postmodernism etc. would sharpen and widen the critical and analytical skills of students. All the teaching shall be student teacher based. This will developed the ability to write critical essays on works of all genres using the theoretical approaches from liberal humanism to the present. This course particularly aims at equipping the students with the tools of criticism and providing them skills to critically evaluate the works of art as mature critics.

#### *Contents*

1. Structuralism
2. Russian Formalism
3. Post-Structuralism
4. Reader Response Criticism
5. Psychoanalysis
6. Deconstruction
7. Feminism
8. New Historicism
9. Post-Colonialism
10. Modernism
11. Post-Modernism

#### *Recommended Texts*

1. Selden, R. W. (1993). *P. Contemporary literary theory*. Kentucky: University press of Kentucky.
2. Barry, P. (2020). *Beginning theory: An introduction to literary and cultural theory* (3<sup>rd</sup> ed.). Manchester: Manchester university press.

#### *Suggested Readings*

1. Bressler, C. E. (1999). *An introduction to theory and practice*. New York: Prentice-Hall, Inc.
2. Leitch, V. B. et al. (Eds.). (2018). *The Norton anthology of theory and criticism*. New York: WW Norton & Company.
3. Gugler, J., &Diop, O. C. (1998). Ousmane Sembène's "Xala": The Novel, the Film, and Their Audiences. *Research in African Literatures*, 147-158.

The course objective is to acquaint the students with selected trends and movements in the modern English drama. Moving from drawing-room comedy to absurdism, we will sample a wide range of the fascinating drama that has been composed during the past century. The course focuses on the representative works of the prominent 20th century playwrights. The students will clearly differentiate between the techniques, structural and thematic aspects of earlier plays and the modern drama. In the classroom students will be able to critically read and analyse dramatic texts, with particular attention given to conditions of performance. The students will also be able to identify and discuss the theoretical and practical elements of drama. For purposes of this course, it will not be assumed that the students have a prior understanding of the literary movement called Modernism. Hence, the significant concerns of this movement as well as the historical, intellectual, artistic and cultural influences that birthed it, will be discussed in broad terms at the outset and then in specific terms and greater depth with reference to the genre of drama. The aim is that by the end of the course, the students will have a good sense of the historic development of the modern drama in its many manifestations. Consequently students will have a deep understanding of the predominant trends, genres as well as the main representatives of the British drama and assess their contribution to the European tradition of the 20th century drama.

#### *Contents*

1. *Devil's Disciple* by G.B. Shaw
2. *The Caretaker* by Harold Pinter
3. *Waiting for Godot* by Samuel Beckett
4. *Juno and the Paycock* by Sean O' Casey

#### *Recommended Texts*

1. Bryden, M. (Ed.). (2012). *Waiting for godot: A tragicomedy in two acts*. London: Faber & Faber.
2. O'Casey, S. (2011). *Juno and the paycock*. London: D'arts Publishing.
3. Pinter, H. (1991). *The caretaker*. London: Faber & Faber.
4. Shaw, G. B. (2019). *The devil's disciple* (reprinted version). London: The Floating Press.

#### *Suggested Readings*

1. Bennett, M. (2011). *Reassessing the theatre of the absurd: Camus, Beckett, Ionesco, Genet, and Pinter*. New York: Palgrave Macmillan.
2. Flynn, T. (2006). *Existentialism: A very short introduction*. New York: Oxford University Press.
3. Innes, C. (Ed.). (1998). *The Cambridge companion to George Bernard Shaw*. Cambridge: Cambridge University Press.
4. Pinter, H. (Ed.). (2009). *The Cambridge companion to Harold Pinter*. Cambridge: Cambridge University Press.

This course is designed to enable the students to understand the traditions and trends present in American Literature. It mainly focuses on connecting the diverse western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, etc. as they influence multiple trends in American literary heritage and nationalism. It also highlights various phases of the American Renaissance, the Civil War and scientific progress, dreams of American success, and several voices of social protest. It encompasses the said emerging trends as they culminate into the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race-gender-class equations reinterpret the central meaning of America and of the changing social and economic values. The prescribed novels & play highlight social milieu prevailing in early 20<sup>th</sup> century. The students will surely enjoy the selected poems by the representative poets. They will really gauge why Hemingway is a father figure in American Fiction and Tony Morrison is the greatest living voice. The final objective of this course is to look for the sense of democratic diversity amid the constitutional unity of the US.

#### *Contents*

1. Walt Whitman: There was A Child Went Forth, I Saw in Louisiana, A Live-Oak Growing, One's-Self I Sing, Poets to Come, O Captain! My Captain! To A Stranger, Shut Not Your Doors, These Carols,
2. Emily Dickinson: This is my letter to the world, Success is counted sweetest., Hope is the thing with feathers, The last night that she lived
3. Robert Frost: Mending Wall, After Apple Picking, The Road Not Taken, Tree at my Window, Stopping by Woods on a Snowy Evening, acquainted with the Night, The Pasture, Meeting and Passing
4. Earnest Hemingway: *A Farewell to Arms*
5. Tony Morrison: *Jazz*

#### *Recommended Texts*

1. Karbiener, K. (Ed.). (2009). *Leaves of grass*. Philadelphia: New York & Noble Classic.
2. Bourgois, C. (Ed.). (1993). *Jazz*. London: Picador.
3. Hemingway, E. (1997). *A farewell to arms* (reprinted version). New York: Scribner.

#### *Suggested Readings*

1. Bradbury, M. (1994). *The modern American novel*. London: Penguin.
2. George, W. N. (1960). *Human values in the poetry of Robert Frost*. Durham: Duke University Press
3. Bloom, H. (Ed.). (1985). *TS Eliot: Modern critical views*. Broomall: Chelsea House.
4. Anderson, C. R. (1960). *Emily Dickinson's poetry: Stairway of surprise*. New York: Holt, Rinehart and Winston.

The course aims to introduce students to the very basic comparison of Western and Islamic world view of religion in terms of epistemology which have immediate relation to their ordinary as well as academic life. It provides the students with a handful knowledge and critical approach to interpret the modern aspects of socio-political and religious ideas, not only of Islam but also its comparison to other major religions of world. It helps students be trains in critical skills and interpretation of some fundamental teachings of religion in relation to their everyday life. The contents of the course are designed in such a manner so that the students may get benefits in their understanding of religious scholarship in relation to symmetrical flow of ideas. To sensitize students to the various shades and aspects of Islam, to show that it is not a monolithic whole but something that can be looked at in detail. The core concepts of all revealed religions will particularly be discussed.

#### *Contents*

1. Dr. M. Hameed Ullah: *The Emergence of Islam*
2. Muhammad Asad: *The Road to Makkah*
3. Karen Armstrong: *Twelve Steps to a Compassionate Life*
4. Zafar Ishaq Ansari: *Muslims and the West, Encounter & Dialogue*

#### *Recommended Texts*

1. Asad, M. (2013). *Road to Makkah*. Dehli: Adam Publishers & Distributers.
2. Hamidullah, M., & Iqbal, A. (2010). *The emergence of Islam: Bahawalpur lectures on the development of Islamic world-view, intellectual tradition and polity*. Islamabad: Islamic Research Institute.
3. Armstrong, K. (2011). *Twelve steps to a compassionate life*. New York: Anchor Books.
4. Esposito, J. L., & Ansari, Z. I. (2009). *Muslims and the west: Encounter and dialogue*. Richmond: Legacy Pub.

#### *Suggested Readings*

1. Iqbal, M. (2017). *The reconstruction of religious thought in Islam*. Lahore: Sang-e-Meel Publication.
2. Huntington, S. P. (1997). *The clash of civilizations and the remaking of world order*. New York: Touchstone.
3. Izetbegovic, A. A. (1984). *Islam between east and west*. USA: American Trust
4. Ali, S. A. (2010). *The spirit of Islam: A history of the evolution and ideals of Islam*. New York: Cosimo Classics.



The course aims to make learners familiar with concepts of special and specific English. It provides learners with informed insight to understand and different kinds of English. It forms a solid foundation of learner's insight of specific language learning skills and ways of assessment of such skills. The main aims of the course are to enable the learners to acquire information in its general sense. There are five broad objectives, which are also applied to EAP i.e. to reveal subject-specific language use and develop target performance competencies. The other objectives are to develop strategic competence and to foster critical awareness. The students will examine these objectives one after the other. Lastly, the students will develop strategic competence which is a link between context of situation and language knowledge. It will finally enable the students for a successful and efficient communication.

#### *Contents*

1. ESP: Introduction
2. Theoretical Bases: Major influences
3. Developments in ESP – Register analysis to learning centeredness
4. Classification of ESP
5. Trends and Issues in EAP and EOP
6. Features of EAP and EOP
7. Skills in EAP and EOP
8. ESP course design
9. ESP Teacher's role and training of the ESP teacher

#### *Recommended Texts*

1. Basturkmen, H. (2014). *Ideas and options in English for specific purposes*. Mahwah: Lawrence Erlbaum Associates.
2. Paltridge, B., & Starfield, S. (Eds.). (2014). *The Handbook of English for specific purposes*. Chichester: Wiley-Blackwell.

#### *Suggested Readings*

1. Kırkgöz, Y., & Dikilitaş, K. (Eds.). (2018). *Key issues in English for specific purposes in higher education*. New York: Springer.
2. Hutchinsen, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge: CUP
3. Dudley-Evans, T., St. John, M. J., & Saint John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.

This course in literature aims at providing the students an opportunity to read representative works of 20<sup>th</sup> century poets. It would enhance their understanding of the emerging trends in 20<sup>th</sup> Century poetry emphasizing specifically on the period between post-World War I disillusionment and early World War II internationalism and how the concept of ‘the image’ evolved through this period. It will also examine the tension between established forms of poetry and the efforts of modern poets to “make it new”, to reinvent poetry. The students would get an exposure to well-recognized poets from different backgrounds. In addition to close reading of the poems, the theoretical and historical issues will also be taken into consideration. The learners, upon completion of this course, shall be able to identify the characteristics of this period as reflected through the poetry of the selected representative poets, understand and explain the major movements of the 20<sup>th</sup> century poetry, analyze poetry through close reading of texts, have a sophisticated understanding of the relationship between literary texts and social structures, know the cultural, political and stylistic protocols of modernism and its various literary movements, and know how to read both formal and thematic aspects of texts as part of larger cultural and historical movements.

#### *Contents*

1. T. S. Eliot: The Love Song of J. Alfred Prufrock
2. T. S. Eliot: *The Wasteland*
3. W. B. Yeats: Wild Swans at Coole
4. W. B. Yeats: When You Are Old
5. W. B. Yeats: No Second Troy
6. W. B. Yeats: The Second Coming
7. Philip Larkin: Mr. Bleaney
8. Philip Larkin: Church Going
9. Philip Larkin: Ambulances
10. Philip Larkin: MCMXIV

#### *Recommended Texts*

1. Black, J. et al. (Eds.). (2010). *The wasteland and other poems*. Peterborough: Broadview Press.
2. Amis, M. (Ed.). (2012). *Philip Larkin poems*. London: Faber & Faber.
3. Finernan, J. R. (Ed.). (2010). *The collected works of W.B Yeats: The poems* (Vol. 1, 2<sup>nd</sup> ed.). New York: Simon & Schuster.

#### *Suggested Readings*

1. Brooks, C. (2018). *Modern poetry and the tradition*. Chapel Hill: University of North Carolina Press.
2. Bruns, G. L. (2001). *Modern poetry and the idea of language: A critical and historical study*. Chicago: Dalkey Archive Press.
3. Longley, E. (2013). *Yeats and modern poetry*. Cambridge: Cambridge University Press.
4. Swarbrick, A. (1986). *Larkin: The Whitsun weddings and the less deceived*. London: Macmillan International Higher Education.

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 Post-Colonial literary studies. They will also be able to identify the common thematic concerns and stylistic features in the cross continental voices of the empire. The course will enable them to recognize Post-Colonial literature and criticism as a distinct and significant addition to English literary studies. The students will study literature from the former 'white Dominions' such as Australia and Canada, as well as literature from Asia and Africa and work produced by the various diaspora of Commonwealth origin within contemporary western societies such as Britain. The course will provide a range of themes to be explored including representations of 'the metropolitan centre' and 'the periphery'; postcolonial interactions with the metropolitan centre through British colonial novels; disillusion with independence; problems of identity and cultural identification; exile and diaspora; neo-colonialism; the role of the intellectual and the artist; the subversion of western literary form; the usages of the English language; problems and opportunities of the postcolonial woman. At the end of the course, the students will possess a coherent knowledge and a critical understanding of postcolonial literature and its key historical, cultural and theoretical developments. Moreover, they will be able to compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues. Additionally, they will be trained in critical evaluation of arguments and assumptions about postcolonial literature, texts, and modes of interpretation.

#### *Contents*

1. Chinua Achebe: *Things Fall Apart*
2. Zulfikar Ghose: *The Murder of Aziz Khan*
3. Paulo Coelho: *Al-Chemist*
4. Ahmad Ali: *Twilight in Delhi*

#### *Recommended Texts*

1. Knopf, A. A. (2010). *The African trilogy: Things fall apart; Arrow of God; No longer at ease*. London: Penguin Books.
2. Ghose, Z. (2017). *Murder of Aziz Khan*. North Aston: Peach Publishing.
3. Coelho, P. (2018). *Alchemist*. New York: Harpercollins Publishers.
4. Ali, A. (1966). *Twilight in Delhi*. Bombay: Oxford University Press.

#### *Suggested Readings*

1. Boehmer, E. (1995). *Colonial and post-colonial literature: Migrant metaphor* (2<sup>nd</sup> ed.). Oxford: Oxford University Press.
2. McLeod, J. (2000). *Beginning postcolonialism*. Manchester: Manchester University Press.
3. Ogede, O. (2007). *Achebe's things fall apart*. London: Continuum
4. Okpewho, I. (Ed.). (2003). *Chinua Achebe's things fall apart: A casebook*. New York: Oxford University Press.

This course aims to explore and critically examine the Western human history and recognize the social, political, religious, intellectual, and artistic achievements from the earliest human civilizations to the modern age. The contents included in the course will help to acquaint the students with the historical evolution of the western civilization. All the great civilizations from ancient to the modern times would be taught in two dimensions: firstly the brief introduction of the important events of that age which influenced the thoughts and the lives of writers, and secondly, the literary and cultural legacy of that particular movement. The students will be able to identify the defining features of the major ancient cultures of Western Civilization, such as Mesopotamia, Egypt, Greece, and Rome, the social, economic and cultural factors involved in the rise of Medieval European civilization, and the causes for the rise of the Renaissance and the comparison among civilizations.

#### *Contents*

1. Pre-civilizational history, stone age
2. Birth of civilization
3. Ancient middle east
4. Egyptian civilization
5. Greco-Roman civilization
6. Islamic and Western civilization
7. Medieval England
8. Renaissance in Europe
9. Reformation in the Christian world
10. Age of science & reason
11. European Absolutism
12. Modern & postmodern Age

#### *Recommended Texts*

1. Perry, M., & Bock, G. W. (Ed.). (2016). *Western civilization: A brief history* (11<sup>th</sup> ed.). Boston: Wadsworth Cengage Learning.
2. Sherman, D., & Salisbury, J. E. (2014). *The West in the world: A history of western civilization* (5<sup>th</sup> ed.). New York: McGraw-Hill.

#### *Suggested Readings*

1. Alkhateeb, F. (2014). *Lost islamic history: Reclaiming muslim civilization from the past*. London: Hurst & Co.
2. Daiches, D. (1969). *A critical history of English literature* (2<sup>nd</sup> ed.). Dehli: Allied Publishers.
3. Stearns, N. P. (2003). *Western civilization in world history*. New York: Routledge.
4. Peck, J., & Coyle, M. (2013). *A brief history of English literature*. New York: Palgrave Macmillan.

This course is devoted to the study of twentieth century American Drama. It contains major dramatic voices in American Literature that have played a great role in determining the distinctive American strengths in modern theatre. The corpus of primary texts includes canonical works by major American playwrights in the 20th century. The aim is to comprehend how far the historical, social and cultural development of America shaped the plays of major American playwrights in the 20th century. Also, the purpose is to explore the ways in which theater and performance have contributed to the construction and deconstruction of an American identity. In this regard, the broad social, political, religious, and cultural contexts will be examined to comprehend how American theater has evolved over the years. Upon successful completion of this course, students will have the knowledge and skills to articulate orally and in writing an understanding of key concepts and theatrical practices in American drama.

#### *Contents*

1. *The Crucible* by Arthur Miller
2. *Mourning becomes Electra* by Eugene O' Neill
3. *A Streetcar Named Desire* by Tennessee Williams
4. *Funny house of a Negro* by Adrienne Kennedy

#### *Recommended Texts*

1. Kennedy, A. (1988). *Adrienne Kennedy in one act*. London: University of Minnesota Press.
2. Blakesley, M. (Ed.). (1992). *The crucible*. London: Heinemann.
3. Levy, M. D., & Butler, H. (Eds.). (1967). *Mourning becomes Electra: Lyric tragedy in three acts*. London: Boosey& Hawkes.
4. Hern, P., & Hooper, M. (Eds.). (2009). *A streetcar named desire*. London: Methuen Publishing.

#### *Suggested Readings*

1. Bigsby, C. (Ed.). (2010). *The Cambridge companion to Arthur Miller* (2<sup>nd</sup> ed.). New York: Cambridge University Press.
2. Manheim, M. (Ed.). (1998). *The Cambridge companion to Eugene O'Neill*. Cambridge: Cambridge University Press.
3. Page, Y. W. (Ed.). (2007). *Encyclopaedia of African American women writers* (Vol. 1). London: Greenwood Publishing Group.

This inter-genre course intends to acquaint the learners with the literary achievements of the Non-native writers, the literary trends, the social and cultural ethos prevailing across the world. It 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 and critically compare some of the great works of the East and the West. The study of world literature in translation will assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning. The students will be made familiar with representative literary texts within a significant number of historical, geographical, and cultural contexts. They will be able to apply critical and theoretical approaches to the reading and analysis of the texts in multiple genres as well as critically compare the works across time and place.

#### *Contents*

1. Bertolt Brecht: *The Life of Galileo*
2. Faiz Ahmed Faiz: *Dawn of freedom* (Translated by Agha Shahid Ali)
3. Rumi: Selections from *The Mathnavi* (The Song of the Reed)
4. *Discourses of Rumi*
5. Dostoevsky: *Crime and punishment*
6. QuratulainHyder: *River of fire*

#### *Recommended Texts*

1. Willett, J., & Maniheim, R. (Eds.). (2015). *The life of Galileo*. London: Bloomsbury
2. Slater, N. P., & Young, S. P. (Ed.). (2017). *Crime and punishment*. New York: Oxford University Press.
3. Haider, Q. (2003). *River of fire*. New York: New Directions.
4. Arberry, A. J. (1975). *Discourses of Rumi*. London: J. Murray.

#### *Suggested Readings*

1. Bassnett, S. (Ed.). (2019). *Translation and world literature*. London: Routledge.
2. Coulson, J., & Peace, R. A. (Eds.). (2008). *Crime and punishment*. Oxford: Oxford University Press.
3. Esslin, M. (1969). *Bertolt Brecht*. New York: Columbia University Press.
4. Harvey, A. (1999). *Teachings of Rumi*. Boston: Shambhala.

The aim of this course is to introduce students to the basic concepts of Psycholinguistics in order to familiarize the students with the relationship of language and mind, a detailed analysis of how language is processed in the brain and mind is presented in the course. The students will be able to list the major issues in the areas of speech perception, word recognition, sentence processing, text processing, reading and language acquisition. They will further be able to list the major processes involved in speech perception, word recognition, sentence processing, text interpretation, reading and language acquisition. Describe and demonstrate theoretical models of: speech perception, word recognition and lexical organization, sentence processing, language acquisition and reading. Moreover, it will enable the students to understand how language is psychologically processed, comprehended, produced and learnt. Lastly, the students will be able to present critical reading of published research in seminars and write academic essays on key Psycholinguistic areas of research.

#### *Contents*

1. The Psychology of learning
2. Theories of language learning: Behaviorism, Cognitivism, Interactionism
3. Role of Memory, short, working and long
4. Comprehension of language
5. Production of language
6. Inter language
7. Individual learner factors
8. Acquisition of first language
9. Acquisition of second language

#### *Recommended Texts*

1. Kroll, J. F., & De Groot, A. M. (Eds.). (2009). *Handbook of bilingualism: Psycholinguistic approaches*. Oxford: Oxford University Press.
2. Larsen-Freeman, D., & Long, M. H. (2014). *An introduction to second language acquisition research*. London: Routledge.

#### *Suggested Readings*

1. Aronoff, M. (2017). *The handbook of linguistics*. Chichester: Wiley-Blackwell.
2. Dörnyei, Z. (2014). *The psychology of the language learner: Individual differences in second language acquisition*. London: Routledge.
3. Martin-Jones, M., Blackledge, A., & Creese, A. (Eds.). (2012). *The Routledge handbook of multilingualism*. London: Routledge.
4. Spivey, M., Joanisse, M., & McRae, K. (Eds.). (2012). *The Cambridge handbook of psycholinguistics*. Cambridge: Cambridge University Press.

This course explores the ways in which language varies according to subject area, social setting, communicative purpose and the social roles of those involved. It examines the workings of various forms of speaking and writing. Students will study the nature of meaning, how we usually convey more than we actually say or write. We are particularly interested in working with text, that is, larger units of meaning than a clause or sentence. Students will develop skills in analyzing the properties of different texts, in characterizing the ideational as well as interpersonal stances. The course also introduces students to major theorists and research in the field of discourse analysis; fosters awareness of coherence and other textual features in written texts, trains students in a variety of analytical methods so that students are able to carry out a piece of experimental work using authentic data. Applications in language education will be discussed, and you will gain extensive experience of the practical analysis of a variety of text types.

### *Contents*

1. What is discourse? Levels of discourse in a language, transactional vs. interactional view
2. Linguistic forms and functions
3. Sentence vs. utterance; Product vs. process approach to discourse, Text, Context, and Co-text
4. Given & New: Halliday's account of information structure
5. Cohesion and coherence in a text
6. Register and Genre analysis
7. Critical discourse analysis
8. Norman Fairclough (Three dimensional model)
9. Tuen Van Dijk (Socio-cognitive model)
10. Ruth Wodak (Discourse historical model)
11. Language and Ideology
12. Language and Culture
13. Language and Gender
14. Language and Identity
15. Language and Power
16. Multimodality

### *Recommended Texts*

1. Gee, J. P. (2014). *How to do discourse analysis*. Abingdon, Oxon: Routledge.
2. Rose, D., & Martin, J. R. (2012). *Learning to write/reading to learn*. London: Equinox Publishing.

### *Suggested Readings*

1. Fairclough, N. (2005). *Critical discourse analysis*. London. Longman.
2. Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. London: Equinox.
3. Swales, J. (2004). *Research genres. Explorations and applications*. Cambridge: Cambridge University Press.
4. Van Dijk, T. (1997). *Discourse as social interaction*. New York: Sage.



In recent years, community engagement has become a central dimension of governance as well as policy development and service delivery. However, efforts to directly involve citizens in policy processes have been bedeviled by crude understandings of the issues involved, and by poor selection of techniques for engaging citizens. This course will provide a critical interrogation of the central conceptual issues as well as an examination of how to design a program of effective community engagement. This course begins by asking: Why involve citizens in planning and policymaking? This leads to an examination of the politics of planning, conceptualizations of "community" and, to the tension between local and professional knowledge in policy making. This course will also analyze different types of citizen engagement and examine how to design a program of public participation for policy making. Approaches to evaluating community engagement programs will also be a component of the course. Moreover, in order to secure the future of a society, citizens must train younger generations in civic engagement and participation. Citizenship education is education that provides the background knowledge necessary to create an ongoing stream of new citizens participating and engaging with the creation of a civilized society.

#### *Contents*

1. Introduction to Citizenship Education and Community Engagement: Orientation
2. Introduction to Active Citizenship: Overview of the ideas, Concepts, Philosophy and Skills
3. Identity, Culture and Social Harmony: Concepts and Development of Identity
4. Components of Culture and Social Harmony, Cultural & Religious Diversity
5. Multi-cultural society and inter-cultural dialogue: bridging the differences, promoting harmony
6. Significance of diversity and its impact, Importance and domains of inter-cultural harmony
7. Active Citizen: Locally active, Globally connected
8. Importance of active citizenship at national and global level
9. Understanding community, Identification of resources (human, natural and others)
10. Human rights, Constitutionalism and citizens' responsibilities: Introduction to human rights
11. Universalism vs relativism, Human rights in constitution of Pakistan
12. Public duties and responsibilities
13. Social Issues in Pakistan: Introduction to the concept of social problem, Causes and solutions
14. Social Issues in Pakistan (Poverty, Equal and Equitable access of resources, unemployment)
15. Social Issues in Pakistan (Agricultural problems, terrorism & militancy, governance issues)
16. Social action and project: Introduction and planning of social action project
17. Identification of problem, Ethical considerations related to project
18. Assessment of existing resources

#### *Recommended Texts*

1. Kennedy, J. K., & Brunold, A. (2016). *Regional context and citizenship education in Asia and Europe*. New York: Routledge
2. Macionis, J. J., & Gerber, M. L. (2010). *Sociology*. New York: Pearson Education

#### *Suggested Readings*

1. British Council. (2017). *Active citizen's social action projects guide*. Scotland: British Council
2. Larsen, K. A., Sewpaul, V., & Hole, G. O. (Eds.). (2013). *Participation in community work: International perspectives*. New York: Routledge



**MA  
ENGLISH**

This course aims at introducing the students of MA English to the classical poets beginning from medieval poetry of Geoffrey Chaucer to Alexander Pope in the 18<sup>th</sup> century. The purpose of this course is to make students familiar with poetry of Chaucer, John Milton, John Donne and Alexander Pope. The students will be made aware of the literary trends that work for the creation of trends that change the nature of the societies. Selections of poetry from these poets will help in bringing about informed learning in the students. The students will be taught with a view to make them aware of the socio-economic and cultural norms. The students will also be taught sonnets of Shakespeare. The English poetry is framed for bringing about knowledge based segments of students so that they are in a position to compete in the changing scenario of the society. By offering a study of gentle satire and humor in Chaucer's *Prologue to the Canterbury Tales*, this course is structured around various poetic forms invented in the corpus of Classical poetry. Additionally, the readings, lectures and discussions will cover a selection of poems by the three poets along with modern critical commentary on classical poetry.

#### Contents

1. Geoffrey Chaucer: *The Prologue To The Canterbury Tales*
2. John Milton: *Paradise Lost*, Book 1 & Book IX
3. Shakespearean Sonnets: When I Consider Every Thing That Grows, Shall I Compare Thee To A Summer's Day? Weary with Toil, I Haste Me To My Bed, Why didst Thou Promise Such A Beauteous Day? That Thou Haste Her It Is Not All My Grief, Take All My Loves, My Love, Yea Take Them All, What is Your Substance, Where Are You Made? O, How Much More Doth Beauty Beauteous Seem?
4. John Donne: *Love and Divine Poems*: The Good Morrow, Goe and Catch A Falling Star, The Sun Rising, Song: Sweetest Love, I Do not Goe, A Valediction of Weeping, A Valediction Foreboding Mourning, The Expiration
5. John Donne: Hymne to God, The Father, A Hymne to Christ, My God
6. Alexander Pope: *The Rape of the Lock*

#### Recommended Texts

1. Thomas, N. (Ed.). (2015) *The prologue to the Canterbury tales*. New York: Springer.
2. Orgel, S., & Goldberg, J. (Eds.). (2003). *John Milton: The major works*. New York: Oxford University press.
3. Carey, J. (Ed.). (2000). *John Done: The major works*. Oxford: Oxford University Press.
4. Raymond, A. (Ed.). (1995). *Shakespeare's sonnet*. Oxford: Heinemann Publishers Ltd.
5. Beardsley, A. (Ed.). (1968). *The rape of the lock: An heroi-comical poem*. New York: Dover Publications.

#### Suggested Readings

1. Kolve, V. A., & Olson, G. (Eds.). (2018). *The Canterbury tales: Seventeen tales and the general prologue* (3<sup>rd</sup> ed.). New York. WW Norton & Company.
2. Reid, D. (2014). *The metaphysical poets*. London: Routledge.
3. Fowler, A. (Ed.). (2014). *Milton: Paradise lost* (2<sup>nd</sup> ed.). London: Routledge.

The course aims at introducing the Greek and Elizabethan drama to the students focusing upon the style and techniques used by the masters of the contemporary periods. An attempt has been made to familiarize the students with major trends in dramatic art and popular themes dealt by the classical dramatists. The study will essentially focus upon the techniques of analyzing a play so as to enable students to carry out independent study of other works of the respective ages. After reading the prescribed plays and after completing the discussions and tasks assigned, the students will be able enough to understand and analyze the inclusions of religious, social, political, economic and all other such trends and values of which life comprises and which literature ultimately aims to reflect, interpret and explore. The course also aims to augment the comparative and analytic competence of the students by providing them an opportunity to study a world existing in a span of more than three thousand years.

#### *Contents*

1. Sophocles: *Oedipus Rex*
2. Christopher Marlowe: *Jew of Malta*
3. Ben Johnson: *Every Man in his Humour*

#### *Recommended Texts*

1. Watling, E. F. (Ed.). (2003). *The Theban plays: King Oedipus, Oedipus at Colonus, Antigone*. London: Penguin.
2. Romany, F., & Lindsey, R. (Eds.). (2004). *The complete plays*. New York: Penguin.
3. Bevington, D. M., Butler, M., & Donaldson, I., (Eds.). (2012). *The Cambridge edition of the works of Ben Jonson*. Cambridge: Cambridge University Press.

#### *Suggested Readings*

1. Sheppard, J. T. (2016). *Greek tragedy*. Sydney: Wentworth Press.
2. Deats, S. M., & Logan, R. A. (2016). *Placing the plays of Christopher Marlowe: Fresh cultural contexts*. London: Taylor and Francis.
3. Bloom, H. (2003). *Sophocles*. Philadelphia: Chelsea House Publishers.
4. Levin, H. (2014). *Overreacher: A study of Christopher Marlowe*. Massachusetts: Harvard University Press.

This course of fiction is designed to acquaint students with the genre of English novel as they will be able to recognize the characteristics of major chronological eras and relate literary work and authors to major themes and issues along with the literary devices such as irony, symbolism, etc. They will also be able to recognize the development of characters and plot in the novel and identify specific connections between characters and other elements such as setting, storyline and thematic features. Students will learn various modes of analysing novels by starting with characters and moving outward to other elements and will identify the most effective elements of selected novels. They will be able to understand the fictional narratives, their compositional structures, agency, voice, and thematic features. Analysis and interpretation of thematic and artistic features of novels will also be taught for enhanced understanding of this genre of literature. They will also learn to understand the unique characteristics of fiction as a distinct genre of English literature by comparing the selected novels with other literary writings. Besides academic learning, the students will also be familiarized with the dynamics of 18<sup>th</sup> and 19<sup>th</sup> century fiction and their interrelatedness with myriad of social, cultural, religious and moral issues of the English society. This will lead to the preparation of students for the upcoming fictional narratives at next academic level.

#### *Contents*

1. Henry Fielding: *Joseph Andrews*
2. Jane Austen: *Pride and Prejudice*
3. Charles Dickens: *A Tale of Two Cities*

#### *Recommended Texts*

1. Hedge, T. (Ed.). (2008). *Pride and prejudice*. Oxford: Oxford University Press.
2. John, J. (Ed.). (2019). *A tale of two cities*. London: Flame Tree Publishing.
3. Potkay, A. (Ed.). (2008). *The adventures of Joseph Andrews*. London: Longman.

#### *Suggested Readings*

1. Bacscheider, P. R., & Ingrassia, C. (2005). *A companion to the eighteenth-century English novel and culture*. Hoboken: Blackwell Publishers.
2. Bloom, H. (Ed.). (2004). *The eighteenth-century English novel*. Philadelphia: Chelsea House Publishers.
3. Hardy, B. (2000). *A reading of Jane Austen*. London: Bloomsbury.
4. Todd, J. (2015). *The Cambridge introduction to Jane Austen* (2<sup>nd</sup> ed.). Cambridge: Cambridge University Press.

The course aims to introduce the students to Prose as a genre of literature by drawing comparison with poetry. This course is helpful in providing the students with highly philosophical ideas and literary perspectives on a diversified field of topics ranging from social, political, academic, historical and cultural using pithy style. The course content also provides insight about the contemporary philosophical theories such as Machiavellianism and rationalism. The students will not only acquire a wide range of knowledge, but working with the course will also enable them to engage with the writing style of different writers, subject matter, content and point of view that they may integrate in their writing or everyday use. After studying this course, students would be able to use the language efficiently in academic and real life situations. The course is helpful for the beginners studying literature to get insight into how they can attempt writing creatively.

#### *Contents*

1. Introduction to literature: Prose genre
2. Renaissance age
3. Francis Bacon: Of Truth
4. Francis Bacon: Of Study
5. Francis Bacon: Of Revenge
6. Francis Bacon: Of Friendship
7. Francis Bacon: Of Great Place
8. Francis Bacon: Of Simulation & Dissimulation
9. Jonathan Swift: Book I, voyage to Lilliput
10. Jonathan Swift: Book II: voyage to Houyhnhnms
11. Charles Lamb: New Year's Eve
12. Charles Lamb: Dream Children
13. Charles Lamb: Poor Relations
14. John Ruskin: Essay on Work
15. John Ruskin: Essay on War

#### *Recommended Texts*

1. Bacon, F. (1985). *The essays* (1<sup>st</sup> ed.). London: Penguin Books.
2. Rawson, C., & Higgins, I. (Eds.). (2005). *Gulliver's travels*. New York: Oxford University Press.
3. Lamb, C. (1903). *Essays of Elia*. London: G. Bells & Sons, Ltd.
4. Ruskin, J. (1907). *The crown of wild olives*. Edinburgh: Ballanthyne Press.

#### *Suggested Readings*

1. Bloom, H. (Ed.). (2009). *Jonathan Swift's Gulliver's travels*. New York: Infobase Publishing.
2. Donoghue, D. (2010). *Jonathan Swift: A critical introduction*. New York: CUP.

The aim of this course is to groom the students linguistically in such a manner that they can operate independently on a reliable measure of communicative competence in the twin productive skills of Speech and Writing. This course also aims to train the students in acquiring all the study skills required to cope-up efficiently not only with the students' challenges of the English language but also with the demands of other subjects written in the English language which need to be dealt with at optimal level of efficiency. Study skills equip the students with the required inventory to explore as well as utilize the resources in academic and professional environment. This course helps the students to develop compatibility with the learning environment within the classroom and prepare them to achieve communication stability outside the classroom. Techniques required to master graduate level study are thoroughly discussed and practiced in the course.

### *Contents*

1. General study skills
2. Getting organized and knowing one's target
3. Dictionary skills, using the library
4. Remembering and learning
5. Techniques for reading, critical thinking, tackling a book, brainstorming
6. Specific writing skills
7. Note-taking from lectures and books
8. Outlining and summarizing
9. Paragraph writing and essay writing
10. CV writing and job application writing
11. Dealing with examination
12. Specific oral skills
13. Discussion in tutorials
14. Effective classroom interaction presentation
15. Taking part in seminars

### *Recommended Texts*

1. Wallace, M. J. (2004). *Study skills in English student's book: A course in reading skills for academic purposes*. Cambridge: Cambridge University Press.
2. Langan, J., & Winstanley, S. (2002). *English skills with readings*. New York: McGraw-Hill.

### *Suggested Readings*

1. O'Brien, T., & Jordan, R. R. (1985). *Developing reference skills*. London: Collins ELT.
2. Price-Machado, D. (1998). *Skills for success student's book: Working and studying in English*. Cambridge: Cambridge University Press.
3. Langan, J. (2013). *College writing skills with readings*. New York: McGraw-Hill Education.
4. Cottrell, S. (2019). *The study skills handbook*. New York: Macmillan International Higher Education.

The course aims to make the learners familiar with the salient features and historical development of different genres in English literature and a variety of literary terms. It provides learners with informed insight to understand various literary movements to enable them to cope with respective courses included in the whole program. The course is designed to equip the students with the critical skills and interpretive tools to pursue and understand more advanced courses in literature. After the successful completion of the course, the students are expected to exhibit broad familiarity with major literary genres, recognize and describe literary conventions of drama, poetry and fiction, key literary forms and literary movements in connection with the socio-cultural context. This rendition of the major genres in English literature with respect to their historical development and socio-cultural setting will help learners to develop an understanding about the key areas of research in English literature.

#### *Contents*

1. Genres: Poetry, Drama , Novel , Short Story and Prose
2. Movements: 16th century to 18th century: Renaissance, Reformation, Puritanism and Restoration
3. Neo-classicism and Romanticism
4. 19th century: Naturalism
5. Art for Art's Sake
6. 20th century
7. Expressionism
8. Impressionism
9. Imagism, stream of consciousness
10. Structuralism/post-structuralism

#### *Recommended Texts*

1. Cuddon, J. A. (2012). *Dictionary of literary terms and literary theory* (5<sup>th</sup> ed.). London: Penguin.
2. Long, W. J. (2016). *English literature: Its history and its significance for the life of the English-speaking world*. Dinslaken: André Hoffmann.

#### *Suggested Readings*

1. Brooks, C. et al. (1975). *An approach to literature*. Colorado: Prentice Hall.
2. Daiches, D. (1994). *A critical history of English literature*. London: Mandarin.
3. Gill, R. (1985). *Mastering English literature*. London: MacMillan.
4. Hudson, W. H. (2015). *An introduction to the study of literature*. New Delhi: Rupa.



The period between 1780 and 1830 in Europe was a time of immense upheaval, both in the political world (revolution in France, the Napoleonic wars, the expansion of the British Empire, the abolition of the slave trade, etc.) and in the realm of the aesthetic. This course examines the formal and philosophical innovations of the British poetry of this period by introducing the major literary figures from the English Romantic Period, including Blake, Wordsworth, Keats and Shelley. Important biographical details of the lives of selected poets, the influence of historical, cultural, and artistic context on selected major works, and the use of literary devices shall be analyzed. The ideals of the French Revolution as reflected in the works of the Romantic Poets will broaden the vision of the readers and inspire them with the love for humans and humanity which is actually a desired ideal in this shrinking island of love.

#### *Contents*

1. William Blake: *Songs of Innocence and of Experience*
2. William Blake: The Divine Image, Holy Thursday I, The Little Black Boy, The Chimney Sweeper, A Poison Tree
3. William Wordsworth: *The Prelude Book I (L. 1-100)*
4. William Wordsworth: Tintern Abbey, Ode on Intimations of Immortality
5. John Keats: Ode on a Grecian Urn, Ode to a Nightingale
6. P. B. Shelley: Ode to the West Wind, Hymn to Intellectual Beauty
7. Robert Browning: The Bishop orders his Tomb at St. Praxed's Church, Andrea Del Sarto

#### *Recommended Texts*

1. Appelbaum, S., & Smith, P. (Eds.). (2012). *Songs of innocence and songs of experience*. Chicago: Dover Publications.
2. Curtis, J. (Ed.). (2009). *The poems of William Wordsworth* (Volume three). New York: Cornell University Press.
3. Donovan, J., Duffy, C., Everest, K., & Rossington, M. (Eds.). (2014). *The Poems of Shelley* (Vol. 3). London: Routledge.
4. Scudder, H. E. (Ed.). (2008). *The complete poetical works and letters of John Keats*. London: Forgotten Books.
5. Woolford, J., Karlin, D., & Phelan, J. (Eds.). (2013). *Robert Browning: Selected poems*. New York: Routledge.

#### *Suggested Readings*

1. Blades, J. (2004). *Wordsworth and Coleridge: Lyrical ballads*. New York: Palgrave Macmillan.
2. Bloom, H. (1971). *The visionary company: A reading of English romantic poetry*. New York: Cornell University Press.
3. Brooks, C., & Rand, P. (1997). *The well-wrought urn: Studies in the structure of poetry*. Boston: Houghton Mifflin Harcourt.
4. Chandler, J., & McLane, M. N. (Eds.). (2008). *The Cambridge companion to British romantic poetry*. New York: Cambridge University Press.

This course focuses the study of English drama with special reference to Shakespeare's art of tragic and comic drama. An effort will be made to familiarize the students to the technique and style of Shakespearean drama which remained a dominant influence in the contemporary period and the times to come and which is still followed, no doubt, with a respectable deviations unintentionally paying silent homage to this great dramatist of universal appeal. The study will essentially focus upon the techniques of analyzing a play to enable students to carry out independent study of other works of the respective ages which have not been included in the course. Furthermore, the foundations of English drama laid down by the successors of Shakespeare will also be discussed at length enabling the students to explore this genre to maximum extent. For this purpose, a masterpiece of Goldsmith has also been added to the course which will enable the students to grasp the tradition of English drama.

#### *Contents*

1. William Shakespeare: *King Lear*
2. William Shakespeare: *Merchant of Venice*
3. Oliver Goldsmith: *She Stoops to Conquer*

#### *Recommended Texts*

1. Halio, J. L. (Ed.). (1992). *The tragedy of King Lear*. Cambridge: Cambridge University Press.
2. Morris, J., & Smith, R. (Eds.). (2005). *The Merchant of Venice*. Cambridge: Cambridge University Press.
3. Friedman, A. (Ed.). (1966). *Collected works of Oliver Goldsmith*. Oxford: Clarendon Press.

#### *Suggested Readings*

1. Charney, M. (1971). *How to read Shakespeare*. New York: McGraw-Hill.
2. Stone, G. W., Nettleton, G. H., & Case, A. E. (Ed.). (1975). *British dramatists from Dryden to Sheridan*. Carbondale: SIU Press.
3. Wilson, J. D. (Ed.). (1962). *Shakespeare's happy comedies*. London: Faber and Faber.
4. Jeffares, A. N. (1966). *A critical commentaries on Goldsmith's she stoops to conquer*. London: Macmillan.

The fundamental aim of this course is to improve students' analytical and critical skills in analyzing fiction. The students will be able to recognize the characteristics of major chronological eras and relate literary work and authors to major themes. They will also learn to interpret the fictional writings by exploring the use of literary devices such as irony, symbolism and parallelism etc. by the writers. The students will also be able to recognize the development of characters and plot in the novel and will be able to identify specific connections between characters and other elements such as setting and storyline. The students will also learn to interpret that what happens to us when we encounter fiction, what does it sound like when it passes from language to language or medium to medium, how is it produced (in books, films, plays, etc.) in the real world? They will also learn to engage with all these questions and more as they read, analyse and discuss. Students will also learn a method of analyzing thematic and aesthetic scope of the novel, revolving around wide range of social, political, religious, economic and artistic features of the selected novels. Ultimately, the students will be better equipped to handle complexities and nuances of fictional writings.

#### *Contents*

1. Thomas Hardy: *Tess of the d'Urbervilles*
2. George Eliot: *The Mill on the Floss*
3. E.M. Forster: *A Passage to India*

#### *Recommended Texts*

1. Stallybrass, O., & Mishra, P. (Eds.). (2005). *A passage to India*. London: Penguin classics.
2. Palmer, B., & Sayer, K. (Eds.). (2017). *Tess of the d'Urbervilles*. Harlow: Pearson Education.
3. Wheeler, H. (Ed.). (2016). *The mill on the floss by George Eliot*. London: Macmillan Education Limited.

#### *Suggested Readings*

1. Verdonk, P., & Weber, J. J. (Eds.). (1995). *Twentieth-century fiction: from text to context*. London: Psychology Press.
2. Edwards, M. M. (2001). *E.M. Forster: the novels*. New York: Palgrave Macmillan.
3. Henry, N. (2002). *George Eliot and the British empire* (Vol. 34). London: Cambridge University Press.

The course traces the history of literary criticism from Greek critics to the time of romanticism in English literature. The study of Aristotle and Longinus who came to second life in 16th century England would help the learners see and realize that the roots of critical thought in English literature lie in the ancient Greece. The views of English critics like Philip Sidney and Wordsworth would provide the land marks in the development of critical ideas about art and literature. This course aims at equipping the students with the tools of literary criticism and providing them the skill to evaluate literary works critically. The implied aim is to develop critical thinking among the students. At the end of the course, the students will be able to explain the term literary criticism, certain types and schools of thought explain the theories and canons expounded by Aristotle, Longinus, Philip Sidney and Wordsworth in the discourse of literary criticism and apply the critical tools/ theories/ canons to evaluate literary works.

#### *Contents*

1. Aristotle: *Poetics*
2. Longinus: *On the Sublime*
3. Philip Sidney: *Apology for Poetry*
4. Wordsworth: *Preface to Lyrical Ballads*

#### *Recommended Texts*

5. Butcher, S.H. (Ed.). (1902). *Poetics of Aristotle*. New York: MacMillan.
6. Roberts, W. R. (Ed.). (2011). *Longinus on the sublime: The Greek text edited after the Paris manuscript*. Cambridge: Cambridge University Press.
7. Maslen, R. W. (Ed.). (2002). *An apology for poetry* (revised 2<sup>nd</sup> ed.). Manchester: Manchester University Press.
8. Stafford, F. (Ed.). (2013). *Lyrical ballads*. Oxford: Oxford University Press.

#### *Suggested Readings*

3. Laird, A. (Ed.). (2006). *Ancient literary criticism*. Oxford: Oxford University Press
4. Golban, P., Ciobanu, E. A. (2008). *A short history of literary criticism*. New York: New York University Press

The course is intended to make readers understand some important literary expression in prose works other than short stories & novel. The objective of the study is to familiarize the students with a wide range of functional and non-functional styles in English prose. Prose styles of Mill, Russell, Said and other prominent authors are analyzed in relation to the contemporary thought and philosophy. The students are acquainted with a variety of prose texts and themes imbedded in them. This Scheme of study will facilitate the young learners to develop argumentative thinking and acute understanding of the various controversial political, cultural, and social issues discussed and debated in these prose works. It helps to develop in them a critical comprehension of both factual and analytical perspectives of selected works. The course also enables the students not only to explore elements of styles and themes in a prose text but also improve their academic productivity and creativity of these learning elements.

#### *Contents*

1. John Stuart Mill: *On Liberty*
2. Thomas Carlyle: *Hero and Hero Worship*
3. Bertrand Russell: *Philosophy of Politics, The Future of Mankind, Philosophy for layman, Functions of a Teacher, Ideas that have helped mankind, Ideas that have harmed mankind*
4. Edward Said: *Introduction to Culture and Imperialism*

#### *Recommended Texts*

1. Mill, J. S. (1966). *On liberty*. London: Palgrave.
2. Russell, B. (1995). *Unpopular essays*. New York: Routledge.
3. Said, E. W. (1993). *Culture and imperialism*. New York: Vintage Books.
4. Carlyle, T. (1965). *Sartor resartus on hero and hoero worship*. London: Aldine Press.

#### *Suggested Reading*

1. Buchanan, I. (2010). *Oxford dictionary of critical throroy* (1<sup>st</sup> ed.). New York: Oxford University Press.
2. Rehman, T. (2010). *Language policy, identity, and religion*. Islamabad: Quaid-e-AzamUniversity.
3. Gray, J. (2008). *John Stuart Mill: On liberty and other Essays*. New York: Oxford University Press.
4. Said, E. W. (1995). *Orientalism*. London: Penguin Books.

This is an introductory level course which aims at providing general introduction to linguistics. After a brief history of the field and a general introduction to the area of language systems and theories, the core components of linguistics like, phonology, morphology, syntax, semantics, discourse, and pragmatics are introduced. The course focuses on natural language phenomena and the methods used to describe them scientifically. Theoretical and applied issues shall be discussed through the analysis of fragments of language. The general goal of the course is to provide initial exposure to linguistics and it will help the learner to get a sense of the nature of linguistic phenomena. The course also provides conceptual foundations to the learners to undergo advanced and specialized courses on different levels of language. The learner, after undergoing this course, shall be able to recognize basic concepts in linguistics and apply the knowledge of language to analyze different levels of language.

#### *Contents*

1. What is language?
2. Characteristics of human language
3. Origin of language
4. Language universal and typology
5. Functions of language
6. What is linguistics?
7. Branches of linguistics
8. Phonetics and phonology
9. Syntax
10. Morphology
11. Semantics
12. Sociolinguistics
13. Psycholinguistics
14. Chomsky's contribution to Linguistics
15. De Saussure's contribution to Linguistics

#### *Recommended Texts*

1. Crystal, D. (1990). *What is linguistics?* London: Arnold.
2. Yule, G. (2016). *The study of language* (6<sup>th</sup> ed.). Cambridge: Cambridge University Press.

#### *Suggested Readings*

1. Parker, F. and Riley, K. (2009). *Linguistics for non-linguists*. New York: Pearson.
2. Crystal, D. (2010). *The Cambridge encyclopedia of language* (3<sup>rd</sup> ed.). Cambridge: Cambridge University Press
3. Lyon, J. (2002). *Language and linguistics: An introduction*. Cambridge: Cambridge University Press.
4. Radford, A, et al. (2012) *Linguistics: An introduction*. Cambridge: Cambridge University Press.

This course aims at giving the students an ample opportunity to read the representative works of the eminent 20<sup>th</sup> century poets. It would enhance their understanding of the emerging trends in modern poetry. The authors included in the course range from Yeats and Eliot to Heaney and Larkin. The course contents and lectures will enable the students to identify and recognize the major trends and characteristics of the poetry of this period as reflected through the works of the selected representative poets, understand and explain the major movements and events of the century, have a critical understanding of the relationship between literary texts and their social structures, know the cultural, political, and stylistic protocols of modernism and its various literary movements. The two world wars and the discussion of poetry influenced by the changing global scenario forms a fascinating study for the students of English literature. It will also enhance their ability to read texts closely and critically and know how to look for formal, stylistic and thematic aspects of the texts as a part of the larger socio-political, cultural and historical movement.

#### *Contents*

1. T. S. Eliot: The Love Song of J. Alfred Prufrock
2. T. S. Eliot: *The Waste Land*
3. W. B. Yeats: Wild Swans at Coole, When You Are Old, No Second Troy, The Second Coming
4. Philip Larkin: Mr. Bleaney, Church Going, Ambulances, MCMXIV
5. Seamus Heaney: Casting and Gathering, Personal Helicon

#### *Recommended Texts*

1. Black, J. et al. (Eds.). (2010). *The wasteland and other poems*. Peterborough: Broadview press.
2. Finneran, R. J. (Ed.). (2007). *The collected works of W.B. Yeats* (2<sup>nd</sup> ed.). New York: Simon and Schuster.
3. Thwaite, A. (Ed.). (1993). *Collected poems: Larkin*. London: Faber & Faber.
4. Heaney. S. (2016). *Death of naturalist* (2<sup>nd</sup> ed.). London: Faber & Faber.

#### *Suggested Readings*

1. Brooks, C. (2018). *Modern poetry and the tradition*. Chapel Hill: University of North Carolina Press.
2. Eliot, T. S. (1917). *Prufrock and other observations*. London: The Egoist.
3. Howarth, P. (2012). *The Cambridge introduction to modernist poetry*. Cambridge: Cambridge University Press.
4. Swarbrick, A. (1991). *The less deceived and the Whitsun weddings by Philip Larkin*. London: Macmillan.

This course is about 19<sup>th</sup> century drama. It aims at introducing the modern drama to the students along with the factors contributing to the emergence of new trends in the field of English play. The course also focuses on the literary techniques employed by the dramatists in the Victorian age. This era witnessed a lot of socio-economic and cultural changes which transformed the entire literary ethos of the age. The students will be encouraged to develop a critical perspective and analytic approach in study of the plays written by the representative dramatists of the age. The students will be provided historical and thematic aspects of the plays to enlighten their thoughts as university students. The objectives of the course include: to understand the historical background of Modern drama, to learn new approaches in 20th century Modern Drama, to know about various trends in modern drama contrary to classical drama, and to give insight into modern Drama and modern thematic and stylistic trends in drama.

#### *Contents*

1. Oscar Wilde, *Importance of being Earnest*
2. Henrik Ibsen, *The Wild Duck*
3. G.B. Shaw, *Arms and the man, The Devil's Disciple*

#### *Recommended Texts*

1. Kingsley, S. (Ed.). (2008). *The importance of being earnest*. Oxford: Oxford University Press.
2. Sharp, R. F., & Aveling, E. M. (Eds.). (1993). *A doll's house; The wild duck ; The lady from the sea*. London: Dent.
3. Richardson, R., Redgrave, V., & Gielgud, J. (Eds.). (1953). *Arms and the man*. Hyderabad: Orient Blackswan.

#### *Suggested Books*

1. Calderwood, J. L., & Toliver, H. E. (1968). *Perspectives on drama*. New York: Oxford University Press.
2. Belsey, C. (1985). *The subject of tragedy*. North Yorkshire: Methuen & Co.
3. Evans. F. T. (1999). *George Bernard Shaw: The critical heritage*. New York: Routledge.
4. Nicoll, A. (1968). *English drama: A modern viewpoint*. London: George G. Harrap & Co.



This course is designed to help the students in recognize the characteristics of major chronological eras and relate literary works and authors to major themes and issues related to literary devices such as irony, symbolism, etc. All the lectures will be student-teacher based and thorough discussions will be considered by reading the detailed texts of the selected fiction. The students will also be able to recognize the development of character and plot in the novel and will be able to identify specific connections between characters and other elements such as setting. Moreover, students will be able to identify historical, cultural and traditional aspects of the contemporary age by the narrative of contemporary fiction. Students will learn a method of analyzing novels by starting with characters and moving outward to other elements and will identify the most effective elements of selected novels. After successful completion of the course students will be able to apply the key concepts and methodologies in analyzing the texts of the selected fiction.

#### *Contents*

1. Joseph Conrad: *Heart of Darkness*
2. D.H. Lawrence: *Sons & Lovers*
3. Virginia Woolf: *To the Lighthouse*
4. George Orwell: *Animal Farm*

#### *Recommended Texts*

1. Murfin, R. C. (Ed.). (1996). *Heart of darkness* (2<sup>nd</sup> ed.). New York: Palgrave Macmillan.
2. Baron, H., & Baron, C. (Eds.). (1994). *Sons and lovers*. London: Penguin.
3. McNichol, S. (Ed.). (1992). *Collected novels of Virginia Woolf: Mrs. Dalloway, To the lighthouse, The waves*. London: Palgrave Macmillan.
4. Heath, A. M. (Ed.). (2003). *Animal farm and 1984*. Houghton: Mifflin Harcourt.

#### *Suggested Readings*

1. Allen, W. (1982). *The English novel: A short critical history*. London: Penguin Books Limited.
2. Allott, M. F. (Ed.). (1959). *Novelists on the novel*. New York: Columbia University Press.
3. Bradbury, M. (1973). *Possibilities: Essay on the state of novel*. Oxford: Oxford University Press.
4. Peck, J. (1983). *How to study a novel*. London: Macmillan.

The aims and objectives of this course are to develop a research orientation among the students and to acquaint them with fundamentals of research methods. Further, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. The course is designed to inculcate practical insight in the students to propose and conduct their research projects by applying latest research designs and techniques. The students will be guided to write research papers and send them to recognized journals. Some other objectives of the course are to develop an understanding of various research designs and techniques and to identify various sources of information for literature review, data collection and data analysis. Lastly the aims of the course are to develop an understanding of the ethical dimensions of conducting basic and applied research. The course will appeal to those who require an understanding of research approaches and skills, and importantly an ability to deploy them in the students' studies or in their professional lives. In particular, the course will aid those who have to conduct research as part of their postgraduate studies.

#### *Contents*

1. What is research?
2. Kinds of research (action, ethnography, class observation, introspective methods, program evaluation)
3. Case study
4. Data collection (elicitation techniques), Surveys, Questionnaires, Interviews
5. Ethics of research
6. Preparing research proposal
7. Tests
8. The logic of quantitative research
9. Methods and tools for data management and analysis
10. Sampling and survey design
11. Preparing research report
12. Formats (dissertation, research paper for journals, presenting research paper in conference)
13. Documentation

#### *Recommended Texts*

1. Best, J. W., & Kahn, J. V. (2016). *Research in education*. New Delhi: Pearson Education India.
2. Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). *Educational research: Competencies for analysis and application* (student value edition). Princeton: Merrill.

#### *Suggested Readings*

1. Bell, J. (1987). *Doing your research project: A guide for first-time researchers in education and social science*. London: Open University Press.
2. O'Leary, Z. (2017). *The essential guide to doing your research project*. California: Sage.
3. Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project*. California: Sage.

This course is designed to enable the students to understand the traditions and trends present in American literature. It mainly focuses on connecting the diverse western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, etc as they influence multiple trends in American literary heritage and nationalism. It also highlights various phases of the American Renaissance, the Civil War and scientific progress, dreams of American success, and several voices of social protest. It encompasses the said emerging trends as they culminate into the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race-gender-class equations reinterpret the central meaning of America and of the changing social and economic values. The prescribed novels & play highlight social milieu prevailing in early 20<sup>th</sup> century. The students will surely enjoy the selected poems by the representative poets. They will really gauge why Hemingway is a father figure in American Fiction and Tony Morrison is the greatest living voice. The final objective of this course is to look for the sense of democratic diversity amid the constitutional unity of the US.

#### *Contents*

1. Walt Whitman: There was A Child Went Forth, I Saw in Louisiana A Live-Oak Growing, One's-Self I Sing, Poets to Come, O Captain! My Captain! To A Stranger, Shut Not Your Doors, These Carols
2. Emily Dickinson: This is my letter to the world, Success is counted sweetest, Hope is the thing with feathers, The last night that she lived
3. Robert Frost: Mending Wall, After Apple Picking, The Road Not Taken, Tree at my Window, Stopping by Woods on a Snowy Evening, acquainted with the Night, The Pasture, Meeting and Passing
4. Earnest Hemingway: *A Farewell to Arms*
5. Tony Morrison: *Jazz*
6. Arthur Miller: *The Crucible*

#### *Recommended Texts*

1. Abbotson, S. C. W. (Ed.). (2015). *The Crucible*. London: Bloomsbury Publishing.
2. Bourgois, C. (Ed.). (1993). *Jazz*. 1992. London: Picador.
3. Hemingway, E. (1997). *A farewell to arms* (reprinted version). New York: Scribner.

#### *Suggested Readings*

1. Bradbury, M. (1994). *The modern American novel*. London: Penguin.
2. Corrigan, R. W. (1969). *Arthur Miller: A collection of critical essays*. Englewood Cliffs: Prentice Hall.
3. George, W. N. (1960). *Human values in the poetry of Robert Frost*. Durham: Duke University Press
4. Bloom, H. (Ed.). (1985). *T. S. Eliot: Modern critical views*. Broomall: Chelsea House.

The course introduces the students to the modern concepts of style as distinguished from the traditional one. The course will introduce the notion of style to the student, both in literary and non-literary discourses from a purely linguistic perspective. This also includes a comparison of style in literary and non-literary discourses in the context of genre leading to the identification of different registers. Additionally, it involves examining the language of literary texts in the three genres of poetry, prose and drama, with a view to helping students arrive at a fuller understanding and appreciation of these texts. By studying the language of the text, the course aims to help students describe in precise terms such things as the literary achievement of a particular literary text and the communicative strategies employed in it. Furthermore, the course introduces a number of important principles according to which the language of literary texts tends to communicate, such as foregrounding as demonstrated in the various forms of deviation and of parallelism that occur typically in each of the three genres under consideration.

#### *Contents*

1. Introduction to stylistics, old, modern and linguistic concept, literary criticism, rhetoric, linguistics
2. Branches of stylistics: literary, computational, phonostylistics, pedagogical
3. Features/contours of literary text, norm, deviation, patterns of sound, meanings, structures
4. Text and context (literature as discourse)
5. The critical theory in linguistics (structuralism, post structural and deconstruction)
6. Register analysis, genre analysis, code analysis
7. Levels of analysis, phonology, graphology, lexis, grammar, discourse
8. Comparative analysis of literary and non-literary discourse style
9. Language of advertisement
10. Language of recipes
11. Language of legal documents
12. Language of religion
13. Language of conversation
14. Language of unscripted commentary
15. Language of newspaper reporting

#### *Recommended Texts*

1. Simpson, P. (2014). *Stylistics: A resource book for students*. Abingdon: Routledge.
2. Leech, G. N., & Short, M. (2015). *Style in fiction: A linguistic introduction to English fictional prose*. London: Routledge.

#### *Suggested Readings*

1. Widdowson, H. G. (2014). *Practical stylistics: An approach to poetry*. Oxford: Oxford University Press.
2. Burke, M. (2018). *The Routledge handbook of stylistics*. London: Routledge
3. Crystal, D., & Davy, D. (1997). *Investigating English style*. Harlow: Longman.

The course objective is to acquaint the students with selected trends and movements in the modern English drama. Moving from drawing-room comedy to absurdism, we will sample a wide range of the fascinating drama that has been composed during the past century. The course focuses on the representative works of the prominent 20th century playwrights. The students will clearly differentiate between the techniques, structural and thematic aspects of earlier plays and the modern drama. In the classroom students will be able to critically read and analyze dramatic texts, with particular attention given to conditions of performance. The students will also be able to identify and discuss the theoretical and practical elements of drama. For purposes of this course, it will not be assumed that the students have a prior understanding of the literary movement called Modernism. Hence, the significant concerns of this movement as well as the historical, intellectual, artistic and cultural influences that birthed it, will be discussed in broad terms at the outset and then in specific terms and greater depth with reference to the genre of drama. The aim is that by the end of the course, the students will have a good sense of the historic development of the modern drama in its many manifestations. Consequently students will have a deep understanding of the predominant trends, genres as well as the main representatives of the British drama and assess their contribution to the European tradition of the 20th century drama.

#### *Contents*

1. Samuel Becket: *Waiting for Godot*
2. Sean O'Casey: *Juno and the Paycock*
3. Chekov: *The Cherry Orchard*
4. T.S. Eliot: *Murder in the Cathedral*

#### *Recommended Texts*

1. Beckett, S. (1954). *Waiting for Godot: A tragicomedy in two acts*. New York: Grove Press.
2. Murrey, C. (Ed.). (1998). *Three Dublin plays: The shadow of a gunman, Juno and the paycock, & the plough and the stars*. London: Macmillan.
3. Columbus, C. (Ed.). (2005). *Chekhov: The four major plays*. Chicago: Ivan R. Dee.
4. Eliot, T. S. (1935). *Murder in the cathedral*. Houghton: Mifflin Harcourt.

#### *Suggested Readings*

1. Bennett, M. (2011). *Reassessing the theatre of the absurd: Camus, Beckett, Ionesco, Genet, and Pinter*. New York: Springer.
2. Flynn, T. (2006). *Existentialism: A very short introduction*. Oxford: Oxford University Press.
3. Jones, D. E. (1965). *The plays of T.S. Eliot*. Toronto: University of Toronto Press.
4. Kenner, H. (1962). *Samuel Beckett: A critical study*. London: Calder.

This course is designed to familiarize the students with some of the major works of modern fiction. Texts will be analysed formally in terms of their narrative aspects, with constant references to their historical and literary backgrounds as well as their cultural contexts. The lectures and student-centred in-class discussions will help learners to be able to recognize the characteristics of major chronological developments in modern fiction and relate literary works and authors to critical and literary theory. They will have an access to knowledge and critical understanding of postcolonial literature and its key historical, cultural and theoretical developments through the analysis of the novels included in the syllabus. After the successful completion of the course, the students will be able to apply the key concepts and methodologies in the analysis of fiction. They will be able to identify contemporary literary works in historical, political, cultural and aesthetic context and will be able to articulate how literary works respond to and influence ethical, political and historical facets of societies and cultures.

#### *Contents*

1. Chinua Achebe: *Things Fall Apart*
2. William Golding: *Lord of the Flies*
3. Bapsi Sidhwa: *The Crow Eaters*
4. Quratulain Hyder: *Fire Flies in the Mist*

#### *Recommended Texts*

1. Chinua, A. (1958). *Things fall apart*. New Hampshire: Heinemann.
2. Golding, W. (1987). *Lord of the flies*. London: Penguin Books.
3. Haider, Q. (2010). *Fireflies in the mist*. New York: New Directions.
4. Sidhwa, B. (2015). *The crow eaters*. Lahore: ILQA Publications.

#### *Suggested Readings*

1. Boehmer, E. (1995). *Colonial and postcolonial literature: Migrant metaphors*. Oxford: Oxford University Press.
2. Cilano, C. N. (2013). *Contemporary Pakistani fiction in English*. London: Routledge.
3. Loomba, A. (2005). *Colonialism/Postcolonialism*. London: Routledge.
4. Nair, N. (2011). *Changing homelands: Hindu politics and the partition of India*. Cambridge: Harvard University Press.

The fundamental principle of teaching Modern Critical Theories (MCT) as a course is to make students capable of learning theoretical as well as practical aspect of Critical Theories that emerged in 19<sup>th</sup> and 20<sup>th</sup> century. The interface between literature and theoretical undercurrents opens up vistas of knowledge to understand the interrelatedness of literature with diverse human endeavours. The multitude of literary theories emerging from different school of thoughts, provide a strong base for the systematic study of literature. Sense making and meaning making of the world is one of the finest human features to define and establish our relationship with the world. This course aims at tracing those theoretical developments made in the literary, social, philosophical, economic and linguistics realms, which have greatly shaped up the modern critical praxis, including: sociology and philosophy of literature, interdisciplinary and moral philosophy. This course will also enhance the analytical skills of students regarding theoretical foundations of knowledge and this will lead to better understanding of theory building and conceptual frameworks, needed to embark upon research pursuits in higher levels of studies.

#### *Contents*

1. Structuralism/Post Structuralism
2. Deconstruction
3. Psychoanalytic criticism
4. Russian Formalism
5. Feminism
6. Reader Response Theory
7. New Historicism
8. Post Colonialism
9. Modernism with special reference to T. S. Eliot
10. Post Modernism

#### *Recommended Texts*

1. Eagleton, T. (1996). *Literary theory: An introduction*. Basil: Blackwell.
2. Tyson, L. (2014). *Critical theory today* (3<sup>rd</sup> ed.). New York: Taylor and Francis

#### *Suggested Readings*

1. Castle, G. (2007). *The Blackwell guide to literary theory*. London: Blackwell Publishing House.
2. Lane, R. J. (2006). *Fifty key literary theorists*. New York: Routledge.
3. Selden, R., Widdowson, P., & Brooker, P. (2013). *A reader's guide to contemporary literary theory* (2<sup>nd</sup> ed.). New York: Longman.
4. Lodge, D., & Wood, N. (2008). *Modern criticism and theory: A reader*. Harlow: Longman.

The TEFL course is designed for those who intent to pursue language teaching careers. We explore different approaches to the teaching and learning of English and study the close relationship between language teaching theory and practice. The program encourages using the concepts and theories that the students encounter during their course of study in their own classrooms. We aim to equip students with the linguistic and pedagogic knowledge, the research and analytic skills, and the confidence necessary to begin a career in English language teaching. Students will analyze language as a system consisting of morphology, syntax, semantics, lexis, pragmatics, and discourse. They will correlate the knowledge and analytical skills in objective with the four skills of reading, writing, listening, and speaking with sufficient precision to teach and assess proficiency in English as a non-native language. The course will enable the students to combine language description, theory, practice and real life experience in order to improve their learning of English as foreign language.

#### *Contents*

1. Difference between ESL and EFL teaching and factors affecting foreign language learning
2. Teaching of English in Pakistan: general principles
3. Approach, Method, and Technique and Grammar translation method
4. Direct Method, Audio-lingual approach, Task-based approach, CA and Eclectic approach
5. Role and strategies of a teacher, Role of the learners, Group work and pair work
6. Syllabus & Curriculum, Needs analysis, Syllabus design
7. Process Vs. Product syllabuses, Analytic Vs. Synthetic syllabuses
8. Types of Syllabus: Structural and Notional Functional syllabuses
9. Lesson planning criteria and use of A.V aids
10. Testing & Evaluation
11. Teaching of language skills, Teaching poetry & prose
12. Teaching of vocabulary, Parts of speech, and Tenses
13. Paragraph and essay priting, Comprehension and précis skills

#### *Recommended Texts*

1. Harmer, J. (2015). *The practice of English language teaching* (5<sup>th</sup> ed.). New York: Pearson Education Limited.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3<sup>rd</sup> ed.). Cambridge: Cambridge University Press.

#### *Suggested Readings*

1. Nunan, D. (1988). *Syllabus design*. New York: Oxford University press.
2. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2<sup>nd</sup> ed.). London: Oxford University Press.
3. Ur, P. (1996). *A course in language teaching: Practice and theory*: Cambridge: Cambridge University Press.



This course aims to explore and critically examine the Western human history and recognize the social, political, religious, intellectual, and artistic achievements from the earliest human civilizations to the modern age. The contents included in the course will help to acquaint the students with the historical evolution of the western civilization. All the great civilizations from ancient to the modern times would be taught in two dimensions: firstly the brief introduction of the important events of that age which influenced the thoughts and the lives of writers, and secondly, the literary and cultural legacy of that particular movement. The students will be able to identify the defining features of the major ancient cultures of Western Civilization, such as Mesopotamia, Egypt, Greece, and Rome, the social, economic and cultural factors involved in the rise of Medieval European civilization, and the causes for the rise of the Renaissance and the comparison among civilizations.

#### *Contents*

1. Pre-civilizational history, stone age
2. Birth of civilization
3. Ancient middle east
4. Egyptian civilization
5. Greco-Roman civilization
6. Islamic and Western civilization
7. Medieval England
8. Renaissance in Europe
9. Reformation in the Christian world
10. Age of science & reason
11. European Absolutism
12. Modern & postmodern Age

#### *Recommended Texts*

1. Perry, M., & Bock, G. W. (Eds.). (2016). *Western civilization: A brief history* (11<sup>th</sup> ed.). Boston: Wadsworth Cengage Learning.
2. Sherman, D., & Salisbury, J. E. (2014). *The West in the world: A history of western civilization* (5<sup>th</sup> ed.). New York: McGraw-Hill.

#### *Suggested Readings*

1. Alkhateeb, F. (2014). *Lost islamic history: Reclaiming muslim civilization from the past*. London: Hurst & Co.
2. Daiches, D. (1969). *A critical history of English literature* (2<sup>nd</sup> ed.). Dehli: Allied Publishers.
3. Stearns, N. P. (2003). *Western civilization in world history*. New York: Routledge.
4. Peck, J., & Coyle, M. (2013). *A brief history of English literature*. New York: Palgrave Macmillan.

This inter-genre course intends to acquaint the learners with the literary achievements of the Non-native writers, the literary trends, the social and cultural ethos prevailing across the world. It 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 and critically compare some of the great works of the East and the West. The study of world literature in translation will assist students in the development of intellectual flexibility, creativity, and cultural literacy so that they may engage in life-long learning. The students will be made familiar with representative literary texts within a significant number of historical, geographical, and cultural contexts. They will be able to apply critical and theoretical approaches to the reading and analysis of the texts in multiple genres as well as critically compare the works across time and place.

#### *Contents*

1. Bertolt Brecht: *The Life of Galileo*
2. Faiz Ahmed Faiz: *Dawn of freedom* (Translated by Agha Shahid Ali)
3. Rumi: Selections from *The Mathnavi* (The Song of the Reed)
4. Rumi: *Discourses of Rumi*
5. Dostoevsky: *Crime and Punishment*
6. Quratulain Hyder: *River of fire*

#### *Recommended Texts*

1. Willett, J., & Maniheim, R. (Eds.). (2015). *The life of Galileo*. London: Bloomsbury
2. McDuff, D. (Ed.). (2018). *Crime and punishment*. London: Penguin
3. Haider, Q. (2003). *River of fire*. New York: New Directions.
4. Arberry, A. J. (Ed.). (1975). *Discourses of Rumi*. London: J. Murray.

#### *Suggested Readings*

1. Bassnett, S. (Ed.). (2019). *Translation and world literature*. London: Routledge.
2. Coulson, J., & Peace, R. A. (Eds.). (2008). *Crime and punishment*. Oxford: Oxford University Press.
3. Esslin, M. (1969). *Bertolt Brecht*. New York: Columbia University Press.
4. Harvey, A. (1999). *Teachings of Rumi*. Boston: Shambhala.



**MPhil**  
**ENGLISH**

This course covers a selection of topics in general/theoretical linguistics and its applications. In the sections focusing on the theoretical aspects of language structure we look at introducing students to a wide range of topics in linguistic analysis and linguistic theory, based on different languages including English, and to provide some sense of the ways in which knowledge and understanding develops in this field. By the end of this course students will have a sound foundation in many aspects of linguistic study and will be able to comprehend and deal with a variety of linguistic topics in different languages. For example, understanding how language is structured, recognizing the essential theoretical aspects of linguistics theories and their role in everyday life. The components focused will include phonology, morphology, syntax, semantics, discourse, and pragmatics. Theoretical and applied issues will be discussed through the analysis of fragments of language in class.

#### *Contents*

1. Historical perspective
2. Branches of linguistics: Theoretical and general linguistics
3. Linguistics vs. traditional grammar
4. Sociolinguistics, Psycholinguistics and Applied Linguistics
5. Animal vs. human communication and levels of linguistic analysis
6. Morphology and Syntax, Semantics and Pragmatics
7. Discourse: A multidisciplinary field
8. Phonetics and Phonology: Definition and application (preferably indigenous languages)
9. Organs of speech and their description
10. Segmental phonology: Classification of consonants and vowel sounds
11. Syllable and stress patterns
12. Intonation and features of connected speech
13. Phonetic transcription

#### *Recommended Texts*

1. Kristen, M. (2000). *The linguistics encyclopedia*. London: Routledge.
2. Halliday, M. A. K., & Greaves, W. S. (2008). *Intonation in the grammar of English*. London: Equinox.

#### *Suggested Readings*

1. Crystal, D. (1991). *The Cambridge encyclopedia of language*. Cambridge: Cambridge University Press.
2. Lyons, J. (2008). *Language and linguistics: An introduction*. Cambridge: Cambridge University Press.
3. Thompson, G. (2004). *Introducing functional grammar* (3<sup>rd</sup> ed.). London: Arnold.
4. Yule, G. (2006). *The study of language*. London: Cambridge University Press.

This course is designed to expose students to the literary theory and criticism. Students will read material that cover key components of literary analysis such as feminist theory, structuralism, and postcolonial theory, among many others. They will apply the theoretical premises and techniques to selected literary selections to understand more fully those techniques and to better understand the nature of literature in general and specific literary texts. They will explore theorists and the interconnections of the theories. Students will demonstrate through written work and in-class comments their ability to apply various theories to works of literature and aspects of contemporary culture; Students will explore the basic principles and preeminent texts that have defined many of the major critical debates surrounding literature over the past hundred years. This course aims to demystify some key ideas and debates in modern literary theory, and to show exactly how these exciting ideas enhance our understanding and enjoyment of fiction and poetry. This course is productive and informative for literary minds that are curious about the relationships between history, politics, philosophy, and literature. This course is also aimed at honing the critical reading skills of the students.

#### *Contents*

1. Introduction to literary and critical theory
2. Structuralism
3. Post-structuralism
4. Modernism
5. Post-modernism
6. Feminism
7. Psychoanalytical theory
8. Colonialism
9. Post-Colonialism
10. Reception and Reader-Response theory
11. Narratology
12. Marxism
13. Semiology and Semiotics
14. Stylistics

#### *Recommended Texts*

1. Culler, J. (1997). *Literary theory: A very short introduction*. New York: Oxford University Press.
2. Fitzgerald, F. S. (1995) *The great Gatsby*. New York: Simon & Schuster.

#### *Suggested Readings*

1. Carter, D. (2006). *Literary theory*. Berkshire: Cox & Wyman.
2. Eagleton, T. (2008). *Literary theory: An introduction*. Minneapolis: University of Minnesota Press.
3. Wilfred, L. G. et al. (1999). *A handbook of critical approaches to literature*. (4<sup>th</sup> ed.). New York: Oxford University Press.
4. Bressler, C. E. (2003). *Literary criticism: An introduction to theory and practice*. New York: Prentice Hall.

The aims and objectives of this course are to introduce M. Phil students to the basic concepts of language which have immediate relation to their ordinary as well as academic life. To sensitize students to the various shades and aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. The core concepts of research in linguistics will particularly be discussed. The students will further be taught and hand on practice will be given about the citation and online research. Further, the course aims at introducing them to the basic concepts used in research and to scientific social research methods and their approach. Some other objectives of the course are to develop an understanding of various research designs and techniques and to identify various sources of information for literature review and data collection.

#### *Contents*

1. Introduction to qualitative methods in Applied linguistic research
2. Action research
3. Case study
4. Generic qualitative researches
5. Tools for research
6. Grounded theory
7. Content analysis
8. Definitions and approaches surrounding quantitative research
9. Experimental design
10. Introduction to statistics and SPSS
11. The logic of quantitative research
12. Methods and tools for data management and analysis
13. Sampling and survey design
14. Ethical issues in qualitative research
15. Quantitative analysis with descriptive statistics
16. Quantitative analysis with measures of association

#### *Recommended Texts*

1. Best, J. W., & Kahn, J. V. (2016). *Research in education*. New Delhi: Pearson Education India.
2. O'Leary, Z. (2017). *The essential guide to doing your research project*. New York: Sage.

#### *Suggested Readings*

1. Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. New York: Sage.
2. Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project*. New York: Sage.
3. Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). *Educational research: Competencies for analysis and applications, student value edition*. Upper Saddle River: Merrill.

After brief introduction to the factors and influences that resulted in the Romantic Movement in English Literature the course will concentrate on the Romantics' poetic theory and poetic practice along with the strategies that the Romantics adopted to bring out their themes and express their emotions. The vast subject matter, the depth of feelings and the intensity of the imagination of the Romantics will be studied in relation to their experimentations with a variety of poetic modes and forms. A wide range of literary genres from the period, including various forms of poetry, the novel and non fictional prose writing, included in the course offer the opportunity to study both canonical and lesser known authors. Themes that are likely to be discussed include the relationship between politics and aesthetics, Romantic creativity, representations of the self and the condition of the nation.

#### *Contents*

1. Contexts and ideas of British Romanticism.
2. Wordsworth: *Preface to Lyrical Ballads*,
3. Selection from *Lyrical Ballads*, Ode to duty, Ode on intimations of immortality.
4. John Keats, *Letters to Fanny Brawne*,
5. *On the sonnet*, *On first looking into Chapman's Homer*,
6. *On sitting down to read King Lear once again*, "Why did I laugh to-night? No voice will tell"
7. S.T. Coleridge: *Biographia literaria*, *Ancient mariner*, *Kublai Khan*
8. William Hazlitt, *The spirit of the age*
9. Walter Scott, *The talisman*
10. Charles Lamb, *Essays of Elia*

#### *Recommended Text*

1. Butler, M. (1981). *Romantics, rebels and reactionaries: English literature and its background*. Oxford: Oxford University Press.
2. Curran, S. (1993). *The Cambridge companion to British romanticism*. Cambridge: Cambridge University Press.

#### *Suggested Readings*

1. Adelman, R. P. (2011). *Idleness, contemplation and the aesthetic*. Cambridge: Cambridge University Press.
2. Boyson, R. (2012). *Wordsworth and the enlightenment idea of pleasure*. Cambridge: Cambridge University Press.
3. Regier, A. (2010). *Fracture and fragmentation in British romanticism*. Cambridge: Cambridge University Press.
4. Stillinger, J. (2009). *Romantic complexity: Keats, Coleridge, and Wordsworth*. Urbana: University of Illinois Press.

This course on sociolinguistics proposes to provide an overview of the field of sociolinguistics – studying language in relation to social context and exploring ways how linguistic choices are associated with social and situational characteristics. The proposed course will increase the students' awareness of the ways that language and various social contexts interact; it will enhance the understanding of the different concepts, terminology and research paradigms in the field of sociolinguistics and equip students with techniques and theoretical perspectives to explore language in relation to society. The perspectives for exploring the relationships will be drawn from related disciplines, including anthropology (the ethnography of speaking) and social psychology. The proposed course also aims to introduce different ways in which corpora can be used in the field of sociolinguistics to explore social phenomenon, synchronic and diachronic variation. The data will be drawn from Pakistani regional languages including Urdu, Punjabi and Seraiki and will be probed from multiple perspectives.

#### *Contents*

1. Sociology of language
2. Language and variation
3. The scientific investigation of language
4. Language and society
5. Sociolinguistics and sociology of language
6. Language and dialects, Diglossia
7. Code switching and code mixing
8. National and official languages
9. Planning for a national official language
10. Language and culture, Language change
11. Ethnography and ethno-methodology
12. Solidarity and politeness
13. Language, identity, Power
14. Using corpora in sociolinguistics

#### *Recommended Texts*

1. Rehman, T. (2002). *Language, ideology and power: Language learning among the Muslims of Pakistan and North India*. London: Oxford University Press.
2. Wardhaugh, R. (2010). *An introduction to sociolinguistics* (6<sup>th</sup> ed.). Chichester: Wiley-Blackwell.
3. Meyerhoff, M. (2011). *Introducing sociolinguistics* (2<sup>nd</sup> ed.). New York: Routledge.
4. Romaine, S. (2014). *Language in society: An introduction to sociolinguistics*. New York: Oxford University Press.

#### *Suggested Readings*

1. Holmes, J. & Wilson, N. (2017). *An introduction to sociolinguistics* (5<sup>th</sup> ed.). New York: Routledge
2. Wardhaugh, R. & Fuller, J.M. (2015). *An introduction to sociolinguistics* (7<sup>th</sup> ed.). Hoboken: John Wiley & Sons.



The primary aim of the subject applied linguistics is to analyze and solve language problems in the real world. There are many language-related problems that applied linguists may want to work on. Applied linguists sometimes work to introduce new teaching language methodology or experiment a new assessment tool. This present course is a gateway to the field of applied linguistics. Theoretical and applied issues will be discussed through the analysis of fragments of how language is structured and used. 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. Moreover, with the help of the applied contents of language teaching, the students will be able to practice the contents like analysis of errors and make them prepare for the students. The students will be able to know the existing syllabuses being practice and they will be able to experiment the current syllabus through the course. Lastly, the knowledge of this will prepare the students to cope with the other subjects.

### *Contents*

1. Theories of language learning
2. The nature of approaches and methods in language learning
3. Error analysis
4. Uses and implications
5. Definition and scope of syllabus
6. Kinds of syllabus
7. Grammatical syllabus, theoretical bases
8. Selecting and grading contents
9. Notional functional syllabus, theoretical bases
10. Selecting and grading contents
11. Procedural, theoretical bases
12. Selecting and grading contents
13. Process syllabus, theoretical bases
14. Selecting and grading contents
15. Objectives: types and criticism
16. Needs analysis for syllabus designing
17. Designing of syllabus

### *Recommended Text*

1. Davies, D. (2014). *Varieties of modern English: An introduction*. London: Routledge.
2. Lyon, J. (1988). *Language and linguistics: An introduction*. Cambridge: Cambridge University Press.

### *Suggested Reading*

1. Aronoff, M., & Rees-Miller, J. (Eds.) (2001). *The handbook of linguistics* (Vol. 460). London: Blackwell.
2. Ungerer, F., & Schmid, H. J. (2013). *An introduction to cognitive linguistics*. London: Routledge.
3. Widdowson, H. G. (2000). On the limitations of linguistics applied. *Applied Linguistics*, 21(1), 3-25.
4. Yule, G. (2016). *The study of language*. Cambridge: Cambridge University Press.

The purpose of this course is to encourage students to gain an awareness of, and insight into, the evolution of modern English literature. The course aims to enable students to critically read and analyze literature from the World Wars and Post World Wars eras. The students will examine the literary response to developments in British and European history. They will also identify elements of literary experimentation in form, style and theme. This course involves the development of sophisticated reading skills and an ability to place literary texts in their wider intellectual and historical contexts. It also requires the students to consider the critical processes to analyze and judge, to learn about literary form and technique, to evaluate various approaches to literary criticism and theory, and to study the development of the English language.

### *Contents*

1. T. S. Eliot: Whispers of immortality, The love songs of J. Alfred Prufrock, Journey of the Magi, Portrait of a Lady, *Murder in the Cathedral*, *The Cocktail Party*
2. W. H. Auden: As I walked out one evening, Epitaph on a tyrant, In memory of W. B. Yeats, The unknown citizen
3. Stephen Spender: On the pilots who destroyed Germany in the spring of 1945, The shapes of death, The laborer in the Vineyard, O Night! O trembling night!
4. Philip Larkin: Lines on a young lady's photograph album, A Study of Reading habits, Nothing to be said, Maiden Name.
5. James Joyce: *Portrait of the artist as a young man*
6. D. H. Lawrence: *Women in love*
7. Joseph Conrad: *Lord Jim*, *Heart of darkness*
8. E. M. Forster, *A passage to India*, *Howard's End*, *What I believe*
9. Henrik Ibsen: *The Wild Duck*
10. John Osborne: *Look back in anger*
11. Bertrand Russell: *Skeptical essays*
12. Aldous Huxley: *Adonis and the alphabet*
13. George Orwell: *Politics and the English language*

### *Recommended Texts*

1. Blamires, H. (Ed.). (1995). *A guide to twentieth century literature in English*. London: Routledge.
2. Hamilton, I. (1996). *The Oxford companion to twentieth century poetry in English*. Oxford: Oxford University Press.

### *Suggested Readings*

1. Boehmer, E. (1995). *Colonial and postcolonial literature*. Oxford: Oxford University Press.
2. Bull, J. (1994). *Stage right: Crisis and recovery in British mainstream theatre*. Basingstoke: Macmillan.

This course surveys the origins of American literary movements with reference to the representative writers chosen. It sets some direction to the study of specific trends in the American Short Story, Novel, Poetry and Drama. American Literature stresses the diversity and uniqueness of the American character and experience, and the foundational voices of self-acclaimed Puritan holiness along with the revolutionary expansions of the so-called patriots. It also highlights various phases of the American Renaissance, Romantic awareness and Transcendentalism, the Civil War and scientific progress, dreams of American success, and several voices of social protest. After completing the course, the students will be able to read texts and write critically about American Literature. They will analyze and assess the American culture, gender communication and understand the diverse origins of American literature. They will distinguish and identify the literary genres of early American texts and will be able to compare the American literary texts with their own cultural contexts.

#### *Contents*

1. William Faulkner: *Light in August & The Sound and the Fury*
2. Earnest Hemingway: *A Farewell to Arms & For Whom the Bell Tolls*
3. Steinbeck: *The Grapes of Wrath*
4. Tony Morrison: *Beloved*
5. Edgar Allen Poe: *The Fall of the House of Usher & The Murder in Rue Morgue*
6. Nathaniel Hawthorne: *The Celestial Railroad & The Minister's Black Veil*
7. Harriet E Wilson: Selections
8. Emile Dickinson: Selected Poems
9. Robert Frost: Selected Poems
10. Wallace Stevens: Selected Poems
11. Ezra Pound: Selected Poems
12. Langston Hughes: Selected Poems
13. Sylvia Plath: Selected Pems
14. Eugene O'Neill: *Long Day's Journey into Night & Mourning Becomes Electra*
15. Arthur Miller: *Death of a Salesman*
16. Edward Albee: *Who's Afraid of Virginia Woolf?*
17. Sam Sheppard: *The Buried Child*

#### *Recommended Texts*

1. Baym, N., & Levine, R. S. (Eds.). (2011). *The Norton anthology of American literature* (8<sup>th</sup> ed.). New York: WW Norton & Company.
2. Epstein, A. (2016). *Attention equals life: The pursuit of the everyday in contemporary poetry and culture*. Oxford: Oxford University Press.

#### *Suggested Readings*

1. Bradbury, M. (1994). *The modern American novel*. Penguin Group USA.
2. Bigsby, C. W. E., & Bigsby, C. W. E. (1985). *A critical introduction to twentieth-century American Drama* (Vol. 3). Cambridge: Cambridge University Press.

This course aims to introduce students to a selection of literature and criticism generated by the colonizers and the colonized. Students will be able to participate meaningfully in the debate inaugurated by Post-Colonial literary studies. Drawing on postcolonial theory and through a series of close literary readings of selected works in English language, including those written by the British-colonizer, native and settler writers, students will have the opportunity to reflect on the textual construction of the postcolonial thoughts influenced by historical, social and political processes in which literature has been actively engaged in processes of decolonization and post-independence national identity formation, in particular in relation to forming new ideas about the universal rights of men and women and the individual's sense of identity. The analysis of the selected texts' structure, main themes, style and linguistic devices should enhance the students' ability to acquire a critical perspective to be utilized during further studies. Therefore, this course aims at fostering the intellectual development of students as they discover the interdisciplinary nature of research in English language and literature, which will prepare them for academic research.

#### *Contents*

1. Chinua Achebe: *Things Fall Apart*
2. V.S. Naipaul: *A house for Mr. Biswas & Guerrillas*
3. Bapsi Sidhwa: *An American Brat*
4. Arundhati Roy: *The God of Small Things*
5. Hanif Kureishi: *My Son the Fanatic*
6. Edward Said: *Orientalism*
7. Kamila Shamsie: *Burnt Shadow*

#### *Recommended Texts*

1. Ashcroft, B. Griffiths, G. and Tiffin, H. (Eds.). (1995). *The post-colonial studies reader*. London: Routledge.
2. Young, R. J. C. (2003). *Postcolonial theory: A very short introduction*. Oxford: Oxford University Press.

#### *Suggested Readings*

1. Ashcroft, B. et al. (Eds.). (1989). *The empire writes back: Theory and practice in post-colonial literatures*. London: Routledge.
2. Loomba, A. (1998). *Colonialism/post colonialism*. London: Routledge.
3. Gandhi, L. (1998). *Postcolonial theory: A critical introduction*. New York: Columbia University Press.
4. McLeod, J. (2000). *Beginning postcolonialism*. Manchester: Blackwell.

The course provides an introduction to the functional study of language. We will start by comparing formal and functional approaches to language. SFL examines language in its cultural and social context, and studies how the structure of language has been shaped by the goals and needs of language users. We will cover fundamental concepts in a functional approach to language, such as genre and register; metafunctions; and the grammatical devices that are used to encode those metafunctions. The course will consist of lectures and in-class exercises that will focus on analysis of texts collected by the students (both spoken and written). Assignments will also analyze texts using the SFL perspective. There will be an emphasis on writing-to-learn approaches. At the end of the course, students will understand the functional approach to language, and will have learnt the basic constructs in systemic functional linguistics.

### *Contents*

1. Recognizing clause constituents- structural Vs. functional labeling
2. Mapping Genre, Register and its variables
3. The interpersonal metafunction
4. Mood, modality and appraisal
5. The experiential metafunction
6. Transitivity and Ergativity Patterns
7. The textual metafunction
8. Theme and Rheme, Identifying theme in a clause
9. Clauses in combination : Logical dependency relations, Logico-semantic relations
10. Cohesion and coherence
11. Grammatical metaphor
12. Implications and applications of functional grammar

### *Recommended Texts*

1. Thompson, G. (2014). *Introducing functional grammar* (3<sup>rd</sup> ed.). London: Edward Arnold.
2. Halliday, M. A. K., & Matthiessen, M. I. M. C. (2014). *Halliday's introduction to functional grammar*. (4<sup>th</sup> ed.). New York: Routledge.

### *Suggested Readings*

1. Bloor, T., & Bloor, M. (2004). *The functional analysis of English: A Hallidayan approach*. London: Arnold.
2. Eggins, S. (2004). *An introduction to systemic functional linguistics*. (2<sup>nd</sup> ed.). London: Continuum.
3. Martin J. R., & David R. (2003). *Working with discourse: Meaning beyond the clause* (Open Linguistics Series). London: Continuum.
4. Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. London: Equinox.

This course explores the ways in which language varies according to subject area, social setting, communicative purpose and the social roles of those involved. It examines the workings of various forms of speaking and writing. We are particularly interested in working with text, that is, larger units of meaning than a clause or sentence and the students will develop skills in analyzing the properties of different texts, in characterizing the ideational as well as interpersonal stances. The course also introduces students to major theorists and research in the field of discourse analysis; fosters awareness of coherence and other textual features in written texts, trains students in a variety of analytical methods so that students are able to carry out a piece of experimental work using authentic data. Applications in language education will be discussed, and you will gain extensive experience of the practical analysis of a variety of text types.

### *Contents*

1. What is discourse and Discourse? Levels of discourse in language
2. Linguistics forms and functions, Transactional vs. interactional view
3. Sentence vs. utterance: Product Vs. process approach to discourse
4. Text, Texture, Context, Co-text and Discourse analysis
5. Halliday's perspective of discourse markers
6. Given & New: Halliday's account of information structure, Cohesion and coherence
7. Register and Genre analysis, Conversational analysis
8. Norman Fairclough (Three dimensional model)
9. Tuen Van Dijk (Socio-cognitive model)
10. Ruth Wodak (Discourse historical model)
11. Language and ideology
12. Language and culture
13. Language and gender
14. Language and identity
15. Language and power
16. Multimodality
17. Corpus analysis

### *Recommended Texts*

1. Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. London: Equinox.
2. Potter, W. J. (2005). *Media literacy*. Thousand Oaks: Sage.

### *Suggested Readings*

1. Fairclough, N. (1995). *Critical discourse analysis*. London: Longman.
2. Mills, S. (1995). *Feminist stylistics*. London: Routledge.
3. Thompson, G. (2014). *Introducing functional grammar*. (3<sup>rd</sup> ed.). London: Arnold.
4. Van Dijk, T. (2007). *Discourse as social interaction*. London: Sage.



**PhD**  
**ENGLISH**

The course provides a thorough grounding in current linguistic theory, introduces students to some important schools, important personalities and important trends in the development of academic linguistic thought. It also presents an overview of art in phonology and syntax, makes available as options a number of other areas central to linguistic research such as semantics, language acquisition, computational linguistics, psycholinguistics or neurolinguistics. The other objectives of the subject are to have a historical grasp of the outlines of linguistic thought and enlist the knowledge of a set of core linguistic concepts. The students will be able to develop appreciation of general properties of language, including how languages change over time and what are the common cross-linguistic patterns; language universals. They will be able to develop understanding of the potential effects of social factors. Lastly, the students will be able to know about the critical reading and evaluation of academic argument in original sources.

#### *Contents*

1. What is linguistics?
2. Branches of linguistics
3. Language as a defined object or study
4. De Saussure: founder of modern linguistics
5. Diachronic linguistics and synchronic linguistics
6. The principle of linguistic relativity
7. The verbal behavior, Skinner's operant conditioning
8. Language and the mind
9. Lexicography, concept of word, word formation, word classes
10. Structuralism
11. Open classes and closed sets of words
12. Computational linguistics
13. Biber's views of computational linguistics
14. First language acquisition, child language acquisition
15. Implications of foreign/second language learning
16. Sociolinguistics and discourse

#### *Recommended Texts*

1. Robins, R. H. (2014). *General linguistics*. London: Routledge.
2. Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction*. Cambridge: Cambridge University Press.

#### *Suggested Readings*

1. Allan, K. (1986). *Linguistic meaning* (Vol. 2). London: Routledge.
2. Collins, B., & Mees, I. M. (2013). *Practical phonetics and phonology: A resource book for students*. London: Routledge.
3. Gimson, A.C. (1989). *An introduction to the pronunciation of English* (4<sup>th</sup> ed.). London: Arnold



The course aims to build on the background knowledge of phonological description and theory in order to explain the theories and the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken language, particularly English; and examine cross-linguistic similarities and variation in sounds, particularly English and Urdu. Further, the course aims to give insight into English pronunciation and into central concepts in phonetics and phonology. It also aims to provide a set of linguistic working tools. The students will have basic insights into the sound system of English and of central analytic concepts in phonetics and phonology. The students will be able to use this knowledge and to analyse linguistic material in command of the relevant linguistics concepts and vocabulary on successful completion of this course the students will be able to use IPA symbols to describe the sounds of language in both broad and narrow transcriptions.

#### *Contents*

1. IPA symbols for consonants and vowels
2. The production of speech sounds, articulators above the larynx
3. Vowel and consonant, English short vowels
4. Long vowels, diphthongs and triphthongs
5. Voicing and consonants
6. The larynx, respiration and voicing
7. Plosives, English plosives, fortis and lenis
8. The phoneme, symbols and transcription
9. Fricatives and affricates:
10. Production of fricatives and affricates
11. Nasals and other consonants
12. The syllable, strong and weak syllables
13. Stress in simple, the nature of stress, complex word stress
14. Aspects of connected speech, Form and function in intonation
15. Elements of acoustic phonetics: Physical properties of human speech.
16. Aspects of connected speech: Rhythm, assimilation, elision, linking

#### *Recommended Texts*

1. Carr, P. (2019). *English phonetics and phonology: An introduction*. Hoboken: John Wiley & Sons.
2. Roach, P. (2009). *English phonetics and phonology: A practical course*. Cambridge: Cambridge University Press.

#### *Suggested Readings*

1. Davenport, M., & Hannahs, S. J. (2013). *Introducing phonetics and phonology*. London: Routledge.
2. Collins, B., & Mees, I. M. (2013). *Practical phonetics and phonology: A resource book for students*. London: Routledge.
3. Lorenz, F. (2013). *Basics of phonetics and English phonology*. Berlin: Logos Verlag Berlin.

The course covers the methodological background of teaching the four language skills. The students will theoretically prepare to use these skills and knowledge in the classroom. On successfully completing this course, student will be able to extend their knowledge of the practical area of the four language skills. Prepare them theoretically to use their knowledge in the classroom. The students will be able to describe language using appropriate linguistic concepts and terminology; understand both psychological and social factors associated with language acquisition and development. They will further comprehend cultural and sociopolitical dimensions of language; and will master a variety of language teaching methods. They will further demonstrate appropriate language pedagogical knowledge; and articulate reflective and critical knowledge regarding possible links between language pedagogy and policies and greater social justice. The students will understand language as a system (phonology, morphology, syntax, semantics, and pragmatics). More specifically, students will be able to describe the structure of English and compare it to the structure of other languages and use field vocabulary to understand how language is studied and described. Lastly, they will take a critical look at language definitions.

#### *Contents*

1. Error correction
2. Dictionary skills
3. Defining ESP/EAP and its rationale
4. Using textbooks
5. Presentation, practice and skills development material
6. Productive skills
7. Teaching reading, writing, listening and speaking skills
8. Classroom management
9. Getting attention and participation
10. Giving and checking instructions
11. Managing pair and group work
12. Teacher and learner roles
13. Different teaching situations
14. Lesson planning, components and formats
15. Lesson planning around particular skills

#### *Recommended Texts*

1. Davies, A., & Elder, C. (Eds.). (2008). *The handbook of applied linguistics*. Hoboken: John Wiley & Sons.
2. Schmitt, N. (Ed.). (2013). *An introduction to applied linguistics* (2<sup>nd</sup> ed.). New York: Routledge.

#### *Suggested Readings*

1. Cook, V., & Wei, L. (Eds.). (2009). *Contemporary applied linguistics: Language teaching and learning* (vol. 1). London: Bloomsbury Publishing.
2. Hall, G. (2017). *Exploring English language teaching: Language in action* (2<sup>nd</sup> ed.). London: Routledge.
3. Grabe, W., & Kaplan, R. B. (2014). *Theory and practice of writing: An applied linguistic perspective*. New York: Routledge.

The course aims at developing students' skills in argumentation, assessment or relevant data, hypothesis-forming and problem-solving, with application to the syntax of English. It will equip students with a sound analytical knowledge of key areas of English grammar as an object of intellectual inquiry, rather than as a set of rules to be learnt. Moreover, it will provide students with analytical tools to sort out grammatical problems for themselves. The course provides a bridge between generative approaches to syntactic theory and more traditional descriptions. The course is based mainly on data from English and concentrates on the structure of the sentence and the verbal system. The students will be able to describe fundamental differences between animal and human communication systems, with examples. They will further be able to outline fundamental issues in the study of language acquisition and distinguish contributions of linguistics to the understanding of differing levels of language use. Lastly, the students will be able to present critical reading of published research in seminars and write academic essays on key linguistic areas of research.

### *Contents*

1. Introduction
2. What is Psycholinguistics?
3. Review of the concerns and methods of the field and its evolution
4. Theories of language and mind
5. Behaviorism and Innatism
6. Cognitive models
7. Biological bases of human communication
8. The auditory and visual system
9. The organization of language in the brain
10. The articulatory systems
11. Speech perception, serial models, parallel models
12. Interpretative processes
13. Words and meanings, Sentence processing
14. Language acquisition: First language acquisition and second language acquisition
15. Cognitive discourse, Grammar, psychology and indeterminacy
16. Behavior modification techniques

### *Recommended Texts*

1. De Groot, A. M., & Hagoort, P. (Eds.). (2017). *Research methods in psycholinguistics and the neurobiology of language: A practical guide*. Hoboken: John Wiley & Sons.
2. Traxler, M. J., Gernsbacher, M. A., & Cortese, M. J. (Eds.). (2011). *Handbook of psycholinguistics*. Amsterdam: Elsevier.

### *Suggested Readings*

1. Aitchison, J. (2007). *The articulate mammal: An introduction to psycholinguistics*. London: Routledge.
2. Crystal, D. (Ed.). (1990). *The Cambridge encyclopedia*. Cambridge: Cambridge University Press.
3. Fontana, D. (1988). *Psychology for teachers*. Leicester: British Psychological Society.

The aim of this course is to provide an introduction to some of the social implications of language use by exploring its central role in the transmission of social and cultural values. In focusing on how language is used to express various social relationships, it aims to familiarize students with a range of investigative methods in current sociolinguistic research. It will be discussed how quantitative methods in linguistics can be coupled with insights from linguistic anthropology and sociology to engage questions about the social conditioning of linguistic variation, stylistic practice, language change, and the connection between smaller-scale interactions and macro-social patterns of variation. It will also be examined how ideologies about linguistic variation have been used to invalidate particular ways of speaking and disempower speakers of these varieties, exploring the ways that language can reflect, reinforce, or ultimately contest social inequalities. On successfully completing this course, students will be able to define language, dialects and varieties, to know the phenomena of language maintenance and shift, language change and multilingualism, to understand and discuss policies and planning in Pakistan and to understand and discuss applications of sociolinguistics.

#### *Contents*

1. Introduction, knowledge of language, the problem of variation
2. The scientific investigation of language
3. Relationships between language and society
4. Socio linguistics and sociology of language
5. Language, dialects, registers and varieties
6. Speech communities
7. Language change: Linguistic varieties and multilingual nations
8. Language and culture: the Whorfian hypothesis, kinship systems, taboo and euphemisms
9. Ethnography and ethno-methodology, Solidarity and politeness
10. Language and sex, Language and power, Language and power, Language and worldview
11. Attitudes and applications
12. Socio linguistics and education
13. Socio linguistic Universals

#### *Recommended Texts*

1. Wardhaugh, R., & Fuller, J. M. (2015). *An introduction to sociolinguistics* (7<sup>th</sup> ed.). Hoboken. John Wiley & Sons.
2. O'Grady, W., Dobrovolsky, M., & Katamba, F. (1997). *Contemporary linguistics: an introduction*. London: Longman.

#### *Suggested Readings*

1. Holmes, J., & Wilson, N. (2017). *An introduction to sociolinguistics* (5<sup>th</sup> ed.). New York: Routledge
2. Trudgill, P. (2000). *Sociolinguistics: An introduction to language and society* (4<sup>th</sup> ed.). London: Penguin Books.
3. McKay, S. & Hornberger, N. H. (Eds.). (1996). *Sociolinguistics and language teaching*. Cambridge: Cambridge University Press.

There are many language-related problems that applied linguists may work on. Applied linguists sometimes work to introduce new teaching language methodology or experiment a new assessment tool. This course intends to engage students in exploring different theories, issues, procedures, methods and approaches related to assessments and teaching methods for English language learners. By introducing relevant theory and current practice in the area of language learning skills, this course is designed to integrate theory and practice in order to provide students with both conceptual understanding and practical experience with language learning and testing. The course further provides a familiarity with some of the standard tests in the field. Lastly, the students will be provided the language learning and error analysis so that they can practically know about the errors, theories of error analysis and causes of error analysis. However, familiarity with the existing theories of errors and testing will be an advantage but it is not necessary as there should be time also for participants to construct test items themselves for peer discussion and evaluation.

#### *Contents*

1. Error correction, self correction, peer correction
2. Dictionary skills, knowing how to use phonetics and phonology from the dictionary
3. ESP/EAP, definition, rationale
4. Using textbooks
5. Productive skills, teaching reading and listening skills
6. Role of assessment in language teaching
7. Class management
8. Lesson planning, significance, components and format
9. Major categories of Tests (Psychometric tests, Socio Linguistic tests, Communicative tests)
10. Desirable test characteristics (Validity, Reliability, Practicality)
11. Designing a test
12. Test comparability

#### *Recommended Texts*

1. Hall, G. (2017). *Exploring English language teaching: Language in action*. London: Routledge.
2. Cook, V., & Wei, L. (Eds.). (2009). *Contemporary applied linguistics: Language teaching and learning*. London: Bloomsbury Publishing.

#### *Suggested Readings*

1. Poehner, M. & Lantolf, J. (2005). Dynamic assessment in the language classroom. *Language Teaching Research*, 9(3), p. (233-265).
2. Pennycook, A. (2001). *Critical applied linguistics: A critical introduction*. New York: Routledge.
3. Schmitt, N. (Ed.). (2013). *An introduction to applied linguistics*. London: Routledge.

This course covers a selection of topics in descriptive linguistics and its applications. In the sections focusing on the theoretical aspects of language structure we look at introducing students to a wide range of topics in linguistic analysis and linguistic theory, based on different languages including English, and to provide some sense of the ways in which knowledge and understanding develops in this field. Drawing on constructions from English and other languages, the module seeks to cover the basic concepts that underlie the modern study of grammar. The perspective adopted is issue-based and largely theoretically neutral. It thus makes a natural companion to course units in linguistic typology. By the end of this course students will have a sound foundation in many aspects of linguistic descriptions and will be able to comprehend and deal with a variety of descriptive analyses in different languages.

#### *Contents*

1. Introduction to descriptive linguistics
2. Descriptive schools of thought: Franz Boas and Leonard Bloomfield
3. Traditional Grammar
4. Noam Chomsky: Universal Grammar
5. Minimalism and Transformational Generative Grammar
6. Functional Linguistics: The Prague school
7. Michael Halliday: Systemic Functional Grammar
8. Clause as an exchange
9. Clause as representation
10. Clause as a message
11. Bronislaw Malinowski
12. Basil Bernstein
13. Contrastive Linguistics
14. Linguistic Typology

#### *Recommended Texts*

1. Halliday, M. A. K. & Matthiessen, C. M. I. M (2014). *Halliday's introduction to functional grammar* (4<sup>th</sup> ed.). London: Routledge.
2. Chomsky, N. (1995). *The minimalist program*. London: The MIT Press.

#### *Suggested Readings*

1. Chomsky, N. (1988). *Generative grammar: Its basis, development and prospects*. Kyoto: Kyoto University of Foreign Studies.
2. Hoey, M. (2005). *Lexical priming*. New York: Routledge.
3. Sampson G. (1980). *Schools of linguistics*. London: Hutchinson & Co.
4. Thompson, G. (2014). *Introducing functional grammar* (3<sup>rd</sup> ed.). London: Edward Arnold.

The Course is intended to provide an introduction to the principal theoretical questions in morphology, concentrating on two main approaches, the ‘morphemic’ approach and the realizational approach. Morphology and syntax comprise the core of the grammar of a language. Most students have little understanding of even the most basic notions such as being able to identify parts of speech, or understanding how large constructions are composed out of smaller units. This course is both theoretical and practical in nature. It is theoretical in that it provides the students with considerable knowledge of morphological and syntactic terms and process. It also helps the students to develop their skills in morphological and syntactic analyses. The course also provides some introduction to the minimalist theory of syntax developed by Noam Chomsky over the past ten years. The course will familiarize the students with minimalist syntax’ provide them with sufficient grounding in minimalist syntax to enable them to cope better with other courses which presuppose some background in minimalist syntax; help to understand and appreciate the relation between linguistic theory and data.

### *Contents*

1. Introduction to morphology, notion of word, word-form and lexeme
2. The morpheme: Types of morpheme, root, bases and affixation, allomorphs and its kinds
3. Inflectional and derivational morphology: derivational processes
4. Inflectional morphology: Major types of inflection, structure and meaning in words
5. Introducing syntax: Defining grammar and rules, lexical entries
6. Introducing Chomskyan linguistics: Innateness theory, Generative grammar, Universal grammar
7. Parts of Speech: Classification of POS, Introducing phrases, Trees & rules, Drawing trees
8. Structural Relations, Grammatical relations, Semantic relations, Constituency, Constituency tests
9. Revisiting PS rules: Head, Complement and specifier, Introducing X-bar theory
10. X-Bar Theory: Extending X-bar theory to functional categories
11. Constraining X-bar Theory: Theta theory, Lexicon
12. Introducing movement: Head-to-Head movement, DP movement, Wh-movement
13. Syntactic analysis: Mood and modality
14. Case and agreement, Raising and control
15. Split projections

### *Recommended Texts*

1. Leiber, R. (2009). *Introducing morphology*. Cambridge: Cambridge University Press.
2. Radford, A. (2009). *Analyzing English sentences: A minimalist program*. Cambridge: Cambridge university press.

### *Suggested Readings*

1. Carnie, A. (2013). *Syntax: A generative introduction*. Chichester: Wiley-Blackwell.
2. Radford, A. (2008). *English syntax: An introduction*. Cambridge: Cambridge University Press.
3. Bauer, L. (1988). *Introducing linguistic morphology*. Edinburgh: Edinburgh University Press.
4. Radford, A. (1997). *Syntax: A minimalist introduction*. Cambridge: Cambridge University Press.

The course examines the current rapid growth in the use of Literature in the teaching of English as a second language. It will consider first the methodological basis for this development (and the cultural and linguistic problems involved), and then will look at the published teaching materials which present a wide variety of approaches from close to free improvisation. It also focuses on the linguistic analysis of texts, dealing particularly with the relationship between linguistic choice and the reader's interpretations. The analysis will concentrate primarily on literary texts but other text types (e.g. newspaper articles, advertisements and political speeches) will be also considered. On successfully completing this course, students will be able to know scope of pedagogical stylistics, to use stylistic analysis for literary interpretations and apply stylistic knowledge and will acquire understanding of the principles of stylistic analysis and theory. They will be equipped with clear understanding of how language works, how to identify the essence of an author's style and how advertisements and commercials persuade people.

### *Contents*

1. Introduction to Stylistic analysis: Patterns, deviations, style and meanings
2. Linguistic approaches to Stylistic analysis: Halliday, Sinclair, Leech and Jacobson
3. Register variations and genre analysis
4. Developments in Forensic and Computational Stylistics
5. English literature and language: Prose and poetry
6. Study of language and the verbal art
7. Discourse structure and point of view
8. Linguistics and literature: syntax, words and meanings
9. Meaning between the lines: the grammar of complex sentences
10. Literary competence: Conversational structure and character
11. Literature as discourse: the literary speech presentation
12. Literature in the language classroom: why, what and how
13. Stylistics of the non-literary texts: Religion, media, conversation, law and political speeches
14. Selecting and using literature in the classroom
15. Implication of stylistic analyses

### *Recommended Texts*

1. Webster, J. J., Halliday, M. A. K. & Hasan, R. (2018). *Verbal art and verbal science: The chess moves of language*. London: Bloomsbury.
2. Fabb, N. (1997). *Linguistics & literature*. London: Blackwell.

### *Suggested Readings*

1. Turner, G.W. (2008). *Stylistics*. California: Penguin.
2. Watson, G. & Zyngier, S. (2007). *Literature and stylistics for language learner: Theory and practice*. New York: Palgrave Macmillan.
3. Gregoriou, C. (2008). *English literary stylistics*. London: Red Globe Press.
4. Simpson, P. (2004). *Stylistics: A resource book for students*. London: Routledge.



The course introduces research methods which are appropriate for relevant research in language classrooms, research which can be conducted by teachers. It will look at both qualitative and quantitative approaches and the notion of the teacher researcher. An important theme is the role of research in effecting change and innovation in teaching methods. Each session will consist of a mixture of lecture, discussion and workshop activities. There will also be small-scale opportunity to conduct class observations and report back on the research interest in what was to conduct class observations and report back on the research interest in what was involved. Some of this observation may need to be of classes on video rather than live. On successfully completing this course, the students will be able to construct a tentative system of meaning for philosophical guidance in considering the purpose of their research and understand and use the dominant research methods.

### *Contents*

1. Introduction to the course, definition of research; approach, method, content, goals and roles
2. Introducing the teacher-researcher, assumptions and implications
3. Classroom observations, naturalistic observations, teacher training and reflective practice
4. Numerical methods, levels of measurement, describing numbers with numbers
5. Ethnography and action Research
6. Interviewing: structured, unstructured and ethnographic research
7. Questionnaires and the teacher
8. Kinds of questionnaire item – content and form
9. Problems with questionnaires in general and with bad items in particular
10. Generating research questions: reports form course members' observations
11. Experiments in the classroom
12. Role in research on teaching compared with other approaches
13. Pros and cons of the 'classical' experiment, and extended example to show the key concepts
14. Handling the figures: significance test and generalization
15. Introspective research methods
16. Think-aloud techniques
17. Diaries and diary studies and case studies

### *Recommended Texts*

1. McDonough, J., & McDonough, S. (2014). *Research methods for English language teachers*. London: Routledge.
2. Bryman, A. (2016). *Social research methods*. Oxford: Oxford University Press.

### *Suggested Readings*

1. Dana, N. F., & Yendol-Hoppey, D. (2019). *The reflective educator's guide to classroom research: Learning to teach and teaching to learn through practitioner inquiry*. Thousand Oaks: Corwin.
2. Bloomer, A., & Wray, A. (2006). *Projects in linguistics: A practical guide to researching language*. London: Hodder Arnold.
3. Hopkins, D. (1993). *A teacher's guide to classroom research*. Buckingham: Open University Press.