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# **CURRICULUM FOR UNDERGRADUATE PROGRAMS**

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**Two-Year Associate Degree (AD) /**

**BS 4-Year in English**

**2023 and Onwards**

**DEPARTMENT OF ENGLISH  
UNIVERSITY OF MALAKAND**



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### CURRICULUM

ASSOCIATE DEGREE/BS 4-YEAR IN ENGLISH  
DEPARTMENT OF ENGLISH  
UNIVERSITY OF MALAKAND  
(2023 ONWARDS)

Chairman  
Department Of English  
University of Malakand

Assistant Registrar  
(Academics)  
University of Malakand  
05-Dec-2023

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## SCHEME OF STUDIES FOR 2-YEAR ASSOCIATE DEGREE/BS (4-YEAR) IN ENGLISH

<b>Semester -1</b>				
Course Code	Category	Title	Cred. Hrs.	Marks
ENG 101	Gen-Ed	Functional English	3	100
QR 101	Gen-Ed	Quantitative Reasoning-1 (Mathematics)	3	100
SOC 116 / LLB 124 / PSC 112	Gen-Ed	Introduction to Sociology / Law / Introduction to Political Science	2	50
CS 110	Gen-Ed	Introduction to Information and Communication Technologies	2+1	100
ISL 112	Gen-Ed	Islamic Studies/Ethics (for Non-Muslims)	2	50
ENG 111	Major	Introduction to Linguistics	3	100
		The Teaching of Holy Quran with Translation	Non-Credit	
<b>Total Credit Hours: Minimum 15-18</b>			<b>16</b>	<b>500</b>

<b>Semester 2</b>				
Course Code	Category	Title	Cred. Hrs.	Marks
ENG 102	Gen-Ed	Introduction to Expository Writing	3	100
QR 102	Gen-Ed	Quantitative Reasoning-2 (Statistics)	3	100
PSC 111	Gen-Ed	Ideology and Constitution of Pakistan	2	50
SOC 114	Gen-Ed	Civic and Community Engagements	2	50
ENG 121	Major	Phonetics and Phonology	3	100
ENG 122	Major	Introduction to Drama and Prose Fiction	3	100
		The Teaching of Holy Quran with Translation	Non-Credit	
<b>Total Credit Hours: Minimum 15-18</b>			<b>16</b>	<b>500</b>

<b>Semester 3</b>				
Course Code	Category	Title	Cred. Hrs.	Marks
MGT 215	Gen-Ed	Entrepreneurship	2	50
ISL 113	Gen-Ed	Seerah and its Contemporary Application/Any Course from Arts and Humanities (For Non-Muslims)	2	50
CHEM 110 / GS 117	Gen-Ed	Chemistry in Everyday Life / General Science/Everyday science	3	100
ENG 231	Major	Introduction to Poetry	3	100
ENG 232	Major	Morphology and Syntax	3	100
ENG 233	Major	History of English Literature	3	100
		The Teaching of Holy Quran with Translation	Non-Credit	
<b>Total Credit Hours: 15-18</b>			<b>16</b>	<b>500</b>

<b>Semester 4</b>				
Course Code	Category	Title	Cred. Hrs.	Marks
ENG 241	Major	History of English Language	3	100
ENG 242	Major	Second Language Teaching Methods	3	100
ENG 243	Major	Sociolinguistics	3	100
ENG 244	Major	Pakistani Literature in English	3	100
ENG 245	Major	Classics in English Prose	3	100
ENG 246	Major	Short Stories and One-Act plays	3	100
		The Teaching of Holy Quran with Translation	Non-Credit	
<b>Total Credit Hours: 15-18</b>			<b>18</b>	<b>600</b>

<b>Semester 5</b>				
Course Code	Category	Title	Cred. Hrs.	Marks
ENG 351	Inter-Disc	Study Skills	3	100
ENG 352	Inter-Disc	Essay Writing	3	100
ENG 353	Major	Classics in English Drama	3	100
ENG 354	Major	ELT in Practice	3	100
ENG 355	Major	Semantics and Pragmatics	3	100
ENG 356	Major	Literary Criticism-I	3	100
		The Teaching of Holy Quran with Translation	Non-Credit	
<b>Total Credit Hours: 15-18</b>			<b>18</b>	<b>600</b>

<b>Semester 6</b>				
Course Code	Category	Title	Cred. Hrs.	Marks
ENG 361	Inter-Disc	Basics of Research	3	100
ENG 362	Major	Literary Criticism – II	3	100
ENG 363	Major	American Literature	3	100
ENG 364	Major	Classics in English novel	3	100
ENG 365	Major	Psycholinguistics	3	100
ENG 366	Major	<b>Field Experience/Internship</b>	3	100
		The Teaching of Holy Quran with Translation	Non-Credit	
<b>Total Credit Hours: 15-18</b>			<b>18</b>	<b>600</b>

<b>Semester 7</b>				
Course Code	Category	Title	Cred. Hrs.	Marks
ENG 471	Inter-Disc	Translation Studies	3	100
ENG 472	Major	Classics in English Poetry	3	100
ENG 473	Major	Discourse Studies	3	100
ENG 474	Major	Language and Gender	3	100
ENG 475	Major	Modern Novel	3	100
ENG 476	Major	Modern Drama	3	100
		The Teaching of Holy Quran with Translation	Non-Credit	
<b>Total Credit Hours: 15-18</b>			<b>18</b>	<b>600</b>

<b>Semester 8</b>				
Course Code	Category	Title	Cred. Hrs.	Marks
	Major	Elective (Linguistics)	3	100
	Major	Elective (Linguistics)	3	100
	Major	Elective (Literature)	3	100
	Major	Elective (Literature)	3	100
ENG 500	Major	Capstone Project/Thesis	3	100
		The Teaching of Holy Quran with Translation	Non-Credit	
<b>Total Credit Hours: 15-18</b>			<b>15</b>	<b>500</b>

#### **MAJOR/ELECTIVE COURSES**

The department shall offer the elective courses in 8<sup>th</sup> semester from the following courses.

<b>Semester 8 (Elective Courses)</b>				
Course Code	Category	Title	Cred. Hrs.	Marks
ENG 482	Major	Stylistics (Linguistics)	3	100
ENG 483	Major	Victorian and Modern Poetry (Literature)	3	100
ENG 484	Major	Postcolonial Writings (Literature)	3	100
ENG 485	Major	Corpus Linguistics (Linguistics)	3	100
ENG 486	Major	Language Syllabus Designing (Linguistics)	3	100
ENG 487	Major	Language Testing and Assessment (Linguistics)	3	100
ENG 488	Major	Second Language Learning Theories (Linguistics)	3	100
ENG 489	Major	Pakistani English (Linguistics)	3	100
ENG 490	Major	Women's Writings (Literature)	3	100
ENG 491	Major	Media and Culture Studies (Literature)	3	100
ENG 492	Major	Literature of War and Conflict (Literature)	3	100
ENG 493	Major	Selections from World Literature (Literature)	3	100

## **DESCRIPTION OF COURSES FOR AD AND BS IN ENGLISH**

The University of Malakand has provided a broader framework for inclusion of various categories of General Education (Gen Ed) courses including Expository Writing, Quantitative Reasoning, Social Sciences, Natural Sciences, Civilizational Courses and others according to the guidelines of Higher Education Commission. This document reflects those categories in the Semester Break up/scheme of studies, which shall be offered to students at the appropriate time subject to the availability of resources / teachers. Course Contents in the category of General Education offered by other teaching departments may be obtained from them. The Board recommends that any course / or criterion / provision / rule duly approved by the University in any category / section shall be part to this scheme of studies and any provision in this document contrary to that change shall stand amended as approved. Furthermore, the department of English has designed English related courses from the General Education Category which shall be offered according to HEC UEP 2023. The criteria for field experience/internship shall be determined by the University.

**Course Description:**

The course is designed from HEC's *Functional English-I* for students pursuing a four-year BS (undergraduate) and two-year Associate Degree (AD) in HEIs in Pakistan. The course aims to develop students' language skills and enhance their ability to communicate effectively in English. Instead of teaching grammar in isolation and only at sentence level, this course is based on developing the language abilities of students through an integrated approach that provides opportunities to develop their listening, speaking, reading, and writing skills. With a focus on social interaction, the course draws specific attention to the accurate use of structures, improvement of pronunciation, and development of active vocabulary in descriptive, narrative, and academic texts. The course covers various aspects of English language learning, including grammar, vocabulary, reading, writing, and speaking. The course is designed to help students develop their language proficiency and prepare them for professional and academic settings. The course must be taught and graded according to the weekly split and guidelines provided in the HEC Model course which is available online or may be obtained from the Department of English.

**Course Objectives:**

Upon completion of this course, students will be able to:

1. Demonstrate an understanding of basic English grammar rules and structures.
2. Expand their vocabulary and use it effectively in written and spoken communication.
3. Develop their reading comprehension skills and analyze texts critically.
4. Write clear and concise paragraphs and essays using appropriate grammar and vocabulary.
5. Speak confidently and effectively in English in various academic and professional contexts.

**Course Contents:**

<b>Introductions</b>	Making introductions Expressing requests and enquiries
<b>Grammar Focus</b>	First-person and second-person pronouns Descriptive adjectives and adjective or relative clauses Simple and present continuous tenses Use of modals can, could, would, and will Conditional structures Use of wh- questions for interviewing
<b>Social Interaction</b>	Greetings Gratitude Invitations Regrets
<b>Grammar Focus</b>	Present and past tense, simple and progressive aspects Use of modals can, could, and would Tag questions Prepositions Sentence structure Expressing past regrets using wish plus the past perfect
<b>Giving and Following Directions</b>	Difficulties in following directions and instructions Effective oral directions Instructional guides
<b>Grammar Focus</b>	Present tense in simple, habitual, and progressive aspects Using the imperative for instructions Vocabulary related to transitions Clarity of sentence structure
<b>Sharing Experiences</b>	Sharing narratives Sharing unique experiences Imaginative texts

Grammar Focus Descriptive and narrative style  
Simultaneous use of reporting speech and reported speech  
Use of relevant vocabulary, adjective clauses, and adverbial clauses  
Use of past tenses

**Types of Writing** Writing styles  
Writing mechanics  
Descriptive and narrative style

Grammar Focus Identifying run-on sentences and sentence fragments in a text  
Subject-verb agreement  
Pronoun-reference agreement  
Tense variation  
Punctuation

**Suggested Readings:**

1. T. K. Carver and S. Fortinos-Riggs, Conversation Book II – English in Everyday Life (New York: Pearson Education Limited, 2006).
2. A. Seaton and Y. H. Mew, Complete English Grammar (London: Scholastic Education, 2021)
3. J. Eastwood, Oxford Practice Grammar (Karachi: Oxford University Press, 2005).
4. J. Swan, Practical English Usage, 3rd ed. (New York: Oxford University Press, 2005).
5. R. Murphy, English Grammar in Use (4<sup>th</sup> Edition) (Cambridge University Press, 2012)
6. Allama Iqbal Open University, Compulsory English 1 (Code 1423) (Islamabad: AIU Press).



**Course Description:**

This course prepares undergraduates to become successful writers and readers of English. The course helps students to develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a PBL (Project-based Learning) approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. Course activities include lectures, group, pair and individual activities, as well as a series of required assignments, including reading and writing across various genres. The course must be taught and graded according to the weekly split and guidelines provided in the HEC Model course which is available online or may be obtained from the Department of English.

**Course Objectives:**

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

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

**Learning Outcomes:**

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

1. Write, edit and proofread a short essay in English language.
2. Present ideas to the class in team presentations using English that is comprehensible and engaging.
3. Critically analyze a text written in English using SQW3R strategies.
4. Conduct small-scale research about their communities.
5. Draft a letter of communal importance to the editor of a newspaper.

**Course Contents:****UNIT 1: Self-Reflection**

- Introduction to the basics of the writing process
- Introduction to the steps of essay writing
- Students practice prewriting activities like brainstorming, listing, clustering and freewriting.
- Students practice outlining of the essay.

**UNIT 2: Personalized Learning**

- Students reflect on their learning process (planning, prewriting, organizing, drafting, revising, editing/proofreading).
- Group discussion about learning styles based on the reading material provided to students.
- Introduction to personalized learning.
- Students practice goal setting and create a learning plan
- Introduction to the structure and significance of oral presentations
- Class discussion about content selection and slide preparation for oral presentations
- Peer review through a gallery walk.

**UNIT 3: Critical Reading Skills**

- Introduce authentic reading (DAWN newspaper and non-specialist academic books/texts).
- Classroom reading activities (using strategies skimming, scanning, SQW3R, previewing, annotating, detailed reading and note-taking) using standard tests (TOEFL and IELTS).
- Assign books/articles/reports for their individual home assignments.
- Share model review reports and annotated bibliographies.

**UNIT 4: Community Engagement**

- Showing short documentaries to students on global environmental issues.
- Student-led brainstorming on local versus global issues.
- Teacher-led introduction to the unit assignment (using assignment sheet).
- Readings (or other input sources – video, social media) from local news on possible community issues, letters to editor and op-eds.

**CURRICULUM**

- Identify research problems.
- Begin drafting research questions based on the problems identified.
- Facilitating students on developing research questions in groups.
- Draft interview or survey questions for community research (in English or L1).
- In-class role-plays of interviews with community members.
- Engaging students in critical reading and reflection on issues found in different communities.
- In-class work to understand interview information, how to present interview or survey info.
- Refining the research questions, designing a detailed research plan in groups, dividing the tasks and deciding the timeline for the completion of the project.
- Exposure to interview questions and interviewing techniques to develop an in-depth understanding of the issues.
- Continued group work on report outline.
- In-class lecture and group work on analyzing information.
- Discussion based on translating data from the source language to target language (English).
- Sharing the experience of field work in class orally.
- Teacher feedback on outline of report (to entire class and individually to groups as needed).
- Revisions to oral report in groups.
- Engaging students in individual structured reflective writing based on their experience of working on the project.
- Sharing their reflective writing to learn about each other's points of view.
- Think-pair-share the findings (group similar issues).
- Individual writing of reflection on community engagement project and their role in the group.
- Brainstorm using creativity for dissemination – cartoons, advertisements for university magazine or beyond, creating posts for FB.
- Summarizing/ converting the report to a letter to the editor to highlight the problems explored and their possible solutions (homework - connecting activity for week 11 - Unit 5)

#### UNIT 5: Letter to the Editor

- Teacher-directed instruction on genres (types) of writing focusing on letter-writing.
- Model-practice-reflect: Introduce types of letters comparing the use of formal and informal vocabulary and phrases in each type.
- Introduce the format and purpose of the letter-to-editor explaining with the help of an actual letter from a local newspaper.
- Group reading of sample letters-to-editor (ones that deal with issues familiar to students).
- Invite a guest lecturer (local newspaper editor or faculty from journalism) to talk about what issues are currently raised in letters-to-editors and what are editors' criteria to accept letters for publication.
- Work in groups to continue reviewing letter samples, analyzing structure of letters. Each group identifies an issue they want to write about and give a brief oral presentation to class.
- Submit the first draft of letters (to the teacher and peer-review group)
- In-class peer review of drafts using a checklist focusing on content and structure
- DUE: First draft of letter (to teacher and peer review group).
- Groups revise first draft of letter.
- Differentiate among revision, proofreading and evaluation (as sub-stages to finalize documents).
- Discuss critically the draft-letter and implement the 'revision' phase of writing.
- Reading of (DAWN) newspaper and sharing important letters (to editors) on local issues.
- Groups revise second draft of letter.
- Explicit instruction (paragraph structure, syntax, diction, grammar, and mechanics).
- Classroom discussion/debrief of activity.
- Discuss critically and finalize the draft-letter as the last phase of writing.

#### Suggested Readings:

1. Lunsford, A. A., Matsuda, P. K., & Tardy, C. M. (2016). The everyday writer (p. 656). Bedford/St. Martin's.
2. Alicia, J. (2020). Step by Step Guide for Writing Short Essays
3. Baily, Stephan (2011) Academic Writing. A Handbook For International Students (3rd Ed)
4. Ross, Neil (2009) Make your next presentation remarkable.
5. Hall, B. & Wallace, E. (2018). College ESL Writers: Applied Grammar and Composing Strategies for Success.
6. Himmelsbach, V. (2020, August 25). Personalized Learning: The Ultimate Guide. Trends in Higher Education

### Course Description

This foundational course introduces students to the captivating world of linguistics, providing a comprehensive understanding of the principles that govern language and its diverse forms across the globe. Through a blend of theoretical exploration and practical analysis, students will gain valuable insights into the following key areas: language, linguistics, major branches of linguistics, such as Phonetics and Phonology, Morphology, Syntax, Semantics and Pragmatics, Sociolinguistics and Psycholinguistics. Throughout this course, students will be engaged in hands-on activities, linguistic analyses, and discussions that foster critical thinking and a deeper appreciation for the complexity and diversity of human language.

### Course Objectives

The main objectives of this course are:

- To introduce students to key concepts in linguistics
- To broaden their understanding of the nature and function of language
- To enable them to know the relationship between language and society, language and thought, etc.
- To prepare students to delve deep into the various branches of linguistics
- To enhance their understanding about the background of language and linguistics

### Course Contents

1. **Language**  
Function and Purpose, Definitions by Prominent Linguists, Aspects of Language  
Difference between Animal and Human Communication:  
Charles Hockett's Design Features
2. **Linguistics**  
Definition, Nature, Scope, Difference between Linguistics and Traditional Grammar, Branches of Linguistics  
The Development of Linguistics: In Antiquity, In the Middle Ages, Comparative Linguistics, Twentieth Century Linguistics
3. **Phonetics and Phonology**  
Difference between Phonetics and Phonology  
Branches of Phonetics, Speech Organs, Classification of Sounds, Cardinal Vowels, Diphthongs, Phonemes and Allophones, Assimilation, Elision
4. **Morphology**  
Morpheme, Free, Bound, Functional Free, Derivational and Pure Derivational Morphemes, Prefixes and Suffixes, Allomorphs, Morphophoneme,  
Word Formation in English Language: Prefixation and Suffixation, Conversion and Compounding, Reduplication and Clipping, Acronyms and Blends
5. **Syntax**  
Structure of Phrases and Clauses, Deep Structure and Surface Structure, Recursion, Generative Grammar
6. **Semantics and Pragmatics**  
Difference between Semantics and Pragmatics  
Types of Meaning: Conceptual and Associative Meaning  
Lexical Relations: Antonymy, Synonymy, Homonymy, Polysemy, Hyponymy, Metonymy  
Deixis, Reference, Presupposition and Entailment, Speech Acts, Politeness
7. **Sociolinguistics**  
Language, Dialect, Register, Accent, Bilingualism/Multilingualism, Diglossia, Codeswitching  
Language Policy and Planning, Types of Language Planning (Status Planning, Acquisition Planning, Corpus Planning), Standardization of Language, Language Change (Types and Causes)

8. **Psycholinguistics**

Language and Thought, Sapir-Whorf Hypothesis, First Language Acquisition, Critical Period Hypothesis, Language and the Brain, Lateralization, Speech Disorders (Aphasia, Tongue Slips, Spoonerisms)

**Recommended Readings:**

1. Yule, G. (2022). The study of language. Cambridge University Press. (**Core Book**)
2. Rahman T. (2010). Linguistics for beginners : Basic concepts. Oxford University Press.
3. Meyer, C. F. (2009). Introducing English linguistics. Cambridge University Press.
4. Denham K. E. & Lobeck A. C. (2013). Linguistics for everyone : An introduction (Second edition. Instructor's). Wadsworth Cengage Learning.
5. Radford A. Atkinson M. Britain D. Clahsen H. & Spencer A. (2009). Linguistics : An introduction. Cambridge University Press.

**Course Description:**

This course explores English speech sounds as physical entities (phonetics) and linguistic units (phonology). In viewing sounds as physical elements, the focus is on articulatory description. In this course, the goal is to enable the learners to produce, transcribe, and describe in articulatory terms the sounds which occur in the English language. In the second part of the course, the focus is on sounds as members of a linguistic system.

**Course Objectives:**

This course aims to:

1. assist students learn several technical terms related to the course
2. familiarize students with sounds and sound patterning, particularly in English Language
3. help students develop knowledge of segmental and suprasegmental aspects of English speech
4. help students understand the features of connected speech
5. Enable students to perceive and articulate the English speech sounds both in isolation as well as in connected speech

**Course Contents:**

1. Difficulties faced in pronunciation by a foreign learner
2. How to overcome the problems of pronunciation
3. The organs of speech
4. Classification of speech sounds
5. The English vowels: Pure vowels; Diphthongs; Triphthongs
6. The English consonants: Place of articulation; Manner of articulation; The English plosive consonants; Fortis and lenis; The English affricate consonants; The English fricative consonants; The English lateral consonant; The frictionless continuants; The English approximants; The English nasal consonants
7. Introduction to English phonology
8. The phoneme: Special Phonemic Features; Allophones; Phonemic Test; Complementary Distribution; Free Variation; The peculiarity of phonemic system to each language
9. The syllable: Syllabic division; Elements of syllable; Phonotactic constraints; Syllabic distribution of words
10. Stress: The nature of stress, Levels of stress, Features of word-stress in English, Rules of word-stress in English
11. Fluency Devices: Assimilation, Elision, Weak forms/Strong forms, linking
12. Definitions: Homophones; Homographs; Homonyms
13. Intonation
14. Practice of phonemic transcription

**Suggested Readings:**

1. Roach, Peter. (2009). English Phonetics and Phonology: A Practical Course. 4th Edition. Cambridge.
2. Clark, J and Yallop, C. (1995). An Introduction to Phonetics and Phonology. 2nd edition. Cambridge, Mass: Blackwell.
3. Collins, B. and Mees, I. (2003) Practical Phonetics and Phonology: A Resource Book for Students. London & NY: Routledge (Taylor & Francis)
4. Davenport, Mike & S. J. Hannahs. (2010). Introducing Phonetics & Phonology, 3rd edition. Hodder Education
5. Ladefoged, P. and Johnson, K. (2011). A Course in Phonetics. 6<sup>th</sup> Edition. University of California, Los Angeles
6. McMahon, A. (2002). An Introduction to English Phonology. Edinburgh University Press
7. Ogden, R. (2009). An Introduction to English Phonetics. Edinburgh University Press

**Course Description:**

The course offers a comprehensive exploration of literature, especially fiction and drama. Through an in-depth examination of literary forms and elements, students will gain a deep understanding of storytelling techniques, character development, plot structures, point of view, setting, allegory, symbolism, action, dialogue, and dramatic techniques. By analyzing works of literature, students will develop critical thinking skills and enhance their ability to interpret and appreciate literary works.

**Course Objectives:**

1. Analyze and interpret major literary genres, including fiction and drama, with a focus on their elements and characteristics.
2. Evaluate techniques and literary devices in fiction and drama to understand storytelling and theatrical expression.
3. Apply critical thinking skills to analyze and appreciate literature and dramatic works while considering their cultural, historical and thematic significance.

**Course Contents:**

1. Literature and major genres of literature including fiction and drama.
2. Fiction Types (Fable, Parable, Tale; the Short Story; the Novel – Definitions and characteristics)
3. The elements of fiction.
4. Plot (Loose plot and organic plot; Simple and compound plot; Writing about plot)
5. Narration (Omniscient, limited omniscient, dramatic, first person and stream of consciousness)
6. The advantages and limitations of different point of views; Writing about Point of View)
7. Character (Types of characters; Methods of characterization, Plot and character relation)
8. Setting (Elements of setting; Functions of setting in fiction; Writing about setting)
9. Allegory and Symbolism in fiction
10. Humor, pathos and tragedy in fiction (The quality of the emotional element in fiction)
11. Dialogue and action
12. The study of drama (Origin, Nature and Functions of Drama; Verse drama and poetry; The drama and the novel)
13. Theatre (Parts and forms of theatre, History of theatre from Greeks to modern times)
14. Drama as compound art (Stagecraft, actor and character)
15. Dramatic Plot; Dramatic Action; Dramatic Dialogue
16. Dramatic Techniques and Conventions (Planting and foreshadowing; prologue and epilogue, soliloquy and aside, chorus, the three unities)
17. Dramatic Genres (Tragedy, Comedy, Melodrama, Tragicomedy, Farce)

**Suggested Readings:**

1. Arp, T. R. Johnson. G.(2009). *Perrine's Literature. Structure, Sound & Sense*.
2. Pickering, J. H., & Hooper, J. D. (1981). *Concise companion to literature*. Macmillan.
3. Hudson, William Henry. *An Introduction to the Study of Literature*. New Delhi: Rupa, 2015.
4. Mario Klarer. *Introduction to Literary Studies* (1999)
5. J. H. Miller. *On Literature* (2002)
6. Fowler, A. *Kinds of Literature: An Introduction to the Theory of Genres and Modes*. Oxford: Clarendon, 2002.

**Course Description:**

This course aims to equip students with the tools to read, appreciate, evaluate, and write about various forms of poetic expression. The course introduces types and elements of poetry, while also addressing the critical aspects of poetic language, imagery, figurative speech, and sound devices. Through close examination of classic and contemporary poems in the class, the students will develop a deep understanding of how poetry communicates complex ideas, emotions, and experiences. Additionally, the course covers practical criticism, enabling students to construct thoughtful and insightful essays to assess and interpret poetry effectively.

**Course Objectives:**

Students will:

1. Develop the skills to read, analyze, and appreciate various forms of poetry through the examination of their structures, themes, and literary devices.
2. Master the fundamentals of poetic language like diction, voice, tone, and imagery, enabling the evaluation of a poem's depth and meaning.
3. Explore the art of critical writing, crafting well-structured essays to effectively interpret and evaluate poetry, incorporating evidence and literary analysis.
4. Cultivate a deep appreciation for the nuances and complexities of poetic expression, equipping students to engage with poetry both as readers and writers.

**Course Contents:**

1. What is poetry? What is a poem?
2. How to read, appreciate, evaluate and write about a poem?
3. Types of poetry (Narrative, Dramatic, Lyric – Subjective & Objective classification)
4. Narrative poetry – Epic, Ballad, Metrical Romances
5. Lyric Poetry – Sonnet, Ode, Elegy, Song, Haiku, Pastoral, Dirge, Aubade
6. Dramatic poetry and verse drama – Dramatic Monologue, Closet Drama
7. Other forms of verse expressions (Descriptive, Reflective, Didactic and Satiric poetry)
8. Poetic Diction – connotations, denotations, sound, ambiguity, formal, neutral and casual diction
9. Voice and speaker in the poem – speaker or persona vs. the poet
10. Style and Syntax – Characteristics: enjambment, inversion, parallelism, antithesis, ellipsis etc.
11. Tone and Mood in poetry
12. Imagery in poetry – sensory images, literal, metaphorical, concrete and abstract imagery
13. Figures of speech (schemes and tropes; simile and metaphor; metonymy and synecdoche; personification and apostrophe)
14. Irony and paradox in poetry – verbal, dramatic and situation irony; paradox, oxymoron, overstatement, hyperbole and understatement
15. Allusion
16. Symbol and allegory – types of symbols; extended metaphor
17. Rhyme in poetry and sound devices – Rhyme types; Alliteration, Assonance, Consonance, Onomatopoeia
18. Rhythm and Meter – Meter types in English poetry (iamb, trochee, anapest, dactyl, spondee, pyrrhic), Stanza types in poetry
19. Practical criticism – Critical appreciation, writing critical essays to evaluate poems from the textbook: Perrine's Literature.

**Suggested Readings:**

1. Arp, T. R. Johnson. G.(2009). Perrine's Literature. Structure, Sound & Sense.
2. Meyer, M. (2020). The Compact Bedford Introduction to Literature: Reading, Thinking, Writing 12th edition, Bedford/St.
3. KENNEDY, X. G. (2015). LITERATURE: An Introduction to Fiction, Poetry, Drama, and Writing with Myliteraturelab, Compact Edition, Global Edition. PEARSON EDUCATION Limited.
4. Roberts, E. V., Zweig, R., Stotler, D. S., & Lemmon, L. S. (2012). Literature: An introduction to reading and writing. Longman.
5. Wainwright, J. (2015). *Poetry: the basics*. Routledge.

**Course Description:**

The key aim of the course is to introduce the students to the basic word structure in Pakistani languages. It encourages them to understand words and parts of words. It will help them to understand word structure in Pakistani languages.

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

**Course Objectives**

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

1. Understand key principles and concepts of morphology and to define and describe the terms like morphemes, morphology etc.
2. apply these principles in analyzing word structures in Pakistan languages and compare word formations in Pakistani languages.
3. acquaint students with basics of syntax and enable them to identify various parts of speech through structural signals
4. enable students to recognize various grammatical constructions
5. familiarize students with some elementary syntactic theories

**Course Contents**

1. Introduction to Morphology (with examples from Pakistani languages)
  - free morphemes: roots and stems
  - bound morphemes: affixes: prefixes, suffixes, infixes, interfixes, circumfixes
  - morphological productivity: productivity of affixes, prefixes, suffixes, infixes
2. Inflectional Morphology (Pluralization, Degree Marking, Verb Forms)
3. Derivational Morphology
  - Formation of Nouns, Adjectives, Verbs and Adverbs
  - Minor processes of derivation: blending, clipping, backformation, acronym, Reduplication
  - derivation by compounding: endocentric, exocentric and copulative compounds
  - derivation by modification of base
4. Syntax
  - What is the study of syntax about?
  - Why do languages have syntax?
5. Structure of Phrase
  - NP: Noun Phrase
  - VP: Verb Phrase
  - AP: Adjective Phrase
  - AdvP: Adverb Phrase
  - PP: Preposition Phrase
  - Grammar with phrases
6. Clause
  - Clause and sentence
  - Main and sub-ordinate clauses
  - Clause constructions
  - Recognizing clauses
7. Grammatical Functions
  - Subject
  - Direct and indirect object
  - Complements
  - Modifiers
8. Head, Complements and Modifiers
  - What is a head?
  - Head and its dependents

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- Projections from lexical heads to modifiers
  - Differences between modifiers and complements
  - PS Rules, X Rules and Features
9. Constituents and Tree diagrams
    - What is a constituent?
    - Evidence of structure in sentences
    - Some syntactic tests for constituent structure
    - Introduction to constituent structure trees
    - Relationships within the tree
    - Developing detailed tree diagrams and tests for constituent structure
    - An introduction to the bar notation
  10. Transformational Generative Grammar
    - Generative Grammar
    - Properties of Generative Grammar
    - Deep & Surface structures
    - Transformational Grammar
    - Transformational Rules

### Suggested Readings:

1. McCarthy, A. C (2002). An Introduction to English Morphology- Words and their Structure, Edinburgh University Press. Edinburgh
2. Plag, I. (2002). Word Formation in English -Cambridge University Press. Cambridge
3. Miller, Jim. (2002). An Introduction to English Syntax. Edinburg University Press.
4. Sells, Peter & Kim, Jong-Bok. (2007). English Syntax: An Introduction.
5. Valin, Jr., Robert. (2001). An Introduction to Syntax. Cambridge University Press
6. Aronoff, M. (1994). Morphology by itself. MIT Press, Cambridge.
7. Booij, G. (2005) The Grammar of Words--An Introduction to Linguistic Morphology
8. David et al. (2009). Urdu Morphology. Oxford University Press, London
9. Mangrio, R. A. (2016). The Morphology of Loanwords in Urdu: the Persian, Arabic and English Strands, Cambridge Scholars Publishing, Newcastle upon Tyne.
10. Ayto, J. (1999). Twentieth Century Words, Oxford: OUP .
11. Tallerman, M. (2015). Understanding syntax (4th ed). Routledge, London.

**Course Description:**

This course is a chronological survey of the major forces and voices that have contributed to the development of an English literary tradition. It intends to cover the literary ground from the Old English Period till the twentieth century focusing on the emergence, evolution and progress of English literature through different ages and periods. The course will showcase major literary trends and events in the context of the social, political, religious and economic changes that has shaped England and its history.

**Course Objectives:**

1. To enable the students to critically understand the intellectual history of England
2. To equip the learners to analyze literary products within socio-historical context

**Course Contents:****Anglo-Saxon Literature**

General Characteristics of Anglo-Saxon Literature

Salient Features of Anglo-Saxon Poetry

Beowulf- An Anglo-Saxon Poem

**Medieval Literature**

Characteristics of Medieval Literature

Salient Features of Medieval Poetry

Medieval Romance

Geoffrey Chaucer (Life sketch, Literary Contribution, Major Themes)

**Elizabethan Literature**

General Background to Renaissance and Reformation

The Development of Sonnet

Major Sonneteers: Wyatt, Surrey, Shakespeare, Sidney and Spenser

Elizabethan Drama

The Origin and Development of Drama up to the Elizabethan Age

Salient Features of Elizabethan Drama

Major Playwrights of the Age: The University Wits, Shakespeare, Ben Jonson

**Literature of the Puritan Age**

Characteristics of Puritan Literature

Characteristics of Metaphysical Poetry

John Donne (Life sketch, Literary Contribution, Major Themes)

John Milton (Life sketch, Literary Contribution, Major Themes)

**Literature of the Restoration Age**

General Characteristics of Restoration Literature

Comedy of Manners

**Literature of the Age of Johnson**

General Characteristics: The Age of Reason and Common Sense

Augustan Satire

The Rise of Novel

**Literature of the Romantic Age**

General Characteristics of Romanticism

Romantic vs Classical Poetry

Major Romantic Poets (Wordsworth, S.T. Coleridge, J. Keats, P. B. Shelley)

Major Prose Writers of the Age

**Literature of the Victorian Age**

General Characteristics of Victorian Literature

Characteristics of Victorian Novel

Characteristics of Victorian Poetry

Characteristics of Victorian Drama

**Literature of the Modern Age**

General Characteristics

**Suggested readings:**

1. A History of English Literature by Michael J. Alexander (Core Text)
2. A Critical History of English Literature by David Daiches
3. A Short History of English Literature by Ifor Evans

**Course Description:**

The course offers an engaging exploration of the evolution and development of the English language from its early origins to its present form and future prospects. It delves into the influences, transformations, and key moments that have shaped the English language throughout its history. This course provides students with a comprehensive understanding of linguistic change, language contact, and the socio-cultural factors that have contributed to the growth and evolution of English. It also highlights the significance of English as a global language and examines the challenges and opportunities it faces in the modern world.

**Course Objectives:**

1. Understand the concept of language families and trace the development of the Indo-European family, with a focus on the Indo-European languages.
2. Examine origins, dialects, characteristics, vocabulary, influences and literary output of Old English.
3. Analyze the linguistic changes, dialects, and rise of Standard English during Middle English period.
4. Gain a comprehensive understanding of the historical evolution, linguistic transformations, socio-cultural influences, and global significance of the English language.

**Course Contents:****1) Introduction**

English Language: Its importance, Its assets and Liabilities, English Dialects and Standard Speech, Present and Future of English Language

**2) Old English**

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

**3) Foreign Influences on Old English**

The Celtic Influence, Latin Influence, Scandinavian Influence

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

The Norman Settlement, The Status of French, The Status of English; English and French in the Thirteenth Century, Factors Responsible for the Re-Establishment of English

**5) Middle English**

A Period of Great Change: (Changes in Grammar, Vocabulary), Middle English Dialects, the rise of Standard English, Importance and Spread of London English.

**6) The Renaissance (1500-1650)**

Effects of the renaissance on the Grammar and Vocabulary of English; Characteristics and Variations in the Grammatical Categories, Great Vowel Shift

**7) English Language after the Renaissance Period (1650-1800)**

English Language in eighteenth century: The Contributions of Dr Johnson, Jonathan Swift, Eighteenth Century Grammarians and Rhetoricians. **The Indo-European Family of Languages**

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

**8) English in the Nineteenth and Twentieth Century (1900 and onwards)**

English Language and Science, Sources of New Words, Oxford Dictionary

**Suggested readings:**

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

**Course Description:**

This course is a gateway to the field of applied linguistics. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. The knowledge of this will prepare the students to cope with the other subjects.

**Course Objectives:**

This course aims to enable students:

1. To have a basic understanding of the evolution of language teaching methods
2. To have a basic understanding of theory[s] about language underlying each method
3. To have a basic understanding of theory[s] about language learning underlying each method.
4. To develop knowledge about various techniques used in the major teaching methods
5. To become familiar with teaching procedures used in different methods.
6. To have a basic understanding of the roles of teachers and learners prescribed in each method.
7. To understand the role of syllabus in each method.
8. To understand the different approaches adopted in various methods towards the teaching of grammar, vocabulary, pronunciation and major skills, etc.

**Course Contents:**

1. A historical overview of the development of language teaching methods
2. The nature of methods and approaches in language teaching
3. The Grammar Translation Method
4. The Direct Method
5. The Audio-lingual Method
6. The Natural Approach
7. The Community Language Learning
8. Suggestopedia
9. The Communicative Language Teaching
10. The task-based Learning
11. The Lexical Approach
12. The Eclectic Approach

**Suggested Readings:**

1. Richards & Rodgers. (2014). Approaches and methods in language teaching (3<sup>rd</sup> ed.) Cambridge. CORE TEXT
2. Larsen-Freeman, D. (2015). Techniques and principles in language teaching. (3<sup>rd</sup> ed.) London: Oxford University Press.. CORE TEXT
3. Lopes, A. and Ruiz, M. (ed.) (2018). New Trends in Foreign Language Teaching: Methods, Evaluation and Innovation. Cambridge Scholars Publishing. UK.
4. Ellis, R. (1994) *The Study of Second Language Acquisition*, Oxford: Oxford University Press.
5. Brown, H. D. (1994) Teaching by Principles, Englewood Cliffs, N. J.: Prentice Hall Regents.
6. Brumfit, C. (ed.) (1986). The practice of communicative teaching. Oxford: Pergamon.
7. Brumfit, C. J. (1984a) *Communicative Methodology in Language Teaching: The Roles of Fluency and Accuracy*, Cambridge: Cambridge University Press.
8. Harmer, J. (2007). The practice of English language teaching. Harlow: Longman
9. Johnson, K. (1996). Language teaching and skills learning. London: Blackwell.
10. O'Malley, J. M. and Chamot, A. U. (1990) *Learning Strategies in Second Language Acquisition*, Cambridge: Cambridge University Press.

**Course Description:**

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

**Course Objectives:**

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

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

**Course Contents:**

1. The Nature and Scope of Sociolinguistics
2. Language choice in multilingual communities: Diglossia; Code-switching; Code-mixing; Register; The role of addressee in influencing style;
3. Linguistic varieties: Vernacular languages; Standard languages; Lingua franca; Pidgins and creoles
4. Speech functions, politeness and cross-cultural communication: The functions of speech; Politeness and address forms; Linguistic politeness in different cultures;
5. Regional and social dialects: Regional variation; social variation; Social dialects
6. Language change: How do languages change? How do changes spread? How do language change is studied? Reasons for language change
7. Language Maintenance, Shift and Death: Language shift in different communities; Factors contributing to language shift; Language death and language loss; Language revival
8. Gender and Language Use: Sex-exclusive speech; Sex-preferential speech features; Sex and social class;
9. Language Policy and Planning: National and official languages; Planning for a national/official language; Developing a standard variety; The linguist's role in language planning
10. Sociolinguistics and Education
11. Language, culture and thought
12. Language conflicts and politics in south Asia: Urdu-Hindi; Urdu-Bengali; English and local languages in Pakistan

**Suggested Readings:**

1. Holmes, J., & Wilson, N. (2017). *An introduction to sociolinguistics*. Routledge.
2. MESTHRIE, R. J. Swann vd.(2003), Introduction to Sociolinguistics.
3. Blommaert, J. (2010). *The sociolinguistics of globalization*. Cambridge University Press.
4. Chaika, E. (1994). *Language: The social mirror* (3rd Edition). Boston, MA: Heinle&Heinle Publishers
5. Chambers, J. K. (1995). *Sociolinguistic theory: Linguistic variation and its social significance*. Oxford: Blackwell.
6. Chambers, J.K. (1994). *Sociolinguistic theory: Language variation and its social significance*.
7. Coulmas, F. (ed.) (1998). *The Handbook of Sociolinguistics*. Oxford: Blackwell.
8. Coupland, N., & Jaworski, A. (2008). *Sociolinguistics: a reader and coursebook*. Palgrave.
9. Fasold, R. (1987). *The Sociolinguistics of society*. Oxford: Blackwell.
10. *Sociolinguistics*, by R.A. Hudson, Cambridge University Press
11. *An Introduction to Linguistics* by Tariq Rehman, Vanguard Books Pvt. Ltd
12. *Linguistics- An Introduction*, By Jean Aitchison, Hodder and Stoughton
13. *Sociolinguistics: An Introduction* By Peter Trugill CUP

**Course Description:**

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

**Course Objectives:**

1. To introduce the students to the major themes, trends, and issues in the Pakistani Literature in English with a focus on the questions of nationalism, Diaspora writing, and the indigenization of English language in Pakistani literature in English.
2. To enable students to compare and relate Pakistani writings in English with English writings from other parts of the world in order to enhance critical thinking.
3. To bring to light the current Pakistani Literature in English in proper historical perspective
4. To familiarize the students with regional literature
5. To enrich the experience of the students towards culture

**Course Contents:****Novel**

Mohsin Hamid (1971- )

*The Reluctant Fundamentalist*

**Prose**

Ghani Khan (1914-1996)

*The Pathan*

Shahid Suhrawardi (1932/33-1999)

*The Responsibility of Writers in Pakistan*

Intizaar Hussain (1925-2016)

*The Problems of Pakistani Identity*

**Short Stories**

Saadat Hasan Manto (1912-1955)

*Toba Tek Singh, Kingdom's End (Kingdom's End and Other Stories Translated by Khalid Hasan)*

Tariq Rahman

*Charity* (short story from *Selected Short Stories*)

Daniyal Mueenuddin (1963- )

*In Other Rooms, Other Wonders* (short story from in *Other Rooms, Other Wonders*)

**Poetry**

Daud Kamal (1935-1987)

*Reproductions, The Street of Nightingales, Remote Beginning*

Omer Tarin (1967- )

*The World I See, Define me (If you can), Requiem* (Collection: *The Burn Offerings* 1997)

Faiz Ahmed Faiz (1911-1984)

*Don't Ask Me Now, Beloved, I Made Some Love; I Did Some Work, The Slave* (Collection: *The True Subject* Translated by Naomi Lazard)

Taufiq Rafat (1927- )

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

**Suggested Readings:**

1. In Theory: Classes, Nations, Literatures by Aijaz Ahmad
2. The Location of Culture by Homi Bhabha
3. A History of Pakistani Literature by Tariq Rahman
4. Leaving Home: A Collection of English Prose by Pakistani Writers by Muneeza Shamsie
5. A Divided Legacy by Niaz Zaman
6. Punjab Portraits by Athar Tahir
7. Ahmad, Aijaz. In Theory: Classes, Nations, Literatures (London, 1992)

**CURRICULUM**

ASSOCIATE DEGREE/BS 4-YEAR IN ENGLISH  
DEPARTMENT OF ENGLISH  
UNIVERSITY OF MALAKAND  
(2023 ONWARDS)

Chairman  
Department Of English  
University of Malakand

Assistant Registrar  
(Academics)  
University of Malakand  
05-Dec-2023

**Course Description:**

This course offers a comprehensive exploration of Classics in English Prose, providing an engaging and enlightening literary journey through the works of some of the most influential prose authors in history. Throughout the course, we embark on a deep dive into the writings of the exceptional authors, each hailing from a distinct time period. Our aim is to delve into their groundbreaking ideas, distinct writing styles, and the enduring relevance of their work. Through the practices of close reading, critical analysis, and engaging discussions, this course is designed to foster a deeper appreciation for the rich diversity of prose styles and themes across different historical epochs. By the conclusion of the course, you will have gained a comprehensive understanding of the lasting significance of these authors and their invaluable contributions to the realms of literature and human thought.

**Course Objectives:**

This course aims to:

1. Analyze the writing techniques employed by each author, such as satire, rhetoric, and critical analysis, and understand how these techniques contribute to the impact of their works
2. Encourage critical thinking by engaging in discussions and debates on the ideas and messages conveyed in the texts, fostering a deeper understanding of the authors' intentions.
3. Develop analytical and communication skills through the composition of essays and presentations that articulate insights gained from the course materials.
4. Promote a holistic perspective on literature by considering the relationship between the authors' personal lives, their social contexts, and their literary creations.
5. Investigate the enduring relevance of the selected works, exploring how they continue to shape contemporary discourse and thought.

**Course Contents:****1) Francis Bacon (1561-1626)**

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

**2) John Milton (1608-1674)**

Areopagitica

**3) Jonathan Swift (1667-1745)**

A Modest Proposal

**4) William Hazlitt (1778-1830)**

Spirit of the Age: Coleridge, Wordsworth

**5) Charles Lamb (1775-1834)**

Essays of Elia: Old China, Poor Relations, Chimney Sweepers

**6) Matthew Arnold (1822-1888)**

Essays in Criticism: John Keats, Wordsworth

**7) John Ruskin (1819-1900)**

Crown of Wild Olive

**8) Lytton Strachey (1880-1932)**

Eminent Victorians: Dr Arnold

**9) Bertrand Russell (1872-1970)**

Conquest of Happiness

**Course Description:**

This course is a fertile field for students to broaden their vision with respect to fictional narratives and one-act plays, written in different cultures and languages. It focuses on students' critical engagement with different texts that represent a variety of cultures. The short stories in this course have been selected from a wide range of cultures with a view to highlighting the similarities and differences in the writings of different short story writers and how writers reflect the social and cultural events through their writing with a variety of themes in different styles.

**Course Objectives:**

The objectives are:

1. To provide an exposure to short fiction and one-act plays
2. To nurture the ability to think critically and promote intellectual growth of the students

**Course Contents:**

**Short Stories**

1. *The Nightingale and the Rose* Oscar Wilde
2. *The Cask of Amontillado* Edgar Allan Poe
3. *The Darling* Anton Chekhov
4. *Hearts and Hands* O' Henry
5. *The Necklace* Guy De Maupassant
6. *A Hunger Artist* Franz Kafka
7. *A Cup of Tea* Katherine Mansfield
8. *The Story of An Hour* Kate Chopin
9. *The Richer The Poorer* Dorothy West
10. *The Kingdom of Cards* Rabindranath Tagore
11. *The Martyr* Ngũgĩ wa Thiong'o
12. *A Watcher of the Dead* Nadine Gordimer
13. *Revelation* Flannery O'Connor

**One-Act Plays**

1. The Moon for the Caribbees (Eugene O'Neill, 1888-1953)
2. The Rising of the Moon (Lady Gregory, 1852-1932)
3. The Sandbox (Edward Albee)

**Suggested Readings:**

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



**Course Description:**

Students learn techniques for studying successfully in their university courses. Techniques may include time management, reading and writing methods, note-taking, test-taking, and memorization skills. Students practice these skills using materials from other classes during the quarter.

**Course Objectives:**

Upon completion of this course, students will:

1. know and apply self-management skills to direct their academic performance and life choices
2. define their own goals and preferences as they embark on their university career
3. embrace diversity and still be themselves
4. know and use the vital study skills and strategies they need to become confident and successful
5. create and use study systems, think critically, concentrate, read and listen with understanding
6. develop and implement strategies to manage their time effectively
7. develop practical test and examination taking skills
8. use skills to continue life-long learning on their own

**Course Contents:****A. Introduction to Study Skills Contextualized in Academic Education**

1. The Role of a Teacher and Student in Interactive Learning

**B. Preparing for Study:**

1. Student Self-confidence
2. Motivation
3. Selecting learning ways

**C. Identifying Learning Resources:**

1. The resource pack
2. Collecting useful books
3. Making notes

**D. Time Management:**

1. Principles of Time Management/Scheduling
  - Dodge Dead Hours
  - Day-time Study
  - Study Before Recitation-type Class
  - Study After Lecture-type Class
  - Prioritising
  - Dodge Bedevilling Details
  - Sleep Pattern
  - Duration of Study and Splitting Time
  - Dietary Habits
2. Benefits of Time Management/Scheduling
  - Getting Started
  - Regularity and Punctuality
  - Prevents Avoidance
  - Controls Cramming
  - Enjoyable Study
  - Balanced Recreation
  - Recreational Efficiency/Enjoying every Activity in Life
  - Regulated Living
  - Freed Mind
3. Types of Schedules
  - Monthly Schedule
  - Weekly Schedule
  - Daily Schedule

**E. Need and Importance of Concentration:**

- Positive Attitude
- Specific Study Goals

## CURRICULUM

Good Study Environment  
Sound Physique  
Varied Study  
Seek Help

**F. Examinations:**

1. General Tips for Examination

Final Review of the Entire Course  
Be on Time for the Examination  
Possession of Essential Stationery Items  
Following the Instruction Given on Paper/Test  
Budgeting Time  
Memorisation of Statistical/Quantitative Information  
Anticipated Questions from Past Papers

2. Objective Exams:

Do the Easy First  
Do the Challenging later  
Seeking Feedback from the Examiner  
Rephrasing the Tricky Questions  
Underling the Keywords for Clarity  
Revision of the Answers for Correctness

3. Subjective Exams

Anticipated Probable Questions  
Outlining/Sketching Answer Before Attempting  
An Overview of the Paper/Test Before Attempting  
Budgeting Time Appropriately  
Begin with Easy First to Trigger Ones Mind  
Write an Organised Answer: Introduction, Analysis and Conclusion

**Suggested Readings:**

1. C.A. Mace (1982). *The Psychology of Study*. Penguin Books.
2. Langan (1978). *Reading and Study Skills*. McGraw Hills Book Company.
3. Pauk (1989). *How to Study in College*. Houghton Milton Company: Boston.
4. Kanar, Carol C. (2001). *The Confident Student*, (2001). Houghton Mifflin Co.
5. Tom Burns, Sandra Sinfield, *Essential Study Skills: The Complete Guide to Success at University*. Sage Publisher.
6. Abby Marks (1994). *Study Skills: The Tools for Active Learning*. Delmar Publisher.

**Course Description:**

The course is designed to develop successful writing skills combined with familiarity with academic writing and formatting requirements. We will cover choosing a topic, researching it, making an argument, engaging the reader, grammar, sentence structure, paragraphs, editing, and revising.

**Course Objectives:**

This course enables students to learn and practice tips and techniques in producing effective essays besides informing or persuading a reader. The process of writing an essay teaches a student how to research a topic and organize his thoughts into an introduction, a body, and a conclusion.

**Course Contents:**

1. **Introduction**
  - a. What is writing?
  - b. Effective writing
  - c. Correct writing
  - d. Writing as communication
  - e. Writing and speech
2. **The Essay**
  - a. Meaning of an essay
  - b. Why write an essay?
  - c. Types of essays
    - i. Narration
    - ii. Description
    - iii. Exposition
    - iv. Discussion
3. **The Procedure of Writing an Essay**
  - a. Planning
  - b. Drafting
  - c. Revising
  - d. Editing
4. **Decisions in the Writing Process**
  - a. Selecting a topic
  - b. Analyzing your audience
  - c. Determining your purpose
  - d. Deciding on context, language and package
5. **Mechanics of Essay Writing**
  - a. Paragraphs
  - b. Sentences
  - c. Diction
  - d. Spelling
  - e. Punctuation
  - f. Tone and style
6. **The Essay Examination**
  - a. Comprehending the task
  - b. Planning your answer
  - c. The writing process
  - d. Proofreading your answer
  - e. Common mistakes to avoid

**Suggested Readings:**

1. Gary Prost (1985). 100 Ways to Improve Your Writing. Berkley; Reissue Edition.
2. Bryan Greetham (1989). How to Write Better Essays. Palgrave Study Skills.
3. Lauren B. Starkey (2007). *How to Write Great Essays*. Learning Express, Llc.
4. John Gross (2008). *The Oxford Book of Essays*. Oxford University Press: USA.
5. Jacob Neumann (2016). *A Professor's Guide to Writing Essays: The No-Nonsense Plan for Better Writing*. Pelican Lake Eve, Edinburgh, TX.

**Course Description:**

This course offers an in-depth and comprehensive analysis of the most prominent and influential works in the dramatic canon, providing students with a profound understanding of the evolution of English drama from its origins to modern times. Moreover, it sheds light on their masterpieces and critically analyzes their significance as literary works. Additionally, students will be exposed to reading the actual text of the given authors, enhancing their thorough understanding of analyzing dramatic works in a more critical and stylistic manner.

**Course Objectives:**

The primary objectives of the course are underlined:

- Critically analyze the works of the prominent playwrights in English literature
- Enhance critical thinking and analytical skills by dissecting the structure, language, and literary techniques employed in classic English plays.
- Cultivate an appreciation for the enduring literary significance of classic dramatic works and their contributions to the English literary canon.
- Gain proficiency in reading and analyzing the actual text of classic English plays, deepening comprehension of the nuances and subtleties within the works.

**Course Contents:**

- 1) **Sophocles (c. 496-406 B.C.)**  
Oedipus Rex
- 2) **Christopher Marlowe (1564-1593)**  
The Tragical History of Doctor Faustus
- 3) **William Shakespeare (1564-1616)**  
Hamlet  
Merchant of Venice
- 4) **Ben Jonson (1572-1637)**  
Every Man in His Humour
- 5) **G. B. Shaw (1856-1950)**  
Arms and the Man

**Suggested Readings:**

1. Shakespeare's Tragedies by G. B. Harrison
2. Shakespearean Tragedy by A. C. Bradley
3. "The Complete Plays of Ben Jonson" by Ben Jonson, edited by C. H. Herford and Percy and Evelyn Simpson.
4. Sophocles' Oedipus Rex" (Cambridge Greek and Latin Classics) Edited by Bernard Knox Publisher: Cambridge University Press: 1998.
5. "Doctor Faustus: A Critical Guide" (Continuum Renaissance Drama). Sara Munson Deats (Editor). Publisher: Bloomsbury Academic. 2001.
6. "Arms and the Man: A Norton Critical Edition". George Bernard Shaw (Author), Allan Lewis (Editor): W. W. Norton & Company. 2006

**Course Description:**

This course deals with practical aspects of English language teaching. It is believed that without an effective course, prospective teachers will merely perpetuate the way they were taught or the way colleagues teach, with little opportunity to encounter new ideas, to benefit from progress made in the field by other professionals, researchers and thinkers, or to develop personal theories of action through systematic study and experiment.

**Course Objectives:**

The primary aim of this course is to bring students (prospective English language teachers) to the point at which they can begin to function competently and thoughtfully, as a basis for further development and improvement in the course of their own professional practice. A second aim of the course is to lay the seeds of further development. The course should be seen as the beginning of a process, not a complete process in itself: participants should be encouraged to develop habits of learning that will carry through into later practice and continue for their entire professional lives. Finally, there is a long-term aim: to promote a view of teachers as autonomous and creative professionals, with responsibility for the wider development of professional theory and practice.

**Course Contents:**

1. Course book
  - What is a course book?
  - Background to the design and use of course books
  - The need of course book
  - Course book assessment
  - Using a course book
  - Supplementary materials
2. Lesson Planning
  - What does a lesson plan involve?
  - Lesson preparation
  - Varying lesson components
  - Evaluating lesson effectiveness
  - Practical lesson management
3. Classroom Discipline
  - What is discipline?
  - What does a disciplined classroom look like?
  - What teacher action is conducive to a disciplined classroom?
  - Discipline problems
  - Dealing with discipline problems
4. Classroom Interaction
  - Patterns of classroom interaction
  - Questioning
  - Group work
  - Individualization
  - The selection of appropriate activation techniques
5. Giving Feedback
  - Different approaches to the nature and function of feedback
  - Assessment and correction
  - Correcting mistakes in oral work
  - Written feedback
6. Teaching vocabulary
  - What is vocabulary and what needs to be taught?
  - Presenting new vocabulary
  - Remembering vocabulary
  - Testing vocabulary
7. Teaching Grammar
  - What is grammar?
  - The place of grammar in language teaching
  - Presenting and explaining grammar

## CURRICULUM

- Grammar practice activities  
The correction of grammatical errors
8. Teaching Pronunciation: What does pronunciation involve?  
Exposing students to different accents  
Improving students' pronunciation  
Pronunciation and spelling
  9. Teaching Listening  
What does real-life listening involve?  
Real-life listening in the classroom  
Learner problems  
Types of activities  
Adapting activities
  10. Teaching Speaking  
Effective oral fluency practice  
The function of topic and task in teaching speaking  
Discussion activities  
Role play and related techniques  
Oral testing
  11. Teaching Reading  
How do we read?  
Beginning reading  
Types of reading activities  
Improving reading skills  
Advance reading activities
  12. Teaching Writing  
Written versus spoken text  
Teaching procedures  
Writing stimulating tasks and activities  
The process of composition  
Giving feedback on writing
  13. Younger and Older Learners  
What difference does age make to language learning?  
Teaching children  
Teaching adolescents  
Teaching adults
  14. Testing: What is testing?  
Kinds of test and testing  
Testing writing  
Testing oral ability  
Testing reading  
Testing listening
  15. Micro-teaching

### Suggested Readings:

#### Core Readings

1. Ur, P (1996). A course in language teaching. Cambridge: CUP. CORE TEXT
2. Harmer, Jeremy. (2007). The Practice of English Language Teaching. Pearson Longman.  
Related Readings
3. Allen, V. F. (1983) Techniques in Teaching Vocabulary, New York: Oxford University Press.
4. Brown, G. and Yule, G. (1983) Teaching the Spoken Language, Cambridge: Cambridge University Press.
5. Brown, H. D. (1994) Teaching by Principles, Englewood Cliffs, N. J.: Prentice Hall Regents.
6. Carter, Ronald, & Nunan, David. (2001). The Cambridge guide to teaching English to speakers of other languages. Cambridge University Press.
7. Charles, C. M. (1992) Building Classroom Discipline (4th edn.), New York: Longman.
8. Hughes, A. (1989). Testing for Language Teachers, Cambridge: Cambridge University Press.
9. Kelly, Gerald. (2000). How to teach pronunciation. Longman.  
(2nd ed). Blackwell.
10. Thornbury, Scott. (1999). How to teach grammar. Longman.
11. Thornbury, Scott. (2002). How to teach vocabulary. Longman.
12. Thornbury, Scott. (2005). How to teach speaking. Longman.

**Course Description:**

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

**Course Objectives:**

The objectives of the course are to:

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

**Course Contents:**

1. Theories of Semantic and Pragmatics
2. Types of meaning
3. Semantic field
4. Sense Relations and Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy)
5. Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)
6. Speech act theory
7. Conversational Implicature
8. The Cooperative Principle
9. Politeness
10. Deixis

**Suggested Readings:**

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

**Course Description:**

Students will trace the evolution of critical thought, develop skills in close reading and analysis, and understand cross-cultural influences. The course fosters critical thinking, enhances communication abilities, and encourages independent research to comprehend and apply diverse critical perspectives to literary works.

Overall, the course aims to provide students with a comprehensive understanding of key literary critics and their contributions to the field of literary criticism, while also equipping them with the analytical tools to engage with literature from a variety of perspectives.

**Course Objectives:**

1. Offer an intensive course in literary criticism and theory to equip learners of literature and language with a comprehensive understanding.
2. Provide historical context to literary criticism, tracing its evolution through contemporary and later viewpoints.
3. Focus on poetic and dramatic forms, illuminating significant trends and concepts in world literature, especially in English literature.
4. Address the question of the relevance of studying "English" literature, considering the perspective of readers in our region.

**Course Contents:****Aristotle**

Aristotle's replies to charges against poetry by Plato

Aristotle's Theory of Tragedy

Parts/Elements of Tragedy

Plot of tragedy

Aristotle's concept of tragic hero

**Cassius/Dionysius Longinus**

Sublimity

Five sources of sublimity

False sublimity

**Sir Phillip Sidney**

Gosson's charges against poetry and Sidney's replies

**Dr. Samuel Johnson**

Shakespeare as a poet of Nature

Defense of Shakespeare

Allegations against Shakespeare

**Suggested Readings:**

- 1) Aristotle (394-322 B.C) The Poetics
- 2) Longinus (1<sup>st</sup> Century A.D) On the Sublime
- 3) Sir Philip Sidney (1554-1586) An Apology for Poetry
- 4) Samuel Johnson (1709-1784) Shakespearian Criticism



**Course Contents:**

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

**Suggested Readings:**

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

**Course Description:**

The course seeks to provide students with a comprehensive understanding of key literary theorists and their influential critical approaches. The course aims to foster critical thinking, encourage interdisciplinary analysis, and equip students with tools to engage with literature from multiple theoretical perspectives. Through these lenses, students will synthesize perspectives, engage in critical discourse, and develop research skills to analyze and interpret literature from diverse theoretical standpoints.

**Course Objectives:**

1. Provide intensive exploration of influential English literary critics, their theories and perspectives.
2. Examine a range of critical theories, enabling learners to engage with philosophical and critical concepts pertaining to chosen subjects.
3. Cultivate the ability to critically analyze literary texts, fostering a deeper understanding of their nuances and layers of meaning.
4. Equip learners with the skills required to conduct thorough research in the field of literary criticism.
5. Develop a comprehensive understanding of the theoretical frameworks underpinning literary analysis and interpretation.

**Course Contents:****William Wordsworth**

Wordsworth's Theory of poetry

- What is a poet?
- What is poetry?
- What is the function of poetry?
- What is poetic truth?
- What should be the language of poetry?

**Samuel Taylor Coleridge**

- Agreements and Disagreements with Wordsworth
- Fancy and Imagination

**Thomas Stearns Eliot**

- Tradition and individual talent
- The function of criticism

**Literary Theory**

- Structuralism: (Focusing its historical Background and Characteristics)
- Post structuralism (Focusing its historical Background and Characteristics)
- Marxism (Focusing its historical Background and Characteristics)
- Feminism (Focusing its historical Background and Characteristics)
- Psychoanalytic literary theory (Focusing its historical Background and Characteristics)

**Suggested Readings:**

1. **Wordsworth (1770-1850)** Preface to Lyrical Ballads
2. **Coleridge (1772-1834)** Biographia Literaria (chapter 4, 13, 14, 17, 18, 19, 22)
3. **T S Eliot (1888-1965)** Traditional and Individual Talent, The Function of Criticism
4. **Peter Barry (b.1947-)** Beginning Theory: An Introduction to Literary and Cultural Theory
5. **Terry Eagleton (b. 1943-)** Literary Theory: An Introduction

**Course Description:**

A survey of American literature from exploration and settlement to the present. Students will study prose, poetry, drama, and fiction concerning their historical and cultural contexts. Texts will be selected from diverse authors to reflect and reveal the evolving American experience and character.

**Course Objectives:**

Upon completing this course, the student will be able to:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions
2. Analyze literary works as expressions of individual or communal values within different literary periods: social, political, cultural, or religious contexts
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods in different regions
4. Articulate the aesthetic principles that guide the scope and variety of works in arts and humanities
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature

**Course Contents:**

**A. POETRY**

**1. Ralph Waldo Emerson (1803-1882)**

- i. *Brahma* ii. Give All to Love

**2. Emily Dickenson (1830-1886)**

- i. Because I could not Stop for Death ii. Hope is the Thing with Feathers

**3. Robert Frost (1874-1963)**

- i. The Road Not Taken ii. Mending Wall

**B. DRAMA**

**1. Arthur Miller (1915-2005)**

Death of a Salesman (1949)

**C. NOVEL**

**1. Toni Morrison (1931-2019)**

Beloved (1987)

**D. SHORT STORY**

**1. Samuel Langhorne Clemens (Mark Twain—b. 1835-1910)**

The Celebrated Jumping Frog of Calaveras County (1865)

**2. William Sydney Porter (O. Henry—b.1862-d.1910)**

The Gift of the Magi (1905)

**3. Ernest Hemingway (1899-1961)**

The Killers (1927)

**4. William Faulkner (1897-1962)**

That Evening Sun Go Down (1931)

**5. Joyce Carol Oates (1938- )**

Where Are You Going, Where Have You Been? (1966)

**6. Donald Richard DeLillo (Don DeLillo—b. 1936- )**

The Itch (2017)

**Suggested Readings:**

1. Temperley, H. & Bigsby, C. (eds.). (2007). *A New Introduction to American Studies*. Pearson Education Limited.
2. Brogan, H. (1985). *The Penguin History of the USA*. Penguin Publishers.
3. Bradbury, M. (1994). *Modern American Fiction*. Oxford Publishers.
4. Burgett, B. & Hendler, G. (2014). *Keywords for American Cultural Studies*. NYU Press.
5. Campbell, N. & Kean, A. (2016). *American Cultural Studies*. Routledge.
6. Tindall, G. & Shi, D.. (2012). *America: A Narrative History*. Norton.
7. Evans, S. (1989). *Born for Liberty: A History of Women in America*. Free Press.
8. McKay, D. (2017). *American Politics and Society*. Blackwell.

**Course Description:**

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

**Course Objectives:**

This course will enable the students:

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

**Course Contents:****1) Henry Fielding (1707-1754)**

Joseph Andrews

**2) Jane Austen (1775-1817)**

Pride and Prejudice

**3) Charles Dickens (1812-1870)**

Great Expectations

**4) Emily Bronte (1818-1848)**

Wuthering Heights

**5) Thomas Hardy (1840-1928)**

Tess of the D' Urbervilles

**Course Description:**

Psycholinguistics is the study of the mental mechanisms that make it possible for people to use language. It is a scientific discipline whose goal is a coherent theory of the way in which language is produced and understood. This course describes the most important discoveries that have been made in the attempt to construct such a theory.

**Course Objectives:**

The main aim of this course is to enable the students to understand the various processes through which information is conveyed by language. Other objectives are:

1. To enable the students to know the underlying processes of speech perception and comprehension;
2. To enable the students to know the underlying processes of speech production;
3. To enable the students to understand the role played by meaning (i.e., lexical, sentential and discourse) in the comprehension of both written and oral text;
4. To enable the students to know the various aspects of storing and retrieving vocabulary items; and
5. To enable the students to know the various aspects of first language acquisition.

**Course Contents:**

1. The scope, objectives and Methods of Psycholinguistics
2. Language faculty in humans: issues and options: Is language restricted to humans? Is there biological evidence for innate language capacity? Is there a preordained language program? **Is our language faculty modular?**
3. Language and the brain: Brain lateralization; **Parts of the brain responsible for language functions; Aphasia; Tongue-slips**
4. First language acquisition: Input and interaction; The role of motherese; Stages in first language acquisition; **The development of the morphological, syntactic and semantic aspects of language in children**
5. The perception and comprehension of speech: The Perception of Phonemes; The auditory, phonetic and phonological stages in speech perception; The Perception of Continuous Speech; Lexical Access
6. The planning and production of speech: **What is speaking? constituent planning and production; Sentence planning and production; Discourse planning and production**
7. Language and thought: Linguistic universals and linguistic relativity; How language influences thought? How thought influences language?
8. The representation of meaning: **The nature of meaning; The lexical entry; semantic components; The functional approach to meaning; Complications in the representation of meaning**

**Suggested Readings**

1. Aitchison, J. (1998) *The Articulate Mammal*, 4th edn, London: Routledge. **core text**
2. Clark, H. and Clark, E. (1977). *Psychology and Language*. Harcourt Brace Jovanovich inc. **core text**
3. Caplan, D. (1992) *Language: Structure, Processing and Disorders*, Cambridge, MA: MIT Press.
4. Cohen, G. (1989) *Memory in the Real World*, Hove: Erlbaum.
5. Faerch, C. and Kasper, G. (eds) (1983) *Strategies in Interlanguage Communication*, Harlow: Longman.
6. Field, J. (2003) *Psycholinguistics: A Resource Book for Students*, London: Routledge.
7. Garman, M. (1990) *Psycholinguistics*, Cambridge: Cambridge University Press.
8. Garnham, A. (1985) *Psycholinguistics: Central Topics*, London: Routledge.
9. Gathercole, S.E. and Baddeley, A. (1993) *Working Memory and Language*, Hove: Erlbaum.
10. Harley, T. (2001). *The Psychology of Language*, 2nd edn, Hove: Psychology Press.
11. Henderson, J. (1999) *Memory and Forgetting*, London: Routledge.
12. Singer, M. (1990) *Psychology of Language*, Hillsdale, NJ: Erlbaum.
13. Springer, S.P. and Deutsch, G. (1997) *Left Brain, Right Brain*, 5th edn, New York: W.H. Freeman.
14. Stevenson, R.J. (1993) *Language, Thought and Representation*, Chichester: John Wiley.
15. Taylor, I. and Taylor, M.M. (1990) *Psycholinguistics: Learning and Using Language*, Englewood Cliffs, NJ: Prentice Hall.

According to Undergraduate Education Policy (UEP) 2023, “the field experience of six to eight weeks (preferably undertaken during semester or summer break) must be graded by a faculty member in collaboration with the supervisor in the field. This is a mandatory degree award requirement of 3 credit hours” for students of BS 4-Year in English”. At the end of the Field Experience/Internship, the student shall be required to submit a report including justification and relevance of the experience/internship, objectives, details of the activities done, goals achieved and recommendations for students desirous to undertake their field experience/internship in the same field.

For field work/internship, students shall be encouraged to engage in practical work related to their studies. They may undertake the work in any teaching or administrative department at the university of Malakand. Other options may include public/private sector organizations including but not limited to religious seminaries, colleges, schools, universities, law courts, financial institutions, prisons, media etc. The field experience/internship may relate to teaching, composing, drafting, reviewing, creative writing, content writing, translation, research etc. The relevance shall be subject to the approval of the departmental committee.

The details of the Field Experience/Internship shall be subject to change as per HEC guidelines and the University policy.

**Course Description:**

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

**Course Objectives:**

The course aims to:

1. impart knowledge of the notable translation theories to students
2. prepare them to critically reflect on different translation theories
3. enable students to apply the methods and strategies discussed in the theories of translation
4. acquaint them with the ideological and political nature of translation
5. enable them to produce grammatically and stylistically appropriate translations

**Course Contents:**

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

**Suggested Readings:**

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

**Course Description:**

This course will explore the works of the English poets from Chaucer to romantics. These poets were all influenced by the classical tradition, and their work reflects the intellectual, cultural and political changes of the Renaissance and romantic movement. The course will cover a variety of poetic forms, including the ode, the sonnet, the epic, the ballad and the allegory.

**Course Objectives:**

1. To introduce students to the major English poets of the Renaissance period and the 18th and 19th centuries
2. To analyze the poetic techniques, styles and themes of these poets
3. To understand the historical, political and cultural context of these poets' work
4. To develop critical thinking and writing skills

**Course Contents:**

1. **Geoffrey Chaucer (1344-1400)**  
The Prologue to the Canterbury Tales (characters of *The Knight, The Prioress, The Friar, The Wife of Bath, The Parson*)
2. **Edmund Spenser (1558-1603)**  
The Faerie Queene Book- 1 (Canto-1)
3. **Sir Philip Sidney (1554-1586)**  
Astrophel and Stella: I .... Loving in truth, and fain in verse my love to show,  
Astrophel and Stella: 31... With how sad steps, O Moon, thou climb'st the skies!
4. **William Shakespeare (1564-1616)**  
Sonnets 18: Shall I compare thee to a summer's day? Sonnet 97: How like a winter hath my absence been; Sonnet 116: Let me not to the marriage of true minds
5. **John Milton (1608-1674)**  
Paradise Lost (Book-I)
6. **John Donne (1572-1631)**  
Good Morrow, The Sun Rising, Holy Sonnet VI: This Is My Play's Last Scene, Death, be not proud (Holy Sonnet 10)
7. **Alexander Pope (1688-1744)**  
An Essay on Man (Epistle -I)
8. **William Wordsworth (1770-1850)**  
Ode: Intimations of Immortality from Recollections of Early Childhood, "I Wandered Lonely as a Cloud", "The World Is Too Much with Us; Late and Soon"
9. **S. T. Coleridge (1772-1834)**  
Kubla Khan, The Rime of The Ancient Mariner,
10. **John Keats (1795-1821)**  
Odes To A Nightingale, Ode On A Grecian Urn
11. **P. B. Shelley (1792-1822)**  
Ode to the West Wind



**Course Description:**

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

**Course Objectives:**

This course aims to:

1. introduce discourse analysis as a method of text analysis and a research enquiry in language teaching and other contexts relevant to Applied and Sociolinguistics
2. familiarize learners with practical applications of discourse analysis techniques to real world situations
3. to acquaint students with a wide variety of discourses
4. To introduce learners to practical applications of critical discourse analysis techniques to real world discourses

**Course Contents:****Section 1: Beginning with Discourse Analysis**

1. Introduction to Discourse
  - What is Discourse?
  - Features of Discourse
  - Text and Discourse
  - Types of Discourse: Written, Spoken, Media, Political etc.
2. Discourse Analysis
  - What is Discourse Analysis?
  - A Short History of Discourse Analysis
  - Major Contributors
3. Grammatical Analysis of Discourse
  - Cohesion & Coherence
  - Cohesive Devices
  - Theme & Rheme
  - Thematic Progression
4. Pragmatic Analysis of Discourse
  - Language in context
  - Speech Act Theory
  - Co-operative Principles
  - Conversational Implicature
  - Politeness Theory
5. Analysis of Conversation as Discourse
  - Conversation as Discourse
  - Structure of conversation
  - Analyzing a conversation

**Section 2: Proceeding with Critical Discourse Analysis**

6. Discourse and Ideology: Beginning Critical Discourse Analysis
  - What is ideology
  - Ideology in Discourse
  - What is critical Discourse Analysis
  - A brief history of CDA
  - Foucault & CDA
7. Fairclough and CDA

- Language and Society  
Relational-Dialectal Approach-Basics
8. Van Dijk and CDA Language and Power  
Socio-Cognitive Model- Basics

**Suggested Readings:**

1. Yule, G. (1996). Pragmatics: Oxford University Press.
2. Alba-Juez, Laura. (2009). Perspectives on Discourse Analysis: Theory and Practice. Cambridge.
3. Blommaert, J. (2005). Discourse. Cambridge: Cambridge University Press.
4. Bloor, M., & Bloor, T. (2007). The practice of critical discourse analysis. An introduction. London: Hodder Arnold.
5. Caldas-Coulthard, C. R., & Coulthard, M. (Eds. ). An Introduction to Critical Discourse Analysis. London: Continuum.
6. Gee, James Paul. (1999). An Introduction to Discourse Analysis: Theory and Method. Routledge.
7. Locke, T. (2004). Critical Discourse Analysis. London: Continuum.
8. Paltridge, Brian. (2006). Discourse Analysis. London: Continuum
9. Rogers, R. (Ed.). (2011). An introduction to critical discourse analysis in education. Second Edition. London: Routledge.
10. Schiffrin, D., Tannen, D., & Hamilton, H. (Eds.). (2001). Handbook of Discourse Analysis. Oxford: Blackwell.
11. Wodak, R., & Meyer, M. (Eds.). (2009). Methods of critical discourse analysis. Second revised edition. London: Sage

## COURSE DESCRIPTION

This course is an introduction to the large body of literature on Language and Gender within Sociolinguistics and within studies of language in social context more generally. It introduces students to facts, theory, and analytic tools to analyze issues related to language and gender. It provides an overview of gender related linguistic, social, political and moral issues. Moreover, it investigates how language in use mediates, and is mediated by, social constructions of gender and sexuality. An emphasis on the history of research in language and gender will culminate in a current description of the state of language and gender. Particular attention will be paid to the evolution of feminist theory, ideology, hegemony, performativity, and the “borders” of gender identities.

## COURSE OBJECTIVES

This course aims to help the students:

1. Understand the concepts of language and gender;
2. Distinguish between sex and gender;
3. Understand how members of each gender use language
4. Understand how culturally enshrined ideas about gender affect language and its use
5. Comprehend the concepts of gender roles, gender stereotypes, gendered identity, gendered behaviors, and so on.
6. Understand what structure and usage patterns in language are exhibited by men and women
7. Familiarize themselves with the early approaches to the study of language and gender, based on the deficient, difference and dominance models;
8. Have a basic understanding of the social aspects of language and gender;
9. The discursive aspects of gendered language;
10. Understand the processes underlying the way we linguistically map the world; and
11. Understand the relationship between language ideology and gender ideology.

## COURSE CONTENTS

1. What is gender? Heterosexual sex vs. gender; Gender, language and feminism; Gender roles and gender stereotypes.
2. Early approaches to the study of gender and language: The ‘deficit’, ‘difference’ and ‘dominance’ approaches.
3. 3. Gender as a social construction: The relation between gender and biology; The development of gendered identities and behaviors; Institutional and ideological dimensions of gender.
4. The influence of gender on meaning construction in discourse: The role of gender in structuring participation in various kinds of speech activities and genres; The role of gender in structuring various conversational dynamics.
5. The role of gender in speech acts in face-to-face interactions.
6. The use of linguistic resources with respect to subject positioning and idea positioning: Showing deference and respect; Signaling commitment and eliciting others’ support; Speaking directly or indirectly.
7. Ways in which gender schemas and ideologies figure as assumed background in conversation: Strategies for the backgrounding or foregrounding of certain aspects of meaning; The role of gender-related metaphors in making certain meanings salient.
8. The way we map our world: How those mappings enter into gender practice; Generic masculine, grammatical gender, and politically correct language.
9. The relationship of language ideology to gender ideology: Ways in which linguistic features are used for expressing gender; Ways in which stylistic features are used for portraying a particular gendered persona; Gender performances that challenge established gender ideologies and norms.
10. The discursive construction of gender in the media and in the workplace: The construction of gender in advertisements; Gender in magazines; Gendered discourses at work; In a double bind, under a

### CURRICULUM

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DEPARTMENT OF ENGLISH  
UNIVERSITY OF MALAKAND  
(2023 ONWARDS)

Chairman  
Department Of English  
University of Malakand

Assistant Registrar  
(Academics)  
University of Malakand  
05-Dec-2023

glass ceiling.

### **Suggested Readings:**

#### **Core Readings**

1. Eckert, Penelope and Sally McConnell-Ginet. 2003. Language and Gender. Cambridge: Cambridge University Press.
2. Litosseliti, L. 2006. Gender and Language: Theory and Practice. London: Hodder Arnold

#### **Related Readings**

1. Spender, Dale. 1980. Man Made Language. London: Routledge
2. Cameron, Deborah. 1998. The Feminist Critique of Language. 2<sup>nd</sup> Ed London: Routledge
3. Cameron, Deborah. 1992 Feminism and Linguistic Theory. 2<sup>nd</sup> Edition Basingstoke: Macmillan
4. Mills, Sara. 1995. Feminist Stylistics. London: Routledge
5. Thomas, L. & Wareing, S. 1999. Language Society and Power. London: Routledge
6. Coates, J. (1986). Women, Men and Language. Longman: London.
7. Tannen, D. (1990). You Just Don't Understand. New York: Ballantine Books (YJDU)
8. Tannen, D. (Ed.), (1993). Gender and Conversational Interaction. New York: OUP

**Course Description:**

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

**Course Objectives:**

This course will enable the students:

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

**Course Contents:****1) Virginia Woolf (1882-1941)**

To The Light House

**2) Joseph Conrad (1857-1924)**

Heart of Darkness

**3) E. M Forster (1879-1970)**

A Passage to India

**4) William Golding (1911-1993)**

Lord of the Flies

**Suggested Readings:**

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

**Course Description:**

This course offers an engaging and thought-provoking exploration of the evolution of drama in English literature from the late 19th century to the present day. This course delves into the major movements, playwrights, and influential works that have shaped the landscape of modern English drama. Through in-depth analysis, critical discussions, and immersive reading experiences, students will gain a comprehensive understanding of the development and significance of modern drama. Besides, students will be able to understand, analyze and interpret the texts of modern drama in a more critical and scholastic way.

**Course Objectives:**

This course aims to:

- To analyze and appreciate the key movements, playwrights, and works in modern drama.
- To examine the thematic and stylistic innovations in modern drama, including the exploration of identity, politics, and societal norms.
- To develop critical thinking and analytical skills through close reading, discussion, and written analysis of dramatic texts.
- To explore the relationship between theater and the broader cultural, political, and historical contexts of the modern world.
- To foster an appreciation for the enduring relevance of modern drama and its impact on contemporary theatrical practices

**Course Contents:****1) T S Eliot (1888-1965)**

Murder in the Cathedral

**2) Garcia Lorca (1898-1936)**

Blood Wedding

**3) Samuel Beckett (1906-1989)**

Waiting for Godot

**4) Lorraine Hansberry (1930-1965)**

Raisin in the Sun

**Suggested Readings:**

1. Murder in the Cathedral: The Complete Annotated Text with a Companion History of the Play" by T.S. Eliot (Editor), edited by M. L. Rosenthal.
2. Blood Wedding: A Play" by Federico García Lorca, translated by Langston Hughes.
3. Waiting for Godot: A Tragicomedy in Two Acts" by Samuel Beckett, with an introduction by Eugene Webb, is a popular edition.
4. A Raisin in the Sun" by Lorraine Hansberry, with an introduction by Robert Nemiroff and critical essays, is a comprehensive edition to explore.

**Course Description:**

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

**Course Objectives:**

The course aims to:

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

**Course Contents:****1. Introduction**

What is stylistics?

Historical Evolution of Stylistics

The Nature of Stylistics

The Goals of Stylistics

**2. The concept of style and stylistics: Meaning of stylistics and its approaches**

Style as choice

Style as the Man

Style as Deviation

Style as Conformity

Style as Period or Time

Style as Situation

**3. Types of Stylistics I**

Features of Linguistic Stylistics

Lexical Repetition

Semantico-Syntactic Level

Semantic/Grammatical Level

Phonological Level

Graphological Level

**4. Types of Stylistics II**

Reader-Response Stylistics

Affective Stylistics

Pragmatic Stylistics

Pedagogical Stylistics

Forensic Stylistics

**5. Levels of Linguistic Analysis: The Lexico-Semantic Level**

Semantics

Lexico-semantics

Lexical Relations

Types of Words

Denotative/Connotative Meanings

Idiomatic Meaning

**6. Levels of Linguistic Analysis: The Syntactic Level**

Units of Grammar

The Group

The Clause

**CURRICULUM**

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Department Of English  
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Assistant Registrar  
(Academics)  
University of Malakand  
05-DEC-2023

The Sentence  
The notion of Rank shifting  
Voice

### 7. **Foregrounding**

Meaning of Foregrounding  
Types of Foregrounding

### 8. **Stylistic analysis: Practical Application**

Sample stylistic analysis of poem  
Sample stylistic analysis of short story  
Sample stylistic analysis of novel  
Sample stylistic analysis of authentic texts:  
Magazine  
Newspaper  
Song  
Speech  
Brochure

### **Suggested Readings:**

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



**Course Description:**

This course offers an immersive journey through English poetry from the Victorian period to the Modernist era and beyond. Students will explore the works of major poets of the Victorian and modern age. Through a critical examination of their poems, students will gain insights into the changing themes, styles, techniques and cultural shifts that mark this period of English literature.

**Course Objectives:**

5. To examine the evolution of poetry styles and themes, considering the impact of historical events and intellectual movements.
6. Investigate the use of literary devices, symbolism, and experimental forms in poetry.
7. Evaluate the socio-cultural context that influenced the poetry of this era, including its response to industrialization, urbanization, and global events.
8. Compare and contrast the works of various poets, discerning their distinct voices and contributions to the changing landscape of English poetry.

**Course Contents:**

1. **Alfred Lord Tennyson (1809-1892)**  
Ulysses, Lotus Eaters, Crossing The Bar
2. **Robert Browning (1812-1889)**  
My Last Duchess, Soliloquy of the Spanish Cloister
3. **Matthew Arnold (1822-1888)**  
Dover Beach
4. **W.B. Yeats (1865-1939)**  
Byzantium, Sailing to Byzantium, The Second Coming
5. **W.H. Auden (1907-1973)**  
The Unknown Citizen, Musee des Beaux Arts
6. **Philip Larkin (1922-1985)**  
Mr. Bleaney, Church Going, Ambulances
7. **Ted Hughes (1930-1998)**  
The Thought-Fox, Hawk Roosting
8. **Wilfred Owen (1893-1918)**  
Strange Meeting, Anthem For Doomed Youth, Dulce et Decorum Est
9. **T.S. Eliot (1888-1965)**  
The Love Song of J. Alfred Prufrock, The Hollow Men

**Course Description:**

This course introduces the students to the seminal literary texts and the founding fathers of Post colonial theory. Further, it introduces the students to the concepts of post colonialism such as colonialism, post coloniality, orientalism, othering, silencing, marginalization, and cultural hybridity etc. Additionally, the course introduces the students to revisit colonial literature through post-colonial perspective.

**Course Objectives:**

1. To critically examine colonial literature and the metanarratives propagated through colonial literature.
2. To project the suppressed voices of the postcolonial nations into the metropolitan centers and echelons of powers.
3. Understanding how the political hegemony of the colonial world is replaced by the symbolic hegemony of the postcolonial world.

**Course Contents:**

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

**Suggested Readings:**

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

**Course Description:**

The course introduces undergraduate students to corpus linguistics by presenting an overview in the form of historical background and some theoretical issues related to the field. The course then gives a brief account of corpus and its various types followed by corpus design and compilation and the various tools/software used in analyzing corpus data. Finally, the students are introduced to the use of corpora in language studies such as ELT, sociolinguistics, psycholinguistics, etc.

**Course Objectives:**

1. To enable the students to build their own corpora
2. To equip the students with the necessary skills to analyze corpus data
3. To broaden students' understanding of the use of language in various contexts using corpus

**Course Contents:****Corpus Linguistics**

What is Corpus Linguistics?

A brief history of Corpus Linguistics

Corpus Linguistics: a methodology or a theory?

Corpus-based vs Corpus-driven Linguistics

**What is a Corpus?**

Types of Corpora

Synchronic vs. Diachronic Corpora

General vs. Specific Corpora

Static Versus Dynamic Corpora

Monolingual vs multilingual Corpora

**Description of Corpora of English**

The Brown Corpus

The Lancaster-Oslo/Bergen Corpus (LOB)

The London-Lund Corpus (LLC)

The Cobuild project

British National Corpus (BNC)

The international corpus of English (ICE)

Corpus of Contemporary American English (COCA)

**Building a Corpus**

Representativeness

Sampling

Corpus size

Legal Issues

**Corpus Analysis**

Corpus Annotation (tagging, lemmatizing, parsing)

Frequency Analysis

Keyword Analysis

Concordance Analysis

**The Use of Corpora in Language Studies**

Corpora in Speech Research

Corpora in Lexical Studies

Corpora in Grammar

Corpora in Semantics

Corpora in Pragmatics and Discourse Analysis

Corpora in Sociolinguistics

Corpora in Stylistics

Corpora in the Teaching of Languages

Corpora in Psycholinguistics

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Chairman  
Department Of English  
University of Malakand

Assistant Registrar  
(Academics)  
University of Malakand  
05-DEC-2023

### Suggested Readings

1. Weisser, M. (2016). *Practical corpus linguistics: An introduction to corpus-based language analysis*. John Wiley & Sons. (**Core Book**)
2. Zufferey S. (2020). *Introduction to corpus linguistics*. John Wiley & Sons.
3. McEnery T. & Hardie A. (2012). *Corpus linguistics : Method, theory and practice*. Cambridge University Press.
4. McIntyre D. & Walker B. (2022). *Corpus stylistics : theory and practice*. Edinburgh University Press.
5. O'Keeffe A. & McCarthy M. (2022). *The Routledge handbook of corpus linguistics*. Routledge.
6. Meyer C. F. (2023). *English corpus linguistics : An introduction*. Cambridge University Press.
7. Timmis, I. (2015). *Corpus linguistics for ELT research and practice*. Routledge.
8. Lindquist H. & Levin M. (2018). *Corpus linguistics and the description of English*. Edinburgh University Press.
9. Stefanowitsch A. (2020). *Corpus linguistics : A guide to the methodology*. Language Science Press.

### Course Description

This course aims to introduce advanced ideas related to syllabus design and implementation. It offers a review of dominant and competing syllabuses in the 20th and 21st centuries focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabuses to apply the concepts they learn.

### Course Objectives

This course aims to enable students:

- To understand the basic concepts underlying language syllabus designing
- To understand the various steps in designing language syllabus
- To know about the various types of language syllabuses
- Understand the relationship between theory of language, language learning and language syllabuses
- To know how to adopt and adapt an existing language course

### Course Contents

1. Definition and scope of language syllabus designing
2. Steps in the designing of language syllabus
  - Situation analysis
  - Needs analysis
  - Goals and objectives
  - Contents specification and sequencing: issues and options
  - Evaluation and assessment
3. Considerations common to all syllabuses
4. Relationship between theory of language, language learning and language syllabuses
5. Various types of syllabuses
  - Product vs. Process-oriented syllabuses
  - Analytical Synthetic syllabuses
  - Grammatical Syllabus
  - Notional-functional Syllabus
  - Task-based syllabus
  - Content-based syllabus
  - Situational syllabus
  - Negotiated syllabus
6. Adopting and adapting an existing course book

### Suggested Readings

#### Core Readings

1. Nation, I. S. P., & Macalister, J. (2010). Language curriculum design. New York: Routledge.
2. Nunan, D. (1988 ). Syllabus design. Oxford: Oxford University Press.

#### Related Readings

1. Munby, J. (1978). Communicative syllabus design. Cambridge: CUP.
2. Graves, K. (2000). Designing Language Courses: A Guide for Teachers. Boston, MA: Heinle & Heinle
3. Breen, M. (1984). Process syllabuses for the language classroom. In C. J. Brumfit (Ed.), General English syllabus design (pp. 75-82). London: Pergamon Press & the British Council.
4. Breen, M. (1987). Contemporary paradigm in syllabus design. Language Teaching, 20, 81-91.
5. Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). New York: Longman.
6. Clarke, D. F. (1991). The negotiated syllabus: What is it and how is it likely to work? Applied Linguistics, 12(1), 13–28.

7. Johnson, K. (2009). Foreign language syllabus design. In K. Knapp & B. Seidlhofer (Eds.), Handbook of foreign language communication and learning (pp 309-340). Berlin: Mouton de Gruyter.
8. Krahnke, K. (1987). Approaches to syllabus design for foreign language teaching. Englewood Cliffs: Prentice Hall.
9. Lewis, M. (2002). Implementing the lexical approach: Putting theory into practice. Boston, MA: Heinle.
10. Nunan, D. (2004). Task-based language teaching. Cambridge: Cambridge University Press.
11. Raine, P. (2010). A discussion of the notional-functional syllabus. Unpublished manuscript, University of Birmingham, Birmingham, UK.
12. Richards, J. (2001). Curriculum development in language teaching. Edinburgh: Cambridge University Press.
13. Sinclair, J. M., & Renouf, A. (1988). A lexical syllabus for language learning. In R. Carter & M. McCarthy (Eds.), Vocabulary and language teaching (pp. 141–160). London: Longman.

### Course Description

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

### Course Objectives

The objectives of the course are:

- To familiarize students with the key concepts of language testing and assessment.
- To enable students to comprehend, interpret, and develop critical approach to testing and assessment materials.
- To enable students to evaluate particular testing materials with regard to the purpose and context of assessment.
- To equip students with the knowledge of ensuring the reliability and validity of language tests.
- To enable students to construct appropriate tests for testing the different aspects of language as well as different language skills.

### Course Contents

1. The relationship between language teaching and testing
2. Kinds of test and testing
3. Test reliability
4. Test validity
5. Test items and test construction
6. Testing listening
7. Testing speaking
8. Testing reading
9. Testing writing
10. Testing grammar
11. Testing vocabulary
12. Testing overall ability
13. Test administration
14. Current Issues in Language Assessment and Language Assessment Research.

### Suggested Readings

#### Core Readings

1. Hughes, A. (2003). Testing for language teachers. (Second edition). Cambridge: Cambridge UP.
2. Farhadi, H., Ja'farpur, AJ. and Birjandi, P. (2001). Testing Language skills: From Theory to Practice. Tehran: The Center for Studying and Compiling University Books in Humanities (SAMT).

#### Related Readings

1. Alderson, J. C. (2000). Assessing Reading. Cambridge Language Assessment. CUP.
2. Brown, J. D. (1996). Testing in language programs. New York: Prentice-Hall Regents.
3. Buck, G. (2001). Assessing Listening. Cambridge Language Assessment. CUP.
4. Luoma, S. (2004). Assessing Speaking. Cambridge Language Assessment. CUP.
5. Madsen, S.H. (1983). Techniques in Testing. OUP.
6. McNamara, T. (2000). Language Testing. Oxford. OUP.
7. Purpura, E. J. (2004). Assessing Grammar. Cambridge Language Assessment. CUP.
8. Read, J. (2000). Assessing Vocabulary. Cambridge Language Assessment. CUP.
9. Weigle, S. C. (2002). Assessing Writing. Cambridge Language Assessment. CUP.
10. Weir, C. J. (1993). Understanding and developing language tests. NY: Prentice Hall.
11. Weir, C. J. (1990). Communicative Language Testing. Hemel Hempstead: Prentice Hall.

### Course Description

This course focuses on second language acquisition (SLA) aiming overall to introduce students to the major concepts and theories of SLA. It is divided into two parts. The first part outlines some general concepts concerning the field of SLA and the second part provides an overview of some of the most influential SLA theories.

### Course Objectives

The objectives of the course are to:

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

### Course Contents

1. Language, acquisition and learning
2. Comparing and contrasting first and second language acquisition
3. Factors affecting second language acquisition: cognitive, social, individual variation
4. Chomsky's Universal Grammar Approach: Principle and Parameter Theory; UG and First Language Acquisition; UG and Second Language Acquisition
5. Cognitive Approaches: McLaughlin's information- processing model; Anderson's Active Control of Thought (ACT) model; Piennemann's Processability theory; Connectionism
6. Rod Ellis's Variable Competence Model
7. Lamendella's Neurofunctional Theory
8. Krashen's Monitor Model
9. Long's Interaction Hypothesis
10. Schumann's Acculturation /Pidginization Model
11. Andersen's Nativization Model
12. Giles's Accommodation theory
13. Hatch's Discourse Theory
14. Selinker's Theory of Interlanguage
15. Vygotsky's sociocultural Theory
16. Swain's Output Hypothesis

### Suggested Readings

#### Core Readings

1. McLaughlin, B. (1987) Theories of Second-Language Learning. London: Edward Arnold.
2. Mitchell, R. & Myles, F. (Ed. 4th) (2019) Second language learning theories. London: Arnold.

#### Related Readings

1. Cook, V. (1993). Linguistics and Second Language Acquisition. London: MacMillan Cook, V. (1991). Second Language Learning and Language Teaching. London: Edward Doughty, C. J. &.
2. Ellis, R. (1992). Second language acquisition and language pedagogy. Clevedon: Multilingual Matters.
3. Ellis, R. (1994) The Study of Second Language Acquisition. Oxford: Oxford University Press.
4. Ellis, R. (1997). Second language acquisition. Oxford: Oxford University Press.
5. Gass, S. M. & Selinker, R. (2001) Second Language Acquisition: An Introductory Course. London: Routledge.
6. Johnson, K. (2001) An Introduction to Foreign Language Learning and Teaching. London: Longman.
7. Ortega, L. (2007) Understanding Second Language Acquisition. London: Hodder Arnold.



**Course Description**

This course introduces the practical important features of Pakistani English (PE) as an emerging variety. It will highlight the use of PE as a vehicle of formal and informal communication in Pakistan.

**Course Objectives**

- To develop students' understanding about the historical development of Pakistani English.
- To enable the students to explore the various aspects (e.g., phonological, morphological, syntactic, pragmatic, etc.) of Pakistani English.
- To enable the students to gain an understanding of the cultural and lexical aspects of Pakistani English.
- To develop an understanding among students regarding the phenomenon of code switching and code mixing by users of Pakistani English.

**Course Contents**

1. Pakistani English: Introduction
2. Historical Background of Pakistani English
3. A Short survey of British colonization
4. Borrowing
5. Pakistani English and cultural context
6. Phonological aspects of Pakistani English
7. Morphological aspects of Pakistani English
8. Syntactic Aspects of Pakistani English
9. Semantic and Pragmatic Aspects of Pakistani English
10. Lexical aspects of Pakistani English
11. Code mixing
12. Code switching
13. Conversions
14. Obsolete Vocabulary
15. Fiction in Pakistani English
16. Poetry in Pakistani English
17. Journalistic Language of Pakistani News Papers
18. Corpus based explorations of Pakistani English

**Suggested Readings****Core Readings**

1. Rahman, T. (2015). Pakistani English. National Institute of Pakistan Studies. Quaid-i-Azam University, Islamabad.
2. Baumgardner, R.J. (ed.) (1993). The English Language in Pakistan Karachi: Oxford University Press.

**Related Readings**

1. Baumgardner, Robert J. (1987). Utilizing Pakistani Newspaper English to teach Grammar'. World Englishes. 6.3:241-252.
2. Baumgardner, Robert J. (Eds). (1993). The English Language in Pakistan. Oxford: Oxford University Press.
4. Constructing Meaning in World Englishes (2010) by Ahmar Mahboob and Eszter Szenese
5. Crystal, D. (1995). The Cambridge encyclopedia of the English language. Cambridge: Cambridge University Press.
6. Crystal, D. (1997). English as a global language. Cambridge: Cambridge University Press.
7. English Around The World: An Introduction (2011) by Edgar W. Schneider
8. English as an Islamic Language: A Case Study of Pakistani English (2009) by Ahmar Mahboob
9. Kachru Braj B. , Yamuna, & Nelson, C.(2006). (Eds). The Handbook of varieties of English .Oxford: Blackwell.
10. Mahboob, A. (2004). Pakistani English: Morphology and Syntax. In Kortmann, Bernd /Schneider, Edgar W. (eds.). A Handbook of Varieties of English: Volume 2: Morphology and Syntax, (pp. 1045-1057). Berlin:

Walter de Gruyter.

11. The Form and Functions of English in Pakistan (2002) Dr Mubina Talaat Ph D Dissertation

**ENG 490 WOMEN'S WRITING MAJOR/ELECTIVE CH: 3-0**

### Course Description

The rationale of the course is to locate sites of writings by women across time and culture with their conscious or unself-conscious involvement in or engagement with the project of agency, representation and resistance. Within the larger domain of gender studies, the course is particularly focused on women's writings as the potential domain of inquiry with the view to understand the crucial and central role of writing as a means of discursive construction of identities with their fluidity, multiplicity and contradictions. The course also highlights the women writers belonging to Non-western literary and cultural context with a particular focus on Muslim women writers in the larger tradition of Third Wave feminism.

### Course Objectives

- To explore some exciting readings of women's writings
- To understand the link of women's writing with the politics of identity and representation
- To discover the literature by women writers and its contribution in contemporary feminist theories in literature and culture

### Course Contents

#### 1. Western Literary and Intellectual Tradition

Mary Wollstonecraft: The Vindication of the Rights of Women, Chapter 1 and 3

Virginia Woolf: Last chapter from A Room of One's Own

Toni Morrison: The Bluest Eye

#### 2. Women Writings from Non-Western Tradition

Farugh Furrakhzad: Call to Arms, Border Walls

Fatima Mernissi: Women, Saints and Sanctuaries

#### 3. Pakistani Feminist Discourse

Sara Suleri: Boys will be Boys, A Daughter's Elegy, Penguin, 2002

Bina Shah Towards A Pakistani Feminist Discourse in Rethinking Pakistan in 21st Century

### Suggested Readings

1. Ruth Robbins. (2002). Literary Feminisms, Macmillan
2. Rukhshanda Jalil. (2008). Neither Day nor Night, An Oxford Anthology of Pakistani Women Writers, Harper Collins, India
3. Nighat Said Khan, Afia S Zia, Rubina Saigol. (1994). Locating the Self, Perspectives on Women and Multiple Identities. ASR Publications
4. Munazza Yaqub. (2014). Muslim Women Writers of the Subcontinent (1870-1950). Emel Publications
5. Asma Aftab. (2011). Gender Politics, Falsifying Reality, Emel Publications
6. Bell hooks. (2000). Feminist Theory from Margin to Centre, Pluto Press

### **Course Description**

The course focuses on today's Pakistani society and culture in relation with a specific focus on media as the most effective tool of constructing various narratives and ideologies within the Pakistani society. It explores media's socio-cultural and political role in our society and its ability to set an intellectual agenda for the masses.

### **Course Objectives**

- To get familiar with the ideological role of media.
- To understand the impact of media on our social and cultural strata.
- To be able to question various forms of communication and culture in the contemporary globalized world.

### **Course Contents**

#### **1. Media and Representation**

Jean Baudrillard: Simulacra and Simulation

Ziauddin Sardar: Walt Disney and the double victimization of Pocahontas

#### **2. Media & Politics/Postcolonialism**

Hamid Dabashi: The Arab Spring: The End of Post-Colonialism

#### **3. Media and Globalization**

Adorno and Horkheimer: The Culture Industry: Enlightenment as Mass Deception

#### **4. Media and Gender**

Laura Mulvey: Visual Pleasure and Narrative Cinema

#### **5. Media and Adaptation**

Linda Hutcheon: Theory of Adaptation (outline)

### **Suggested Readings**

1. Ziauddin Sardar. (2003). Islam, Postmodernism, and Other Futures, Pluto Press.
2. Jean Baudrillard. (2006). Simulacra and Simulation. Translated by Sheila Faria Glaser, The University of Michigan.
3. Adorno and Horkheimer. (1994). The Culture Industry: Enlightenment as Mass Deception. University of Warwick.
4. Laura Mulvey. (1975). Visual Pleasure and Narrative Cinema. Palgrave Macmillan.
5. Linda Hutcheon. (2006). A Theory of Adaptation. Routledge.
6. Hamid Dabashi. (2012). The Arab Spring: The End of Post-Colonialism. Bloomsbury Publishing.

### **Course Description**

The course covers a range of war literature from different historical eras, and geographical and political areas; hence thereby covering the world's major wars and conflicts. The course covers variant viewpoints reflecting and challenging perceptions of war and its physical and ideological manifestation.

### **Course Objectives**

- To sensitize students with traditional and iconoclastic concepts of heroism and courage
- To study the ideological basis of war and conflict
- To familiarize students with literature as a reflection of a certain discourse on/about war and conflict

### **Course Contents**

#### **1. Novel**

Ernest Hemingway: For Whom the Bell Tolls

#### **2. Poems**

Wilfred Owen

Anthem for Doomed Youth

Futility

Strange Meeting

Najat Abdul Samad (Poem, Translated by Ghada Alatrash)

When I am Overcome by Weakness

Youssef Bou Yihea (Translated by Ghada Alatrash)

I am a Syrian

#### **3. Short Stories**

Tim O' Brien:

The Things They Carried

On the Rainy River

#### **4. War Diary**

Anne Frank: The Diary of a Young Girl

### **Suggested Readings**

1. Marina MacKay. (2009). The Cambridge Companion to the Literature of World War II (Cambridge Companions to Literature). Cambridge University Press.
2. Vincent Sherry. (2006). The Cambridge Companion to the Literature of the First World War (Cambridge Companions to Literature). Cambridge University Press.
3. Sean Gaston. (2009). Derrida, Literature and War: Absence and the Chance of Meeting. Bloomsbury Publishers. (2009).

**Course Description:**

This course introduces students to the study of world literature, exploring a variety of genres and authors from different cultures and time periods. Through critical analysis and discussion, students will gain insight into the universal themes, cultural nuances, and storytelling techniques that shape world literature.

**Course Objectives:**

- To help students understand the relationship between literature and culture.
- To introduce students to comparison of selections from world literatures
- To develop students' skills in close reading and literary analysis.

**Course Contents:**

**Poetry**

1. Sarojini Naidu (1879-1949): "Street Cries"
2. George Seferis (1900-1971): "Upon a Line of Foreign Verse"
3. Imtiaz Ahmad Sahibzada (1936-): "My Palace", "The Flower" (Ghani Khan's Translations)

**Fiction**

1. Paulo Coelho (1947-): *Veronica Decides to Die*
2. Elif Shafak (1971-): *The Bastard of Istanbul*

**Short Stories**

1. Rumer Godden (1907-1998): "You Need to Go Upstairs"
2. Naguib Mahfouz (1911-2006): "The Tale of Our Quarter"
3. Rabindranath Tagore (1861-1941): "The Kabuliwala"

**Suggested Readings:**

1. Reference Guide to World Literature. Vol. 2. Lesley Henderson & Sara M. Hall. Eds. Indiana: St. James Press, 1996.
2. Encyclopedia of World Writers: 19th and 20th Centuries. Ed. Marie J. Diamond. Delhi: Viva Books Private Limited, 2010.
3. Glencoe World Literature: The Reader's Choice. Beverly A. Chinn. Ed. Columbus: McGraw-Hill, 2000.
4. World Literature: Glencoe Macmillan Literature Series. Laura Mongello. Ed. Columbus: McGraw-Hill, 1991

*A capstone project is multifaceted body of work that serves as a culminating academic and intellectual experience for students. The capstone project (preferably undertaken after the fourth semester) must be supervised and graded by a faculty member as per the protocols prescribed by the concerned department. This is a mandatory degree award requirement of 3 credit hours for all undergraduate/equivalent degree programs (except for Associate Degrees). (UEP 2023)*

Students will be required to undertake a small-scale investigation of a topic in their area of specialization.

The aim of this component is to enable the students to:

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

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

The capstone project/thesis can be opted by individual students or in a group (not more than three students). They will be provided research supervision and guidance.

The Research Thesis will be assessed by two examiners (one of them will be the supervisor and the other will be an external examiner preferably from another university/affiliated college). The thesis will carry 100 marks where the students shall be graded by the external examiner in consultation with the supervisor.

# GENERAL EDUCATION (GEN-ED) CLUSTER AS PER UG-POLICY 2023 ONWARDS

## IMPORTANT NOTE

Courses included in the General Education Category are designed by the respective departments including their course codes, credit hours and titles (reflected in the scheme of studies). All such courses approved by the Syndicate are available on the university website. For any query the office of the Registrar Academics may be approached for clarification/guidance.