

**Scheme of Studies
Bachelor of Science in English
(BS English)**



**University of Education, Lahore
(2019)**

Handwritten signature and date: 26/4/19

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Introduction:

English Studies has assumed unique importance in the twenty first century. Not only is English spoken and understood across the globe, but its adaptability has also made it the language of the advanced technology as well. English is the official language of Pakistan. It is also the preferred medium of instruction in Pakistani educational institutions. English Studies have, therefore, assumed vital significance in Pakistani academia and it is one of the most popular fields of study in Arts and Humanities.

As the premier public-sector teacher training university in Pakistan, University of Education, Lahore envisions the department of English as the site of continuous academic advancement with particular focus on producing English language teachers of exceptional skill set and knowledge base. University's vision of continuous quality improvement has required periodic revision and up-gradation of the schemes of studies to stay abreast with new developments in the related disciplines. This scheme of studies is an effort in this regard to revise and update the scheme of studies of BS in English program which is one of the most popular degree programs at the university. The scheme of studies of BS in English is being updated with an eye on current developments in the discipline across the globe. In addition to the traditional areas like literature and linguistics, the scheme of studies incorporates current practices in fields like ELT and Translation Studies.

BS in English program has been designed with a view to cater to the needs of Pakistani students who have the desire to excel in the fields on language and literature. The program helps students develop necessary critical ability and insight so that they may learn how to decipher a language specimen or a performance. The program provides students with a vast panorama of literary texts from around the world so that they may enhance their capacity to think critically and evaluate discourses produced in alien or unfamiliar cultural surroundings. The program also encourages the students to write for a variety of professional and social settings with grammatical accuracy, stylistic clarity and pragmatic awareness; appraising the diversity of literary and social voices within the major traditions of literature and culture.

Program Objectives:

BS in English program has been designed specifically for Pakistani students who study English language and literature as second language. After the completion of this degree program, the graduates:

will become familiar with the literary canon in English literary tradition with particular emphasis on emerging fields like postcolonial literatures



- will become familiar with the advanced research in linguistics and English language teaching
- will have the skill to read and comprehend complex literary texts
- will be able to decipher the narrative codes and linguistic structures upon which the texts have been based
- will have the ability to write descriptive and analytical manuscripts of considerable length
- will be able to employ critical faculties and academic jargon to comprehend and produce spoken and written analyses of the literary texts
- will be able to understand the relationship between texts and contexts, thereby developing the critical faculties necessary to understand the relationship between their knowledge and the world they live in
- will have the knowledge of the current research trends and practices in the discipline
- will develop all round ability in English language to survive in highly competitive job market
- will be able to venture into new employment fields like film and screen media, public speaking, professional blog writing, computer assisted language systems and translation of manuscripts
- will become responsible citizens with a clearer recognition of their role and status

Vision:

Preparing graduates for being quality teachers of English language and literature having exquisite pedagogical skills.

Mission:

To impart an in-depth grounding in numerous areas of English literature and linguistics, enhancing the students' literary sensibilities, thus empowering them with critical thinking in language and literature, using exceptional teaching methodology. This degree aims at equipping the students with quality pedagogical skills.



Admission Requirements:**A. For students who have done F.A / F.Sc, I.Com or *equivalent in Annual system**

- Minimum 45% marks in F.A / F.Sc, I.Com or *equivalent
- Minimum 50% marks in English compulsory subject

Extra credit will be given to the students who have studied **English Literature** in intermediate or equivalent programme on the basis of the following formula/criteria:

Marks in English Literature (Elective)	*Extra Credit in Merit Score
50% and above	5(Five) Bonus Points
Below 50%	0(Zero) Bonus Points

* These bonus points will be added to the overall merit score

B. For students who have done F.A / F.Sc, I.Com or *equivalent in Semester system

- Minimum 60% marks in F.A / F.Sc, I.Com or *equivalent
- Minimum 50% marks in English compulsory subject

Extra credit will be given to the students who have studied **English Literature** in intermediate or equivalent programme on the basis of the following formula/criteria:

Marks in English Literature (Elective)	*Extra Credit in Merit Score
50% and above	5(Five) Bonus Points
Below 50%	0(Zero) Bonus Points

* These bonus points will be added to the overall merit score

C. For students who have done A-Level

- Student should submit an equivalence certificate from IBCC
- Minimum 'B' Grade in English Language (Compulsory) in 'O' Levels
- Minimum 60% Marks ('A' Level Equivalence Certificate)

Extra credit will be given to the students who have studied **English Literature** as a subject in 'O' Level or 'A'-Level on the basis of the following formula/criteria:

Marks in English Literature, O Level or A Level (Elective)	*Extra Credit in Merit Score
'C' grade and above	5(Five) Bonus Points
Below 'C' Grade	0(Zero) Bonus Points

* These bonus points will be added to the overall merit score

Note: Merit will be calculated as per university policy.

***Equivalent Qualification:**

In case of equivalent qualification, Equivalence Certificate will be required from IBCC (Inter Board Committee of Chairman)

Medium of Instruction and Examination:

The medium of instruction and examination shall be ENGLISH except for Islamic Studies in which case medium of instruction can be either English or Urdu. For languages, the medium of instruction and examination shall be either English or Urdu, or otherwise mentioned.



Programme Design:

SN	Categories of Courses	No. of Courses	Credit Hours
1	Compulsory and General Courses	16	48
4	Literature and Linguistics Core Courses	19	57
5	Elective Courses within the Major	7	21
6	Research Project	Equivalent to 2 courses	6
7	*Teaching Practice		Non-Credited
Total		42	132

Program Layout**Compulsory and General Courses**

1	ISLA1111	Islamic Studies	2(2+0)
	HUMN1111	Ethics*	
2	PAKS1111	Pakistan Studies	2(2+0)
3	ENGL1119	Communication Skills	3(3+0)
4	ENGL1111	Language in Use	3(3+0)
5	ENGL1116	Academic Reading and Writing	3(3+0)
6	ENGL2117	Language, Culture and Identity	3(3+0)
7	COMP1111	Introduction to Information Technology	3(3+0)
8	ENGL2116	Advanced Academic Reading and Writing	3(3+0)

Education

9	EDUC3111	Foundation of Education	3(3+0)
10	EDUC1112	General Methods of Teaching	3(3+0)
11	EDUC3143	Educational Assessment	3(3+0)
12	EDUC2118	Curriculum Design and Instruction	3(3+0)

Economics

13	ECON1112	Fundamentals of Economics	3(3+0)
14	ECON1111	Principles of Microeconomics	3(3+0)
15	ECON1116	Principles of Macroeconomics	3(3+0)
16	ECON1115	Economics of Pakistan	3(3+0)

Political Science

17	POLS1111	Introduction to Political Science	3(3+0)
18	POLS1112	Political Ideologies	3(3+0)
19	POLS1113	Muslim Political Philosophy	3(3+0)
20	POLS1114	Government and Politics in Pakistan	3(3+0)

History

21	HIST3111	Introduction to History	3(3+0)
22	HIST4113	History of Pakistan	3(3+0)
23	HIST3119	History of Europe	3(3+0)
24	HIST1111	Introduction to World Civilizations	3(3+0)

Pakistan Studies

25	PAKS1117	Pakistan Movement	3(3+0)
26	PAKS1114	Political and Constitutional Development in Pakistan (1947-1971)	3(3+0)
27	PAKS1115	Political and Constitutional Development in Pakistan (1971 to Present Day)	3(3+0)
28	PAKS1116	Pakistani Languages and Literature	3(3+0)

Fine Arts

29	FINE1114	Fundamentals of Drawing	3(3+0)
30	FINE1111	Fundamentals of Design	3(3+0)

31	FINE1115	Techniques of Painting	3(3+0)
32	FINE1113	Art Appreciation	3(3+0)

Arabic

33	ARAB1111	Al-Adab-ul-Deeni	3(3+0)
34	ARAB1115	Al-Nasar Al Qadeem Wal-Jadeed	3(3+0)
35	ARAB1116	Al-Shairul Arabi	3(3+0)
36	ARAB1117	Al Inshaa Al Arabi	3(3+0)

Islamic Studies

37	ISLA1112	Study of Al Quran ul Hakeem	3(3+0)
38	ISLA1113	Study of Ahadees	3(3+0)
39	ISLA1114	History of Islam	3(3+0)
40	ISLA1115	Seerat-un-Nabi	3(3+0)

Urdu

41	URDU1116	اردو زبان کا آغاز و ارتقا	3(3+0)
42	URDU1117	اردو شاعری کا آغاز اور ترقی	3(3+0)
43	URDU1118	اردو نثر کا آغاز اور ترقی	3(3+0)
44	URDU1113	اردو کی بنیادی قواعد	3(3+0)

- The Students have to select **Education** as the 1st General Course and then choose a 2nd General Course from the groups of courses in the above list.

Literature and Linguistics Core Courses

SN	Course Code	Course Title	Credit Hours
1	ENGL1112	Introduction to Poetry and Drama	3(3+0)
2	ENGL1113	Introduction to Linguistics	3(3+0)
3	ENGL1117	Introduction to Fiction and Non- Fiction Prose	3(3+0)
4	ENGL1118	Phonetics and Phonology	3(3+0)
5	ENGL2112	History of English Literature: Anglo Saxon-Augustan Age	3(3+0)
6	ENGL2113	Lexical Studies	3(3+0)
7	ENGL2118	History of English Literature: The Romantic Age- The Contemporary Age	3(3+0)
8	ENGL2119	Morphology and Syntax (Basics)	3(3+0)
9	ENGL3112	English Poetry: 14th-17th Century	3(3+0)
10	ENGL3113	Greek and Elizabethan Drama	3(3+0)
11	ENGL3114	19th Century English Novel	3(3+0)
12	ENGL3120	Literary Criticism	3(3+0)
13	ENGL3122	Socio-Linguistics	3(3+0)
14	ENGL3123	English Poetry: 18th-19th Century	3(3+0)
15	ENGL3124	Comedy of Manners	3(3+0)
16	ENGL3125	Literary Theory	3(3+0)
17	ENGL3126	Semantics and Pragmatics	3(3+0)
18	ENGL3127	Psycho-Linguistics	3(3+0)
19	ENGL4111	Twentieth Century English Novel	3(3+0)
20	ENGL4127	Research Thesis	6(6+0)
OR			
21	ENGL4128	American Literature	3(3+0)
22	ENGL4129	Non-Fiction Prose	3(3+0)
OR			
23	ENGL4130	Applied Linguistics	3(3+0)

24	ENGL4131	Forensic Linguistics	3(3+0)
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Elective Courses within the Major

SN	Course Code	Course Title	Credit Hours
1.	ENGL3116	Classical Drama	3(3+0)
2.	ENGL4112	Shakespearean Studies	3(3+0)
3.	ENGL4115	South Asian Literature	3(3+0)
4.	ENGL4117	African Literature	3(3+0)
5.	ENGL4119	War Literature	3(3+0)
6.	ENGL4121	Afro-American Literature	3(3+0)
7.	ENGL3115	Short Story	3(3+0)
8.	ENGL4125	Methods of Literary Research	3(3+0)
9.	ENGL4113	Computational Linguistics	3(3+0)
10.	ENGL4114	World Englishes	3(3+0)
11.	ENGL4116	Discourse Analysis	3(3+0)
12.	ENGL4118	Anthropological Linguistics	3(3+0)
13.	ENGL4120	Language and Gender	3(3+0)
14.	ENGL4122	Literary Stylistics	3(3+0)
15.	ENGL4124	Second Language Acquisition	3(3+0)
16.	ENGL4126	Research Methods in Linguistics	3(3+0)
17.	ENGL4132	20th Century European Drama	3(3+0)
18.	ENGL4133	Twentieth Century Non-Native Fiction	3(3+0)
19.	ENGL4135	Modern and Absurd Drama	3(3+0)
20.	ENGL4137	Feminist Literature	3(3+0)
21.	ENGL4139	Twentieth Century English Poetry	3(3+0)
22.	ENGL4141	Emerging Forms of Literature	3(3+0)
23.	ENGL3117	Translation Studies	3(3+0)
24.	ENGL4134	Advanced Phonology	3(3+0)
25.	ENGL4136	Morphology and Syntax (Advanced)	3(3+0)
26.	ENGL4138	Stylistics	3(3+0)
27.	ENGL4140	Semantics	3(3+0)
28.	ENGL4142	Historical Linguistics	3(3+0)

Teaching Practice

SN	Course Code	Course Title	Credit Hours
1	?	*Teaching Practice	0(0+0)

*Teaching Practice of Four weeks each (comprising 6 non-credited hours) is mandatory for all students for the award of degree before the start of 5th semester and 7th semester.

Semester Breakup

Semester – I

SN	Course Code	Course Title	Credit Hours
1	ENGL1111	Language in Use	3(3+0)
2	ISLA1111	Islamic Studies	2(2+0)
	HUMN1111	Ethics*	
3	EDUC3111	1 st General Course Paper A- Foundation of Education	3(3+0)
4		2 nd General Course Paper A- (One to be chosen from the given list of General courses)	3(3+0)
5	ENGL1112	Introduction to Poetry and Drama	3(3+0)
6	ENGL1113	Introduction to Linguistics	3(3+0)

*For Non-Muslims only

Semester – II

SN	Course Code	Course Title	Credit Hours
1	ENGL1116	Academic Reading and Writing	3(3+0)
2	PAKS1111	Pakistan Studies	2(2+0)
3	EDUC1112	1 st General Course Paper B- General Methods of Teaching	3(3+0)
4		2 nd General Course Paper B- (One to be chosen from the given list of General courses)	3(3+0)
5	ENGL3114	19 th Century English Novel	3(3+0)
6	ENGL1118	Phonetics and Phonology	3(3+0)

Semester – III

SN	Course Code	Course Title	Credit Hours
1	ENGL2116	Advanced Academic Reading and Writing	3(3+0)
2	COMP1111	Introduction to Information Technology	3(3+0)
3	EDUC3143	1 st General Course Paper C- Educational Assessment	3(3+0)
4		2 nd General Course Paper C- (One to be chosen from the given list of General courses)	3(3+0)
5	ENGL2112	History of English Literature: Anglo Saxon-Augustan Age	3(3+0)
6	ENGL2113	Lexical Studies	3(3+0)

Semester – IV

SN	Course Code	Course Title	Credit Hours
1	ENGL1119	Communication Skills	3(3+0)
2	ENGL2117	Language, Culture and Identity	3(3+0)
3	EDUC2118	st 1 General Course Paper D- Curriculum Design and Instruction	3(3+0)
4		nd 2 General Course Paper D- (One to be chosen from the given list of General courses)	3(3+0)
5	ENGL2119	Morphology and Syntax (Basics)	3(3+0)
6	ENGL2118	History of English Literature: The Romantic Age- The Contemporary Age	3(3+0)

Teaching Practice (Four Weeks) to be completed before commencement of the 5th Semester

Semester – V

SN	Course Code	Course Title	Credit Hours
1	ENGL3112	English Poetry: 14th-17th Century	3(3+0)
2	ENGL3113	Greek and Elizabethan Drama	3(3+0)
3	ENGL1117	Introduction to Fiction and Non-Fiction Prose	3(3+0)
4	ENGL3120	Literary Criticism	3(3+0)
5	ENGL3122	Socio-Linguistics	3(3+0)

Semester – VI

SN	Course Code	Course Title	Credit Hours
1	ENGL3123	English Poetry: 18th-19th Century	3(3+0)
2	ENGL3124	Comedy of Manners	3(3+0)
3	ENGL3125	Literary Theory	3(3+0)
4	ENGL3126	Semantics and Pragmatics	3(3+0)
5	ENGL3127	Psycho-Linguistics	3(3+0)

Teaching Practice (Four Weeks) to be completed before commencement of the 7th Semester

Semester – VII

SN	Course Code	Course Title	Credit Hours
1	ENGL4111	Twentieth Century English Novel	3(3+0)
Electives in Literature (Any Four to be Chosen)			
2	ENGL3116	Classical Drama	3(3+0)
3	ENGL4112	Shakespearean Studies	3(3+0)
4	ENGL4135	Modern and Absurd Drama	3(3+0)
5	ENGL4137	Feminist Literature	3(3+0)

6	ENGL4141	Emerging Forms of Literature	3(3+0)
7	ENGL4121	Afro-American Literature	3(3+0)
8	ENGL3115	Short Story	3(3+0)
9	ENGL4125	Methods of Literary Research	3(3+0)
Electives in Linguistics (Any Four to be Chosen)			
10	ENGL4113	Computational Linguistics	3(3+0)
11	ENGL4114	World Englishes	3(3+0)
12	ENGL4116	Discourse Analysis	3(3+0)
13	ENGL4118	Anthropological Linguistics	3(3+0)
14	ENGL4120	Language and Gender	3(3+0)
15	ENGL4122	Literary Stylistics	3(3+0)
16	ENGL4124	Second Language Acquisition	3(3+0)
17	ENGL4126	Research Methods in Linguistics	3(3+0)

Semester – VIII

SN	Course Code	Course Title	Credit Hours
1	ENGL4127	Research Thesis	6(6+0)
OR			
(One to be chosen from the following two)			
2	ENGL4128	American Literature	3(3+0)
3	ENGL4129	Non-Fiction Prose	3(3+0)
(One to be chosen from the following two)			
4	ENGL4130	Applied Linguistics	3(3+0)
5	ENGL4131	Forensic Linguistics	3(3+0)
Electives in Literature (Any Three to be Chosen)			
6	ENGL4132	20th Century European Drama	3(3+0)
7	ENGL4133	Twentieth Century Non-Native Fiction	3(3+0)
8	ENGL4115	South Asian Literature	3(3+0)
9	ENGL4117	African Literature	3(3+0)
10	ENGL4139	Twentieth Century English Poetry	3(3+0)
11	ENGL4119	War Literature	3(3+0)
Electives in Linguistics (Any Three to be Chosen)			
12	ENGL3117	Translation Studies	3(3+0)
13	ENGL4134	Advanced Phonology	3(3+0)
14	ENGL4136	Morphology and Syntax (Advanced)	3(3+0)
15	ENGL4138	Stylistics	3(3+0)
16	ENGL4140	Semantics	3(3+0)
17	ENGL4142	Historical Linguistics	3(3+0)



Course Outlines (Semester – I)

Course Code: ENGL1111
Course Title: Language in Use
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: After the completion of the course, students will be able to: read given text according to the purpose, read the given text for specific information, identify different parts of speech, identify and use different tenses in English language, convert and use voice (active/passive) in their writings and speech, understand and use English for expressing themselves.

Course outline:

Listening and Speaking Skills: Language skills; Introduction, Sub skills, Strategies to improve. Listening to: Extract information, Answer relevant questions. Speaking to: Express ideas and opinions, Justify their point of view, Ask question for information and clarification.

Reading Comprehension Skills: Read a text to: Identify main idea/topic sentences, Find specific information quickly, Distinguish between relevant and irrelevant information, Recognize and interpret cohesive devices/signal markers, Distinguish between fact and opinion.

Vocabulary Building Skills: Guess the meanings of unfamiliar words using context clues, Use word formation rules for enhancing vocabulary, Use the dictionary for finding out meanings and use of unfamiliar words; Locating guide words, Entry words, Choosing appropriate definition, Identifying pronunciation through pronunciation key, Identifying part of speech, Identifying syllable division, Identifying stress patterns.

Writing skills: Mechanics of Writing, Capitalization, Punctuations, and Spellings etc.

Grammar in context: Word, Phrase, clause and sentence (structure, types), Tenses: meaning & use, Modals, Active and passive voice.

Recommended Readings:

- 1) Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
- 2) Murphy, R. (2003). *Grammar in use*. Cambridge: Cambridge University Press.
- 3) Wren, P.C & Martin, M. (2000) *High School English Grammar and Composition*. S. Chand and Company: New Delhi
- 4) Collins Cobuild English Grammar (1991) Digital edition. Harper Collins: London.
Also available at



http://www.e4thai.com/e4e/images/pdf2/collins_cobuild_english_grammar_collins.pdf

- 5) <https://www.adelaide.edu.au/writingcentre/docs/helpful-websites-and-books-to-improve-your-english.pdf>



طالب علم کو اسلام کی بنیادی تعلیمات سے روشناس کروانا، اسلامی تعلیمات اور اسلامی تہذیب سے متعلق ان کی تفہیم کو بڑھانا، عبادات اور روزمرہ زندگی کے معاملات کی اصلاح، بنیادی عقائد کو سمجھنے اور اپنی زندگی اسلامی قدروں کے مطابق گزارنے کے حوالہ سے طالب علم کی صلاحیتوں کو بڑھانا۔

قرآن تمام بنی نوع انسان کے لئے عالمگیر دستور ہے۔ حفاظت قرآن، جمع و تدوین قرآن، آیات سورہ بقرہ (286-284)، آیات سورہ حجرات (1-18)، آیات سورہ فرقان (63-77)

قرآن کی تفہیم میں حدیث کی اہمیت، تدوین حدیث، حفاظت حدیث، حدیث کی اقسام، اربعین نووی (حدیث 20-1)

عقائد اسلام، ارکان اسلام اور ان کا فلسفہ

اسلام میں زکوٰۃ کی اہمیت، صدقہ و خیرات کی تعریف، اسلام میں کسبِ حلال کی اہمیت سورہ بقرہ کی آیات (168، 188) اور اربعین نووی (حدیث: 6، 10) کی روشنی میں، اسلام میں سود حرام اور غیر قانونی ہے۔ اسلامی معاشرہ میں سود کی روک تھام اور انسداد کی ضرورت۔

سادگی، تعیثات سے احتراز، جسمانی و روحانی پاکیزگی، تحمل و برداشت، مسلمانوں اور غیر مسلموں میں عفو و درگزر اور صبر (سورہ اعراف آیت 199، سورہ العنکبوت آیت 46، سورہ المزمل آیت 10، الانعام آیت 108، سورہ آل عمران 67-64، سورہ المائدہ آیت 8 اور سورہ الکافرون۔

نبی اکرم ﷺ کا آخری خطبہ (حجۃ الوداع)، مسلمان کی زندگی کی حرمت، اقلیتوں کے حقوق کی ضمانت، (سورہ اسراء: 70، سورہ التین: 4)، میدانِ جنگ کے مقتولین، زخمیوں، اور میدانِ جنگ کے اخلاقیات سے متعلق نبی اکرم ﷺ اور پہلے خلیفہ حضرت ابو بکر رضی اللہ عنہ کی قوی و عملی ہدایات، حلال جانوروں کے ذبح کی احتیاطی تدابیر اربعین نووی حدیث: 17، جانوروں کے ساتھ ظالمانہ سلوک کی ممانعت، اسلام ان کے حقوق کا محافظ ہے، اسلام۔۔ امن و آشتی کا مذہب۔

حضرت علی ہجویریؒ، حضرت معین الدین چشتیؒ، حضرت فرید الدین مسعودؒ، حضرت مجدد الف ثانیؒ، صوفیاء بطور عملی مسلمان، صوفیاء بطور معلمین و مبلغین اسلام، اسلام کے نمائندگان کے طور پر صوفیاء کا کردار۔

- 2- حمید اللہ، محمد، اسلام کیا ہے؟، (انٹروڈکشن ٹو اسلام)۔
- 3- مودودی، ابوالاعلیٰ، سید، تفہیمات، ادارہ تعمیر انسانیت، اردو بازار لاہور
- 4- اصلاحی امین احسن، تزکیہ نفس، ادارہ تعمیر انسانیت، اردو بازار لاہور
- 5- خلیفہ عبد الحکیم، اسلامی نظریہ حیات، (اسلامی آئیڈیالوجی)، ادارہ ثقافت اسلامیہ، لاہور
- 6- نیازی، لیاقت علی خان، اسلامی نظریہ حیات، سنگ میل پبلیکیشنز، لاہور
- 7- محمد ضیاء الحق، انٹروڈکشن ٹو الشریعہ الاسلامیہ، علامہ اقبال اوپن یونیورسٹی، اسلام آباد
- 8- شبلی نعمانی، سیرۃ النبی ﷺ
- 9- صفی الرحمن مبارکپوری، الرحیق المختوم، ادارہ دارالسلام، لاہور
- 10- مودودی، ابوالاعلیٰ، سید، سود، ادارہ اسلامک پبلیکیشنز، لاہور
- 11- سعیدی، غلام رسول، تبیان القرآن، ضیاء القرآن پبلشر، لاہور
- 12- طاہر القادری، خونِ مسلم کی حرمت، منہاج القرآن پبلشر، لاہور
- 13- طاہر القادری، میثاقِ مدینہ، منہاج القرآن پبلشر، لاہور
- 14- طاہر القادری، مسلم ریاست میں غیر مسلموں کی حفاظت، منہاج القرآن پبلشر، لاہور
- 15- محمود الطحان، اصطلاحات الحدیث، ادارہ اسلامک پبلیکیشنز، لاہور
- 16- غلام رسول سعیدی، تذکرۃ المحدثین، مکتبہ فرید بک سٹال، لاہور
- 17- عبد الصمد الصارم، الازہری، تاریخ حفاظت حدیث، مکتبہ معین الادب، لاہور
- 18- مودودی، ابوالاعلیٰ، سید، سود، ادارہ اسلامک پبلیکیشنز، لاہور
- 19- گیلانی، اسعد علی، انقالبِ نبوی ﷺ کی حکمت و خدوخال، ادارہ اسلامک پبلیکیشنز، لاہور۔
- 20- علی بجویری، کشف المحجوب
- 21- صوفیاء کے حالات، انسائیکلو پیڈیا اردو دائرہ معارف اسلامیہ، پنجاب یونیورسٹی، لاہور

Course Code: HUMN1111

Course Title: Ethics

Credit Hours: 2(2+0)

Prerequisite(s): None

Specific Objectives of course: This course will serve as an introduction to religious ethics in general and to personal ethics in particular. You will consider the positions of historical thinkers as well as contemporary philosophers. You will gain understanding of specific topics in character building.

Course Contents:

1. What is Ethics?
2. Religious Ethics: A Comparative Study
3. Ethical Values
 - i. Hinduism
 - ii. Buddhism
 - iii. Zoroasterianism
 - iv. Judaism
 - v. Christianity and Islam
4. Ethics: Philosophical Perspective
 - i. Ram Chander Ji
 - ii. Mahatma Gandhi
 - iii. Siddharta
 - iv. Amanual Kant
 - v. Saint Paul
 - vi. Flourence Nightingale
 - vii. Aurbindu Ghoos
 - viii. Imam Ghazali
5. Mannerism
 - i. Good Manners
 - ii. Bad Manners
6. Ethics: Social Perspective
 - i. Role of Family
 - ii. Role of Community
 - iii. Role of Educational Institutions
7. Defence Mechanism
 - i. Conscience
 - a. Sin
 - b. Self Ego
 - ii. Law
 - a. Crime
 - iii. Character Building
8. Prejudice
9. Regionalism
10. Provincialism

Suggested Books

Ethical Theory: An Anthology 5 th ed. Russ Shafer -Landau. Wiley-Blackwell. 2013

•The Fundamentals of Ethics 2nd ed. Russ Shafer-Landau. Oxford University Press. 2011.

Course Code: EDUC3111
Course Title: Foundations of Education
Credit Hours: 3(3+0)
Prerequisite(s): None

Course Description

This course enables the students to describe the elements and process of education. The students will be able to comprehend education in philosophical, psychological, sociological, and economic perspectives. The course will also enable them to discuss the views of educational thinkers. It will help students to discuss the educational initiatives from 2002 to date.

Course objectives

After completion of this course, the students will be able to:

- understand and analyze the elements and the process of education
- comprehend the process of education in philosophical, psychological, sociological, and economical perspectives
- discuss the philosophical thoughts of educational thinkers
- discuss the significant educational initiatives from 2002 to date

Course Contents

- 1 Concept, Types and Process of Education
 - 1.1 Concept of Education – Meaning, Scope and Importance
 - 1.2 Modes of Education – Informal, Formal and Non-formal
 - 1.3 Elements of the Process of Education
 - 1.3.1 Aims and objectives
 - 1.3.2 Curriculum
 - 1.3.3 Pedagogy
 - 1.3.4 Evaluation
- 2 Philosophical Perspective of Education
 - 2.1 What is philosophy? Explaining Educational Philosophy
 - 2.2 Branches of Philosophy
 - 2.2.1 Ontology
 - 2.2.2 Epistemology
 - 2.3.1 Axiology
 - 2.3. Styles of Philosophy
- 3 Educational Philosophies (Assumptions, curriculum, role of teacher and student, classroom management, and evaluation)
 - 3.1 Perennialism
 - 3.2 Progressivism
 - 3.3 Essentialism
 - 3.4 Social Reconstructionism
- 4 Psychological Perspective
 - 4.1 Educational Psychology: Concept and meaning
 - 4.2 Role of Psychology in Learning
 - 4.3 Role of Psychology in Teaching
- 5 Socio-economic Perspective
 - 5.1 Educational Sociology: Concept and meaning
 - 5.2 Sociological Roles in Education (conservative, critical and creative)
 - 5.3 Social functions of Education
 - 5.4 Education as investment
 - 5.5 Education and economic development
6. Historical Perspective
 - 6.1 Education in Primitive Societies

6.2 Pioneers in Education

6.3 Historical of Muslim Education

6.4 Development of Education in British Period

6.5 Educational movements in history

7. Significant Educational Policies and Initiatives

7.1 National Educational Policies

7.2 Education Sector Reform

7.3 Current education status

7.4 Vision 2025

Teaching and Learning Strategies

- In general, collaborative, and interactive approaches. Discussion/assignments/ presentations, projects using “learner-centered” methods.
- “Reflective Journals” on each session
- Maintaining course portfolios.

Suggested Readings

Ahmed, K. (1972). Principles of Islamic Education. Lahore: Islamic Publications Ltd.

Canestrari, A. (2009). Foundations of Education. New York: Sage Publications.

Goldblatt, P.F., & Smith, D. (2005). Cases for teacher development. New York: Sage

Publications. Gutek, G. L. (2004). Philosophical and Ideological Voices in Education. Boston: Pearson.

Government of Pakistan, Ministry of Education (2002). Education Sector Reforms Action Plan. Islamabad

Government of Pakistan. (2009). National education policy 2009. Islamabad. Mangal,

S.K. (2012). Advanced Educational Psychology. PHI learning: New Delhi

Ornstein, A.C and Levine, D.U (1995). An Introduction to the Foundations of Education. Boston:

Houghton Mifflin Company.

Semel, S. F. (2010). Foundations of education: The essential texts. USA: Routledge

Course Code: ECON1112
Course Title: Fundamentals of Economics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: The objectives of this course include an understanding of fundamental financial concepts of Economics, economic theories and methodologies, and to make students understand important real world economic issues and how to resolve those issues.

Course Outline:

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

Demand, Supply and Equilibrium: Concepts of demand and supply, Laws of demand and supply, Market equilibrium, Shifts in demand and supply curves, and market equilibrium.

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

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

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

Market Structure: Perfect competition & imperfect competition: assumptions and Price/Output determination.

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

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

Recommended Readings:

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

Course Code: POLS1111
Course Title: Introduction to Political Science
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: This course aims to develop an understanding of political science as well as methods, concepts and language to study and interpret politics, political ideologies, political institutions and public policies.

Course Outline: Definition, nature, scope and sub-fields of Political Science, approaches to study of Political Science: traditional and modern, basic concepts of Political Science: power, authority, legitimacy, nation and sovereignty, political system: definition, characteristics and functions, state: its origin and evolution; western and islamic concepts of state, law: definition, sources, kinds; its relationship with morality, individual liberty and rights & duties, organs of government: legislature, executive, judiciary, forms of government: unitary, federal, parliamentary and presidential, political parties, interest groups, public Opinion, electoral process.

Recommended Readings:

- 1) Rodee, Anderson etc. *Introduction to Political Science*, Islamabad, National Book Foundation, Latest Edition.
- 2) Mazher ul Haq, *Theory and Practice in Political Science*, Lahore Bookland, 1996.
- 3) Mohammad Sarwar, *Introduction to Political Science*, Lahore Ilmi Kutub Khana, 1996.
- 4) Ahmad Shafi Choudhry, *Usul-e-Siyasiat*, Lahore Standard Book Depot, 1996.
- 5) Bashir Ahmad Sheikh, *(Sindhi) Riyasat Jo Ilm (Science of State)*, Jamshoro, Institute of Sindhalogy, University of Sindh, 1985.



Course Code: HIST3111
Course Title: Introduction to History
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: Students will learn scope of history and its benefits. Students will also evaluate relationship of history with other disciplines. Students will learn about the different kinds of history.

Course Outline: What is history? nature and scope of history, benefits of history; history as a corrective force, history as a repetitive force. Branches of history (political, cultural, social, economic, intellectual and art history, history of science, etc.), relationship of history with other disciplines, causation, objectivity and subjectivity, kinds of history: narrative history, scientific history, philosophy of history, future history.

Recommended Readings:

- 1) Carr, E. H., *What is History?* Harmondsworth: Penguin, 1961.
- 2) Collingwood, R. G., *The Idea of History*, Oxford: Oxford University Press, 1978.
- 3) Govranski, *History Meaning and Methods*, USA, 1969
- 4) Muttahari, Murtaza, *Society and History*, tr. (Urdu) Mahliqa Qarae. Tehran, 1985.



Course Code: PAKS1117
Course Title: Pakistan Movement
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: To develop students' knowledge of pre-partition history by introducing them to different political and religious movements.

Course Outline: Aligarh movement, formation of attitudes, different aspects of the Aligarh movement, partition of Bengal, simla deputation, establishment of the all India Muslim league, lucknow pact, khilafat movement, nehru report and the Quaid-i-Azam's fourteen points, ideas on separatism and muslim nationhood, constitutional development elections 1937 and the congress ministries, the lahore resolution, important events leading to the creation of pakistan.

Recommended Readings:

- 1) Jamil-ud-din, Ahmed. *Creation of Pakistan*. Lahore: United Publishers Anarkali, 1976.
- 2) Ali, Chaudhry Muhammad. *The Emergence of Pakista.*, New York: Columbia University Press, 1967.
- 3) Azad, Abulkalam. *India Wins Freedom*. New York: Longmans, Green, 1960.
- 4) Ahmad, Aziz. *Islamic Modernism in India and Pakistan 1857-1964*. London: Oxford University Press, 1967.
- 5) K.K. Aziz. *Making of Pakistan: A Study in Nationalism*. Islamabad: National Book Foundation, 1976.
- 6) Ikram, S.M. *Modern Muslim India and the Birth of Pakistan*. Lahore: Sheikh Muhammad Ashraf, Kashmiri Bazar, 1970.
- 7) Hameed, Abdul. *Muslim Separatism in India*. London: Oxford University Press.
- 8) Hodson, H. W. *The Great Divide: Britain – India – Pakistan*. Karachi: Oxford University Press, 2001.
- 9) Iqbal, Javed. *Ideology of Pakistan*. Lahore: Ferozsons Ltd. 1971.
- 10) Hussain, J. *A History of the peoples of Pakistan: Towards Independence*, Karachi: Oxford University Press. nd.
- 11) Saeed, Khalid Bin. *Pakistan the Formative Phase*. Karachi: Oxford University Press, 2003.
- 12) Stephen, Philip Cohen. *The Idea of Pakistan*. Karachi: Oxford University Press, 2005.
- 13) Khan, Abdul Qadir. *Mutala-e-Pakistan, (Urdu)*. Lahore: A.H. Publishers Urdu Bazar, 14) 2006.
- 15) Malik, Hafeez. *Rise of Muslim Nationalism in India*, Lahore: Vanguard Publishers. nd

- 16) Qureshi, I.H. The Struggle for Pakistan. Karachi: University of Karachi Press, 1969.
- 17) Riaz, Hasan. *Pakistan Naguzeer Tha*, (Urdu). Karachi: University of Karachi Press.



Course Code: FINE1114
Course Title: Fundamentals of Drawing
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: After the completion of this course, the students will be able to: seek and develop basic skills of observation and drawing through a systematic study of models, show volume and perspective through shading, know and understand the elements of drawing, understand how to use line effectively, understand observational drawing, draw with proper measurement methodically, teach drawing effectively at elementary level.

Learning Outcomes: The learner will be able to develop basic skills of observation and drawing through a systematic study of models, the learner will be able to show volume and perspective through shading, the learner will be able to understand the elements of drawing, the learner will be able to understand how to use the line work, the learner will be able to demonstrate observational drawing practically.

Course Outline: Definition of drawing, history of drawing, drawing and its importance in the curriculum, importance of measurement in drawing, elements of drawing, principles of drawing, what is shape in drawing?, the interdependence of shape, shape as an agent of direction and energy, the character of shape.

Texture in Drawing: Natural texture, artificial texture.

Perspectives in Drawing: Definition, principles, linear perspective in drawing, aerial perspective in drawing, one two or three point perspective, perspective and exact location, the circle in perspective, cast shadows, foreshortening, perspective as an agent of expression.

Line and its importance: Definition, types, the diagrammatic line, the structural line, the calligraphic line, the expressive line.

Value and its importance: Definition of value, the effects of light on volume, the elements of light, value as an expressive force, value as an agent of composition.

Uses of Volume in Drawing: Definition, direction and geometric summary, the joining of planes and volumes, the design of volume in space.

Uses of shading in Drawing: Shading with dots, shading with cross hatching, shading on basic shapes, e.g., cylinder, pyramid, box, etc.

Observational Drawing: Media and materials/ tools of drawing; drawing of still objects, drawing on paper, drawing on pastel sheets, drawing on fabric, drawing on hard board, drawing on newspaper, drawing on news print sheet, mix media drawing, drawing with combination of leaves, drawing with the combination of wood, drawing on jute, drawing on uneven surface.

Teaching Strategies: Lecture method, demonstration with the help of practically prepared work pertaining to drawing, collaborative learning, practical work, in an outdoor classroom participatory activities.

Teaching Through: Worksheets practical, different sheets, canvas, models, multimedia, museum/gallery visit.

Assignments: Students will be given written/practical assignments on prescribed topics based on above mentioned contents.

Course Code: ARAB1111
 Course Title: Al-Adab-UIDeeni
 Credit Hours: 3(3+0)
 Prerequisite(s): None

Course Outline:

مقاصد:

1. طلباء اس کورس کی تکمیل پر اس قابل ہوجائیں گے کہ وہ:
1. قرآن و حدیث کے متون کو درست ہجّوں کے ساتھ پڑھ سکیں۔
2. قرآن و حدیث کو اردو زبان میں سمجھنے کے لیے کوشاں ہوں۔
3. قرآن کی تفاسیر سے روشناس ہو۔
4. عربی زبان کے قواعد سیکھ کر اُن کا عملی لسانی اطلاق کرسکیں۔
5. عربی کو مذہبی زبان کی حیثیت کے ساتھ ساتھ عالمی حیثیت سے بھی جان سکیں

فہرست عنوانات

1. سورة البقرة (آخری رکوع)
2. سورة الحجرات (پہلا رکوع)
3. سورة الجمعة (آخری رکوع)
4. الاحادیث النبویة (از اربعین نووی پہلی 20 احادیث کا)
5. تفسیر ابن کثیر کا تعارف (اردو میں)
6. تفسیر ضیاء القرآن کا تعارف (اردو میں)
7. تفسیر تبیان القرآن کا تعارف (اردو میں)
8. عربی حروف تہجی، حروف شمسی و قمری، اقسام الکلمة، المفرد والجمع، المذکر والمؤنث، المركب الاضافی والتوصیفی.

نوٹ: ((قرآن و حدیث کے متون کا اردو /انگریزی میں لفظی و بامحاورہ ترجمہ سکھا جائے۔ کچھ معروضی سوالات ان متون سے عربی زبان میں کئے جائیں۔ قواعد کی تدریس اطلاقی انداز میں کی جائے))

مجوزہ کتب:

1. القرآن الکریم (مترجم)
2. ضیاء القرآن . پیر کرم شاہ الازہری، ضیاء القرآن پبلشرز . لاہور
3. تبیان القرآن . غلام رسول سعیدی، فرید بک سٹال . اردو بازار لاہور
4. اربعین نووی، امام شرف الدین النووی . مکتبہ ضیاء القرآن، گنج بخش روڈ لاہور
5. تدریس اللسان العربی . ڈاکٹر خالق داد ملک . آزاد بک ڈپو لاہور

Course Code: ISLA1112
Course Title: Study of Al Quran ul Hakeem
Credit Hours: 3(3+0)
Prerequisite(s): None

Course Outline:

مقاصد:

اس کورس کا مقصد طالبعلموں میں قرآن فہمی کی ترویج ہے تا کہ وہ عملی زندگی میں اس سے رہنمائی حاصل کر سکیں۔

عنوانات:

1- جمع و تدوین قرآن

2- مضامین قرآن

3- قرآنی تعلیمات، رموز قرآن، حروف مقطعات

4- سورۃ البقرہ (پارہ اول)۔۔۔ترجمہ و تشریح

مکتب برائے مطالعہ

مفردات قرآن (امام راغب) لاہور 2005ء-1

احکام القرآن (مولانا جلال الدین القادری) لاہور 2003ء-2

کنز الایمان، ترجمہ قرآن (مولانا احمد رضا خان بریلوی) لاہور 2000ء-3

(خطبات بہاولپور۔ ڈاکٹر حمید اللہ-4

Course Code: URDU1116
Course Title: اردو زبان کا آغاز و ارتقا
Credit Hours: 3(3+0)
Prerequisite(s): None

Course Outline:

مقاصد:

اس کورس کا بنیادی مقصد اردو زبان کا تعارف اور اس کے ارتقاء کے بارے میں طالب علموں کو آگاہ کرنا ہے۔

عنوانات:

1- اردو زبان کا آغاز

(اردو زبان کے مختلف نام (مولد - 2)

(اردو زبان کا ارتقاء (دکن اور شمالی بدن میں - 3)

پنجاب میں اردو - 4

کُتب برائے مطالعہ:

پنجاب میں اردو (حافظ محمود شیرانی) لاہور، 1999ء - 1

سندھ میں اردو (مولانا سلیمان ندوی) طبع اول کراچی - 2

دکن میں اردو (سید مسعود حسین رضوی) طبع اول لاہور - 3

1980 داستان، تاریخ اور اردو (حامد حسن قادری) کراچی - 4

Course Code: ENGL1112
Course Title: Introduction to Poetry and Drama
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: After completion of the course, the students will be able to: distinguish among various forms and styles of the genre of poetry, define elegy, ode, lyric, ballad, free verse, and many other types of poetry, build up a background knowledge of fundamentals of poetry, differentiate between one act plays and other plays, identify the fundamentals of drama i.e. character, plot, setting, dialogue.

Course Outline:

Poetry: Sonnet: Milton: On His Blindness; Robert Frost: The Silken Tent

Song: Christina Rossetti: When I am Dead my Dearest

Dramatic Monologue: Alfred Tennyson: Ulysses

Elegy: Thomas Gray: An Elegy Written in the Country Churchyard

Ballad: W. H. Auden: What Is That Sound

Ode: John Keats: Ode to Autumn

Free Verse: William Carlos Williams: Red Wheel Barrow

Drama : Sophocles: Antigone; Anton Chekhov: The Bear

Recommended Readings:

- 1) Abbs, P. & Richardson, J. (1995) The Forms of Poetry. Cambridge: Cambridge UP.
- 2) Barnett, Sylvan. (1996) A Short Guide to Writing about Literature (7th Edition). New York: Harper and Collins.
- 3) Boulton, Marjorie. (1977) The Anatomy of Poetry. London: Routledge and Kegan Paul.
- 4) Kennedy, X. J. Gioia, D. (1994) An Introduction to Poetry: (8th Edition). New York: Harper Collins College Publishers.
- 5) Hill, McGraw. (1991) An Introduction to Modern One-Act Plays. Glencoe/McGraw-Hill.
- 6) Chakraborty, Bhaktibenode. (1990) Anton Chekov, The Crusader For A Better World. K. P. Bagchi & Co..

Course Code: ENGL1113
Course Title: Introduction to Linguistics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: After the completion of this course, the student will be able to; Describe the elements and characteristics of language, Explain linguistics and its major areas, Discuss and write on micro and macro branches of linguistics, Comment on modern schools and movements in linguistics

Course Outline: Language: concept and characteristics, Linguistics- an introduction, Concepts associated with Linguistics, General and theoretical linguistics, Synchronic and diachronic linguistics, Comparative linguistics, Historical linguistics, Corpus linguistics, Applied linguistics, Sociolinguistics, Psycholinguistics, Phonetics and phonology, Morphology, Syntax, Semantics, Modern schools and movements in linguistics (Historicism, Structuralism, Functionalism and Generativism)

Recommended Readings:

- 1) Yule, G. (2004). The Study of Language. Cambridge University Press: UK.
- 2) Lyons, J. (1981) Language and Linguistics: An Introduction. Cambridge University Press: UK.
- 3) Crystal, D. What is Linguistics? Cambridge University Press: UK.
- 4) Varga, L. (2010) Introduction to English Linguistics: A companion to the Seminar. Eotvos Lorand University: Budapest
- 5) Matthew, P.H. How Languages and Related, Oxford University Press, London.
- 6) Brown, Douglas. H. Principles of Language Learning (2nd Ed) Prentice Hall, 1980.



Course Outlines (Semester – II)

Course Code: ENGL1116
Course Title: Academic Reading and Writing
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: Students will be able to; read the text for literal understanding, interpretation & the general assimilation & integration of knowledge, carry out instructions for tasks, assignments and examination questions, write good topic and supporting sentences and effective conclusions, write well organized academic texts including examination answers with topic/thesis statement & supporting details, write argumentative, descriptive and narrative essays.

Course Outline: Purpose of Reading, What is reading comprehension? Reasons for Poor Comprehension, Improving comprehension Skills & Techniques for good comprehension, Worked out sample Passages, Vocabulary building skills, Efficient dictionary skills such as locating guide words, entry words, choosing appropriate definition, and identifying pronunciation through pronunciation key, identifying part of speech, identifying syllable division and stress patterns. Sentence Construction: Guidelines for effectiveness: Exercises, 7c's of effective writing with practical examples, Stages of writing process, Drafting paragraphs; Introduction (thesis statement), Body paragraphs (topic sentence, supportive details), Conclusion. Revising; Edit, Proof-read. Elements of writing; Argument, Cause and Effect, Cohesion, Comparison, Definition, Discussion, Examples etc. Types of writings; Descriptive, Argumentative, Narrative.

Grammar in Context: Reported Speech

Recommended Books:

- 1) Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
- 2) Baily, S. (2006) *Academic Writing: A handbook for international students*. Routledge: UK
- 3) Hacker, D. (2007). *A Writer's Reference*. 6th Ed. R.R. Donnelley & Sons Company: USA
- 4) <https://www.adelaide.edu.au/writingcentre/docs/helpful-websites-and-books-to-improve-your-english.pdf>
- 5) Zemach, D. (2009). *Building Academic Reading Skills*, Book 1, available at <https://www.press.umich.edu/pdf/9780472033690-ch1.pdf>
- 6) Raman, M.& Sharma,S. (2015). *Technical Communication: Principles & Practice*. 3rd Ed. New Delhi,India: OUP India. ISBN13:9780199457496. Chapter no 9: Sentence Construction, Chapter no 12: Reading Comprehension.

Course Code: PAKS1111
Course Title: Pakistan Studies
Credit Hours: 2(2+0)
Prerequisite(s): None

Course Outline:

Specific Objectives of course: To familiarize the students with political and religious backdrop of the ideology of Pakistan and other related events concerning the post-partition history.

Historical Perspective: Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-i-Azam Muhammad Ali Jinnah, factors leading to Muslim separatism, people and land, Muslim advent location and geo-physical features.

Government and Politics in Pakistan: Political and constitutional phases; 1947-58, 1958-71, 1971-77, 1977-88, 1988-99, 1999 onward.

Contemporary Pakistan: Economic institutions and issues, Society and social structure, Ethnicity, Foreign policy of Pakistan and challenges, Futuristic outlook of Pakistan.

Specific Objectives of course: Develop vision of historical perspective, government, politics, contemporary Pakistan, ideological background of Pakistan, Study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Recommended Books:

- 1) Burki, Shahid Javed. *State & Society in Pakistan*. The Macmillan Press Ltd 1980.
- 2) Akbar, S. Zaidi. *Issue in Pakistan's Economy*. Karachi: Oxford University Press, 2000.
- 3) S. M. Burke and Lawrence Ziring. *Pakistan's Foreign policy: An Historical analysis*. Karachi: Oxford University Press, 1993.
- 4) Mehmood, Safdar. *Pakistan Political Roots & Development*. Lahore, 1994.
- 5) Wilcox, Wayne. *The Emergence of Bangladesh*, Washington: American Enterprise, Institute of Public Policy Research, 1972.
- 6) Mehmood, Safdar. *Pakistan Kayyun Toota*, Lahore: Idara-e-Saqafat-e-Islamia, Club Road, nd.
- 7) Amin, Tahir. *Ethno - National Movement in Pakistan*, Islamabad: Institute of Policy Studies, Islamabad.
- 8) Ziring, Lawrence. *Enigma of Political Development*. Kent England: WmDawson & sons Ltd, 1980.
- 9) Zahid, Ansar. *History & Culture of Sindh*. Karachi: Royal Book Company, 1980.
- 10) Afzal, M. Rafique. *Political Parties in Pakistan*, Vol. I, II & III. Islamabad:

National Institute of Historical and cultural Research, 1998.

- 11) Sayeed, Khalid Bin. *The Political System of Pakistan*. Boston: Houghton Mifflin, 1967.
- 12) Aziz, K. K. *Party, Politics in Pakistan*, Islamabad: National Commission on Historical and Cultural Research, 1976.
- 13) Muhammad Waseem, *Pakistan Under Martial Law*, Lahore: Vanguard, 1987.
- 14) Haq, Noor ul. *Making of Pakistan: The Military Perspective*. Islamabad: National Commission on Historical and Cultural Research.



Course Code: EDUC1112
Course Title: General Methods of Teaching
Credit Hours: 3(3+0)
Prerequisite(s): None

The course will help students to develop teaching competencies and skills. The students will be able to choose and apply appropriate methods of teaching according to their content areas.

Course objectives

At the completion of the course the student will be able to:

- Describe the importance of the efficient teaching methodology in the overall teaching learning process.
- Appreciate the characteristics of various methods of teachings.
- Select a suitable method or strategy to make his/her teaching effective in local context.
- Apply various teaching methods and strategies during teaching of their subjects.

Course Contents

- 1 The Concept and Principles of Teaching
 - 1.1 Concept of teaching
 - 1.2 Features of teaching
 - 1.3 Planning for teaching
 - 1.4 Principles of teaching
- 2 Teaching Methods/ Strategies and their selection
 - 2.1 Concept of methods, strategies, tactics, and techniques
 - 2.2 Criteria for selection of a method/ strategy
 - 2.3 Selection of Method / technique
- 3 Methods of Teaching
 - 3.1 Lecture Method
 - 3.2 Text Book Reading
 - 3.3 Discussion Method
 - 3.4 Team Teaching
 - 3.5 Demonstration Method
 - 3.6 Project Method
 - 3.7 Activity Method
 - 3.8 Story telling
 - 3.9 Problem Solving Method
 - 3.10 Illustration Method
 - 3.11 Drill Method
 - 3.12 Socratic Method
 - 3.13 Simulated Teaching
 - 3.14 Programmed learning
 - 3.15 Micro teaching
- 4 Lesson Planning
 - 4.1 Introduction to Lesson Planning
 - 4.2 Steps of Lesson Planning
 - 4.3 Types of Lesson Planning
 - 4.4 Evaluation of Lesson Planning
5. Planning Instruction In the relevant Content Area
 - 5.1 Instructional objectives in Behavioral Terms (Blooms Taxonomy)
 - 5.2 Learn to teach different topics in their relevant content area.

Teaching Learning Strategies

- Lecture method followed by discussion and question answer method
- Cooperative learning
- Students are required to prepare and maintain course portfolio
- Assignments and presentations / quizzes based on the content of the course outline and project
- using “do-it-yourself” or “learner-centered” methods.

Suggested Readings

Westwood, P. (2008). What teachers need to know about teaching methods, Australia. Camberwell, Vic. ACER Press



Course Code: ECON1111
Course Title: PRINCIPLES OF MICROECONOMICS
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: This course is aimed at; to develop analytical ability among students to solve economic problems, to make the students familiar with advanced topics of micro economics, to address various concepts of collective choice, interpersonal welfare comparisons and social equity.

Course Outline:

Introduction: Economics, Micro-economics, Macro-economic, Scarcity and choice, Rational Behavior, Limited Income, Unlimited Wants, A Budget Line, Factors of Productions.

Production Possibility Curve: Definition, Assumptions, Law of Increasing Opportunity Cost, Un-employment, Growth, and Future, Problems Solving.

The Market System and the Circular Flow: Difference between the Command System and the Market System, Five Fundamental Questions, Closed Economy.

Demand , Supply and Market Equilibrium: Law of demand, the demand curve, Market Demand, Changes in Demand, Changes in Quantity Demanded, Law of Supply, the Supply Curve, Market Supply, Change in Supply Curve, Changes in Quantity Supplied, Market Equilibrium, Equilibrium Prices and Quantity, Changes in Supply, Demand and Equilibrium, Price Ceiling, Price Floors.

Elasticity: Price Elasticity of Demand, Formula, The Total Revenue Test, Price Elasticity and The Total Revenue Curve, Determinants of Price Elasticity of Demand, Price Elasticity of Supply in short run and Long run, Cross Elasticity, Income Elasticity of Demand.

Consumer Behaviour: Law of Diminishing Marginal Utility, Total Utility, Marginal Utility, MU and Demand, Consumer Choice and the Budget Constraint, Utility Maximizing Rule, The Diamond Water Paradox , The Indifference Curve , Problem Solving , Class Activity.

Business and The Cost of Production: Economic Cost, Short Run Production Costs , Long Run Production Cost.

Pure Competition in The Short Run: Pure competition characteristics, Demand seen in SR, Profit Maximization in the SR, Supply Curve, Pure competition in the Long Run, Optimal Capital Structure and Static Trade-off theory.

Pure Monopoly: 'Characteristics, Monopoly Demand, Output and Discrimination Price' , 'Determination Price'.

Monopolistic Competition and Oligopoly: 'Characteristics, Price and Output in Monopolistic Competition' , Introduction of Oligopoly and Prisoner's Dilemma.

Recommended Books:

- 1) Economics By Mankow(Latest Edition)
- 2) Economics By "MacConnell and Brue" (Latest Edition)



Course Code: POLS1112
Course Title: Political Ideologies
Credit Hours: 3(3+0)
Prerequisite(s): None

Course Outline: Liberalism, Conservatism, Fascism, Socialism, Marxism, Nationalism, Islam, State, Society and Economy.

Recommended Books:

- 1) Bruke, E. (1982) Reflections on the Revolution in France, Harmondsworth: Penguin. A famous statement of conservatism, set against the background of the French Revolution.
- 2) Eatwell, R. and Wright, A. (eds) (1993) Contemporary Political Ideologies. London: Printer. An assortment of contemporary writers discuss the leading ideologies. Good, clear writing.
- 3) Fukuyama, F. (1992) The End of History and the Last Man, London: Lawrence & Hamish Hamilton. A very modish book which talks in grand terms about the end of history. It argues that liberal capitalist democracy has succeeded in solving social, economic and political problems.
- 4) Gellner, E. (1983) Nations and Nationalism, Oxford: Blackwell. An influential book on nationalism by a respected scholar.
- 5) Griffin, R. (1991) The Nature of Fascism, London: Routledge. A fascinating overview of fascism which pursues an original line in modeling fascism.
- 6) Marx, K. and Engels, F. (1973b) The German Ideology, London: Lawrence & Wishart. The first section is read to the general exclusion of other sections, but the whole of it is a key text for Marx's beliefs as he blends philosophy and history.
- 7) O'Sullivan, N. (1976) Conservatism, London: Dent. A plausible overview of conservatism, which sees a belief in imperfection as a central part of conservatism.



Course Code: HIST4113
Course Title: History of Pakistan
Credit Hours: 2(2+0)
Prerequisite(s): None

Course Outline: Act of independence, 1947 , immediate problems , problems and politics of constitution-making , first constituent assembly, 1947-54 , second constituent assembly, 1954-56, dissolution of constituent assemblies , provincial governments and evolution of regionalism , military-bureaucratic nexus: 1950-1958 , causes of the failure of parliamentary democracy , Ayub Era (1958-69) , Yahya Regime (1969-71) , Bhutto Regime (1972-77) , Zia Era (1977-88) , re-emergence of democracy (1988-99) , take over by Musharraf (1999) , re-emergence of democracy , foreign policy of Pakistan: an overview , economic development , religion and politics in Pakistan: an overview.

Recommended Books:

- 1) Ahmar, Moonis., Ed., *The World After September 11: Challenges and Opportunities*, University of Karachi, 2003.
- 2) Afzal, M. R., *Political Parties in Pakistan, 1947—69*, 2 vols, Islamabad, 1986.
- 3) Binder, Leonard, *Religion and Politics in Pakistan*, Los Angeles, 1963.
- 4) Chaudhri Muhammad Ali *The Emergence of Pakistan*, Lahore, 1967. , *The Task Before Us*, Lahore, 1974.
- 5) Farhat Mahmud, *A History of U.S. —Pakistan Relations*, Lahore, 1991.
- 6) Government of Pakistan, *The Interim Constitution of the Islamic Republic of Pakistan*, Islamabad, 1972.
- 7) Gul Hassan Khan, Lt. Gen., *Memoirs*, Karachi, 1993.
- 8) Haider, S. M. Dr. (Edit.), *Kashmir and South Asian Security*, Rawalpindi, 1992.
- 9) Jalal, Ayesha, *The State of Martial Law, The Origins of Pakistan's Political Economy of Defence*, England, 1990.
- 10) *The Sole Spokesman, Jinnah, The Muslim League and The Demand for Pakistan*, Hyderabad (India), 1985.
- 11) Kamal Hossain, Dr., Talukdar M. H. R. (Edit.), *Memoirs of Huseyn Shaheed Suhrawardy*, Dhaka, 1987.
- 12) Kameeruddin bin Abbas, *The Constitution of Pakistan*, Lahore, 1958.
- 13) Khan, Muhammad Ayub , *Friends Not Masters, A Political Autobiography*, Karachi, 1967.
- 14) Lifschultz, L., *Bangladesh: The Unfinished Revolution*, London, 1977. Mahmood,

Safdar, *Pakistan Muslim League Ka D Hukumat* (Urdu), Lahore, 1973.

15) McGrath, Allen, *The Destruction of Pakistan's Democracy*, Karachi, 1996.



Course Code: PAKS1114
Course Title: Political and Constitutional Development in Pakistan (1947-1971)
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: To familiarize the students with constitutional technicalities, salient features of different political regimes and the order of legal framework of Pakistan.

Course Outline: Administrative and political problems , Indian independence act, 1947 , interim constitution, 1947 , first constituent assembly, 1947-54 , major constitutional issues , political process and development, 1947-54 , dissolution of the first constituent assembly and the court cases , second constituent assembly, 1955-56 , one unit scheme , 1956 constitution: salient features , working of the parliamentary system, 1947-58 , imposition of martial law, 1958 , Ayub regime: administration and major policies , 1962 constitution: salient features , struggle for parliamentary democracy and fall of Ayub Khan , Yahya Regime: the legal framework order, 1970 and 1970 election , east pakistan crisis and emergence of bangladesh.

Recommended Books:

- 1) Rizvi, Hasan Askari. *Military and Politics in Pakistan 1947-199*. Lahore: Sang-e-Meel Publication, 2000.
- 2) Rizvi, Hasan Askari. *Military, State and Society in Pakistan*. Lahore, 2002.
- 3) Feldman, Herbert. *From Crisis to Crisis*. London: Oxford University Press, 1972.
- 4) Feldman, Herbert. *Revolution in Pakistan*. London: Oxford University Press, 1964.
- 5) Sayeed, Khalid Bin. *Politics in Pakistan: Nature and Direction of Change*. np. nd.
- 6) Sayeed, Khalid Bin. *The Political System of Pakistan*. Boston: Houghton Mifflin, 1967.
- 7) Ziring, Lawrence. *Pakistan in the 20th Century: A Political History*. Karachi: Oxford University Press, 1997.
- 8) Ziring, Lawrence. *Pakistan: Enigma of Political Development*. West View, 1980.
- 9) Afzal, M. Rafique *Political Parties in Pakistan*. vol. I, II & III, Islamabad: National Commission on Historical and Cultural Research, 1999.
- 10) Shafqat, Saeed. *Political System of Pakistan and Public Policy*. Lahore:

Progressive Publisher, 1989.

11) Burki, Shahid Javed. *A Revisionist History of Pakistan*. Lahore: Vanguard, 1998.



Course Code: FINE1111
Course Title: Fundamentals of Design
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: After the completion of this course, the students will be able to; compare and contrast works of art using the elements of design and art-related vocabulary through written and oral communication , create oral and written narratives that express original ideas based on works of art , form and express opinions about art during group discussions , identify themes present in the galleries , understand and use of elements of design in practical work , explain how the elements of art can be used to describe artwork and relate ideas to everyday life.

Learning Outcomes: The learner will be able to differentiate the arts using elements through major communication skills, The learner will be able to understand and use elements of design in practical work, The learner will be able to learn the elements of art describing artwork and relate ideas to everyday life, The learner will be able to express ideas through written and oral narratives, The learner will be able to identify themes present in multiple galleries.

Course Outline: Introduction of design , history of design , difference between art & design , basic concepts design , basics of drafting , basics elements of design , line and its importance in design , types of lines and its importance in design , color and its importance in design , shape and its importance in design , form and its importance in design , space and its importance in design , texture and its importance in design , types of textures and its importance in design , value and its importance in design.

Teaching Strategies: Lecture method, practical work, collaborative learning inside and outside the classroom, presentation based teaching methodologies on multimedia.

teaching through: worksheets practical , scholar sheets, pastel sheets, etc , models, multimedia.

Assignments: Students will be given written/practical assignments on prescribed topics based on above mentioned contents.

Recommended Books:

- 1) Katz, L. Elizabeth. (2000). Themes and Foundations of Art. National Textbook Co.
- 2) The elements of art composition by Brenda Ellis Publisher: Artistic Pursuits Inc.
- 3) Stephen Davies (1991). Definition of Art. Cornell University Press
- 4) Bear, Jacci Howard. (2000). Introduction to the Elements of Design. Desktop publishing.
- 5) Katz, L. Elizabeth. (2000). Themes and Foundations of Art. National Textbook Co.

- 6) Evans, P. & Thomas, M. (2004)). Exploring the elements of design. Clinton Park, NY:
Delmar

Note: In addition to the above, any other text or book referred by Instructor can also be included.



Course Code: ARAB1115
 Course Title: Al-Nasar Al Qadeem WalJadeed
 Credit Hours: 3(3+0)
 Prerequisite(s): None

Course Outline:

مقاصد: طلباء اس کورس کی تکمیل کے بعد اس قابل ہوجائیں گے کہ وہ :

1. نثر عربی قدیم و جدید کے اسلوب سے شناسا ہوں۔
2. خطبہ حجة الوداع اور خطبات خلفاء راشدین کے اصل عربی متن اور اُن کی معنوی جامعیت کا ادراک حاصل کریں۔
3. عربی زبان کے قواعد سیکھ کر اُن کا عملی اطلاق کر سکیں۔
4. عربی اقوال زریں سے شناسا ہوں۔

فہرست عنوانات:

1. خطبة الرسول صلى الله عليه وسلم التي القاها في حجة الوداع
 ”أوصيكم عباد الله الغائب“.
 2. خطبة سيدنا ابي بكر الصديق رضي الله عنه يوم قبض الرسول صلى الله عليه وسلم
 ”دخل ابوبكر الصديق رضي الله عنه فيلحق بكم“
 3. خطبة سيدنا عمر رضي الله عنه حين تولى الخلافة
 ”يا أيها الناس إني داع على كل شيء قدير“.
 4. خطبة سيدنا عثمان رضي الله عنه حين بايعه أهل الشورى
 ”أتى منبر رسول الله صلى الله عليه وسلم يُبايعونه“
 5. خطبة علي رضي الله عنه حين بايعه أهل الحجاز بعد قتل عثمان رضي الله عنه
 ”أيها الناس احفظوا الكافرون“
 6. حکم و امثال:
- اذا بالغت في النصيحة هجمت بك على القضيحة
 - انك لا تجني من الشوك العنب
 - ان لم تغض على القذى لم ترض أبدا
 - رب حرب شبت من لفظة
 - رب كلمة سلبت نعمة
 - شهادات الفعال خير من شهادات الرجال.
 - اصعب ما على الانسان معرفة نفسه
 - في العجلة الندامة وفي التأني السلامة
 - من لم يركب الاهوال لم ينل الرغائب
 - قل الحق ولو على نفسك
 - يوم واحد للعالم خير من الحياة كلها للجاهل
 - خير الكلام ما قل و دل
 - من علمى حرفاً صرت له عبداً
 - على بلا عمل كشجرة بلا ثمر
 - من جد وجد
 - الاتحاد قوة

- وحدة المرء خير من جليس السوء
 - اليد الواحدة لا تصفق
 - عدو عاقل خير من صديق جاهل
 - المرء حيث يجعل نفسه
 - رب إشارة أقوى من عبارة
 - خذ الجار قبل الدار والرفيق قبل الطريق
 - الوقت كالسيف ان لم تقطعه قطعك
 - 7. افسانه ”الذكرى للمنفلوطى“ (اردو ترجمہ)
 - 8. ضمائرن منفصله و متصله. اسماء الاشارة. الاسماء الموصولة. حروف الاستفهام. الاعداد.
- نوٹ: ((عربی متون سے معروضی سوال پوچھے جا سکتے ہیں۔ عربی متون کا اردو یا انگریزی میں ترجمہ سکھایا جائے، قواعد کو اطلاقی انداز میں سکھایا جائے))

مجوزہ کتب:

1. الادب العربی (مقرر الورقة الثانية) جامعة پنجاب، آزاد بک ڈپو۔ اردو بازار لاہور
2. العبرات . المنفلوطی (مترجم) آزاد بک ڈپو۔ اردو بازار لاہور
3. تدريس اللسان العربی، ڈاکٹر خالق داد ملک ، آزاد بک ڈپو، لاہور



Course Code: ISLA1113
Course Title: Study of Ahadees
Credit Hours: 3(3+0)
Prerequisite(s): None

Course Outline:

مقاصد:

اس کورس کے ذریعے طالب علموں کو احادیث کا پس منظر اور ترجمہ و تشریح کی وضاحت کے ساتھ احادیث کی عملی ترویج کے بارے میں معلومات فراہم کی جائیں گی۔

عنوانات:

1. حدیث کا معنی و مفہوم
2. اصطلاحات حدیث
3. حدیث کی اقسام (بلحاظ صحت)
4. حدیث کی اقسام (بلحاظ روایت)
5. کتب احادیث کا تعارف
6. بیس منتخب احادیث کا ترجمہ

کتب برائے مطالعہ:

1. سیرت النبی صلی اللہ علیہ وسلم، جلد اول (مولانا شبلی) طبع ہشتم۔
2. حفاظت حدیث (پروفیسر خالد علوی) لاہور 2006ء
3. اصول حدیث (ڈاکٹر حمید اللہ) مجید بُک ڈپو۔
4. خطبات بہاولپور (ڈاکٹر حمید اللہ)

Course Code: URDU1117
 Course Title: اردو شاعری کا آغاز اور ترقی
 Credit Hours: 3(3+0)
 Prerequisite(s): None

Course Outline:

مقاصد:

طلبہ کے شعری ذوق کی تربیت۔
 کلاسیکی شاعری کے محاسن اور موضوعات سے آشنائی پیدا کرنا۔
 اصناف شاعری سے واقفیت۔

غزل

ولی دکنی، میر تقی میر، غالب

مثنوی

سحرالبیان از میر حسن، گلزار نسیم از دیا شنکر نسیم

قصیدہ

محمد رفیع سودا

مرثیہ

میر انیس

نظم

نظیر اکبر آبادی

بیسویں صدی کے نمائندہ شاعر

علامہ محمد اقبال فیض احمد فیض، ن م راشد

مجوزہ کتب

ڈاکٹر ابو محمد سحر، اردو میں قصیدہ نگاری
 ڈاکٹر سید عبداللہ، ولی سے اقبال تک
 ڈاکٹر عبادت بریلوی، غزل اور مطالعہ غزل
 ڈاکٹر فرمان فتح پوری، میر انیس: حیات و شاعری
 ڈاکٹر مسیح الزماں، اردو مرثیے کا ارتقا
 ڈاکٹر یوسف حسین خان، اردو غزل
 فراق گورکھپوری، اردو غزل گوئی

Course Code: ENGL3114
Course Title: 19th Century English Novel
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are; to introduce to the students the genre of novel , to help the students understand how novel became the most popular literary genres , to explain to the students the tradition of realism in 19th century english novel , to demonstrate to the students the generic principles which determined the social nature of the novel , to show how novel became a household commodity and how the periodicals helped flourish its impact on popular imagination.

Course Outline: Jane Austen; Emma. Charles Dickens; Great Expectations. Thomas Hardy ; The Mayor of Casterbridge. Charlotte Bronte; Jane Eyre.

Recommended Books:

- 1) Bloom, Harold. Elizabeth Bennet (Bloom's Major Literary Characters) Bloom's Literary Criticism 2003.
- 2) Thomas, Jane. Thomas Hardy and Desire: Conceptions of the Self. Palgrave Macmillan 2013.
- 3) Byrne, Paula, ed. (2004). Jane Austen's Emma: A Sourcebook. Routledge. pp. 40-42. ISBN 978-0-415-28651-0.
- 4) Bloom, Harold .Charlotte Brontë's "Jane Eyre". Midwest Book Review. Chelsea House Publishers 2007.



Course Code: ENGL1118
Course Title: Phonetics and Phonology
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: After the completion of this course, the students will be able to; describe, explain and analyse speech sounds as physical entities (phonetics) and as linguistic units (phonology), differentiate between phonetics and phonology, learn a number of technical terms related to the course, differentiate between consonants and vowels, describe the concepts associated with pronunciation, do phonemic analysis (phonetic transcription).

Course Outline: Phonetics-An introduction , The Articulatory Phonetics- Organs of Speech , The Acoustic Phonetics , The Auditory Phonetics , The English Phonology-An introduction , Phoneme: Nature and description ; International Phonetic Alphabet- Phonemic symbols for English sounds.Description and classification of English Vowel Sounds; Diphthongs , Triphthongs. Description and classification of English Consonant Sounds; Consonant Clusters.

Suprasegmental Phonology: The Syllable , Word Accent , Stress , Strong and Weak forms , Intonation , Accent & Rhythm in Connected Speech , Features of connected speech such as assimilation, elision, linking and Liaison etc.Phonetic Transcription (phonemic transcription of a passage/ a dialogue).

Recommended Books:

- 1) Kenworthy. Teaching English Pronunciation, Longman.
- 2) Jones, D. An Outline of English Phonetics,Cambridge University Press.
- 3) Roach, Peter. English Phonetics and Phonology, Cambridge University Press.
- 4) Jones, D. A Dictionary of English Pronunciation, 15th edition .CUP.
- 5) Burquest, D. A. (2001) Phonological Analysis: A Functional Approach. Dallas, SIL.



Course Outlines (Semester – III)

Course Code: ENGL2116
Course Title: Advanced Academic Reading and Writing
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: To enable the students to: read academics text critically, write well organized academic text e.g. assignments, book/article reviews.

Course Outline:

Advanced Academic Reading: Reading various articles/texts following the reading strategies: Skimming Practices, Scanning Practices, Intensive reading Practices, Extensive reading Practices; Speed reading practices with different articles and texts in class room

Advanced Academic Writing: Writing summaries of articles, Writing books/articles reviews, APA citation and referencing, Writing research proposal, Writing a research report, Resume writing, Cover letter Writing

Recommended Books:

- 1) Aaron, J. 2003. *The Compact Reader*. New York: Bedford.
- 2) Axelrod, R. B and Cooper, C. R. 2002. *Reading Critical Writing Well: A Reader and Guide*.
- 3) Barnet, S. and Bedau, H. 2004. *Critical Thinking, Reading and Writing: A Brief Guide to Writing*. 6th Ed.
- 4) Behrens & Rosen. 2007. *Reading and Writing Across the Curriculum*.
- 5) Gardner, P. S. 2005. *New Directions: Reading, Writing and Critical Thinking*.
- 6) George, D. and Trimbur, J. 2006. *Reading Culture: Context for Critical Reading and Writing*. 6th Ed.
- 7) Goatly, A. 2000. *Critical Reading and Writing: An Introductory Course*. London: Taylor & Francis.
- 8) Grellet, F., *Writing for Advanced Learners of English*. CUP.
- 9) Jordan, K. M. and Plakans, L. 2003. *Reading and Writing for Academic Success*.
- 10) Jordon, R. R. 1999. *Academic Writing Course*. CUP.
- 11) Belcher, W.L. 2009. "A Guide to Academic Publishing Success" Sage Publications.

Course Code: COMP1111
Course Title: Introduction to Information Technology
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course:

Objectives: The main objectives of this course are to:

- Understand the fundamentals of computer and software.
- Learn about upcoming technologies in different disciplines.
- Understand word processing, spreadsheet, databases and presentation software.
- Get the basics of networking and internet.
- Get the knowledge about computer risks and safety, system failure and backup.

Course Outline:

Computers and Networks: Introduction to Computers, History of Computers, Classification of Computers, Advantages and Disadvantages of using Computers, Network types, LAN, MAN and WAN, Internet, email, World-Wide Web, E-Commerce, Video Conferencing, Computer-based Training, Distance learning

Computer Hardware: System unit, Central Processing Unit (CPU), Memory, Storage, Input Devices, Output Devices and Communication Devices.

Computer Software: System Software, Application Software which includes Microsoft Word, Excel, Access, PowerPoint, Outlook.

Number System: Binary, Decimal, Octal, hexadecimal, Conversion

Computer Security, Safety, Ethics and Privacy: Computer Security Risks, Cyber Crimes, Ethics and Society

Discipline related Software: Discipline related software of each department for instance (InPage, CorelDRAW, WinText etc.)

Recommended Books:

1. Intro to Computers, Peter Norton, latest edition.
2. Discovering Computers Complete, latest edition. Shelly Cashman series.
3. Exploring Computers Complete latest edition by Floyd Fuller, Brian Larson.
4. Steve Lambert and M Dow Lambert, Microsoft® Office Access(TM) Step by Step (Step By Step (Microsoft)), 2007.
5. Computer Fundamentals by P.K. Sinha 6th Edition
6. Computer Science: An Overview (11th Edition) By J. Glenn Brookshear
7. Microsoft Office 2010: Ultimate Tips and Tricks by Matt Smith.

Note: in addition to the above, any other text or book referred by Instructor may also be included.

Course Code: EDUC3143
Course Title: Educational Assessment
Credit Hours: 3(3+0)
Prerequisite(s): None

This course provides knowledge and skills required for assessment of students learning. Throughout the course, the students will learn different concepts of educational assessment, and its various forms and types. The course will provide hands on experiences in development of valid and reliable tests items and application of theory and principles of assessment in real life situation.

Course Objectives

After completion of this course, the students will be able to:

- understand different concepts used in educational assessment
- differentiate between the various forms of assessment
- understand classification of the types of assessment and their usability
- design and construct assessment that measure a variety of learning outcomes
- apply principles of assessment in planning a classroom assessment
- apply strategies to construct valid and reliable test items
- recognize both the potentialities and the limitations of the various types of tests & assessment procedures used in the schools
- interpret assessment results effectively

Course Contents

1 Introduction to Educational Assessment

- 1.1 Introducing the Concepts: Test, Measurement, Assessment & Evaluation
- 1.2 Instructional Process and & Role of Assessment
- 1.3 Assessment *of* and Assessment *for* Learning
- 1.4 Principles of Assessment
- 1.5 Classification of Assessment on the basis of
 - 1.5.1 Nature of Assessment
 - 1.5.2 Purpose of Assessment
 - 1.5.3 Forms of Assessment
 - 1.5.4 Methods of Interpreting Results
 - 1.5.5 Teacher made vs standardized test

2 Planning Classroom Assessment

- 2.1 Instructional Aims, Goals and Objectives
- 2.2 General vs Specific Learning Outcomes
- 2.3 Taxonomy of Education Objectives
- 2.4 Developing Assessment Framework
 - 2.4.1 Developing test specifications
 - 2.4.2 Selecting appropriate type of test items

3 Types of Achievement Test: Subjective Vs Objective

- 3.1 Constructing Objective Test Items
 - 3.1.1 Characteristics
 - 3.1.2 Different Types

- 3.1.3 Rules to construct
 - 3.1.4 Scoring
 - 3.1.5 Advantages and Limitations
- 3.2 Constructing Subjective Test Items
 - 3.2.1 Characteristics
 - 3.2.2 Different Types
 - 3.2.3 Rules to construct
 - 3.2.4 Developing scoring Rubrics and Scoring
 - 3.2.5 Advantages and Limitations
- 4 Test Administration**
 - 4.1 Constructing Test Instructions
 - 4.2 Responsibilities Before Starting Test
 - 4.2.1 Checking Testing Conditions
 - 4.2.2 Test Instructions
 - 4.3 Responsibilities During Test
 - 4.3.1 Physical environment
 - 4.3.1 Psychological environment
 - 4.4 Responsibilities after Test
- 5 Assessment Techniques in Affective and Psychomotor Domains**
 - 5.1 Observation
 - 5.2 Self-reports
 - 5.2.1 Questionnaire
 - 5.2.2 Interview
 - 5.3 Rating scales
 - 5.4 Anecdotal record
 - 5.5 Checklists
 - 5.6 Peer appraisal
- 6 Test Appraisal**
 - 6.1 Qualities of Good Test
 - 6.1.1 Validity
 - 6.1.2 Reliability
 - 6.1.3 Usability
 - 6.2 Measures of Central Tendency
 - 6.3 Measures of Variability
 - 6.4 Item Analysis for Achievement Test
 - 6.4.1 Item Discrimination
 - 6.4.2 Item difficulty
 - 6.5 Building Item Bank
- 7 Interpreting Test Scores**
 - 7.1 Functions of Grading and Reporting
 - 7.2 Types of Grading and Reporting

- 7.3 Relative Vs Absolute Scoring
- 7.4 Assigning Letter Grades
- 7.5 Record Keeping and Grading Software
- 7.6 Use of Feedback of Assessment

Teaching Learning Strategies

- Lecture method followed by discussion and question answer method
- Cooperative learning
- Students are required to prepare and maintain course portfolio
- Assignments and presentations / quizzes based on the content of the course outline and project using “do-it-yourself” or “learner-centered” methods.
- Development of test items
- Development of a test with instructions
- Development of table of specification
- Development of table of rubrics
- Item analysis

Assignments

- Test instruction
- Multiple choice Questions
- Short Questions/Answer
- Long Questions/Answer
- Table of specification
- Item analysis
- Development of Progress Report

Suggested Readings

- Ebel, Robert (2004). *Essentials of Educational Measurement*. India: Prentice hall.
- Freeman, Richard, (2004). *Planning and Implementing Assessment*. New York: Rout ledge Flamer.
- Linn, R. L. (2008). *Measurement and assessment in teaching*. Pearson Education India.
- Taylor, C. S. (2013). *Validity and validation*. Oxford University Press.
- Torrance, H. (Ed.). (2012). *Educational assessment and evaluation: Major themes in education*. Routledge.
- Mohan, R. (2016). *Measurement, Evaluation and Assessment in Education*. PHI Learning Pvt. Ltd.

Additional Readings

- Nitko, A. (2001) *Educational Assessment Of Students*. 3rd Edition. Merrill Prentice-Hall.
- Popham, W. J. (2001) *Classroom Assessment: What Teachers Need To Know*. (3rd Edition). Boston: Allyn And Bacon, ISBN 0205333044.

Course Code: ECON 1116
Course Title: Principle of Macroeconomics
Credit Hours: 3(3+0)
Pre-requisite: None

Specific Objectives of the course: At the end of this course, the students will be able to develop the understanding of Macroeconomics concepts, theories and models and to use and understand economic models and explain economic issues with the help of actual figures and also familiarize with the working of economy.

Course Outlines:

Introduction: Economics, Micro-economics, Macro-economics, The Miracle of Modern Economic Growth

Measuring Domestic Output and National Income: Gross Domestic Product, The Expenditure Approach, The Income Approach, Other National Accounts, Nominal GDP versus Real GDP, Shortcomings

Economic Growth: Economic growth, modern economic growth, Determinants of Growth, Production Possibility Analysis

Business Cycles, Unemployment and Inflation: Phases of Business cycle, Measurement of unemployment, Types of unemployment, Inflation meaning, measurement and facts

Basics Macroeconomics Relationship: The income consumption and income saving relationships, The Interest rate investment, The Multiplier effects.

The Aggregate Expenditures Model: Assumptions, Consumption and Investment schedules, Changes in Equilibrium GDP and the Multiplier, Adding the Public Sector, Equilibrium versus Full Employment GDP, Recessionary expenditure gap and inflationary expenditure gap.

Aggregate Demand and Supply: Aggregate Demand, changes in Aggregate Demand, Aggregate Supply, Changes in Aggregate Supply, The Diamond Water Paradox, Equilibrium and Changes in Equilibrium.

Fiscal Policy and Monetary Policy: Introduction and Tools of Fiscal Policy, Introduction and Tools of Monetary Policy.



Recommended Text Books:

- 1) Principles of Macroeconomics By N. Gregory Mankiw (Latest Edition)
- 2) Economics By "MacConnell and Brue" (Latest Edition)
- 3) Macroeconomics by R. Dornbusch, S. Fischer and Startz R. (Latest Edition)



Course Code: POLS1113
Course Title: Muslim Political Philosophy
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: To familiarize students with different political philosophies put forward by eminent Muslim philosophers.

Course Outline: Mohammad Iqbal , Jamaluddin Afghani , Mohammad Abduh Ubaidullah Sindhi , Abul Aala Maudoodi , Syed Qutb , Hasan Turabi , Imam Khumaini & Ali-Shariati.

Recommended Books:

- 1) M.M. Sharif, *A History of Muslim Philosophy*, Lahore, Sang-e-Meel Publications, 1968.
- 2) Ahmad Manzooruddin, *Islamic Political System in Modern Age*, Karachi, Saad Publications
- 3) Rashid Ahmad, *(Urdu) Musalmano Kay Siasi Afkar*, Lahore, Urdu Bazar, 1970.
- 4) Asghar Ali Shah, *(Urdu) Mashriq Kay Siasi Afkar*, Lahore, Urdu Bazar, 1980.
- 5) Sherwani, H.K., *Studies in Muslim Political Thought and Administration*, Karachi, A.B. Corporation.
- 6) Ali, Shariati, *Sociology in Islam*. Iran, 1983.
- 7) Al, Shaukat, *Masters of the Muslim Political Thought*, Lahore, 1988.
- 8) Allama Muhammad Iqbal, *Reconstruction of Religious Thoughts in Islam*, Lahore, Sheikh Ghulam Ali & Sons.
- 9) Maulana Israr Ahmad, *(Urdu) Islam Ka Inqalabi Manshoor*, Lahore, Tanzeem-e-Islami, 2000.
- 10) Syed Abul Aala Maudoodi, *(Urdu) Islami Riyasat*, Lahore, Islamic Publication, 1990.



Course Code: HIST3119
Course Title: History of Europe
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: To familiarize students with different historical eras of Europe.

Course Outline:

Europe: an Introduction; Geography, Greco-Roman Civilizations, Christendom and Holy Roman Empire.

Renaissance: causes, course, change in art, literature, and architecture, development in science, role of Italian states, spread of Renaissance in Europe, effects on society, Humanism and Individualism.

Geographical discoveries: Biblical Concept of the World causes of exploration, the role of Portugal, Spain, France, the Netherlands, and England.

Reformation Movement: Causes, course and consequences—Martin Luther, the spread of Protestantism. Counter-Reformation.

Predominance of Spain: Charles V, his internal and external policies, war with Ottomans, Philip II: his internal and external policies, and revolt of the Netherlands.

Predominance of France: Bourbon Dynasty, Henry IV, Louis XVI, Cardinal Richelieu, Cardinal Nazarene, Thirty Years War.

Age of Enlightenment: Philosophers, new trends, enlightened despots.

England—From 16th to 18th Century, Tudor Dynasty, Queen Elizabeth, British Policy of Expansion, Glorious Revolution.

Russia: Peter The Great, Warm Water Policy, Catherine The Great.

Europe and Ottoman Empire: From 17th to 19th Century, Causes of decline of Ottoman Empire, Warfare with Russia, Balkan Tangle.

French Revolution (1789-99): Causes, course and effects, Role of French philosophers, Classification of French society, National Convention, Consulate.

Napoleon Bonaparte and Europe: His internal and external policies, end of the Holy Roman Empire, role of the Church. Congress of Vienna, Legitimacy-compensation and Restorations primarily of Chaumont. The First and Second Treaties of Paris. Treaty of Vienna. The Holy Alliance, Congress System, Concert of Europe and its failure.

The Phase of Conservatism (1815-1848): Metternich Era, the forces of change—Nationalism, Democracy and Liberalism. Restoration of monarchy in France. The Liberal Revolution of 1830 and Louis Phillip. The 1848 Revolution in France, Austria, Hungary, Germany and Belgium. Scientific Revolution and Industrial Revolution, and their impact.

The Eastern Question: Background, Greek War of Independence 1820-1832. Crimean War 1853 to 1856, Czar Alexander II of Russia, Napoleon III, the Russo-Turkish War of 1877, Treaty of Sam Stefano, Congress and the Treaty of Berlin of 1878, Balkan Wars of 1913 and the defeat of the Turks.

The Unification of Italy: The Carbonari and Young Italy Movement, Role of Mazzini, Cavour, Garibaldi and Victor Emanuel for the unification of Italy, foreign policy of Italy after the Unification.

The Unification of Germany: Background. The State of Prussia. Zollverein. The 1848 Revolution and Germany. Rise of Bismarck and his role as Architect of German Unification. Foreign policy of Bismarck 1870

Road to the First World War: Austro-German Alliance of 1879. Triple Alliance of 1825, the formation of Dual Alliance 1891-93, Anglo-Japanese Alliance. French- British and Russo-British Relations. The second phase of Eastern Question.

First World War: Causes, course and consequences of First World War. The Paris Peace Conference of 1919 and the peace treaties. League of Nations, Reconstruction of Europe, Inter-War Period (1919-1939), (Britain, France, Germany and Italy during the Inter-War Period: Italy and Fascism, Germany and Nazism), the Russian Revolution: Marxism and the Soviet Union, Spanish Civil War, Abyssinian Crisis.

Second World War: Immediate & distant causes that led to the Second World War. Course and consequences of the 2nd World War. Successes and Failure of the League of Nations. Role of United Nations. Intellectual History Projects of the United Nations.

Cold War: Nature and various phases of the Cold War: (i) Oscillatory antagonism, *Détente*, Possibility of *Entente*, Emergence and Progress of NATO. Emergence, success and decline of Warsaw Pact. SALT I, II, III, START I, II, III, Soviet Attack on Afghanistan and beginning of the and Cold War, RDF, European Union: 1947-2002. History and root causes of Terrorism, State Terrorism

Disintegration of USSR: Bipolarity, Tripolarity, Emergence of a Uni-polar World, New World Order. Post 1st World War European Scenario, The Peace Settlement. The Rise of Fascism Nazism, Second World War: Causes and effects, History of The European Union. Possibilities and Problems of a United States of Europe, The Cold War and causes of Disintegration of Soviet Union, CIS and Post-Cold War Russia, Europe since Disintegration of Soviet Union

Recommended Books:

- 1) Bourne, H. E. The Revolutionary Period in Europe
- 2) Bowden, W. and Usher Karporich. An Economic History of Europe since 1750
- 3) Burleigh, Michael, Earthly Powers: The Clash of Religion & Politics in Europe, from the French Revolution to the Great War, Harper Collins, UK, 2006 Dawson, W. H. The Evolution of Modern Germany
- 4) Dietz, F. C. The Industrial Revolution
- 5) Gershoy, Leo. The French Revolution and Napoleon
- 6) Grant, A. J. and H. Temperley. Europe in the Nineteenth and Twentieth Century
- 7) Ketelbey, C. D. M. A History of Modern Times from 1789

- 8) King, Bolton. History of Italian Unity
- 9) Muir, Ramsay. The Expansion of Europe
- 10) Smith, P. The Enlightenment
- 11) Thompson, J. M. The French Revolution
- 12) Thomson, David, Europe since Napoleon, London, 1963
- 13) Viault, Birdsall S, Modern European History: The History of Europe Since the Late Middle Ages, Penguin Group, 2005
- 14) Wawro, Geoffrey, The Franco- Prussian War: The German Conquest of France: 1870-1871, Rhode Island, 2003.
- 15) Bourne, H. E. The Revolutionary Period in Europe
- 16) Bowden, W. and Usher Karpovich. An Economic History of Europe since 1750
- 17) Burleigh, Michael, Earthly Powers: The Clash of Religion & Politics in Europe, from the French Revolution to the Great War, HarperCollins Publishers, UK, 2006
- 18) Chickering, Roger, Imperial Germany and the Great War: 1914-1918, George Town University, Washington, 2004
- 19) Dawson, W. H. The Evolution of Modern Germany
- 20) Dietz, F. C. The Industrial Revolution, Latest Edition.
- 21) Gershoy, Leo. The French Revolution and Napoleon
- 22) Gillingham, John, European Integration: 1950-2003, St. Louis, 2003.
- 23) Grant, A. J. and H. Temperley. Europe in the Nineteenth and Twentieth Century
- 24) Hamsher-Monk, Iain, The Impact of the French revolution, University of Exeter, 2005
- 25) Hewitt, Nicholas, The Cambridge Companion to Modern French Culture, Nottingham, 2003.
- 26) Junker, Detlef (ed), The United States and Germany in the Era of the Cold War, Vol-I (1945-1968) Vol-II (1968-1990), Cambridge, 2004
- 27) Ketelbey, C. D. M. A History of Modern Times from 1789
- 28) King, Bolton. History of Italian Unity
- 29) Mann, Michael, Fascists, Los Angeles, 2004
- 30) Muir, Ramsay. The Expansion of Europe



Course Code: PAKS1115
Course Title: Political and Constitutional Development in Pakistan (1971-Present Day)
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: To familiarize the students with different political and constitutional phases in Pakistani politics.

Course Outline: Bhutto Era, Zia Era , The Decade of Democracy, Musharraf Era , Zardari Era , Nawaz Era.

Recommended Books:

- 1) Rizvi, Hasan Askari. *Military and Politics in Pakistan 1947-199*. Lahore: Sang-e-Meel Publication, 2000.
- 2) Rizvi, Hasan Askari. *Military, State and Society in Pakistan*. Lahore, 2002.
- 3) Feldman, Herbert. *From Crisis to Crisis*. London: Oxford University Press, 1972.
- 4) Feldman, Herbert. *Revolution in Pakistan*. London: Oxford University Press, 1964.
- 5) Sayeed, Khalid Bin. *Politics in Pakistan: Nature and Direction of Change*. np. nd.
- 6) Sayeed, Khalid Bin. *The Political System of Pakistan*. Boston: Houghton Mifflin, 1967.
- 7) Ziring, Lawrence. *Pakistan in the 20th Century: A Political History*. Karachi: Oxford University Press, 1997.
- 8) Ziring, Lawrence. *Pakistan: Enigma of Political Development*. West View, 1980.
- 9) Afzal, M. Rafique *Political Parties in Pakistan*. vol. I, II & III, Islamabad: National Commission on Historical and Cultural Research, 1999.
- 10) Shafqat, Saeed. *Political System of Pakistan and Public Policy*. Lahore: Progressive Publisher, 1989.



Course Code: FINE1115
Course Title: Techniques of Painting
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: After the completion of the course the students will be able to; 'explore skills necessary to create paintings by using knowledge of pictorial composition and knowledge of materials, tools and techniques used in acrylic and/or oil painting media', 'know and understand the concepts of painting', 'identify the emotional or subjective content and incorporate it into their work', 'identify a variety of painting styles and typical subjects and be able to incorporate them into their work', 'know, understand and use the elements and principles of painting', 'practically demonstrate the elements and principles of painting', 'select and apply direct or indirect painting methods suitable for their painting', 'select and prepare a suitable support for painting in oil or acrylic, know, understand the making of composition in painting', 'demonstrate knowledge and skill in the use of materials and tools employed in acrylic and oil painting', 'identify and incorporate the elements and principles of design, monocular devices that affect composition into their work'.

Learning Outcomes: 'The learner will be able to create paintings by using knowledge of pictorial composition and knowledge of materials, tools and techniques used in acrylic and/or oil painting media', 'the learner will be able to identify the emotional or subjective content and incorporate it into their work', 'the learner will be able to identify a variety of painting styles and typical subjects and be able to incorporate them into their work', 'the learner will be able to understand the direct or indirect painting methods suitable for their painting'.

Course Outline: Introduction to acrylic and oil paint. Color theory: the study of color is woven throughout the framework of the course; such as glazing, study of skin tones, and color as a spatial concern, mixing paint, value contrast, and contrast of saturation. Technique; oil painting, water color, pastel's painting, collage painting, mix media, still life.

Different approaches (Landscape: painting outdoors in warm weather. still-life: using local color and life-like proportions. an enclosed space: painting a real or imagined space that suggests an interior or a splurge scale painting – any subject including non-objective (the large scale affects the quality of the subject). one day visit of museum or gallery, the development of self-expression will be fostered with each project, importance of texture, develop a painting sketchbook, conceptual painting.

Teaching Strategies: Lecture/ discussion/ slide lecture presentation, instructor demonstrations, in-class and homework painting assignments, develop a sketchbook, group critiques /individual critiques, assigned readings, assigned museum/gallery visit and critical analysis paper of painting, gallery discussions, painting concepts introduced by videos/DVD.

Teaching Through: Worksheets practical, Hard boards, canvass, etc., Different scholar sheets, Models, Multimedia, Museum/galley visit.

Assignments: Students will be given paintings assignments on prescribed topics based on

still objects; anatomy, figure drawings, as well as students will be required to demonstrate practical work related to real life situations/prescribed contents such as different types of painting.

Compulsory Readings: Manual of painting materials and techniques by mark d. gottsegen harper and row, pub. b., what every artist needs to know about paints & colors by David Pyle Krause publications, criticizing art understanding the contemporary by terry Barrett Mayfield publishing company.

Recommended Books:

- 1) Howard Elton & Margit Malmstaom. (2000). *Perspective for Painters*. Times Publishers.
- 2) Patricia Monahan. (1992). *Oil Painting*. Cassel Publishers Ltd.
- 3) William F. Powell. (2000). *Oil Painting Techniques*. Walter Foster Publishing.
- 4) Patricia, Monahan. (1992). *Oil Painting*. Cassel Publishers Ltd.
- 5) Kevin, Macpherson. (2000). *Fill Your Oil Paintings with Light & Color*. North Light Books.

Note: In addition to the above, any other text or book referred by Instructor can also be included.



Course Code: ARAB1116
 Course Title: Al-Shairul Arabi
 Credit Hours: 3(3+0)
 Prerequisite(s): None

Course Outline:

مقاصد: طلباء اس کورس کی تکمیل کے بعد اس قابل ہو جائیں گے کہ وہ :

1. شعری ذوق کے حامل ہونے کی کوشش کریں۔ شعر فہمی ان کے مزاج کا حصہ بنے۔
2. عربی شاعری کے مختلف ادوار سے آگہی حاصل کر لیں۔
3. اہل عرب کے ساتھ ساتھ اہل ہند کی عربی شاعری سے بھی شناسا ہوں۔
4. عربی زبان کے قواعد لسانی سیکھ کر ان کا عملی اطلاق کر سکیں۔

فہرست عنوانات:

1. شعراء من العصر الجاهلی
2. شعراء صدر الاسلام
3. الشعراء المخضرمون
4. شعراء العصر العباسی
5. شعراء العصر الحديث
6. شعراء شبه القاره
7. فعل ماضی، فعل مضارع (معروف، مجهول) فعل امر، فعل نہی، حروف جارہ، الجملہ الفعلیۃ والاسمیۃ

نوٹ: ((پنجاب یونیورسٹی کی عربی اختیاری ”الادب العربی“ برائے پرچہ ”ب“ میں دیئے گئے شعراء کے منتخب عربی اشعار کا اردو یا انگریزی میں ترجمہ سکھایا جائے گا۔ عربی قواعد اطلاقی انداز میں پڑھائے جائیں))

مجوزہ کتب:

1. الادب العربی (مقرر الورقة الثانية) جامعہ پنجاب، آزاد بک ڈپو۔ اردو بازار لاہور
2. تدريس اللسان العربی، ڈاکٹر خالق داد ملک، آزاد بک ڈپو، لاہور

Course Code: ISLA1114
Course Title: History of Islam
Credit Hours: 3(3+0)
Prerequisite(s): None

مقاصد:

۔ اس کورس کا مقصد اسلام کی تاریخ سے متعارف کرانا ہے۔ اس کے علاوہ دورِ خلافتِ راشدہ، بنو امیہ اور بنو عباس کے ادوار میں مسلمانوں کی خدمات کا تجزیہ کرتے ہوئے طالب علموں کو ان سے متعارف کروانا ہے

Course Outline:

Introduction to history and philosophy of history, Pre- Islamic period, religious, political and social systems before Islam, the coming of Islam, period of the Prophet (SAW), life at Makkah, the Prophet at Madina, Caliphate and the four rightly guided Caliphs, the Umayyad Caliph, the Abbasid Caliph, Umayyad Dynasty in Spain, Islam and Muslims in India

Recommended Readings:

1. Abdul Hakim Khalifa- *Islamic Ideology*
2. Ali Amir Syed- *History of Sarsons*
3. Hitti, Philip K. – *The History of the Arabs*
4. Mazhar-ul-Haq- *History of Islam*



Course Outline:
Course Code: URDU1118
Course Title: اردو نثر کا آغاز اور ترقی
Credit Hours: 3(3+0)
Prerequisite(s): None

Course Outline:

مقاصد:

اس کورس میں اردو نثر کے آغاز و ارتقا کی تاریخ پیش کی جائے گی۔ نیز اہم اصنافِ ادب اور نثر نگاری کا تعارف کروایا جائے گا۔

عنوانات:

(اردو نثر کا آغاز) (دکنی روایت)۔ 1

فورٹ مولیم کالج۔ 2

غالب کی نثر۔ 3

سر سید کا دور۔ 4

جدید دور کی نثر۔ 5

کتاب برائے مطالعہ:

(داستان تاریخ اردو) (حامد حسن قادری)۔ 1

(وجہی سے عبدالحق تک) (ڈاکٹر سید عبداللہ)۔ 2

(اربابِ نثر اردو) (سید محمد)۔ 3

(اسلوب) (سید عابد علی عابد)۔ 4

Course Code: ENGL2112
Course Title: History of English Literature: Anglo Saxon-Augustan Age
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of the course are; to familiarize the students with the history of english literature, to introduce the students to the evolution of various literary genres in chronological perspective, to analyze the socio-cultural and economic conditions which engender a particular kind of literature in a particular age, to help the student understand the contribution of english literature in the development of the english nation.

Course Outline: Old English literature: c. 450–1066 ; Anglo, Saxon, Jutes(their history) , Poets, novelists, dramatist , Cadman, Bede, Alfred the Great, and Cynewulf.

Literary terms of this age: Middle English literature: 1066–1500; Medieval theatre , Norman conquest , Middle English Bible translations. Poets, novelists, dramatist; William Langland, Geoffrey Chaucer, John Gower William Langland ,Literary terms of this age.

English Renaissance: 1500–1660: Mystery plays , Morality Plays , William Caxton and the start of Printing Press , vernacular literature , Art Movement , Thomas Wyatt.

Literary terms of this age: Elizabethan period (1558–1603); Edmund Spenser , Sir Philip Sidney , Elizabethan tragedy , Thomas Kyd , William Shakespeare , Christopher Marlowe , Ben Jonson, Thomas Dekker , John Fletcher , Francis Beaumont.

Literary terms of this age: Late Renaissance: 1625–1660. Metaphysical poets; John Donne , George Herbert , Richard Crashaw , Andrew Marvell , Thomas Traherne , Henry Vaughan

- a) Cavalier poets (Robert Herrick, Richard Lovelace, Thomas Carew and Sir John Suckling)

Literary terms of this age: Restoration Age: 1660–1700. Poetry ; *Paradise Lost* by John Milton , Earl of Rochester's *Sodom* , Robert Boyle , John Dryden , Alexander Pope , John Locke , John Bunyan. Drama ; John Dryden, William Wycherley , George Etherege, Literary terms of this age.

Recommended Books:

- 1) Alexander, Michael. A History of English Literature, Palgrave Macmillan 2007.
- 2) Sanders, Andrew. Short History of English Literature, Oxford University Press 2004.
- 3) Daiches, David. A Critical History of English Literature Vol I-II, Secker & Warburg
- 4) Carter, Ronald. The Routledge History of English Literature, 2001.



Course Code: ENGL2113
Course Title: Lexical Studies
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of Course: The course aims to make the students aware of the basic concepts related to lexicology and lexicography. It also aims to enrich students' vocabulary and introduce them to the process of compiling and editing dictionaries.

Course Outline: Words vs. Lexemes, Multi-word Lexemes, Etymology of words, Roots, prefixes and suffixes, Lexis & Morphology, Morphological productivity, Word-formation processes: Derivation, Compounding, Blending, Clipping, backformation, Semantic Field, Sense Relations, Vocabulary in Discourse, Collocation & Colligation, Lexical Priming, Lexicography

Recommended Books:

1. Apresjan, J. (2008). Systematic Lexicography. Oxford University Press.
2. Ayto, J. (1999). Twentieth Century Words, Oxford: Oxford University Press.
3. Carter, R. (1998). Vocabulary: Applied Linguistics Perspectives. (Second edition). London: Routledge.
4. Fontenelle, T. (Ed.), (2008). Practical Lexicography: A Reader. Oxford University Press.
5. Hatch E. and Brown C. (1995). Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press.
6. Hoey, M. (1991). Patterns of Lexis in Texts. Oxford: Oxford University Press.
7. Hoey, M. (2005). Lexical Priming: A new theory of language. London: Routledge.
8. Hudson, R. (1995). Word Meaning. New York and London: Routledge.
9. Jackson H. and Amvela E. Z. (2000). Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology. London: Cassell.
10. Jackson, H. (1989). Words and their Meanings. London: Longman.
11. Jackson, H. (2002). Lexicography: An Introduction. London: Routledge.
12. Jackson H. and Amvela E. Z. (2000). Words, Meaning and Vocabulary: An Introduction to Modern English Lexicology. London: Cassell.
13. McCarthy, (2002). English vocabulary in use. Cambridge: Cambridge University Press. 66
14. Plag, I. (2002). Word-formation in English. Cambridge University Press.

15. Schmitt, N. (2000). Vocabulary in Language Teaching. Cambridge: Cambridge University Press.
16. Stubbs, M. (2001). Words and Phrases: Corpus Studies of Lexical Semantics. Oxford: Blackwell.

Course Outlines (Semester – IV)

Course Code: ENGL1119
Course Title: Communication Skills
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: Enable the students to meet their real life communication needs; enable the learners solve problems and issues related to their career , define communication and describe communication as a process , identify the essential components of communication , enable them to excel in their academics.

Course Outline: Definition & types of communication (verbal & non-verbal), Components of communication, Barriers in Effective Communication, Listening Skills: Listening to individuals, Listening strategies in group discussion, Listening to news reports, speeches etc. and getting the gist. Speaking Skills: Presentations, Formal and informal Conversation, Interviews and strategies to make interview successful. Reading Skills: Skimming, Scanning, Intensive and Extensive Reading, Reading short stories, comics and excerpts. Writing Skills: Writing applications, official letters, resume; precis writing, Changing narration-converting a story into a news report etc., Writing report/story by looking at an image.

Recommended Books:

- 1) Ellen, K. 2002. Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top
- 2) Hargie, O. (ed.) Hand book of Communications Skills
- 3) Mandel, S. 2000. Effective Presentation Skills: A Practical Guide Better Speaking
- 4) Communication for Business Success (Canadian Edition) (v. 1.0).
- 5) Reading and Study Skills by John Langan
- 6) Study Skills by Riachard Yorky.
- 7) Barker, A (2003) Improve Your Communication Skills. London: Kogan Page
- 8) Bygate, M (2003).Speaking : NewYork. OUP

Course Code: ENGL2117
Course Title: Language, Culture and Identity
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of the course are ; to develop understanding of what constitutes identity , to help understand the relationship between identity, language and culture , to conceptualize views of language, literacy and cultural practices.

Course Outline: Relationship between language and culture, Role of language and culture in the formation of identity; Types of identity: Religious; Ethnic; Linguistic; Cultural; National , The issue of identity in multicultural societies , Identity Crisis , Language Attitudes , Ethnic conflicts , Linguistic conflicts , Problems of linguistic inequality , Linguistic imposition , Cross-cultural communication , Culture shock.

Recommended Books:

- 1) Agnihotri, K. R. (2007). Identity and Multilinguality: The Case of India. In Tsui, M. B. A. & Tollefson, W. J. (Eds.). Language Policy, Culture, and Identity in Asian Contexts. Lawrence Earlbaum Associates, Publishers. Mahwah, New Jersey. (185-204).
- 2) Chick, K. J. (1996). Intercultural Communication. In Mc kay L. S. and Hornberger, H.N (Eds.,). Sociolinguistics and Language Teaching. CUP (329-350).
- 3) Edwards, J. (1985). Language, Society and Identity. Oxford: Basil Blackwell.
- 4) Joseph, John, E. (2004). Language and identity: national, ethnic, religious. New York: Palgrave Macmillan.
- 5) *Wardagh, R. (1998) "An Introduction to SocioLinguistics" Ch# 9, *Language and Culture*, Blackwall Publishers: UK
- 6) **Wolf, P. Holmes, J.K. (2010) "Linguistic Relativity" Advanced Review.vol.2 May/June, 2011: John Wiley & Sons Ltd. Retrieved from

<https://www.coloradocollege.edu/.../3bb4c139-8a46-4238-a5b9-67bca5209ae6.pdf>



Course Code: EDUC2118
Course Title: Curriculum Design & Instruction
Credit Hours: 3(3+0)
Prerequisite(s): None

This course is intended to orient the prospective teachers about the principle, process and procedure of curriculum design and development. The participants will be informed about various foundations on which the curriculum is based, defining, and delineating the objectives, selection of content, its scope and outcomes, teaching strategies, curriculum evaluation, design of instructional materials. This course will also include description of instructional process to achieve the goals of curriculum. Students will be provided exposure to various curriculum development models. The course will be delivered within the context of existing curriculum and the bodies and procedures adopted for curriculum development process in Pakistan.

Learning Outcomes

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

- understand the concept of curriculum
- aware about the process of curriculum development in Pakistan
- examine the components of curriculum development
- differentiate between different types of curriculum
- write curriculum objectives in behavioral terms
- state the critical issues, problems, and trends in curriculum
- Define and understand the process of instruction
- Understand the importance of instruction for implementation of curriculum

Course Outline

1. Introduction to Curriculum and Instruction
 - 1.1. The definition of Curriculum
 - 1.2. Various forms of Curriculum
 - 1.3. Elements of Curriculum: Objectives, Content selection, Curriculum implementation, evaluation of curriculum.
 - 1.4. Needs assessment for curriculum
 - 1.5. How Curriculum defers from:
 - 1.5.1. Syllabus
 - 1.5.2. Course of Study
 - 1.5.3. Educational Programme
 - 1.5.4. Teaching
 - 1.5.5. Instruction
 - 1.5.6. Level of Curriculum
 - 1.6. Foundations of Curriculum
 - 1.7. Concept and process of Instruction
 - 1.8. Relationship Between Curriculum and Instruction
2. Curriculum: Aims, Goals and Objectives
 - 2.1. Distinction between aims, goals & objectives
 - 2.2. Taxonomies of educational objectives
 - 2.2.1. Cognitive domain

- 2.2.2. Affective domain
 - 2.2.3. Psychomotor domain
- 2.3. Solo Taxonomy of educational objectives
- 3. Models of Curriculum
 - 3.1. Tyler Model
 - 3.2. Wheeler Model
 - 3.3. Dynamic Model
- 4. Designs of Curriculum
 - 4.1. Subject-centered Designs
 - 4.2. Learner-Centered Designs
 - 4.3. Teacher-Centered Designs
 - 4.4. Integrated Curriculum Designs
- 5. Curriculum Development in Pakistan
 - 5.1. Curriculum development processes at elementary and secondary level
 - 5.2. Curriculum Reforms and policies
 - 5.3. Role of teacher in curriculum development process at various levels
 - 5.4. Problems and issues in curriculum development
- 6. Selecting and Implementing Strategies for Instruction
 - 6.1. Styles of Teaching and Learning
 - 6.2. Selection of Teaching Methods
 - 6.3. Organization and implementation of instruction
- 7. Curriculum Change and Evaluation
 - 7.1. Curriculum Change
 - 7.2. Curriculum Evaluation

Recommended Books

- Farooq, R.A. (1993). Education system in Pakistan. Islamabad: Asia Society for the Promotion of Innovation and Reforms in Education.
- HarperCollins Murray P. (1993). Curriculum Development & Design, (5th ed),
- Sharma R.C (2002). Modern Methods of Curriculum Organization. New Delhi:
- Adeoye, E. A. (2007). Curriculum development: Theory and practice. Lagos: National Open University of Nigeria.
- Bharvad, A. J. (2010). Curriculum evaluation, International Research Journal, 1, 72–74.
- McKimm, J. (2007). Curriculum design and development.
- O'Neill, G (2010). Programme design: Overview of curriculum models.
- Pakistan National Curriculums. Retrieved from
- Akhtar, M. (2004). Analysis of curriculum process and development of a model for secondary level in Pakistan (doctoral dissertation). University of Arid Agriculture, Rawalpindi.
- Nunan, D. (2000). Syllabus design. Oxford: Oxford University Press.
- Oliva, P. F. (2009). Developing the curriculum (7th ed.). Boston: Allyn & Bacon
- Walker, D. F. (2002). Fundamentals of curriculum: Passion and professionalism (2nd ed.). New York: Routledge.
- Wiles, J. W. & Bondi, J. C. (2011). Curriculum development: A guide to practice (8th ed.). Boston: Allyn & Bacon.

Course Code: ECON1115
Course Title: Economics of Pakistan
Credit Hours: 3(3+0)
Pre-requisite: None

Specific Objectives of the Course: Objectives of the course are to make students understand the key sectors of economy of Pakistan and contemporary issues in agriculture, industry and financial and social sector, make students understand current policies in trade, commerce, fiscal/monetary policy, industry and agriculture.

Course Outlines:

Overview of Pakistan Economy: Development Experience, Approaches, Policies and Outcomes.
 Identification of Issues: The era of 1950's to 2000's. Structural Change and Sources of Growth, Emergence of Economic Issues, Human Resource Development, Unemployment, Poverty, Income Distribution, Debt, Deficit etc. Growth with limited development in Pakistan.

Role of Strategic Sectors: Importance and problems of agriculture, industry, human capital, transport and communications sectors, the role of public policies in solving problem of inflation and unemployment.

Banking Sector in Pakistan: Role of commercial and central banks in resource mobilization, growth of banking sector, nationalization and privatization of banks, role of monetary policy in promoting economic growth, Inflation in Pakistan: causes and remedies, Islamic banking in the Pakistan: issues and prospects.

Fiscal System in Pakistan: Public revenues and expenditure, budget formulation and fiscal policy, management of public debt in Pakistan.

Foreign Trade: Role of foreign trade in economic growth, Export-promotion and Import substitution policies, terms of trade, BOP problems, role of remittances and foreign assistance in Economic Development of Pakistan.

Recommended Books:

- 1) Aslam M., *Perspective on Development Planning In Pakistan*, Allied Book Centre; Lahore, 2001-2002.
- 2) Chaudhary M. Aslam and Ahmad Eatzaz: *Globalization, WTO and Trade Liberalization in Pakistan*, FerozSons, Lahore (2004).
- 3) Chaudhary M. Aslam, *Human Resource Development and Management in Pakistan*,

Ferozsons, Lahore (1989).

- 4) Ishrat Hussain, Pakistan: *The Economy at the Cross Roads - Past Policies and Present Imperatives*, Oxford Univ. Press, Karachi, 1988.
- 5) Khan, Shahrukh R., *50 Years of Pakistan's Economy - Traditional Topics and Contemporary Concerns*. Oxford Univ. Press, Karachi (2000).
- 6) Mahbool-ul-Haq Centre for Human Development (MHCHD), Poverty Profile of Pakistan, (1989) Oxford University Press.
- 7) Human Development In South Asia, Annual Report.
- 8) Saeed, Khawaja Amjad, *The Economy of Pakistan*, Karachi: Oxford University Press, 2004
- Zaidi, Akbar, (1999), *Issues in Pakistan Economy*, Oxford Univ. Press, Karachi. *World Development Reports*, World Bank.



Course Code: POLS1114
Course Title: Government and Politics in Pakistan
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: To impart knowledge about democracy, role of military, bureaucracy, judiciary and politics of Pakistan. To sensitize students to the political culture of the country.

Course Outline: Political culture of Pakistan , social and economic bases of pakistan's politics , constitutional development since 1947 , political developments and the role of civil and military bureaucracy and judiciary , political parties and interest groups , elections and voting behaviour , religion and politics , ethnicity and national integration , federalism and regionalism , process of democratization and the future of democracy.

Recommended Books:

- 1) Rizvi, H. Askari, *Military and Politics in Pakistan*, Progressive Publishers, Lahore, 1988.
- 2) Raunaq Jahan, *Pakistan Failure in National Integration*, Columbia University Press, 1972.
- 3) G.W. Chaudhary, *Constitutional Development in Pakistan*, Longman, London, 1967. Ian Talbot, *Pakistan: A Modern History*, Vanguard, Lahore, 1999.
- 4) Karim, A.S. *Pakistan: Society, Polity and Economy*, (Urdu), Minaa Publication, Karachi: 1990.
- 5) Keith Callard, *Pakistan: A Political Study*.
- 6) Khalid Bin Sayeed, *Politics in Pakistan: The Nature and Direction of Change*, Latest Edition.
- 7) Lawrance Ziring, *Pakistan in the Twentieth Century*, Oxford University Press, 1997.
- 8) Burki, S. J. *Pakistan*, Westview Press, Latest Edition.
- 9) Waseem, M. *Democratization in Pakistan*, Oxford University Press, Karachi, 2006.



Course Code: HIST1111
Course Title: Introduction to World Civilizations
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: To impart knowledge of various civilizations of the world to the students.

Course Outline: Indus valley civilization, hindu and buddhist civilizations, mesopotamian civilization , egyptian civilization , aegean/minoan/phoenicians/hebrew civilizations , ancient china , ancient greece (hellenic) , hellenistic civilization , roman civilization , byzantine civilization.

Recommended Books:

- 1) Burkitt, M.C. Our Early Ancestors. Cambridge: 1929.
- 2) Burns, E.M. and Ralph, P. L. World Civilizations, Latest Edition. Cary, C. A. History of the Greek World: From 323 to 146 BC. London: 1959. Durant, Will. The Life of Greece. New York: 1939.
- 3) The Story of Civilization, VII: The Age of Reason Begins, New York, 1961.
- 4) The Story of Civilization, VIII: The Age of Louis XIV, New York, 1963.
- 5) The Story of Civilization, IX: The Age of Voltaire, New York, 1965.
- 6) The Story of Civilization, X: Rousseau and Revolution, New York, 1967.
- 7) The Story of Civilization, XI: The Age of Napoleon, New York, 1975.
- 8) Easton, Stewart C. The Heritage of the Past: Earliest Times to 1500. USA: 1970.
- 9) Frankfort, Henri. The Art and Architecture of the Ancient Orient. London: 1958.
- 10) Geddes and Grosset, Atlas of World History, Scotland, 1997.
- 11) Gibb, H. A. R., Studies on the Civilization of Islam, ed. Stanford J. Slaw, London, 1962.
- 12) Graig, A.M., The Heritage of World Civilizations, II Vols, New York, 1986.
- Hamilton, Edith. The Echo of Greece. New York: 1957.
- 13) Johnson, Paul, A History of the Modern World, 1983.
- 14) Kosambi, D. D., The Culture and Civilization in Ancient India: An Historical Outline, New Delhi, 1982.
- 15) Langer, W.L., An Encyclopaedia of World History, 1972.
- 16) Masson-Oursel, Paul HD Willman Grabowska, Philippe Stern. Ancient India and Indian Civilization. London: 1951.

- 17) Reither, J., World History: A Brief Introduction, 1973.
- 18) Roberts, J.M. Huntington, World History, Latest Edition.
- 19) Tannebaum, Edward R. A History of World Civilisations. USA: 1973.



Course Code: PAKS1116
Course Title: Pakistani Language and Literature
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: This course involves profound understanding of various regional languages and their respective literatures.

Course Outline: Urdu language and literature , Brahvi language and literature , Balochi language and literature , Sindhi language and literature , Pushto language and literature , Hindko language and literature , Punjabi language and literature , Saraiki language and literature , Kashmiri language and literature , Balti language and literature , Sheena language and literature , Khuar language and literature.

Recommended Books:

- 1) Syed, Anwar. Urdu Adab Ki Tehrike.(Urdu), np. nd.
- 2) Mahmood Sherani, Hafiz. *Punjab Mein Urdu*. (Urdu), np. nd.
- 3) Abdul Haq, Maulvi. *Urdu Ki Ibtadai Nashunama Mein Soffia-ey Karam Ka Hissa*. (Urdu), np. nd.
- 4) Rehman, Tariq. *Language and Politics in Pakistan*.
- 5) Sindhi, Hyder. *Hamara Lisani Va Adbi Virsa*. Islamabad: National Institute of Pakistan Studies, Quaid-i-Azam University, 1995.
- 6) Sindhi, Hyder. *Pakistan Ka Lisani Gughraphia*. Islamabad: National Institute of Pakistan Studies, Quaid-i-Azam University, 2006.



Course Code: FINE1113
Course Title: Art Appreciation
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: After the completion of this course, the students will be able to; know general history of art, understand the early civilizations with reference to art history, teach art history at elementary level effectively.

Learning Outcomes: The learner will be able to understand that form and content amalgamate into one balanced object; the learner will be able to reevaluate art on a mature level, the learner will be able to understand role of aesthetics in art and design, the learner will be able to understand how aesthetics and art beautifies our life.

Course Outline: Introduction to Art , Importance of Art History , Pre- Historic Art , Paleolithic Age , Mesolithic Age , Neolithic Age , Mesopotamian Civilization , Art of Mesopotamian Civilization , Indus Valley Civilization , Art of Indus Valley Civilization , Ancient Egyptian civilization , Art of Ancient Egyptian civilization , Art and History of Greek civilization , Art and History of Roman civilization , Art and History of Buddhist Art.

Teaching Strategies: Lecture method, Demonstration based on assigned task pertaining to different periods of Art in an outdoor classroom participatory learning.

Teaching Through: Worksheets practical, Books, Models, Multimedia, and Museum/Gallery visit.

Assignments: Students will be given written/practical assignments on prescribed topics based on above mentioned contents.

Compulsory Readings:

- 1) Fred S. Kleiner&Christin J. Mamiya. (2004). Gardner's Art Through the Ages, Volume I. Wadsworth Publishing
- 2) Dillian, Gordon. (1981). 100 Great Painting Duccio to Picasso. The National Gallery.
- 3) Pam Meecham, Julie. (2004). Modern Art: A Critical Introduction. Theatre Arts Books.
- 4) Jason Gaiger& Paul Wood. (2003). Art of the Twentieth Century: A Reader. Yale University Press
- 5) Liz Dawtrey (1996). Investigating Modern Art. Open University, Arts Council of England, Tate Gallery. Yale University Press.
- 6) Jason Gaiger& Paul Wood. (2003). Art of the Twentieth Century: A Reader. Yale University Press
- 7) Liz Dawtrey (1996). Investigating Modern Art. Open University, Arts Council of England, Tate Gallery. Yale University Press
- 8) Pam Meecham, Julie. (2004). Modern Art: A Critical Introduction. Theatre Arts Books.
- 9) Simon Leung. (2004). Theory in Contemporary Art since 1985. John Wiley & Sons
- 10) ZoyaKocur, Simon Leung. (2004). Theory in Contemporary Art Since 1985: From 1985 ...to present.Blackwell Publishing.

Note: In addition to the above, any other text or book referred by Instructor can also be included.

Course Code: ARAB1117
 Course Title: Al Inshaa Al Arabi
 Credit Hours: 3(3+0)
 Prerequisite(s): None

Course Outline:

- مقاصد:** اس کورس کی تکمیل کے بعد طلباء اس قابل ہو جائیں گے کہ وہ :
1. عربی زبان میں قول و قلم سے مافی الضمیر کا اظہار کرنے کی پختہ کوشش کرنے لگ جائیں۔
 2. عربی ذخیرہ الفاظ اور روزمرہ استعمال ہونے والی عربی کلمات اپنے ذخیرہ حفظ میں لا سکیں۔
 3. تحریری انشاء میں مضمون، درخواست اور خط لکھنے کے اہل ہو جائیں۔
 4. عربی قواعد جو انہوں نے پچھلے تین سمسٹرز میں پڑھے تھے ان کو عملی طور پر قولی اور تحریری استعمال میں لا سکیں۔

فہرست عنوانات: (عربی میں چھوٹے چھوٹے جملوں کے ذریعے)

1. اعضاء الجسم الانسانی
2. الالوان العربية
3. ايام الاسبوع
4. شهور السنة الهجرية والميلادية
5. فصول السنة
6. الفواكه الجافة والطارحة
7. التوقيت والزمن
8. ترجمة الكلمات الستة و متن الصلوة العربی إلى الأردیة
9. مقالتان بالعربية حول "القرآن الكريم" و "خلق النبی الكريم صلى الله عليه وسلم"
10. رسالة بالعربية من ولد إلى والده
11. طلب بالعربية لحصول اجازة الغیابة من الكلية لأمر ضروري أو بسبب مرض
12. عربی زبان میں اپنا اور اپنے ادارے کے تعارف پر مبنی مکالمہ

مجوزہ کتب:

1. تدريس اللسان العربی، ڈاکٹر خالق داد ملک، آزاد بك ڈپو، اردو بازار لاہور
2. منهج تدريس اللسان العربی، ڈاکٹر خالق داد ملک، آزاد بك ڈپو، لاہور

Course Code: ISLA1115
 Course Title: Seerat-un-Nabi
 Credit Hours: 3(3+0)
 Prerequisite(s): None

Course Outline:

سیرت النبی صلی اللہ علیہ وسلم

مقاصد:

- (الف) نبی کریم صلی اللہ علیہ والہ وسلم کی حیات طیبہ سے طلباء کو روشناس کرانا
 (ب) عملی زندگی کو اسوہ حسنہ کے مطابق ڈھالنا
 عنوانات: (الف) ولادت باسعادت تا مکی زندگی کا دور
 (ب) ہجرت مدینہ سے مدنی دور (خطبہ حجتہ الوداع تک)
 رسول اکرم صلی اللہ علیہ والہ وسلم کی جامع اور مستند سیرت و کردار

- (الف) محمد صلی اللہ علیہ والہ وسلم بحیثیت معلم
 (ب) محمد صلی اللہ علیہ والہ وسلم بحیثیت سربراہ خاندان
 (ج) محمد صلی اللہ علیہ والہ وسلم بحیثیت سالار اعظم
 (د) بحیثیت تاجر، منتظم و امور سلطنت

مجوزہ کتب سیرت:

- الرحیق المختوم..... صفی الرحمن مبارکپوری
 رحمۃ اللعالمین..... قاضی سلیمان منصور پوری
 النبی الخالم..... مولانا مناظر احسن گیلانی

کی حکمت..... سید اسعد گیلانی انقلاب نبوی علیہ وسلم صلی اللہ

..... سید ابوالاعلیٰ مودودی سیرت سرور دو عالم علیہ وسلم صلی اللہ

محسن انسانیت علیہ وسلم..... نعیم صدیقی صلی اللہ

رسول رحمت علیہ وسلم..... ابوالکلام آزاد صلی اللہ

سیرت رسول عربی علیہ وسلم..... علامہ نور بخش توکلی صلی اللہ

محمد عربی علیہ وسلم..... جی دارا سنگھ صلی اللہ

Course Code: URDU1113
Course Title: اردو کے بنیادی قواعد
Credit Hours: 3(3+0)
Prerequisite(s): None

Course Outline:

مقاصد:

اس کورس کا مقصد طالب علموں کو زبان کے قواعد سے آگاہ کرنے کے ساتھ ساتھ ان کو انشاء پردازی کے اصولوں سے آگاہ کرنا ہے تاکہ ان میں لکھنے کی مہارت پیدا ہو سکے۔

عنوانات:

- 1۔ علم نحو.....تعارف، اہمیت
- 2۔ علم صرف.....تعارف، اہمیت
- 3۔ علم عروض.....تعارف، اہمیت
- 4۔ علم بیان، ضائع بد.....تعارف، اہمیت

کتاب برائے مطالعہ

- 1۔ بحر الفصاحت (نجم الغنی) طبع ششم لاہور

Course Code: ENGL2118
Course Title: History of English Literature: The Romantic Age- The Contemporary Age`
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of the course are; to give in-depth knowledge about economic, cultural, social and political factors intertwined with the literary tradition from the 18th century onwards in England, to show that literary movements are deeply embedded in socio-cultural environments, to show that the way literature affects the society and is affected by the society in general, to chart the development of the literary heritage of the world in terms of literary movements, to supplement the history of English literature-i course by rounding up the complete historical overview of the English literature written across the globe.

Course Outline: Romantic Age, Victorian Age, Modern Age, Contemporary Literature.

Recommended Books:

- 1) Sanders, Andrews. The Short Oxford History of English Literature, Oxford University Press, London 2004.
- 2) Dobree, Bonamy. English Literature in the Early Eighteenth Century 1700-1740, Oxford University Press 1959.
- 3) Walder, Dennis. Postcolonial Literatures in English: History, Language, Theory. Blackwell Publications 1998.
- 4) Pearson. Exploring World Literature: The Age of Reason through Modernism Vol II, Pearson 2009.
- 5) Costello, Mary Enda. British Literature: Beginnings to Age of Reason, The Centre of Learning 1990.
- 6) Abram, M. H. The Norton Anthology of Literature Vol-II; Romantic Period to Twentieth Century. W.W. Norton and Company 2006.



Course Code: ENGL2119
Course Title: Morphology and Syntax (Basics)
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The aim of this course is to provide the students with a general introduction to English morphology and syntax. The course introduces the students to the internal structure of words and sentences, presenting them to the theory and practice of the structural grammar of the English language. By the end of this course students will be able to do a detailed analysis of English morphemes as well as sentences.

Course Outline: Morphemes , Types of Morpheme , Morphemic analysis , Morphological productivity , Phrases and its types , Clauses , Sentences , Types of sentences , The Negative Transformation , The Passive Transformation , Word order Transformations , Agreement & case.

Recommended Books:

- 1) Aronoff, M., & Feudman, K. (2010). *What is Morphology?* (Second edition). John Wiley and Sons.
- 2) Booij, G. (2007). *The Grammar of Words: an Introduction to Morphology*.
- 3) OUP.
- 4) Culicover, W.P., & Jackendoff, R. (2005). *Simpler Syntax*. Oxford: OUP.
- 5) Flabb, N. (2007). *Sentence Structure*. (Second edition). Taylor & Francis.
- 6) Kampson, R., Meyer-Viol, W., & Gabbay, D. (2001). *Dynamic syntax: the*
- 7) *Flow of Language Understanding*. Blackwell Publishing.
- 8) Katamba, F. (2004). *Morphology: Morphology and its relation to*
- 9) *Semantics and the lexicon*. Routledge.
- 10) Medina, G.P. (Ed.), (2011). *Morphosyntactic Alternations in English: Functional and Cognitive Perspectives*. Equinox Publishing.
- 11) Matthews, H. P. (1991). *Morphology*. (Second edition) Cambridge
- 12) University Press.
- 13) Radford, A. (1997). *A Minimalist Introduction*. CUP.
- 14) Radford, A. (2004). *English Syntax: an introduction*. CUP.
- 15) Roberts, G. I. (2007). *Diachronic Syntax*. Oxford: OUP.

Course Outlines (Semester – V)

Course Code: ENGL3112
Course Title: English Poetry: 14th-17th Century
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of the course are; to familiarize the student with the english poetry of the 16th and 17th century, to introduce various literary genres like epic, the narrative poem, the heroic couplet and the blank verse to the students, to trace out the socio-political dimensions of the poetry in the 16th and 17th century, to teach the students different critical reactions to any poetic text.

Course Outline: Geoffrey Chaucer; General Prologue to the Canterbury Tales. John Donne; The Good-morrow , Goe and Catch a Falling Star , A Valediction: Forbidding Mourning , Air and Angels , Batter my Heart (Holy Sonnet 14) , Death be not Proud (Holy Sonnet 10) , John Milton , Paradise Lost Book 1, Selections from Paradise Lost Book 9

Recommended Books:

- 1) Chaucer, Geoffrey. The Canterbury Tales, Barnes & Noble New York 2007.
- 2) Bloom, Harold. Geoffrey Chaucer's The Canterbury Tales, Modern Critical Interpretations, Bloom's Literary Criticism New York 2008.
- 3) Bloom, Harold. Geoffrey Chaucer, Classical Critical Views, Bloom's Literary Criticism New York 2007.
- 4) Donne, John. The Poems
- 5) Guibbory, Achsah. The Cambridge Companion to John Donne. Cambridge University Press London 2007.
- 6) Bloom, Harold. John Donne and the Metaphysical Poets (Bloom's Classical Critical Views), Bloom's Literary Criticism 2008.



Course Code: ENGL3113
Course Title: Greek and Elizabethan Drama
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are; to introduce the students to the history of drama in Europe, to help the students understand the transition from the Greek and Roman theatre to the Elizabethan theatre, to explain the role of drama in human societies, both in religious and secular terms, to chart the development of the genre so that the students can have a clear idea of the developments in the genre.

Course Outline: Sophocles, Oedipus the king, Christopher Marlowe, The Tragical History of the Life and Death of Doctor Faustus, Shakespeare, Othello.

Recommended Books:

- 1) Sophocles. The Three Theban Plays, Penguin Classics New York 1984.
- 2) Christopher Marlowe. Dr. Faustus (Norton Critical Edition), W. W. Norton, New York, 2005.
- 3) Shakespeare, William. Othello (Pelican Edition), Penguin Publications, New York 2001.
- 4) Jonson, Ben. The Alchemist and Other Plays. Oxford University Press, London 2009.
- 5) Bloom, Harold. Sophocles' Oedipus Rex (Bloom's Modern Critical Interpretations), Bloom's Literary Criticism 2007.
- 6) Dodds. E. R. Greeks and the Irrational. University of California Press, California 2004.
- 7) Easterling. P. E. The Cambridge Companion to Greek Tragedy. Cambridge University Press, London 1997.
- 8) Bloom, Harold. Christopher Marlowe (Bloom's Major Dramatists) Bloom's Literary Criticism 2001.
- 9) Bloom, Harold. Christopher Marlowe's Dr. Faustus (Modern Critical Interpretations) Bloom's Literary Criticism 1987.
- 10) Bloom, Harold. Othello (Bloom's Shakespeare through Ages) Bloom's Literary Criticism 2008.
- 11) Bloom, Harold. Othello (Modern Critical Interpretations) Bloom's Literary Criticism 2010.
- 12) Bradley, A.C. & Bailey, John. Lectures on Othello, Hamlet, King Lear and Macbeth. Penguin Books, London 1991.

- 13) Frye, Northrop. Fools of Time, Studies in Shakespearean Tragedy (Alexander Lectures) University of Toronto Press, Toronto 1996.
- 14) Loxley, James. Ben Jonson (Routledge Guides to Literature) Routledge 2001.



Course Code: ENGL1117
Course Title: Introduction to Fiction and Non-Fiction Prose
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The course will introduce readers to fiction and prose, enable the students to identify the difference between shorter fiction and a novel, prepare the students for the reading a full length texts of novels, enhance the understanding of the elements of the novel such as plot, character, vision etc. , show how non-fiction prose assumed literary importance in an age when verse forms dominated the literary scene.

Course Outline: ‘Oscar Wilde: The Nightingale and the Rose’ , O’ Henry: After Twenty Years , Isaac Asimov: True Love , Kate Chopin: The Story of an Hour , George Eliot: The Mill on the Floss II , Jonathan Swift: Gulliver’s Travels , Bertrand Russell Eastern and Western Ideals of Happiness.

Recommended Books:

- 1) Baym, Nina. (2002). The Norton Anthology of American Lit. Vol. D. W. W. Norton & Company.
- 2) Brown, Julia Prewitt. (1999) Cosmopolitan Criticism: Oscar Wilde's Philosophy of Art.
- 3) Bloom, Harold. (1988) George Eliot's the Mill on the Floss (Bloom's Modern Critical interpretations). Chelsea House Pub
- 4) Martin, Brian. (1989). Macmillan Anthology of Eng Lit. Vol. 4. Macmillan Pub Co.
- 5) Gioia, Dana and Gwynn, R. S. (2005). The Art of the Short Story. Longman.
- 6) University of Virginia Press. Schoenberg, Thomas J. (2005). Twentieth Century Literary Criticism: Criticism of the Short Story Writers, and Other Creative Writers Who Lived between 1900 and 1999, from the First. Curr (Twentieth Century Literary Criticism). Gale Cengage
- 7) Walker, Hugh. (1959) The English Essays and Essayists. S. Chand & Co. Delhi.
- 8) Schoeman, R. (ed.) (1967). Bertrand Russell, Philosopher of the Century. Allen & Unwin.
- 9) Leavis, John. (1968). Bertrand Russell, Philosopher and Humanist. New World Paperbacks.
- 10) Coote, Stephen. (1994). The Penguin Short History of English Literature (Penguin Literary Criticism). Penguin.
- 11) Swift, Jonathan. Gulliver’s Travels. Dover Publications 1996.



- 12) Bloom, Harold. Jonathan Swift's Gulliver's Travels (Modern Critical Interpretations)
Bloom's Literary Criticism 2007



Course Code: ENGL3120
Course Title: Literary Criticism
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are; to familiarize the students with the history and development of critical thought in literature , to show that the tradition of literary criticism is an organic process across time and space , to expose the students to some of the standard texts in the field of literary criticism so that they may learn to subject any literary text to analysis and criticism , to explain to the students the importance that literature enjoyed in cultures as old as the ancient greek culture and demonstrate how the opinions of the great minds of the past have shaped future traditions in literary criticism , to show the role of literary theory in the development of an increasingly popular literary culture.

Course Outline: Aristotle; Poetics. Philip Sidney; A Defence of Poesy. William Wordsworth; Preface to Lyrical Ballads. T. S. Eliot; Tradition and Individual Talent.

Recommended Books:

- 1) Kenny, Anthony (ed.). Aristotle's Poetics (Oxford World's Classics) Oxford University Press 2013.
- 2) R. W. Maslen (ed.). An Apology for Poetry: Revised and Expanded 3rd Edition, Manchester University Press 2002.
- 3) Murray, Penelope. & Dorsch. T. S. Classical Literary Criticism (Penguin Classics). Penguin 2001.
- 4) Bressler, Charles. E. Literary Criticism: An Introduction to Theory and Practice, Prentice Hall 2006.



Course Code: ENGL3122
Course Title: Socio-Linguistics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: After completion of this course, the students will be able to, Describe the relation between sociology and language , Explain varieties of language , Discuss sociolinguistics terms and concepts , Elaborate the function of language in the context of communication.

Course Outline: Introduction to Sociolinguistics; Essential Sociolinguistic Concepts, Language, Dialect, Register, Code Switching, Pidgins, Standard Language, Idiolect, Diglossia, Lingua Franca, Creols, Multilingualism, Bilingualism, Language, thought and Culture, Language and Social Class, Language and Gender, Communicative Competence

Recommended Books:

- 1) Hudson, A. R. Sociolinguistics, Cambridge University Press
- 2) Crippen & Widowson. Sociolinguistics and Language Teaching, Oxford University Press
- 3) Freeborn, F. & Longford. Varieties of English, Macmillan
- 4) Trudgill, P. Sociolinguistics, Penguin
- 5) Montgomery, An Introduction to Language, Macmillan.
- 6) Bourdieu, Pierre, 1930-2002. (1991). Language and symbolic power. Cambridge, Mass.: Harvard University Press.



Course Outlines (Semester – VI)

Course Code:	ENGL3123
Course Title:	English Poetry: 18th-19th Century
Credit Hours:	3(3+0)
Prerequisite(s):	None

Specific Objectives of course: The objectives of this course are; to familiarize the students with the poetry of 18th and 19th century England, to explore the evolution of various poetic traditions in vogue during these two centuries, to show how English poets were exploring diverse poetic genres to adapt their art to the needs of the time, to develop the knowledge of the students about innovations and improvisations that the English poets were resorting to in order to make poetry more closely associated with the politics of the time, to give in-depth analysis of the Romantic and Victorian poetic traditions, to see how reason and the belief in supernatural influenced human imagination and how the attitudes to these forces shaped the intellectual and imaginative output of different generations of English poets.

▪ **Course Outline:**

Alexander Pope; *The Rape of the Lock*. William Blake; *Poison Tree*, *Chimney Sweeper*. William Wordsworth; *Tintern Abbey*; *Ode on Immortality*, *Lines Composed upon Westminster Bridge*. John Keats; *Ode on a Grecian Urn*, *Ode to Nightingale*. P. B. Shelley; *Ode to West Wind*, *Stanzas Written in Dejection*. Robert Browning; *Andrea Del Sarto*, *My Last Duchess*.

Recommended Books:

- 1) Pope, Alexander. *The Rape of the Lock and Other Major Writings*. Penguin Classics 2011.
- 2) Bloom, Harold. *Alexander Pope's The Rape of the Lock (Bloom's Modern Critical Interpretations)* Bloom's Literary Criticism, 1988.
- 3) Wordsworth, William. *The Collected Poems of William Wordsworth*. Wordsworth Editions Ltd. 1998.
- 4) Jarvis, Simon. *Wordsworth's Philosophic Song (Cambridge Studies in Romanticism)*. Cambridge
- 5) University Press, London.
- 6) Fraistat, Neil. *Shelley's Poetry and Prose (Norton Critical Edition)* W. W. Norton and Company 2002.
- 7) Keats, John. Ed. Barnard, John. *John Keats: The Complete Poems*. Penguin Classics 1977.

- 8) Ward, Aileen. John Keats: The Making of a Poet. Farrar, Straus and Giroux 1986.
- 9) Loucks, James.F. Robert Browning's Poetry (Norton Critical Edition). W. W. Norton and Company 2007.

Course Code: ENGL3124
Course Title: Comedy of Manners
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are ; to show that the drama in england was regarded as the highest art form at the turn of the century , to demonstrate how the focus had shifted from tragedy to comedy since the days of elizabethan drama, to demonstrate how the comedy of manners, so popular in the 18th century, could be employed to criticize the ills of the society , to explore how theatre in europe had begun to assume serious political leverage on account of its mass appeal and increasingly popular orientation ,to chart the development from elizabethan to early twentieth century drama.

Course Outline: Oscar Wilde; Importance of Being Earnest. William Congreve; The Way of the World. Bernard Shaw; Pygmalion. Richard Brinsley Sheridan; The School for Scandals.

Recommended Books:

- 1) Chafe, Wallace. The Importance of Not being Earnest: The Feeling behind Laughter and Humor, John Benjamin Publishing Company 2007.
- 2) Raby, Peter. The Cambridge Companion to Oscar Wilde. Cambridge University Press 1997.
- 3) Shaw, George Bernard. Pygmalion (Dover Thrift Edition) Dover Publications 1994.
- 4) Bloom, Harold. George Bernard Shaw (Modern Critical Views). Bloom's Literary Criticism 1987.
- 5) Bloom, Harold. George Bernard Shaw (Bloom's Major Dramatists). Bloom's Literary Criticism 1999.
- 6) Morwood and Crane, David. Sheridan Studies. Cambridge University Press 1995.
- 7) Barlett, Laurence. William Congreve (A Reference publication in literature). G.K. Hall 1979.



Course Code: ENGL3125
Course Title: Literary Theory
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are ; to introduce the diverse range of critical approaches to literature that were formulated in the 20th century, to demonstrate to the students the way in which literary criticism has developed into a multidisciplinary network of various theories , to explain to the students the systematic nature and the scientific approach that the literary criticism has assumed over the 20th century , to develop a fully developed critique of the development of an organic critical theory through developments in the field of literary criticism , to show the interpolation of various branches of knowledge in the development of literary theory.

Course Outline: Psychoanalytical Criticism , Marxism , Formalism , Structuralism , Deconstruction , Feminist Criticism , Reader Response Theory , Postcolonial Criticism , New Historicism.

Recommended Books:

- 1) Kenny, Anthony (ed.). Aristotle's Poetics (Oxford World's Classics) Oxford University Press 2013.
- 2) R. W. Maslen (ed.). An Apology for Poetry: Revised and Expanded 3rd Edition, Manchester University Press 2002.
- 3) Murray, Penelope. & Dorsch. T. S. Classical Literary Criticism (Penguin Classics). Penguin 2001.
- 4) Bressler, Charles. E. Literary Criticism: An Introduction to Theory and Practice, Prentice Hall 2006.
- 5) Eagleton, Terry. Literary Theory: An Introduction. University of Minnesota Press 2008.



Course Code: ENGL3126
Course Title: Semantics and Pragmatics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The aim of this course is to introduce students to the basic concepts of semantics and pragmatics. By the end of the course the students will be able to conceptualize the relationship between words and their meaning. Through this course students will also be able to study factors that govern choice of language in social interaction and the effects of these choices on others.

Course Outline: Early theories of meaning (Ogden and Richards; Ferdinand de Saussure) , Types of meaning , Semantic features , Semantic Roles (Agent, Theme, Instrument, Experiencer, Source, Goal) , Sense Relations/ Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy, Prototypes, Metonymy, Collocation,) , Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition) , Pragmatics (introduction) , Speech act theory , Felicity conditions , Conversational implicature , The cooperative principle , Conversational maxims , Relevance , Politeness Deixis.

Recommended Books:

- 1) Allan, K. (1986). Linguistic Meaning. London: Routledge.
- 2) Cruse, A. (1986). Lexical semantics. Cambridge: Cambridge University Press.
- 3) Cruse, A. (2011). Meaning in Language: An Introduction to Semantics and Pragmatics. (Third edition). Oxford Textbooks in Linguistics.
- 4) Davis, S. & Gillon, S. B. (2004). Semantics: A Reader. Oxford University Press.
- 5) Frawley, W. (2002). Linguistic Semantics. Cambridge: Cambridge University Press.
- 6) Burton-Roberts, N. (Ed.), (2007). Pragmatics. Palgrave Macmillan.
- 7) Carston. R. (2002). Thoughts and Utterances: the pragmatics of explicit communication. Wiley-Blackwell
- 8) Cutting, J. (2002). Pragmatics and Discourse: a resource book for students. Routledge.
- 9) Davis, S. (Ed.), (1991). Pragmatics: a reader. Oxford University Press.



Course Code: ENGL3127
Course Title: Psycho-Linguistics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: After the completion of this course, the students will be able to ; describe the relation between psychology and linguistics , describe elements and characteristics of language , explain how languages are learned , discuss and write on methods and approaches to language learning and teaching.

Course Outline: Psycholinguistics; Introduction to key concepts of language, Language and memory: long-term memory and short-term (working) memory; Meaning representations, Inference. Language disorders: aphasias and dyslexias; Other language-related disorders. The structure and content of the 'mental lexicon': how humans learn and store words; how they find the right word and understand the words of others, Lexical retrieval. First Language Acquisition, Second/Foreign Language Acquisition, Theoretical Approaches to Language Learning and Teaching, Receptive and productive language skills in perspective of psycholinguistics.

Recommended Books:

- 1) Aitchison, J. The Articulate Method (An Introduction to Psycholinguistics), Hutchinson
- 2) Clark, Herbert. Psychology and Language
- 3) Lightbown, M. Patsy & Spade, Nina. How Languages are Learned, Oxford University Press
- 4) Brown, Douglas. Principles of Language Learning, Prentice-Hall
- 5) Richards, C. Jack & Rodgers, T. S. Approaches and Methods in Language Teaching, Cambridge University Press
- 6) Field, J. (2004). Psycholinguistics: The key concepts. Psychology Press: Cambridge University Press.



Course Outlines (Semester – VII)

Course Code: ENGL4111
Course Title: Twentieth Century English Novel
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are; to introduce to the students the representative works of english fiction of the 20th century, to introduce to the students the colonial perspective in postcolonial discourse, to help the students analyze the psychological concepts like stream of consciousness coming in use in fiction, to explore the development of novel from realistic to psychological domain.

Course Outline: Joseph Conrad; Heart of Darkness. E. M. Forster; A Passage to India. Virginia Woolf; To the Lighthouse. William Golding; Lord of the Flies.

Recommended Books:

- 1) Conrad, Joseph. Heart of Darkness. Dover Publications 1990.
- 2) Moore, Gene. M. Joseph Conrad's Heart of Darkness: A Casebook. Oxford University Press 2004.
- 3) Forster, E. M. A Passage to India. Mariner Books 1965.
- 4) Woolf, Virginia. To the Lighthouse. Harcourt Beach Jovanovich Publications 1989.
- 5) Whitworth, Michael. Authors in Context: Virginia Woolf. Oxford University Press 2009.
- 6) Martin, Kirsty. Modernism and the Rythms of Sympathy: Vernon Lee, Virginia Woolf, D. H. Lawrence. Oxford University Press 2013.
- 7) Golding, William. Lord of the Flies. Perigee Books 1959.
- 8) Bloom, Harold. William Golding's Lord of the Flies (Modern Critical Interpretations) Bloom's Literary Criticism.



Course Code: ENGL3116
Course Title: Classical Drama
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are; to give in-depth knowledge of the classical greek and roman theatre to the students , to show the political and cultural importance of drama in ancient greek and roman civilization , to demonstrate to the students the role of literature in the discourse generated by the war and its aftermath in ancient greece , to explain the concept of roman revenge tragedy so that the students may have background , knowledge of the genre while studying the elizabethan revenge tragedy.

Course Outline: Aeschylus; Agamemnon. Euripides; The Trojan Women. Aristophanes; The Wasps. Seneca; Thyestes.

Recommended Books:

- 1) Lattimore, Richmond. & Grene, David. Aeschylus: Oresteia, The Complete Greek Tragedies, University of Chicago Press, Chicago 1969.
- 2) Euripides. Ten Plays by Euripides, Bantam Classics 1990.
- 3) Bloom, Harold. Euripides: Comprehensive Research and Study Guide. Bloom's Literary Criticism 2002.
- 4) Bloom, Harold. Euripides, Modern Critical Views. Bloom's Literary Criticism 1994.
- 5) Chong-gossard, J. H. Kim On. Gender and Communication in Euripides' Plays: Between Song and Silence, Brill Academic Pub, 2008.
- 6) Roche, Paul. Aristophanes: The Complete Plays, NAL Trade 2005.
Kanavou, Nikoletta. Aristophanes' Comedy of Names: A Study of Speaking Names in Aristophanes, De Gruyter 2010.
- 7) Carledge, Paul. Aristophanes and the Theatre of the Absurd. Bristol Classics Press 1991.
- 8) Wilson, Emily. Seneca's Six Tragedies (Oxford World's Classics), Oxford University Press, London 2010.



Course Code: ENGL4112
Course Title: Shakespearean Studies
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific objectives of course: This course offers a keen insight into Shakespeare's genius within the domain of both prose and verse.

Course Outline: King Lear, Winters' Tale, A Midsummer Night's Dream, Hamlet.

Recommended Books:

- 1) Barber, C. L. *Shakespeare's Festive Comedy*. Princeton: 1959
- 2) Bloom, Harold. *Shakespeare: The Invention of the Human*. London: Fourth Estate, 1999
- 3) Bradley, A. C. *Shakespearean Tragedy* (22nd Ed.). London: 1929
- 4) Chambers, E. K. *Shakespeare: A Survey*. New York: Hill and Wang, Macmillan, 1925
- 5) Danby, John F. *Shakespeare's Doctrine of Nature*. London: 1949
- 6) Eagleton, Terry. *William Shakespeare*. New York: Blackwell, 1986
- 7) Elliot, G. R. *Flaming Minister*. Durham, NC, 1953
- 8) Erikson, Peter. *Rewriting Shakespeare, Rewriting Our-selves*. Berkley: U of California P, 1991
Grady, Hugh. *The Modernist Shakespeare: Critical texts in a Material World*. New York: Oxford UP, 1991
Greene, G. et al. Eds.
- 9) *The Women's Part: feminist Criticism of Shakespeare*. Urbana: U of Illinois P, 1980
Jones, Earnest. *Hamlet and Oedipus*. New York: 1949.
- 10) Knight, Wilson G. *The Wheel of Fire*. London: Methuen, 1972
- 11) Paul, Henry N. *The Royal Play of Macbeth*. New York: 1950
Spenser, Theodore. *Shakespeare and the Nature of Man* (22nd Ed.). New York: 1949
- 12) Tillyard, E. M. W. *Shakespeare's Last Plays*. London: Chatto and Windus, 1938
- 13) Tillyard, E. M. W. *The Elizabethan World Picture*. New York: Macmillan, 1944

Course Code: ENGL 4135
Course Title: Modern and Absurd Drama
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are; to explore the structural experimentation that defines the 20th century drama, to introduce to the students the popular drama and its implied activism, to help the students discern the impact of the great 20th century dramatists from europe on the english dramatic tradition, to demonstrate to the students how the thematic concerns of the 20th century english dramatists became more and more politicized.

Course Outline: Samuel Beckett; Waiting for Godot, Edward Bond; The Sea, Henrik Ibsen; A Doll's House

Recommended Books:

- 1) Wesker, Arnold. Methuen Book of Sixty's Drama: Sergeant Musgrave's Dance, Early Morning, Loot, The Ruling Class. Methuen Drama Publications 2001.
- 2) Stayn, John. L. Modern Drama in Theory and Practice: Symbolism, Surrealism and the Absurd.
- 3) Beckett, Samuel. Waiting for Godot. Grove Press 1994.
- 4) Lawley, Paul. Waiting for Godot: Character Studies. Bloomsbury Academic 2008.
- 5) Graver, Lawrence. Samuel Beckett: Waiting for Godot (Landmarks of World's Literature) Cambridge University Press 2004.
- 6) Bond, Edward. Plays 2, Lear, The Sea, Narrow Road to the Deep North, Black Mass, Passion. Bloomsbury Methuen Drama 1978.
- 7) Billingham, Peter. Edward Bond: A Critical Study 2013.
- 8) Churchill, Caryl. Top Girls. Samuel French Inc. 1982.

Course Code: ENGL 4137
Course Title: Feminist Literature
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The students will be able to explore and understand feminist literature, to introduce the students to popular feminist literature, generate interdisciplinary interest among students.

Course Outline: A Vindication of the Rights of Women by Mary Wollstonecraft, A Room of One's Own by Virginia Woolf, Selected Poems of Adrienne Rich: Cartographies of Silence, Diving into Wreck, Planetarium, Aunt Jennifer's Tigers, A Valediction Forbidden Mourning, Simone de Beauvoir's "The Second Sex", Chimamanda Ngozi Adichie's "We Should All be Feminists".

Recommended Books:

1. Arif, Javed G.M. "A Postmodern Turn: Irony and Parody in 'A Valediction Forbidding Mourning'." *Journal*. vol. 1, 2007, pp. 31-41.
2. Benladghem, Amina. "Mary Wollstonecraft's Rebellion in a Patriarchal Society Through a *Vindication of the Rights of Woman*." MA Thesis, University of Tlemcen, 2017.
3. Bimberg, Christian. "The Poetics of Conversation in Virginia Woolf's *A Room of one's own*: Constructed Arbitrariness and Thoughtful Impressionism." *Connotations*, vol. 11, no. 1, 2001/2002, pp. 1-28.
4. Henneberg, Sylvia (1998) The "slow turn of consciousness": Adrienne Rich's family plot, *Women's Studies*, vol. 27, no. 4, 347-358, DOI: [10.1080/00497878.1998.9979218](https://doi.org/10.1080/00497878.1998.9979218)
5. Hester, Marriane. "Theorizing Male power and violence against women: revisiting Millet's *Sexual Politics*." *Understanding Gender based violence: National and International contexts*. Edited by Nadia Aghtaie and Geetanjali Gangoli, Routledge, 2014, pp. 17-29.
6. Jayasudha. P, "A Feminist Perspective of the selected poems of Adrienne Rich." *International Journal of English Research*, vol. 2, no. 6. 2016, pp. 49-50.
7. Turner, Samuel. "Subversion and Containment in Adrienne Rich's "Aunt Jennifer's Tigers"." *Criterion: A journal of Literary Criticism*, vol. 8, no. 2, 2015, pp. 62-69.
8. Wall, Kathleen. "Frame Narratives and Unresolved Contradictions in Virginia Woolf's *A Room of One's Own*." *Journal of Narrative Theory*, vol. 29 no. 2, 1999, pp. 184-207. Project MUSE, doi:10.1353/jnt.2011.0010
9. Zimmerman, Tegan. "The Politics of Writing, Writing Politics: Virginia Woolf's *A [Virtual] Room of One's Own*." *Journal of Feminist Scholarship*, 3, 2012, pp. 35-55.
10. Aslam, Saiyma. "From Stasis to Mobility: Arab Muslim Feminists and Travelling Theory." Karachi: Oxford, 2017.

Course Code: ENGL4141
Course Title: Emerging Forms of Literature
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: Familiarize students to the latest trends of literary forms, hyper or cyber texts , enhance higher level of reflective thinking order , generate interdisciplinary interest and productive social networking , train the readers for academic research.

Course Outline:

Course contents may consist but may not limit to the sections and topics like:

Section-I: Literature: Some Ways of Studying Literature, Literature and Literary Study, The Nature of Literature, The Function of Literature, Literary Theory, Criticism and History, Comparative and National Literatures, Extrinsic Approaches to the Study of Literature.

Section –II: What is Film or Cinema: The Language and Semiotics of Cinema, the Cinematographic Principles.

Section-III: Film Theory, Criticism, and Technology: Film Language and Reality, Film Narratives, Film Genres, Film Psychology, Film Ideology and Technology, Digital Images and Film Theory, Semantic/Syntactic Approaches to TV and Film, The Work of Art in the Age of Mechanical Reproduction, Literature and Science, Children's Films and Literature, Visual Pleasure and Narrative Cinema, Colonialism and Representation, Digital Cinema, Multimedia and Technological Change.

Section-IV: Narration and Adaptation: Literature as Film: Structuring the Scene, Documentary Storytelling, Screen Writings and Adaptations (Shorts, Soaps, Series, Sitcoms, etc)



Course Code: ENGL4121
Course Title: Afro-American Literature
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are; to familiarize the students with the afro-american tradition in american literary culture, to introduce to the students various strands of literature produced by the blacks in America, to demonstrate to the students how the african spirit in literature has retained its peculiar taste and dynamics, to help the students understand the role of literature in the civil rights movement in america.

Course Outline: Alice Walker; The Color Purple. Lorraine Hansbury; A Raisin in the Sun. Langston Hughes; The Weary Blues, The Negro Speaks of Rivers, Harlem, I too. Amiri Baraka; SOS, A Poem for Black Hearts.

Recommended Books:

- 1) Walker, Alice. The Color Purple. Washington Square Publications 1983.
- 2) Bloom, Harold. Alice Walker's The Color Purple (Modern Critical Interpretations) Bloom's Literary Criticism 2008.
- 3) Hansbury, Lorraine. A Raisin in the Sun. Vintage 2004.
- 4) Hughes, Langston. The Collected Poems of Langston Hughes. Vintage Publications 1995.
- 5) Rummel, Jack. Langston Hughes: Poet (Black Americans of Achievement) Chelsea House Publications 2005.
- 6) Baraka, Amiri. The LeRoi Jones/Amiri Baraka Reader. Basic Books 1999.



Course Code: ENGL3115
Course Title: Short Story
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of the course are; to critically explore the generic significance of the short story , to introduce the students to the thematic and structural concerns of the short story, to give the students complete knowledge about the genre across the globe , to read and critically analyze short stories from various literary and cultural backgrounds.

Course Outline:

- | | |
|--|-----------------|
| • The Mummy Awakens | Naguib Mahfuz |
| • The Man of the Crowd | E. Allen Poe |
| • A Sunrise on the Veld | Doris Lessing |
| • Everything that Rises Must Converge | F. O' Connor |
| • The Dead | James Joyce |
| • The Judgment | Franz Kafka |
| • Civil Peace | Chinua Achebe |
| • My Son the Fanatic | Hanif Kureishi |
| • The Man Who Loved Islands | D. H. Lawrence |
| • Strong Horse Tea | Alice Walker |
| • The Fort | Ali Mazrui |
| • The Voice from the Wall | Amy Tan |
| • The Night Watchman's Occurrence Book | V. S Naipal |
| • A Man Who Lived in a Shell | Anton Chekov |
| • After Twenty Years | O' Henry |
| • Girl | Jamaica Kincaid |

Recommended Books:

- 1) Gioia, D. & Gwynn, R.S. *The Art of the Short Story*. Pearson Longman.
- 2) Wilson, K. (1997). *Short stories for Students: Presenting Analysis, Context & Criticism on Commonly Studied Short Stories*. Gale.
- 3) Cox, A. (2005). *Writing Short Stories*. London & New York: Routledge.

Course Code: ENGL4125
Course Title: Methods of Literary Research
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: To enable students to conduct their own small scale research

, to familiarize them with techniques and methods of selecting topics, developing questions, collecting and analyzing data and also to prepare the research report.

Course Outline: Introduction: Qualitative and Quantitative Research Paradigms ; Identifying and Defining a Research Problem , Ethical considerations , Sampling Techniques, Tools for Data Collection: Questionnaires, Interviews, Observations & Documents , Data analysis and Interpretation , Some Aspects of the Research Report , Review of literature, Transcription and Transliteration, Referencing and Citation. Methods for examining the relationship between literature and society, literature and history, author and text, and questions related to the literary canon, Methods for examining the relationship between literature and form, genre and thematics, Methods for examining the relationship between literature, reading and reception, The use of physical and digital archives, Methods for researching teaching of literature in schools .

Recommended Books:

- 1) Eliot, S., Owens, W. (1998). *A Handbook to Literary Research*. London: Routledge.
- 2) *An introduction to theories and methods*. (5th ed.) Boston: Pearson
- 3) Bryman, A. (2004). *Research Methods for Social Sciences*. Second edition. Oxford: Oxford University Press.
- 4) Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks: Sage Publications.
- 5) Hammersley, Martin and Atkinson, Paul. (1995). *Ethnography: Principles in Practice* (2nd edition). New York: Routledge.
- 6) Miles, M. & M. Huberman. (1994). *Qualitative Data Analysis*. CA: Sage.
- 7) Silverman, David. Ed. (1998). *Qualitative Research: Theory, Method and Practice*. London: Sage.

Course Code: ENGL4113
Course Title: Computational Linguistics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The course aims to develop an understanding of linguistics and how it is modeled and processed, the course aims to focus on modeling words and phrases.

Course Outline:

Introduction to Computational Linguistics Corpora: Scripts, Encoding and Processing, Regular Expressions and Automata, Tokenization, Spell checking.

Words: Morphology and Finite State Transducers, N-grams, Word Segmentation, Word Classes and POS Tagging.

Phrases: Chunking, Context free Grammars, Parsing with Context free Grammars, Rule – Based and Probabilistic Parsing of CFGs, Lexical Functional Grammar.

Semantics: Semantic Analysis, Lexical Semantics, Word Sense Disambiguation and Information Retrieval.

Recommended Books:

- 1) Jurafsky, D. and J. H. Martin, Speech and language processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition (2nd Edition). Prentice-Hall, 2008.
- 2) Johnson, K. (1996). *Language teaching and skills learning*. London: Blackwell.
- 3) Turing, A. M. (1950). "Computing machinery and intelligence". *Mind*. 59 (236): 433–460. doi:10.1093/mind/lix.236.433. JSTOR 10.2307/2251299.
- 4) Winograd, T. (1971). "Procedures as a Representation for Data in a Computer Program for Understanding Natural Language"
- 5) Hans Uszkoreit. What Is Computational Linguistics? [1] Department of Computational Linguistics and Phonetics of Saarland University

Course Code: ENGL4114
Course Title: World Englishes
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: This course is designed for students who are interested in the linguistic differences among the varieties of English around the world. They will look at the sociolinguistics that surrounds English in various settings. They will look first at **inner circle** English, where the users are native speakers. Then they will look at **outer circle** English, where the users use English as a second language in former colonies of the USA and Britain. Then they will look at a **new circle** created by English based pidgins and creoles. the students should ; be familiar with the current debate in linguistics regarding the future of english as an international language, understand that there is a repertoire of models for english; that the localized innovations have pragmatic bases; and that the english language now belongs to all those who use it , be familiar with general characteristics of and issues related to pakistani,indian, malaysian, singapore, and nigerian, chinese, japanese, and hong kong english , at the end of the course, students should be able to describe the spread and the diverse functions and statuses of english in the world. they should further be able to describe and recognize selected varieties of english, saying how they differ from the traditional dictionary norms and from each other. Finally, they should know the debate(s) going on concerning the various English in the world, and on the legitimacy of new English in particular.

Course Outline: Introduction , English as a global language An overview , Language variations and discourse; language variety and culture , English in the world: Its spread, functions and status , The three circles of English , Some features of New Englishes , British and American English , English in South-East Asia , Pakistani English , Indian English , Debates and issues the prejudices associated with different varieties of English , The role of teachers and educational institutions in creating maintaining, and challenging prejudice. The future of English

Recommended Books:

- 1) Bamgbose, A. (1998). "Torn between the norms: innovations in world Englishes", *World Englishes* 17 (1), 1-14.
- 2) Crystal, D. (1997a). *English as a Global Language*. Cambridge: CUP.
- 3) Graddol, D. (1997b). *The Future of English?* London: British Council.
- 4) Jenkins, J. (2003). *World Englishes: A resource book for students*. Routledge.
- 5) Kachru, B. (1992). *The Other Tongue* (2nd Ed). Urbana: University of Illinois Press.
- 6) Kachru, B. (1986). *The Alchemy of English: The Spread, Functions and Models of*

- Non-native Englishes*. Oxford: Pergamon Press, reprinted 1990, Urbana: University of Illinois Press.
- 7) Kachru, B., Yamuna Kachru & Cecil L. N. (2006). *World Englishes in Asian Contexts*. Hong Kong: Hong Kong University Press.
 - 8) Kachru, B., Yamuna, K., & Cecil L. N. (Eds.), (2006). *The Handbook of World Englishes*. Malden, MA; Oxford: Blackwell.
 - 9) Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press.
 - 10) Penny Cook, A. (1996). English in the world/The world in English. In J.W. Tollefson (1996) *Power and inequality in language education*. (pp.34-58). Cambridge: Cambridge University Press.
 - 11) Simo, B, A. (2001). "Taming the madness of English". *Modern English Teacher*, Vol.10, No 2, 11-17.



Course Code: ENGL4116
Course Title: Discourse Analysis
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: Identify various definitions of and approaches to “discourse” ; recognize distinctions among definitions of discourse and approaches to discourse analysis , familiarize students with concepts and methodologies on analyzing texts, narratives and discourses , evaluate linguistic, social, and psychological factors that shape discourse , produce analysis of written, spoken, and otherwise “constructed” discourse.

Course Outline: What is Discourse analysis? , Socio-historical approaches to discourse analysis , Discourse and Vocabulary , Discourse and Grammar , Cohesion and coherence , Reference & Coreference , Theme and rheme , Tense and aspect , Adverbial clauses , Ellipsis , Substitution , That-complement , Relative clause , Questions , Discourse markers , Speech Acts , Turn taking , Theories of politeness , Ways to analyze narratives , Analyzing political speeches, Journalistic/media discourse, advertisement, facebook etc.

Recommended Books:

- 1) Chafe, W. (1994). *Discourse, Consciousness, and Time*. Chicago: UCP.
- 2) Brown, Gillian, and George Yule. 1983. *Discourse Analysis*. Cambridge: CUP.
- 3) Nunan, D. (1993). *An introduction of discourse analysis*. Harmondsworth, England Penguin.
- 4) Gee, J. P. (1999). *An Introduction to Discourse Analysis: Theory and Method*. London & New York: Routledge.
- 5) Mills, S. (2004 edition). *Discourse. (The New Critical Idiom)*. New York: Routledge.
- 6) McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge: CUP. Richards, J. & Schmidt, R. (1983). *Language and Communication*. London: Longman.
- 7) Schiffrin, D. (2001). *Approaches to Discourse*. Oxford: Blackwell.
- 8) Stubbs, M. (1983). *Discourse Analysis: The Sociolinguistic Analysis of Natural Language*. Oxford: Basil Blackwell.
- 9) Wardhaugh, R. (1985). *How Conversation Works*. Oxford: Basil Blackwell

Course Code: ENGL4118
Course Title: Anthropological Linguistics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The course aims to familiarize students with the ways people negotiate, contest, and reproduce cultural forms and social relations through language, and the ways in which language provides insights into the nature and evolution of culture, cognition, and human society. The course integrates traditional anthropological concerns with the relations among language, culture, and meaning.

Course Outline: Introduction to Linguistic Anthropology , Language as a cultural resource , Linguistic diversity , Linguistic relativity , Cultural and linguistic constraints on mind , Cultural and linguistic practices , Metaphor and embodied experience , The cultural construction of gender , Kinship terms , Colour terms , Gestures across culture.

Recommended Books:

- 1) Bradd, S. (1996). *Culture in mind: cognition, Culture and the problem of meaning*. OUP.
- 2) Brenneis, L. D., & Macaulay, S. K. R. (1996). *The Matrix of Language*.
- 3) *contemporary Linguistic Anthropology*. West view Press.
- 4) Duranti, A. (Ed.), (2004). *A companion to Linguistic Anthropology*.
- 5) Blackwell Publishing.
- 6) Duranti, A. (Ed.), (2009). *Linguistic Anthropology: A Reader*. (Second
- 7) Edition). Blackwell Publishing.
- 8) Foley, A. W. (2004). *Anthropological Linguistics: an introduction*.
- 9) Blackwell Publishing.
- 10) Gumperz, J. J. (1996). *Rethinking linguistic relativity*. Cambridge
- 11) University Press.
- 12) Ottenheimer, J. H. (2008). *The Anthropology of Language: An Introduction to Linguistic Anthropology*. Wadsworth.
- 13) Stroinska, M. (2001). *Relative Points of View: linguistic representation of culture*.

Berghahn

Books.

Course Code: ENGL4120
Course Title: Language and Gender
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The course aims; to introduce students to a wide range of linguistic analyses of language , to examine models of explanation for gender differences, enabling students , to explore gender in the structure and use of language at different levels of linguistic analysis (speech style/pronunciation, vocabulary, sentence construction, discourse) and in different social and cultural).

Course Outline: The relationships between language, gender, and society; In what ways do men and women use language differently? , How do these differences reflect and/or maintain gender roles in society? , The primary linguistic approaches to gender and language, Historical and contemporary issues and controversies in the field of language & gender, Different perspectives on language and gender: linguistic, anthropological, sociological, psychological, feminist.

Recommended Books:

- 1) Coates, J. (1986). *Women, Men and Language*. Longman: London.
- 2) Eckert, P. & McConnell, G. S. (2003). *Language and Gender*. CUP.
- 3) Ember, R. C & Ember, M. (Eds.), (2004). *Encyclopedia of Sex and Gender: Men and Women in the world's cultures*. Kluwer Academic/Plenum Publishers
- 4) Graddol, D. and J. Swann. (1989). *Gender Voices*. Blackwell: Oxford, UK.
- 5) Johnson, S. & Ulrike, H. M. (1997). *Language and Masculinity*. Oxford: Blackwell. (LAM).
- 6) King, R. (1991). *Talking Gender: A Guide to Non-Sexist Communication*.
- 7) Copp Clark Pitman Ltd.: Toronto.
- 8) Litosseliti, L. (2006). *Gender and Language: Theory and Practice*.
- 9) London: Hodder Arnold.
- 10) Tannen, D. (1990). *You Just Don't Understand*. New York: Ballantine Books (YJDU)
- 11) Tannen, D. (Ed.), (1993). *Gender and Conversational Interaction*. New
- 12) York: OUP



Course Code: ENGL4122
Course Title: Literary Stylistics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The aim of the course is; to study features of situational distinctive varieties of literary language , to discover and describe the reasons for particular choices made by individual authors in their use of language , to identify syntactical, phonological and semantic levels in a literary text.

Course Outline: Stylistics and the teaching of Literature; Style and Register, Methods and theories of Literary Stylistics, Linguistic Description, Scripted speech , Stylistic features and analysis of literary texts, Stylistics and interpretation, intertextuality, practical criticism, oral models in major genres, elements of literary production: Author, setting, background, story, structure, characterization, style, reception of literature, meaning, techniques; Gender, Language and Style, Speech and Silence, Critical Terminology.

Recommended Books:

- 1) Glencoe, M. (1991). *Appreciating Literature*,
- 2) Gregoriou, Christiana. (2008). *English Literary stylistics*, Palgrave Macmillan Leech, G.N and Short M. H , 1981, *Style in Fiction*, London: Longman,
- 3) Traugott A.C and M.L. Pratt. (1980). *Linguistics for Students of Literature*, York: Harcourt, Brace, Jovanovich, Inc.
- 4) Hoey, M. (2003). *Textual Interaction*. London: Routledge.
- 5) Leech, G. & Short, M. (1986). *Style in Fiction*. London: Longman.
- 6) Simpson, P. (2004). *Stylistics: A resource book for student* Routledge.
- 7) Thomas, Jenny. (1995). *Meaning in Interaction*. London: Longman.
- 8) Widdowson, H. (1992). *Practical Stylistics*. Oxford: Oxford University



Course Code: ENGL4124
Course Title: Second Language Acquisition
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course:

This course focuses on second language acquisition (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. The aim of this course is to introduce participants to the major concepts and theories of SLA. By the end of the course participants will gain an understanding of basic concepts of SLA. They will be able to explore and evaluate SLA theories from the point of view of second language learners.

Course Outline:

Basic Concepts of SLA: Key issues in second language acquisition , Language, acquisition and learning , First language acquisition , Comparing and contrasting first and second language acquisition , Factors affecting second language acquisition , Social factors and second language acquisition , Cognitive factors and second language acquisition , Individual differences and second language acquisition , Classroom second language acquisition , Formal instruction and second language acquisition , Classroom interaction and second language acquisition , Input, interaction and second language acquisition , Error analysis and second language acquisition

Theories of SLA: The Monitor Model; The Acquisition versus Learning Hypothesis, The Monitor Hypothesis, The Natural Order Hypothesis, The Input Hypothesis, The Affective Filter Hypothesis.

Inter-language Theories: Overgeneralisation ; Transfer of Training , Strategies of Second Language Learning , Strategies of Second Language Communication , Language Transfer , Stabilization and Fossilization in Interlanguage.

Language Socialization in SLA: Acculturation/Pidginization Theory, Sociocultural Theory, Processability Theory.

Cognitive approaches to second language acquisition: Cognitive Processes in Second Language Learners, Universal grammar, Role of Universal Grammar in First and Second Language acquisition, Principle and Parameter Theory, Projection Principle, Language learning through association, Connectionism

Recommended Books:

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. &. Ellis, R. (1985). *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
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. McLaughlin, B. (1987) *Theories of Second-Language Learning*. London: Edward Arnold.
8. Mitchell, R. & Myles, F. (1998) *Second language learning theories*. London: Arnold.



Course Code: ENGL4126
Course Title: Research Methods in Linguistics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: To enable students to conduct their own small scale research; the main aim is to get them familiarized with the techniques and methods of selecting topics, developing questions, collecting and analyzing data and also preparing the research report.

Course Outline: Introduction: Qualitative and Quantitative Research Paradigm; Identifying and Defining a Research Problem , Ethical considerations , Sampling Techniques , Tools for Data Collection: Questionnaires, Interviews, Observation & Documents , Some Aspects of the Research Report: , Review of literature b. Transcription and Transliteration c. Referencing and Citation

Recommended Books:

- 1) Allwright, D. & Bailey, K. (1991). Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers. Cambridge: CUP.
- 2) Bogdan, R. C. & Biklen, S. K. (2007). Qualitative research for education: An introduction to theories and methods. (Fifth edition.) Boston: Pearson Education, Inc.
- 3) Brown, D. (2004). Doing Second Language Research. Oxford: OUP.
- 4) Brown, D. (1988). Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design. Cambridge: CUP.
- 5) Brown, J. D. & Rogers, T. S. (2002). Doing Second Language Research. Oxford: OUP.
- 6) Bryman, A. (2004). Research Methods for Social Sciences. Second edition. Oxford: Oxford University Press.
- 7) Creswell, J. W. (2007). Qualitative inquiry and research design: Choosing among five approaches. (Second edition). Thousand Oaks: Sage Publications.



Course Outlines (Semester – VIII)

Course Code: ENG4127
Course Title: Research Project
Credit Hours: 3(3+0)
Prerequisite(s): None

The students will be advised to undertake a small-scale research project in the area of their choice. The objective of this component is to analyze and assess the research skills of the students. Each student who desires to write a research project, will work under the supervision of a faculty member.

Course Code: ENGL4128
Course Title: American Literature
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are ; to introduce the students to the literary tradition of America , to help the students understand the specific qualities that distinguish literature written in America from literature written in Britain or in the commonwealth , to introduce to the students the peculiar nature of American romanticism , to help the students understand the American dream and how it affects the lives of the Americans , to introduce to the students the unique American tradition of theatre with particular reference to the Broadway theatre.

Course Outline: Robert Frost; Acquainted with the Night , Birches , The Death of the Hired Man , Nothing Gold can Stay , Mending Wall , The Road not Taken. Eugene O'Neill; Mourning Becomes Electra. Earnest Hemingway; For Whom the Bell Tolls. Ralph Waldo Emerson; Nature.

Recommended Books:

- 1) Frost, Robert. The Collected Poems: Complete and Unabridged. Henry Holt & Co. 1969.
- 2) Faggen, Rober. The Cambridge Companion to Robert Frost. Cambridge University Press 2001.
- 3) Dickstein, Morris. Robert Frost: Critical Insights. Salem Press Inc. 2009.
- 4) Bloom, Harold. Eugene O'Neill (Bloom's Modern Critical Views) Bloom's Literary Criticism 2007.
- 5) Kyle, Frank. Hemingway and the Post-narrative Condition: A Commentary on the Sun Also Rises and other Essays. Authorhouse 2013.
- 6) Emerson, Ralph Waldo. Nature and Other Essays. Dover Publications 2009.
- 7) Foster, Hirsch. Eugene O'Neill: Life, Work, and Criticism (Authoritative Studies in World Literature). York Pr 1986.



Course Code: ENGL4129
Course Title: Non-Fiction Prose
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are; to introduce to the students the major stylists of non-fiction prose in English , to show how non-fiction prose assumed literary importance in an age when verse forms dominated the literary scene , to demonstrate how non-fiction prose gradually became more and more political in its orientation , to demonstrate how the use of rhetoric and the force of language could be employed to put forward an effective political or cultural doctrine.

Course Outline: Francis Bacon; Of Truth, Of Great Place, Of Parents and Children, Of Superstitions, Of Anger. Charles Lamb, Selections from Essays of Elia; Dream Children, Poor Relations, Old China. Bertrand Russell, Conquest of Happiness.

Recommended Books:

- 1) Bacon, Francis. The Essays. Createspace Independent Publishing Platform 2013.
- 2) Sylvester, David. Looking Back at Francis Bacon. Thames and Hudson 2000.
- 3) Lamb, Charles. The Essays of Elia. Forgotten Books 2012.
- 4) Russell, Bertrand. The Basic Writings of Bertrand Russell. Routledge 1992.

Course Code: ENGL4130
Course Title: Applied Linguistics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: After the completion of this course, the students will; have a deeper understanding of language learning and teaching methods and approaches, have an understanding of learner's errors in language and how to deal with those errors , be able to analyse and design the syllabuses of english language teaching.

Course Outline:

Theories of language learning: Behaviourism, Mentalism, Humanism.

The nature of approaches and methods in language learning: GTM, The Direct Method, The Audio-lingual Method, CLT.

Error Analysis: Nature and purpose, Causes of errors, Inter-lingual errors Intra-lingual errors, Overgeneralization , Literal translations , Contrast between Behavioristic and Mentalistic attitude to errors , Stages of error analysis.

Definition and scope of syllabus: Relationship between theory of language, language learning and language syllabuses, Dichotomies of Syllabi.

Product Oriented Syllabus: Grammatical Syllabus, Theoretical bases, Selecting and grading content, Criticism.

Notional Functional Syllabus: Theoretical bases, Selecting and grading contents.

Process-oriented syllabus: Procedural; Theoretical bases, Selecting and grading contents, Criticism.

Process Syllabus: Theoretical bases, Selecting and grading content, Criticism.

Analytical Synthetic syllabuses

Recommended Books:

- 1) Allen, J. P. B. & Corder, S P. (eds) (1974). *Techniques in applied linguistics. The Edinburgh course in applied linguistics (Vol. 3)*. Oxford: OUP.
- 2) Brumfit, C. (ed.) (1986). *The practice of communicative teaching*. Oxford: Pergamon.
- 3) Chomsky, N. (1959). A review of B. F: Skinner's Verbal Behaviour. In Krashen, S. D. (1982). *Principles and practice in second language acquisition*. New York: Pergamon.
- 4) Harmer, J. (1991). *The practice of English language teaching*. Harlow: Longman 110
- 5) Johnson, K. (1996). *Language teaching and skills learning*. London: Blackwell.
- 6) Larsen-Freeman, D. (1986). *Techniques and principles in language teaching*. London: OPU.
- 7) Munby, J. (1978). *Communicative syllabus design*. Cambridge: CUP.

- 8) Norrish, J. (1987). *Language learners and their errors*. New York: Macmillan.
- 9) Nunan, D (1988). *Syllabus design*. Oxford: OUP.
- 10) Omaggio, A. C. (1986). *Teaching language in context*. New York: HHP.



Course Code: ENGL4131
Course Title: Forensic Linguistics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The application of descriptive data analysis skills in a wide range of spoken and written discourse contexts within the legal process, including emergency calls, police interviews, courtroom interaction, judicial judgment , a critical understanding of investigative data analysis skills in both spoken and written discourse contexts, including such areas as speaker identification, disputed authorship and plagiarism detection; critical understanding of the work of linguists as advisers and activists on legal systems and settings.

Course Outline: When information fails to inform, the power of language, do we really say what we mean? , pragmatics of language , language and disadvantage , introduction to forensic linguistics , history and development of forensic linguistics , cross-cultural challenges in forensic linguistics and translation , analysing written and spoken discourse , language in legal processes , written language in the legal system , spoken language in the legal system , courtroom and police discourses , linguistic expertise in legal processes , a framework for analyzing text , linguistic investigation and evidence , authorship, speaker and plagiarism identification , witness interviews in multilingual societies , translating and interpreting in the context of access to justice , language and memory in witness testimony , causes of communication problems in court , language crimes , words and sentence s involved in crime , purely language crimes: famous perjury cases.

Recommended Books:

- 1) Forensic Linguistics: Second Edition: An Introduction To Language, Crime and the Law Paperback – May 31, 2008 by John Olson
- 2) An Introduction to Forensic Linguistics B y Malcolm Coulthart , Alison Johnson
- 3) Speaking of Crime: The Language of Criminal Justice (Chicago Series in Law and Society) Paperback – February 1, 2005 by Lawrence M. Solan , Peter M. Tiersma



Course Code: ENGL4132
Course Title: 20th Century European Drama
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The course is aimed at achieving the following objectives; to explore the major thematic and structural concerns of the 20th century European drama , to help the students understand how the playwrights of the 20th century Europe experimented with the governing dynamics of drama and theatre and used drama as the most effective medium of political and cultural activism , to explain to the students the impact that Brecht had on theatre and its practice , to show how Pirandello fused theatre with philosophy and explored themes that had hitherto been alien to the theatre , to introduce to the students the absurdist and existentialist theatre.

Course Outline: Brecht; Mother Courage and Her Children. Luigi Pirandello; Six Characters in Search of an Author. Eugene Ionesco; the Chairs.

Recommended Books:

- 1) Brecht. Bertolt & Bentley, Eric (tr.). Mother Courage and Her Children. Grove Press 1991.
- 2) Parker, Stephen. Bertolt Brecht: A Literary Life. Bloomsbury Methuen Drama 2014.
- 3) Pirandello, Luigi & Bentley, Eric (tr.). Six Characters in Search of an Author. Signet Classics 1998.
- 4) Bloom, Harold. Luigi Pirandello (Bloom's Major Dramatists). Bloom's Literary Criticism 2003.
- 5) Ionesco, Eugene. The Chairs. Faber & Faber 1998.

Course Code: ENGL4133
Course Title: Twentieth Century Non-Native Fiction
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are; to help the student understand and critically analyze the novel written across the globe in 20th century, to demonstrate to the student various thematic and technical innovations that, have helped novel explore some hitherto unexplored niches of human imagination, to familiarize the student with the literary output of the continents other than, Europe Asia and America.

Course Outline: Gabriel Garcia Marquez; One Hundred Years of Solitude. Paulo Coelho; Alchemist, Albert Camus; the Plague, J. M. Coetzee; Disgrace.

Recommended Books:

- 1) Marquez, Gabriel Garcia. One Hundred Years of Solitude. Harper Perennial Modern Classics 2006.
- 2) Bloom, Harold. Gabriel Garcia Marquez's One Hundred Years of Solitude (Modern Critical Interpretations) Bloom's Literary Criticism
- 3) Coelho, Paulo. The Alchemist. Harper One 2006.
- 4) Camus, Albert. The Plague. Vintage Publications 1991.
- 5) Orme, Mark. & Lincoln, Lissa. & Margerrison, Christine. Albert Camus in the 21st Century: A Reassessment of His Thinking at the Dawn of the New Millenium. Rodopi Publications 2008.
- 6) Coetzee, J. M. Disgrace: A Novel. Penguin Books 2008.



Course Code: ENGL4115
Course Title: South Asian Literature
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: To sensitize students to issues of South Asia, to throw light on status and treatment of women in South Asian patriarchal societies.

Course Outline: Mohsin Hamid; The Reluctant Fundamentalist. Vijay Tendulkar; Silence! The Court is in Session. Taufiq Rafat; The Medal, Thinking of Mohenjo-Daro. Daud Kamal; Reproductions, The Street of Nightingales. Maki Qureishi; Air Raid, Kite. Alamgir Hashmi; But Where is the Sky. Zulfiqar Ghose; The Mystique of Roots, A Memory of Asia. Vikram Seth; The Humble Administrator's Garden. Kamala Das; An Introduction, Looking Glass. Shehan Karunatilaka; Chinama.

Recommended Books:

- 1) Hamid, Mohsin. The Reluctant Fundamentalist. Harvest Books 2008.
- 2) Tendulkar, Vijay. Five Plays. Oxford University Press 1988.
- 3) Hussain, Shahid. First Voices, Six Poets from Pakistan.
- 4) Rafat, Taufiq. Arrival of the Moonsoon: Collected Poems. Vanguard Books 1985.
- 5) Kamal, Daud. A Selection of Verse.
- 6) Shehan, Karunatilaka. Chinaman. Jonathan Cape 2011.

Course Code: ENGL4117
Course Title: African Literature
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of the course are ; recognize and critically appreciate the literary tradition of african literature , read and analyze the most celebrated african writers of english language so that they may have awareness about the literary output of a relatively new phenomenon , know the african strands of postcolonial theory and literature , know how english language was used by the african writers to retort to the british empire , explore how literature in the 20th century became a major proponent of cultural activism.

Course Outline: Chinua Achebe; Things Fall Apart (Novel). Chinua Achebe; Home and Exile (Non-fiction Prose). Wole Soyinka; The Lion and the Jewel (Play). Chimamanda Ngozi Adichie ; Americanah (Novel). Selections from Ben Okri's An African Elegy (Poems).

Recommended Readings

- 1) Achebe, Chinua. Things Fall Apart. Anchor Publishers 1994.
- 2) Bloom, Harold. Things Fall Apart (Modern Critical Interpretations). Bloom's Literary Criticism 2002.
- 3) Achebe, Chinua. Home and Exile. Anchor Publishers 2001.
- 4) Bloom, Harold. Chinua Achebe (Modern Critical Views). Bloom's Literary Criticism 1992.
- 5) Soyinka, Wole. The Lion and the Jewel. Oxford University Press 1966.
- 6) Jeyifo, Biodun. Wole Soyinka: Politics, Poetics and Postcolonialism (Cambridge Studies in African and Caribbean Literature). Cambridge University Press 2009.
- 7) Chimamanda Ngozi Adichie. Americanah. Penguin Random House.



Course Code: ENGL4139
Course Title: Twentieth Century English Poetry
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are; to familiarize the students with the dominant trends in 20th century English poetry , to help the students understand the role of the movement and the analyze the impact of Philip Larkin , to demonstrate the innovations that became part of poetic tradition in the 20th century , to demonstrate to the students how ancient myths could be reincorporated in poetry to adapt the genre to the new themes , to show how poetry has assumed socio-cultural significance through its thematic concerns and their manner of treatment in 20th century poetry.

Course Outline: Philip Larkin; Dockery and Son, Ambulances, Church Going, Whitsun Weddings, Aubade, MCMXIV. T. S. Eliot; Selection from the Waste Land , Seamus Heaney , The Forge , Thatcher , Churning Day , Casualty , Bogland , ed Hughes , The Thought Fox , September , Wodwo , Full Moon and Little Frieda , Crow's First Lesson

Recommended Books:

- 1) Larkin, Philip. The Complete Poems. Farrar, Straus and Giroux 2013.
- 2) Booth, James. Philip Larkin: The Poet's Plight. Palgrave Macmillan 2005.
- 3) Stojkovic, Tijana. Unnoticed in the Casual Light of the Day, Philip Larkin and the Plain Style. Routledge 2006.
- 4) Eliot, T. S. Wasteland, Prufrock and Other Poems. Dover Publications 1998.
- 5) Cooper, Xiros. John. The Cambridge Introduction to T. S. Eliot. Cambridge University Press 2006.
- 6) Heaney, Seamus. Opened Ground: Selected Poems 1966-1996. Farrar, Straus and Giroux 1999.
- 7) Hughes, Ted. Collected Poems. Farrar, Straus and Giroux 2005.
- 8) O'Brien, Eugene. Seamus Heaney: Searches for Answers. Pluto Press 2003.
- 9) Bloom, Harold. Seamus Heaney: Comprehensive Research and Study Guide. Bloom's Literary Criticism 2003.

Course Code: ENGL4119
Course Title: War Literature
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The objectives of this course are ;to demonstrate to the students the manner in which war has been treated in 20th century literature , to introduce to the students the individual narratives of pain and misery from world war i , to sensitize the students about the discourses related to war and their relative veracity.

Course Outline:

Joseph Heller: Catch 22

Poetry: Selections from First World War poetry ed. By Jon Silkin (Second Edition 1981) , Drummer Hodge – Thomas Hardy , When you see millions of the mouthless dead’ – Charles Hamilton Sorley , Report on Experience – Edmund Blunden , Strange hells – Ivor Gurney , Base Details – Siegfried Sassoon , Exposure – Wilfred Owen , Disabled – Wilfred Owen , The Send-off – Wilfred Owen , Mental Cases-Wilfred Owen , Break of Day in the Trenches – Isaac Rosenberg , August 1914 – Isaac Rosenberg.

Selections from Not With Loud Grieving – Women’s Verse of the Great War: An Anthology with Introduction by Nosheen Khan. Cricket 1915 – Jessie Pope, Unidentified – Mary Borden, Many Sisters to Many Brothers – Rose Macaulay, The Superfluous Woman – Vera Brittain. Sigmund Freud’s Essays; The Uncanny, Thought for the Times on War and Death, Why War, Civilization and its Discontents.

Recommended Books:

- 1) The Winter of the World-Poems of the First World War edited by Dominic Hibberd and John Onions, 2007.
- 2) Poetry of the First World War (1988) ed Not With Loud Grieving by Nosheen Khan
- 3) Heroes’ Twilight: a Study of the Literature of the Great War (1965)
- 4) The Great War and Modern Memory (1977/2000) by Paul Fussell
- 5) The Language of War (2006) by Steve Thorne



Course Code: ENGL3117
Course Title: Translation Studies
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: The course aims at achieving the following objectives; to introduce the field of translation studies to students, to address current theoretical and research issues pertaining to translation, to make students aware of the complexity of translation process and evaluation; to enable students to undertake translation tasks optimally on their own, to emphasize the benefits of translation by enabling students to translate literary texts into their mother tongue.

Course Outline: What is translation? Language, culture and translation , Importance of translation in a multi-lingual society , Types of translation and their objectives , Theories of Translation , Translation and Language , Equivalence in translation , 'Literal' vs. 'Literary' translation , Problems of Translation , The role of translator , Translation and Intercultural Communication , Translating excerpts from short story, drama, poetry texts.

Recommended Books:

- 1) Gentzler, Edwin: Contemporary Translation Theories, Clevedon, Multilingual Matters 2001
- 2) Bassnett, McGuire Susan: Translation Studies, London 2002
- 3) Snell-Hornby, Mary: Translation Studies: An Integrated Approach 1994
- 4) Snell-Hornby, Mary: Handbuch Translation, Tübingen 1998
- 5) Baker, Mona: In Other Words - A Course Book on Translation, London 1992

Course Code: ENGL4134
Course Title: Advanced Phonology
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: After the completion of the course, students will; have an in-depth knowledge of phonology, phonological processes and phonological theories , have an understanding of the phonology of urdu and punjabi , be able to do phonological analysis of other pakistani languages.

Course Outline:

A short history of Phonology

Phoneme and Allophones: Minimal Pairs, complementary distribution, contrastive distribution and free variation, Acoustic properties of phonemes, Phonemic Inventory of Pakistani languages (Urdu and Punjabi).

Introduction to distinctive features: Major Class features: sonorant, consonantal, approximant, Manner features: continuant, nasal, strident, lateral, Place of articulation features: coronal, anterior, strident, distributed, dorsal, guttural, Basic Vowel features, Laryngeal features: spread glottis, constricted glottis.

Syllables, feet, Words: The Sonority Hierarchy; Syllable Structure and templates of Pakistani languages (Urdu and Punjabi).

Stress Patterns: Metrical phonology, Metrical tress and grids, Extrametricality, Quantity sensitivity, Acoustic properties of stress.

Muti-tiered phonology: Introduction to tone languages, Auto-segmental Phonology and the representation of tone, Intonation: models of intonation, functions of intonation, and Acoustic properties of intonation.

Phonological Processes: assimilation, dissimilation, nasalization

Generative Phonology: classic generative phonology, the abstractness question, rule ordering

Optimal theory

Lexical Phonology

Recommended Books:

- 1) Katamba, Francis (1989) An Introduction to Phonology
- 2) Nathan, S. Geoffrey (2008) Phonology: A Cognitive Grammar Introduction
- 3) Pickett, M. James (1999) The Acoustics of Speech Communication
- 4) Gussmann, Edmund (2002) Phonology: Analysis and Theory
- 5) Masica, Collins, The Indo Aryan Languages



Course Code: ENGL4136
Course Title: Morphology and Syntax (Advanced)
Credit Hours: 3(3+0)
Prerequisite(s): None

Course Outline: Word formation process , Morphological systems , Derivational and inflectional morphemes , Lexicons , Morpho-syntactic analysis , Issues in borrowing , Argument structure , Different kinds of Movements , Subjects , Predicates , Introduction to Government and Binding theory , Minimalism.

Recommended Books:

- 1) Aronoff, M., & Feudman, K. (2010). *What is Morphology?* (Second edition). John Wiley and Sons.
- 2) Booij, G. (2007). *The Grammar of Words: an Introduction to Morphology*. OUP.
- 3) Culicover, W. P., & Jackendoff, R. (2005). *Simpler Syntax*. Oxford: OUP.
- 4) Flabb, N. (2007). *Sentence Structure*. (Second edition). Taylor & Francis.
- 5) Haedgeman, L. (1994). *Introduction to Government and Binding Theory*. Blackwell
- 6) Katamba, F. (2004). *Morphology: Morphology and its relation to Semantics and the lexicon*. Routledge.
- 7) Radford, A. (1997). *A Minimalist Introduction*. CUP.
- 8) Radford, A. (2004). *English Syntax: an introduction*. CUP.
- 9) Roberts, G. I. (2007). *Diachronic Syntax*. Oxford: OUP.

Course Code: ENGL4138

Course Title: Stylistics

Credit Hours: 3(3+0)

Prerequisite(s): None

Specific Objectives of course: The aim of the course is to study the features of distinctive varieties of language and to discover and describe the reasons for particular choices made by individual and social groups in their use of language. The course also aims at developing the skills in students to perform stylistic analysis, enables them to uncover the layers, patterns and levels that constitute stylistic description.

course outline: stylistics as a branch of linguistics , style and register , methods and theories of stylistics , linguistic description , conversational style , scripted speech , stylistic features and analysis of literary texts , stylistic features and analysis of religious texts , stylistic features and analysis of newspaper texts , stylistic features and analysis of judiciary texts.

Recommended Books:

- 1) Black, E. (2006). Pragmatic Stylistics. Edinburgh University Press. Bradford, R. (1997). Stylistics: The New Critical Idiom. London: Routledge.
- 2) Fowler, R. (1996). Linguistic Criticism (second edition.). Oxford: Oxford University Press. Haynes, J. (1995). Style. Routledge.
- 3) Halliday, M. A. K. (1990). Spoken and Written Language. Oxford: Oxford University Press
- 4) Hoey, M. (2003). Textual Interaction. London: Routledge.
- 5) Leech, G. & Short, M. (1986). Style in Fiction. London: Longman.
- 6) Simpson, P. (2004). Stylistics: A resource book for students. Routledge.
- 7) Thomas, Jenny. (1995). Meaning in Interaction. London: Longman.
- 8) Widdowson, H. (1992). Practical Stylistics. Oxford: Oxford University
- 9) Wright, L., & Hope, J. (1996). Stylistics: A Practical Course book. Routledge.

Course Code: ENGL4140
Course Title: Semantics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: Upon successful completion of this course, students will be able to demonstrate ; an understanding of the nature of meaning as expressed through language ,an understanding of the basic principles of semantics as applied to English language , an awareness of the range of linguistic devices for expressing time and space relations ,an understanding of the concepts of reference, sense and deixis , an understanding of logical relations relevant to thematic roles and speech acts.

Course Outline:

Introduction to Semantics: Types of reference & mental representations; necessary & sufficient conditions, prototypes, linguistic relativity

Historical and Contemporary Theories of Semantics: Ideational Semantics, Behaviorist Semantics, Referential Semantics etc.

Types of meanings: Leech's seven types of meanings

Semantic Features

Sentences, utterances and proposition: Reference and sense, Referring expressions, Equative sentences, Predicates, Generic sentences, Universe of discourse, Deixis

Lexical relations: Homonymy, Polysemy, Hyponymy, Hypernymy, Antonymy, Synonymy, Metonymy etc.

Lexical relations & truth; logic, entailment and presupposition

Sentence relations; situation types, modality and evidentiality

Thematic roles; Agent, Force, Patient/theme, Experiencer, Instrument, Beneficiary, Result, Source, Goal, Locative, Time, Path

Recommended Books:

- 1) Alan, C. (2010) *Meaning in Language: An Introduction to Semantics and pragmatics*. Oxford University Press.
- 2) Lyons, J. (1996). *Linguistic Semantics: an Introduction*. New York: Cambridge University Press.
- 3) David, L. (2001). *Cognitive Linguistics: An Introduction*. Oxford University press.

Course Code: ENGL4142
Course Title: Historical Linguistics
Credit Hours: 3(3+0)
Prerequisite(s): None

Specific Objectives of course: To introduce the principles and methods of traditional historical linguistics, to examine the relation between synchronic theory and language change.

Course Outline: Introduction, types of linguistic change , Phonetic vs. phonological change , Analogical change , Morphological change and folk etymology , Syntactic change: word order , Syntactic change and typological plausibility , Lexical change: borrowing and lexical loss , Semantic change , Language reconstruction strategies , Internal reconstruction , Models of change: wave theory, family tree theory , The Generative model of language change, Synchronic and Diachronic Analysis.

Recommended Books:

- 1) Campbell, Lyle (2000) Historical linguistics. An introduction. Cambridge, MA: MIT Press.
- 2) Joseph, Brian D. (ed.) (2003) The handbook of historical linguistics. Malden: Blackwell
- 3) Hock, H. Hans (1991) second edition Principles of Historical Linguistics.

