

UNIVERSITY OF SARGODHA, SARGODHANOTIFICATION

No. UOS/Acad/7/5

Dated: 08.08.2017

On the recommendation of Academic Council dated 23.08.2016, the Syndicate in its 1/2017 meeting held on 15-16.05.2017 has approved the revised curriculum of BS 4-year program In English for implementation w.e.f 2015-19 session at Main Campus. The same will be applicable for sub-campuses and Affiliated Colleges w.e.f 2017-2021. Copy of approved curriculum is attached herewith.

(AMJAD HUSSAIN JANJUA)  
Deputy Registrar (Acad)  
for Registrar

**Distribution:**

- Incharge, Department of English
- Controller of Examinations
- Directors, Sub-Campuses
- Principals of Affiliated Colleges concerned
- Web-Developer *(for uploading on university web-site)*

**C.C:**

- Dean, Faculty of Arts & Law
- Secretary to the Vice-Chancellor
- P.A to Registrar
- Notification file

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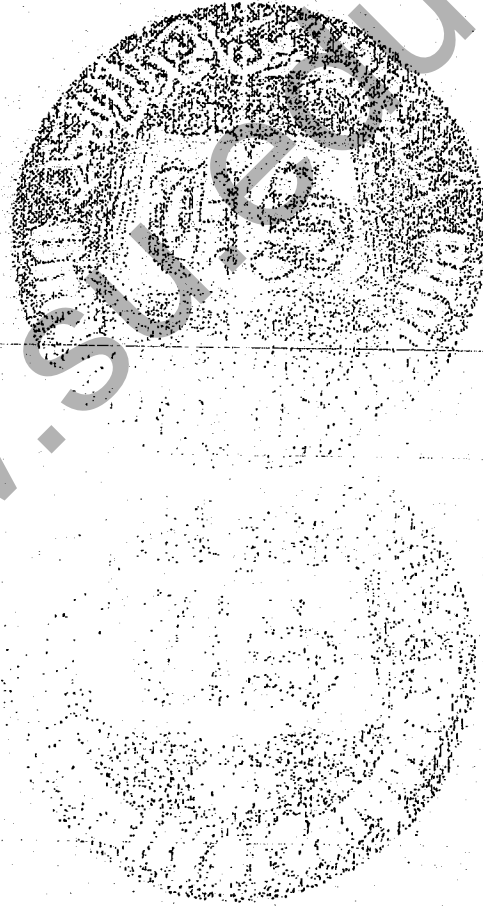
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ریوانڈہ ایس ایس بی ایس اے  
18/11/18

**SYLLABUS BS ENGLISH  
LANGUAGE AND LITERATURE**

**8 SEMESTERS**

**Main Campus**

(Session 2015-2019 and Onward)



**UNIVERSITY OF SARGODHA**

## Aims

- Improve academic standards
- Bring curricula at par with national and international institutions
- Train manpower in social sciences to face the challenges of new Millennium
- Provide trained manpower to address the problems of globalization and WTO

### **Pre-requisites and Requirements of the 4-year Programme** (Main Features of BS 4-Year Programme / Credit Requirements)

Major Subjects:	English Literature & Linguistics
Total courses:	48
Total Credit Hours:	142
Duration:	8 semesters (4 years)
Eligibility:	F.A and F.Sc (Pre-Medical/Engineering), A level
Age Limit:	22 years

#### Compulsory Courses:

Code	Courses	Credit Hrs
ENG 101	Study Skills	3
ENG 105	Pakistan Studies	2
ENG 111	Computer Science	3
ENG 112	Islamic Studies	2

#### Interdisciplinary Courses:

ENG 106	Sociology	3
ENG 110	Psychology	3
ENG 217	Philosophy	3

#### Allied Courses:

ENG 218	Statistics	3
ENG 336	Research Methodology	3

#### Major Courses:

ENG 102	Introduction to Linguistics	3
ENG 103	History of English Literature	3
ENG 104	Advanced Reading Skills	3
ENG 107	Communication Skills	3
ENG 108	Introduction to Short Stories	3
ENG 109	Sociolinguistics	3
ENG 213	Fiction-I	3
ENG 214	Phonetics & Phonology	3
ENG 215	Intercultural Communication	1
ENG 216	Prose-I	3
ENG 219	Introduction to World Englishes	3
ENG 220	Greek & Classical Drama-I	3
ENG 221	Classical Poetry-I	3
ENG 222	Fiction-II	3
ENG 223	Semantics & Pragmatics	3
ENG 224	Morphology & Syntax	3
ENG 325	Drama II- Shakespeare	3
ENG 326	Literary Criticism-I	3

ENG 327	Fiction-III	3
ENG 328	Classical Poetry-II	3
ENG 329	Applied Linguistics	3
ENG 330	Stylistics-I	3
ENG 331	Literary Criticism-II	3
ENG 332	Drama-III	3
ENG 333	Prose-II	3
ENG 334	Romantic Poetry	3
ENG 335	Stylistics-II	3
ENG 437	Criticism-III	3
ENG 438	Drama-IV	3
ENG 439	American Novel & Poetry	3
ENG 440	Prose-III	3
ENG 441	ESP	3
ENG 442	20 <sup>th</sup> Century Poetry	3
ENG 443	Post Colonial Novel	3
ENG 444	History of Western Civilization/Dissertation	3
ENG 445	American Drama	3
ENG 446	World Literature in Translation/Dissertation	3
ENG 447	Psycholinguistics	3
ENG 448	Discourse Analysis	3

Grand Total

142

**Note:**

- (a) Each Semester shall be of four and half months for teaching (18 weeks), one week for the conduct of examination and one week for the preparation of results.
- (b)
- All major courses are of 3 credit hrs.
  - The students obtaining CGPA 2.5 and above will be offered Dissertation in lieu of two courses from the list in 8<sup>th</sup> Semester. However, the dissertation will be subject to the availability of the Research Supervisor. For ongoing semesters, two courses are hereby added in lieu of dissertation. These courses are of 3 credit hours each.

1. History of Western Civilization
2. World Literature in Translation

**Important Instructions:**

The books prescribed for different courses are the representative works of selected writers. The students/candidates are required to have thorough knowledge/information of the writers' life, age, history and other works

## SCHEME OF STUDIES BS English (4 year)

SEMESTER-I		Course	Credit Hours
ENG	101	Study Skills <i>S</i>	3
ENG	102	Introduction to Linguistics <i>D</i>	3
ENG	103	History of English Literature <i>D</i>	3
ENG	104	Advanced Reading Skills <i>D</i>	3
ENG	105	Pakistan Studies <i>S</i>	2
ENG	106	Sociology <i>S</i>	3
Total			17
SEMESTER-II		Course	Credit Hours
ENG	107	Communication Skills+ <i>S</i>	3
ENG	108	Introduction to Short Stories <i>D</i>	3
ENG	109	Sociolinguistics <i>D</i>	3
ENG	110	Psychology <i>S</i>	3
ENG	111	Computer Science <i>S</i>	3
ENG	112	Islamic Studies <i>D</i>	2
Total			17
SEMESTER-III		Course	Credit Hours
ENG	213	Fiction-I <i>D</i>	3
ENG	214	Phonetics & Phonology <i>S</i>	3
ENG	215	Intercultural Communication <i>D</i>	3
ENG	216	Prose-I <i>D</i>	3
ENG	217	Philosophy <i>S</i>	3
ENG	218	Statistics <i>S</i>	3
Total			18
SEMESTER-IV		Course	Credit Hours
ENG	219	Introduction to World Englishes <i>D</i>	3
ENG	220	Greek & Classical Drama-I <i>S</i>	3
ENG	221	Classical Poetry-I <i>D</i>	3
ENG	222	Fiction-II <i>S</i>	3
ENG	223	Semantics & Pragmatics <i>S</i>	3
ENG	224	Morphology & Syntax <i>D</i>	3
Total			18
SEMESTER-V		Course	Credit Hours
ENG	325	Shakespeare <i>D</i>	3
ENG	326	Literary Criticism-I <i>S</i>	3
ENG	327	Fiction-III <i>S</i>	3
ENG	328	Classical Poetry-II <i>D</i>	3

ENG	329	Applied Linguistics S	3
ENG	330	Stylistics-I D	3
Total			18

SEMESTER-VI

ENG	331	Literary Criticism-II S	3
ENG	332	Drama-II D	3
ENG	333	Prose-II D	3
ENG	334	Romantic Poetry D	3
ENG	335	Stylistics-II D	3
ENG	336	Research Methodology D	3
Total			18

SEMESTER-VII

ENG	437	Criticism-III S	3
ENG	438	Drama-IV D	3
ENG	439	American Novel & Poetry D	3
ENG	440	Prose-III D	3
ENG	441	ESP S	3
ENG	442	20 <sup>th</sup> Century Poetry D	3
Total			18

SEMESTER-VIII

ENG	443	Post Colonial Novel D	3
ENG	444	History of Western Civilization/Dissertation D	3
ENG	445	American Drama S	3
ENG	446	World Literature in Translation/Dissertation S	3
ENG	447	Psycholinguistics S	3
ENG	448	Discourse Analysis D	3
Total			18

Grand Total 142

# SEMESTER-I

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**Aims & Objectives:**

The aim of this course is to groom the students linguistically in such a manner that they can operate independently on a reliable measure of communicative competence in the twin productive skills of speech and writing. This course also aims to train students in acquiring all the study skills required to cope efficiently not only with the students' challenges of the English language but also with the demands of other subjects written in the English language which need to be dealt with at optimal level of efficiency.

**Course Contents****General Study Skills**

Getting organized and knowing one's target

Dictionary skills

Using the library

Remembering and learning

Techniques for reading

Critical thinking

Tackling a book

**Specific Writing Skills**

Note-taking from lectures and books

Brainstorming

Outlining and summarizing

Paragraph writing and essay writing

CV writing and job application writing

Dealing with examination

**Specific Oral Skills**

Discussion in tutorials

Effective classroom interaction

Giving a presentation

Taking part in seminars

**Suggested Readings**

- Wallace, M. (1980). *Study Skills in English*. CUP
- Langan, J. (1981). *English Skills*. New York: McGraw Hill Book Co.
- O'Brien, T., & Jordan, R. R. (1985). *Developing reference skills*. London: Collins ELT.
- Price-Machado, D. (1998). *Skills for Success*. CUP.



(New course)

**2. INTRODUCTION TO LINGUISTICS** Course Code: ENG-102 Credit Hrs: 3

**Aims & Objectives:**

The aim of this course is to introduce students to the very basic concepts of language which have immediate relation to their ordinary as well as academic life. To sensitize students to the various shades and aspects of language, to show that it is not a monolithic whole but something that can be looked at in detail. Serious theoretical discussions about these aspects have been deferred to subsequent studies of language at advanced level. The core components of linguistics: phonology, morphology, syntax, semantics, discourse and pragmatics will be introduced.

**Course Contents**

1. What is Language?
2. Characteristics of Human Language
3. Origin of Language
4. Language Universal Tripods
5. Functions of Language
6. What is Linguistics
7. Branches of Linguistics
  - a. Phonetics and Phonology
  - b. Syntax
  - c. Morphology
  - d. Semantics
8. Sociolinguistics / Psycholinguistics

**Recommended-Reading**

- Aitchison, J. (2000). *Linguistics*. (Teach Yourself Books)
- Akmajian, A., Demers, R. A., & Harnish, R. M. (1979). *Linguistics, an introduction to language and communication*. Cambridge, MA: MIT Press.
- Coulthard, M. (1985). *An introduction to Discourse Analysis* new ED, Cambridge CUP
- Crystal, D. (1991). *The Cambridge Encyclopedia of Language*
- Farmer, A.K; Demers, R.A.A Linguistics Work Book
- Finch, G. How to Study Linguistics: A Guide to Understanding Linguistics.
- Formkin, V.A; Roadman, R and Hymas, M (2002). *Introduction to Language*. 6th ed.
- Gee, J.P (2005). *An introduction to discourse analysis*.
- Kristen Malmkjaer (ed.) (2000). London. Longman.
- Lyons, J. (1990). *Language and linguistics*. Massachusetts: MIT.
- McCarthy, M. (1991). *Discourse analysis for language teachers*. Moonbean Publications. New York: Heinly.
- Radford, A. Atkinson, M. Britain, D. Clahsen, H. Spencer. A (1999). *Linguistics: An introduction*. CUP  
Rutledge. London & New York.  
The Linguistics Encyclopedia.
- Todd, L (1987). *An introduction to Linguistics*.
- Victoria, F & Roadman, R (1998). *An Introduction to language*. Harcourt

- Yule, G (1996). *The Study of language*.
- Yule, G (2006). *The Study of language*. 2nd Edition. CUP.

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### 3. HISTORY OF ENGLISH LITERATURE

Course Code: ENG-103

Credit Hrs: 3

#### Aims & Objectives:

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

#### Course Contents

- Medieval English period (1000- 1453 AD)
- Renaissance (1453 – 1616 AD)
- Puritan Age (1616 – 1660 AD)
- Augustan Age (1660 – 1789 AD)
- Romantic Age (1789 – 1832 AD)
- Victorian Age (1835 – 1900 AD) including early and later Victorian Age
- 20<sup>th</sup> Century

#### Recommended Readings

- Compton-Rockett, A. (1940). *A history of English literature*. Thomas-Nelson & Sales.
- Daiches, D. (1961). *A critical history of English literature*. VOL.1-4 London: Secker & Warburg.
- Evans, I. (1976). *A short history of English literature*. London. Penguin.
- Ford, B. (1976). *The new pelican guide to English literature*. VOL.1-9 London Penguin.
- Gillie, C. Longman, *Companee to English Literature* 2<sup>nd</sup> edition London Longman 1977.
- Long William English Literature: Its History & Significance for the life of English, enlarged edition 2006.
- Sanders Andrew, *The Short Oxford History of English Literature*, Oxford University Press 2002.

**Aims & Objectives:**

This course aims at improving reading skills through the various forms and styles of genre of poetry, originally in English or translated. The students will be given hands-on practice of reading styles on literary texts. The readers will find here a combination of elegy, ode, lyric, ballad, free verse and many other types. In a way the variety of the poetic expression informs about the sub-generic elements regarding long, light, shaped, free or other possible forms of verse. For some background help the teachers may introduce more kinds of poetic expressions and also consult any reference book detailing the fundamentals of poetry. As far as the aim of introducing one-act plays is concerned, it is to familiarize the readers with fundamentals of drama i-e character, plot, setting, dialogue through one-act play, It would prepare them for a mature understanding of drama as a popular genre in literature.

**Course Contents****a. Sonnet**

Milton

Shakespeare

On his Blindness

Let me not to the Marriage of True  
Minds**b. Songs**

Christina Rossetti

John Donne

When I am Dead my Dearest

Go and Catch a Falling Star

**c. Dramatic Monologue / Soliloquy**

Robert Browning

William Shakespeare

My Last Duchess

To be or not to be (Hamlet)

**d. Elegy**

Thomas Gray

Dylan Thomas

An Elegy written in the Country  
ChurchyardA Refusal to mourn the Death by Fire of  
a Child in London**e. Ballad**

John Keats

W.H. Auden

La Belle Dame Sans Merci

O What is that Sound

**f. Ode**

Percy .B. Shelley

John Keats

Ode to the West Wind

Ode to Autumn

**g. Free Verse**

Ezra Pound

Four Poems of Departure

**ONE-ACT PLAYS:**

Amy Goldman Koss

Anton Chekov

Lady Gregory

Smoke Screen

The Bear

The Rising of the Moon

**Recommended Readings**

- Barnet, S. (1975). *A Short Guide to writing about literature* (7th edition). New York

- Bottoms, S. (Ed.). (2005). *The Cambridge Companion to Edward Albee*. CUP.
- Boulton, M. (2014). *The Anatomy of Poetry*. Routledge.
- Bhaktibenode, C. (1990). *Anton Chekov. The crusader for a better World*. Harper& Collins.
- Kennedy, X.J., & Gioia, D. (2010). *An introduction to Poetry* (8th Edition). Longman
- Kopper, E. A. (1991). *Lady Gregory: A Review of the Criticism*. E.A Kopper Jr.
- Walton, A., & Menand, L. (2000). *The Cambridge History of Literary Criticism*. Cambridge University Press.

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**Aims & Objectives:**

It is an introductory course with the sole objective of acquainting students with the history and movement that led to the creation of Pakistan. The course is divided into two sections. First part of the course will briefly examine the history of Pakistan Movement. In the second part the student will be introduced to some of the history of the key issues confronting Pakistan since its inception. They have been clearly mentioned in the outline. This course is a combination of historical narration (confined to the part-1) and conceptual understanding of our key problems as a nation after 1947 (To be dealt with in the latter part).

**Course Contents****Part-I**

1. Introduction to Pakistan Movement (Historical perspective)
2. Post 1947 Pakistan; history, geography, ideology, and economy
3. People and its culture- languages
4. Important issues in Pakistan's politics

**Part-2**

1. Constitution making
2. Political Parties
3. Martial Law
4. Break-up of Pakistan
5. Kala Bagh Dam
6. Regional disparity
7. Language Controversy
8. Status of minorities in Pakistan
9. Politics of ethnicity
10. Democracy in Pakistan, part, present & the future
11. Population
12. Gender Inequality and Women

**Reading List**

- Amin, T. (1988). *Ethno-national movements of Pakistan*. Institute of Policy Studies, Islamabad.
- Husain, I. (1999). *Pakistan: The economy of an elitist state*. Oxford University Press, Karachi.
- LTD ST Anatomy's College Oxford.
- Malik, I., H. (1997). *State and Civil Society in Pakistan*. Macmillan Press
- Mifflus Company, Boston 1967.

- Sayeed, K. *Pakistan the formative phase* (This book provides a good historical perspective on Pakistan Movement ) Oxford University Press, Karachi
- Sayeed, K. *The political system of Pakistan*. Queen University, Houghton
- Zaidi, S., A. (1999). *Issues in Pakistan's economy*. Oxford University Press. Karachi

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**Aims & Objectives:**

The aim of this course is to give students a basic understanding of human culture and society. To give a refreshing insight into some of the problems that an individual has to confront as a member of a society to sensitize them about the key current issues like gender, ethnicity etc. so that they are able to become a better, productive part of the society.

**Course Contents****1. Sociology and Its Importance**

- Introduction
- Subject Matter of Sociology
- Sociology and other Social Sciences
- Sociology as a Science

**2. The Development of Sociology**

- Theoretical Perspectives in Sociology
- The origin: Early Sociology
  - Abdul Rehman, Ibn Khaldun, August Comte, Herbert Spencer, Karl Marx, Emile Durkheim and Max Weber
- Modern Sociology
  - Pitirim Sorokin, Talcott Parsons and George Herbert Mead

**3. Research in Sociology**

- A Research Model
- Research Methods
- Surveys
- Participant Observation
- Secondary Analysis
- Documents
- Unobtrusive Measures
- Experiments.
- Ethics in Sociological Research
- Research and Theory Together

**4. Social Structure and Social Interaction**

- Social Interaction in Everyday Life
- Process of Social Interaction
- The Macro Sociological Perspective: Social Structure.
- Social Status, Roles, Groups and Social Class.
- Social Institutions. (Family, Education, Religion, Economics and Politics).

**5. Societies to Social Networks.**



- Social Groups.
- Group Dynamics.
- Social Groups and Societies.
- The Transformation of Societies

## 6. Culture

- Meaning and Nature of Culture
- Components of Culture
  - Symbols, Language, Values, Norms and Laws
- Culture and Society
- Technology Global Village and Sociology

## 7. Socialization

- Social development of Self, Mind, and Emotions
- Socialization in Gender
- Agents of Socialization
- Socialization through the Life Course

## 8. Social Class in Contemporary Society

- Components of Social Class
- Sociological Model of Social Class
- Consequences of Social Class
- Social Mobility
- Poverty

## 9. Inequalities of Gender

- Issues of Sex and Gender
- Gender Equality in Local Perspective
- Gender Inequality in Theoretical Perspective
- Gender Inequality in Workplace
- Gender Relations in Workplace

### Books Recommended

- Brgjar, G., J. & Soroka, M., P. (1997). *Sociology*. Allyn & Bacon
- Hensin, J., M. (1997). *Sociology*. Allyn & Bacon
- Kendal, D. (2001). *Sociology in our times*. 32<sup>nd</sup> Edition. Ward worth.

**SEMESTER-II**

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**Aims & Objectives:**

The aim of the course is to enhance the speaking and writing skills of the students so that they are able to use the language efficiently in academic and real life situations.

**Course Contents****Communication**

- a. Spoken
- b. Written

**Speaking**

- Managing communication problems
- Taking part in discussions
- Expressing opinions
- Making judgments
- Modifying people's behaviour
- Expressing personal feelings
- Requesting and giving information
- Expressing thought processes
- Interacting socially
- Preparing for an interview

**Writing Skills**

- CV writing
- Letters (official)
- Applications
- Job Applications
- Report Writing (short)
- Paragraph writing
- Aspects of Oral Skills
  - 1- Fluency
  - 2- Accuracy
  - 3- Non-Verbal

**Verbal:**

- Techniques/Activities/Strategies for fluency
- Oral Presentations
- Discussion
- Dialogues
- Telephone Calls
- Interviews
- Aspects of Accuracy
- Phonemes
- Syllables

- Pronunciation of words
- Intonation

**Non-Verbal:**

- Gestures
- Facial Expressions
- Hand movements etc.

**Recommended Texts**

- Bertha Bu Babcock Blundel, Higgens & Middlemiss
- Essential of Business Communication by Mary Ellen Guffay
- Hedge. (1988). *Writing*. ELBS.
- Hudson. (2002). *Mastering English language*. McMillan.
- McMurrey & Chapman. (1983). *Writing fundamentals*. McMillan.
- Robey et al. (2002). *New handbook of basic writing skills*. Harcourt College Publishers.

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## 2. INTRODUCTION TO SHORT STORIES

Course Code: ENG-108

Credit Hrs: 3

### Aims & Objectives:

The aim of this part of the curriculum is to introduce the students a popular genre of fiction. As a genre, short story has received relatively little critical attention, and the most valuable studies of the form that exist are often limited by region or era (e.g., Ray B. West's *The Short Story in America 1900-50*). One recent attempt to account for the genre has been offered by the Irish short story writer Frank O'Connor, who suggests that stories are a means for "submerged population groups" to address a dominating community. Most other theoretical discussions, however, are predicated in one way or another on Edgar Allan Poe's thesis that stories must have a compact, unified effect. However, the following list comprises stories written by distinguished writers from all over the globe.

### Course Contents

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

### Recommended Readings

1. Baym, N. (2002). *The Norton anthology of American literature*. Vol. D. W.W. Norton & Company.
2. Bloom, H. (1988). *George Elliot's the Mill on the Floss* (Bloom's Modern Critical Interpretations). Chelsea House Pub.
3. Forster, E.M. (1956). *Aspects of the novel*. Harvest Books.
4. Martin, B. M. (1989). *Anthology of English Literature Vol. 4*. Macmillan Oub. Co.
5. Michie, E. B. (2006). *Charlotte Bronte's Jane Eyre: A Casebook* (Casebooks in Criticism). Oxford University Press, USA.

**Aims & Objectives:**

The aim of the course is to develop among the students an awareness and understanding of interaction between language and society. This will enable the students to study the qualitative and quantitative manifestations of language in society.

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

- 1.1 Our knowledge of language
- 1.2 The problem of variation
- 1.3 The scientific investigation of language
- 1.4 Relationships between language and society

**2. Language, Dialects and Varieties**

- 2.1 Language and Dialects
  - 2.1.1 Regional dialects
  - 2.1.2 Social dialects
  - 2.1.3 Styles and registers

**3. Speech communities**

- 3.1. Choosing your variety or code
- 3.2. Diglossia
- 3.3. Code-switching or code-mixing
- 3.4. Language maintenance and shift

**4. Linguistic varieties and multilingual nations**

- 4.1. National and official languages
- 4.2. Planning for a national official language
- 4.3. The linguist's role in planning
- 4.4. Language policies and planning in Pakistan

**5. Language change**

- 5.1. Traditional view
- 5.2. Some changes in progress
- 5.3. The mechanism of change

**6. Language and culture**

- 6.1. The Whorfian hypothesis
- 6.2. Kinship systems
- 6.3. Colour terminology
- 6.4. Prototype theory
- 6.5. Taboo and euphemisms

**7. Ethnography and ethnomethodology**

- 7.1. Varieties of talk
- 7.2. The ethnography of communication
- 7.3. Ethnomethodology

**8. Solidarity and politeness**

- 8.1 Tus and vous
- 8.2 Address terms
- 8.3 Politeness

## 9. Language and Gender

- 9.1 Male-female differences
- 9.2 Some possible explanations

## 10 Attitudes and applications

- 10.1 Attitudes to language
- 10.2 Socio linguistics and education
- 10.3 Socio linguistic Universals
- 10.4 Language and Worldview
- 10.5 Language and power

### Recommended Readings

- Aitchison, J. (1998). *The articulate mammal: An introduction to psycholinguistics*.
- Cook, V. (1993). *Linguistics and second language acquisition* London: Arnold.
- Cook, V. (2001). *Second language learning and language teaching*.
- Freshen, S. and Terrel, T. (1983). *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon.
- Garman, M. (1990). *Psycholinguistics*. Cambridge: Cambridge UP.
- McLaughlin, B. (1987). *Theories of second-language learning*. London: Arnold.
- Osherson, D and Lasnik, H. Eds (1990). *Language: An invitation to cognitive science*. Vol: 01. 1<sup>st</sup> Ed. Cambridge, MA, MIT Press.
- Richards J. (1993). *Error analysis: Perspective on second /language acquisition* London: Lang man
- Scovel, T. (1998). *Psycholinguistics*: Oxford Introduction to Language Study Series. Oxford: OUP.
- Steinberg, D. D. And Sciarini, N. V. (2006). *An introduction to psycholinguistics*.

**Aims and Objectives:**

This is an introductory course on psychology. The aim of this course is to impart basic understanding of psychology so that the students are able understand the manifestations of psychological concepts in language and literature. The course will enable the learner to develop a dynamic understanding of linguistic and literary concepts.

**i. Introduction to Psychology**

Definition applied fields and goals of psychology  
Rise of psychology as science  
Major trends in development of psychology

**ii. Sensation**

Sensory procession  
Vision  
Audition

**iii. Perception**

Attentional Process  
Organizational Process in perception  
Identification and recognition processes

**iv. Learning and Behavior**

Classical conditioning  
Operant conditioning  
Observational learning

**v. Memory**

Sensory memory  
Short-term memory  
Learning and encoding in LTM  
Remembering

**vi. Motivation and Emotion**

Definition and types of motives (primary, sensory and general)  
Basic emotions and culture  
Theories of emotions  
Functions of emotions

**vii. Personality**

Definition and assessment of personality  
Theories of personality  
Psychodynamic Theory  
    Behaviorist Theory  
    Humanistic Theory  
    Trait Theory

**viii. Social Psychology**

Social cognition  
Attitudes and their formation  
Prejudice  
Social influences and group behavior



## Interpersonal attraction and loving

### Recommended Books

- Lahey, B. (2003). *Psychology*. McGraw Hill
- Feldman, R. S. (2002). *Understanding Psychology*. McGraw Hill
- GreowJosh, R. (1997). *Psychology: An introduction*. Longman
- Carlson N R. and Buskist, W. (1997). *Psychology*. Allyn And Bacon
- Zimbardo, G. and Gerring T. J. (1996). *Psychology and life*. Harper Collins Publishers

WWW.SU.EDU.PK

**Aims & Objectives:**

This course aims at equipping the students with the basic concepts and skills of computer. The course will enable the students to organize their work, make classroom assignments and term papers, and prepare power point presentations/ It will help them cope with demands of the new cyber world also.

**Course Contents****1-Computer and Software**

- Introduction, history and types of Computers
- Introduction and types of software
- Data processing and storage
- Input and output CPU devices

**2-Windows and Internet**

- Introduction and types of windows
- Accessories, explorer, my computer, recycle bin, printing
- Understanding folders, copying, deleting and moving files, drag and rap
- Internet Usage
- Introduction
- Internet Based Services
- World Wide Web and Web Sites, Usage of E-mail
- Searching on Internet

**3-MS-Word, MS-Excel & Power Point**

- Creating, editing, formatting, and printing the document
- Working on multiple documents of word & workbook of Excel
- Working on workbook: managing formula on Excel
- Power Point slides formatting
- Hyperlink

**Reading List**

- Basic Computer Skills Programme
- Computers by Laury Long and Nancy Ling

نصاب برائے اسلامیات لازمی کلاس BS 4 Years

باب اول: مطالعہ قرآن و حدیث

باب دوم: مطالعہ سیرت

باب سوم: مطالعہ تہذیب و تمدن

باب اول: مطالعہ قرآن و حدیث (Topical Study of Quran & Hadith)

موضوعات

۱۔ توحید (دلائل کا عقلی و نقلی مطالعہ، تفکر و تدبیر)

آیات

۱. اللہ مافی السموات و مافی الارض وان تبد و ما فی انفسکم او تخفوه یحاسبکم به اللہ فیغفر لمن یشاء ویعذب من یشاء واللہ علی کل شیء قدیر۔ (البقرة: ۲۸۴)

۲. الم تر و ان اللہ سخر لکم مافی السموات و مافی الارض و اسبغ علیکم نعمه ظاہرہ و باطنہ و من الناس من یجادل فی اللہ بغير علم ر ہدی ولا کتاب منیر۔ (لقمان: ۲۰)

۳. ربنا لانوا خذنا ان نسینا و اخطانا ربنا ولا تحملنا اصرنا کما حملتہ علی الذین من قبلنا ربنا ولا تحملنا ما لا طاقة لنا به و اعف عنا و اغفر لنا و ارحمنا انت مولانا فانصرنا علی القوم الکافرین۔ (البقرة: ۲۸۶)

۴. سنریہم ایتنا فی الآفاق و فی انفسہم حتی یتبین لهم انه الحق اولم یکف بربک انه علی کل شیء شہید۔ (حم السجدة: ۴۱)

ان فی خلق السموات و الارض و اختلاف اللیل و النهار لایت الالیاب۔ (آل عمران: ۱۹۰)

۵. الذین یدکرون اللہ قیاماً و قعوداً و علی جنوبہم و یتفکرون فی خلق السموات و الارض ربنا ما خلقت هذا باطلاً، سبحانک فقنا عذاب النار۔ (آل عمران: ۱۹۲)

احادیث

عن عمر بن الخطاب قال: قال رسول اللہ ﷺ حين سئل عن الايمان ان تؤمن بالله و ملائکته و کتبه و رسله و الیوم الآخر و تؤمن بالقدر خیرہ و شرہ (متفق علیہ)

۲: رسالت (الہامی کتب، و ملائکہ پر ایمان، آداب نبوی، اطاعت رسول اور ختم نبوت)

آیات:

۱. امن الرسول ما انزل الیہ من ربه و المؤمنون کل امن بالله و ملائکته و رسلہ لا نفرق بین احد من رسلہ و قالوا سمعنا و اطعنا غفرانک ربنا و الیک المصیر۔ (البقرة: ۲۴۵)

۲. یا ایہا الذین امنوا لا تقدموا بین یدی اللہ و رسلہ و اتقوا اللہ ان اللہ سمیع علیم۔ (الحجرات: ۱)

واخرى تحببها نصر من الله وفتح قريب وبشر المؤمنين. (الصف: ١٣)

احاديث

١. عن ابن عمر قال: قال رسول الله ﷺ بنى الاسلام على خمس شهادة ان لا اله الا الله وان محمدا عبده ورسوله واقام الصلوة وابتاء الزكوة والحج وصوم رمضان (متفق عليه)

٢. عن شيراز بن عبد الله قال: قال رسول الله ﷺ مروا الصبي الصلوة اذا بلغ سبع سنين واداه بلغ عشر سنين فاضربوه عليها. (سنن ابو داود، جامع ترمذى)

٣. عن ابي هريرة قال: قال رسول الله ﷺ من اتاه الله مالا فلم يود زكوة مثل له ماله يوم القيامة شجاعا اقرع له زبيتان يطوقه يوم القيامة ياخذ بلهزمته (يعنى شدائيه) ثم يقول انا مالك وانا كنزك ثم تلا ولا يحسن الذين ييخلون بما آتهم الله من فضله هو خير لهم بل هو شر لهم سيطوفون ما يخلوا به يوم القيامة..... الخ (بخارى)

٤. عن علي قال: قال رسول الله ﷺ من ملك زاد راحلته تبلغه الى بيت الله ولم يحج فلا عليه ان يموت يهوديا او نصرانيا وذلك ان الا تبارك وتعالى يقول وللا على الناس حج البيت من استطاع اليه سبيلا (جامع ترمذى)

٥. صفات المؤمنين

آيات

١. وعباد الرحمن الذين يمشون على الارض هونا و اذا خاطبهم الجاهلون قالوا سلما. (الفرقان: ١)

٢. والذين يبيتون لربهم سجدا وقياما. (الفرقان: ٢)

٣. والذين يقولون ربنا اصرف عنا عذاب جهنم ان عذابها كان غراما. (الفرقان: ٣)

٤. انها ساءت مستقرا و مقاما. (الفرقان: ٤)

٥. والذين اذا انفقوا لم يسرفوا ولم يقتروا وكان بين ذلك قواما. (الفرقان: ٥)

٦. والذين لا يدعون مع الله الها اخر ولا يقتلون النفس التى حرم الله الا بالحق ولا يزنون ومن يفعل ذلك يلق اثاما. (الفرقان: ٦)

٧. يضعف له العذاب يوم القيمة و يخلد فيه مهانا. (الفرقان: ٧)

٨. الا من تاب و عمل صالحا فأولئك يبدل الله سيئاتهم حسنت و كان الله غفورا رحيما. (الفرقان: ٨)

٩. ومن تاب و عمل صالحا فإنه يتوب الى الله متابا. (الفرقان: ٩)

١٠. والذين لا يشهدون الزور و اذا مروا باللغو مروا كراما. (الفرقان: ١٠)

١١. والذين اذا ذكروا بايت ربهم لم يخروا عليها صما و عميانا. (الفرقان: ١١)

١٢. والذين يقولون ربنا هب لنا من ازواجنا ذريتنا قره أعين و اجعلنا للمتقين اماما. (الفرقان: ١٢)

١٣. اولئك يجزون الغرفة بما صبروا و يلقون فيها تحية و سلما. (الفرقان: ١٣)

١٤. خلدين فيها حسنت مستقرا و مقاما. (الفرقان: ١٤)

١٥. قل ما يعبؤا بكم ربى لو لادعواكم فقد كذبتم فسوف يكون لزاما. (الفرقان: ١٥)

١٦. والذين هم لفروجهم حافظون. (المؤمنون: ٣)

١٧. الا على ازواجهم او ما ملكت ايماهم فانهم غير ملومين. (المؤمنون: ٥)

٦. والذين هم على صلواتهم يحافظون. (المؤمنون: ٦)

٧. اولئك هم البرار ثون. (المؤمنون: ٧)

٨. الذين يرثون الفردوس. (المؤمنون: ٨)

٩. هم فيها خالدون. (المؤمنون: ٩)

احاديث

١. عن انس قال: قال رسول الله ﷺ والذي نفسى بيده لا يؤمن عبد حتى يحب لا خيه ما يحب لنفسه (متفق عليه)

٢. عن النعمان بن بشير قال: قال رسول الله ﷺ ترى المؤمنين في تراحمهم وتوادهم وتعاطفهم كمثل الجسد اذا اشتكى عضو تداعى له سائر الجسد بالسهر والحمى (متفق عليه)

٦. آداب معاشرت

١. وان طانفتان من المؤمنين اقتلوا فاصلحوا بينهما فان بغت احدهما على الاخرى فقاتلوا التي تبغى حتى تفيء الى امر الله فان فانت فاصلحوا بينهما بالعدل واقسطوا ان الله يحب المقسطين. (الحجرات: ٩)

٢. انما المؤمنون اخوة فاصلحوا بين اخويكم واتقوا الله لعلكم ترحمون. (الحجرات: ١٠)

٣. يا ايها الذين امنوا لا يستخرقوم من قوم عسى ان يكونوا خيرا منهم ولا نساء من نساء عسى ان يكن خيرا منهن ولا تلمزوا انفسكم ولا تنازروا بالالقباب بدس الاثم الفسوق بعد الايمان ومن لم يتب فاولئك هم الظالمون. (الحجرات: ١١)

٤. يا ايها الذين امنوا اجنبوا كثيرا من الظن ان بعض الظن اثم ولا تجسسوا ولا يغتب بعضكم بعضا. ايحب احدكم ان ياكل لحم اخيه ميتا فكرهتموه واتوا الله ان الله تواب رحيم (الحجرات: ١٢)

٥. يا ايها الذين اتاخناكم من ذكر وانثى وجعلناكم شعوبا وقبائل لتعارفوا ان اكرمكم عند الله اتقاكم ان الله عليم خبير (الحجرات: ١٣)

احاديث

عن ابي هريرة ان رسول الله ﷺ قال: ان المفلس من امتى من ياتي يوم القيامة بصلاة و صيام و زكوة، وياتي قد شتم هذا، وقذف هذا، واكل مال هذا، وسفك دم هذا، وضرب هذا، فيعطى هذا من حسناته، وهذا من حسناته، وهذا من حسناته، فان فثنت حسناته قبل ان يقضى ما عليه اخذ من خطاياهم فطرحت عليه ثم طرح في النار

٤. دعوت واقامت دين

١. ومن اظلم ممن افترى على الله الكذب وهو يدعى الى الاسلام والله لا يهدي القوم الظالمين. (الصف: ٦١)

٢. يريدون ليظفون نور الله بافواههم، والله متم نوره ولو كره الكافرون. (الصف: ٦٢)

٣. هو الذي ارسل رسوله بالهدى ودين الحق ليظهره على الدين كله ولو كره المشركون. (الصف: ٦٣)

احاديث

١. عن ابي سعيد بن الخديري عن رسول الله ﷺ قال من راي منكم منكرا فليغيره بيده فان لم يستطع فبلسانه فان لم يستطع فبقلبه و ذلك اضعف الايمان (مسلم)

٢. عن عبد الله بن عمر قال قال رسول الله ﷺ الا كلكم راع و كلكم مسؤول عن رعيته فالامام الذي على الناس راع وهو مسؤول عن رعيته والرجل راع على اهل بيته وهو مسؤول عن رعيته والمرأة راعية على بيت زوجها وولده وهي مسؤلة عنهم وعبد الرجل راع على

٢. يا ايها الذين امنوا لا ترفعوا اصواتكم فوق صوت النبي ولا تجهروا له بالقول كجهر بعضكم لبعض ان تحبط اعمالكم وانتم لا تعلمون  
(الحجرات: ٢)

٣. ان الذين يفضون اصواتهم عند رسول الله اولئك الذين امتحن الله قلوبهم للتقوى لهم مغفرة واجر عظيم. (الحجرات: ٣)

٤. ولوانهم صبروا حتى تخرج اليهم لكان خيرا لهم والله غفور رحيم. (الحجرات: ٣)

٥. ان الذين ينادونك من وراء الحجرات اكثرهم لا يعقلون. (الحجرات: ٥)

٦. يا ايها الذين امنوا ان جاءكم فاسق بنبأ فتبينوا ان تصيبوا قوما بجهالة فتصبحوا على ما فعلتم نادمين. (الحجرات: ٦)

٧. واعلموا ان فيكم رسول الله لو يطيعكم في كثير من الامر لعنتم ولكن الله حبب اليكم الايمان وزينه في قلوبكم وكره اليكم الكفر والفسوق والعصيان اولئك هم الراشدون. (الحجرات: ٧)

٨. فضلا من الله ونعمة والله عليم حكيم. (الحجرات: ٨)

٩. النبي اولى بالمؤمنين من انفسهم وازواجه امهاتهم واولوالارحام بعضهم اولى ببعض في كتاب الله من المؤمنين المهاجرين الا ان تفعلوا الى اولياءكم معروفاء، كان ذلك في الكتاب مسطوراً. (الاحزاب: ٦)

١٠. ان الله وملائكته يصلون على النبي يا ايها الذين امنوا صلوا عليه وسلموا تسليماً. (الاحزاب: ٥٦)

١١. ان الذين يوذون الله ورسوله لعنهم الله في الدنيا والاخرة واعد لهم عذاباً مهيناً. (الاحزاب: ٥٧)

١٢. لقد كان لكم في رسول الله اسوة حسنة لمن كان يرجو الله واليوم الآخر وذكر الله كثيراً. (الاحزاب: ٢١)

١٣. ما كان محمد اباً احد من رجالكم ولكن رسول الله وخاتم النبيين وكان الله بكل شيء عليماً. (الاحزاب: ٤٠)

#### احاديث

عن العباس بن عبد المطلب قال: قال رسول الله ﷺ ذاق طعم الايمان من رضى بالله ربا وبالاسلام ديناً وبمحمد رسولا

#### آخرة

#### آيات

١. يا ايها الذين امنوا اتقوا الله ولتنظر نفس ما قدمت لغد واتقوا الله ان الله خبير بما تعملون. (الحشر: ١٨)

٢. ولا تكونوا كالذين نسوا الله فانسهم انفسهم اولئك هم الفاسقون (الحشر: ١٩)

#### حديث

عن ابن مسعود عن النبي ﷺ لا تزول قدما ابن آدم حتى يسئل عن خمس عن عمره فيما افناه وعن شبابه فيما ابلاح وعن ماله من اين اكتسبه وفيما انفقته وما ذا عمل فيم علم (جامع ترمذي)

#### ٣. عبادات (نماز، زكوة، رزق، حج، جهاد)

١. قد افلح المؤمنون الذين هم في صلاتهم خاشعون. (المؤمنون: ١)

٢. والذين هم للزكوة فاعون. (المؤمنون: ٣)

٣. يا ايها الذين امنوا بل ادلكم على تجارة تنجيكم من عذاب اليم. (الصف: ١٠)

٤. تؤمنون بالله ورسوله وتجاهدون في سبيل الله باموالكم وانفسكم ذلكم خير لكم ان كنتم تعلمون. (الصف: ١١)

٥. يغفر لكم ذنوبكم ويدخلكم جنات تجري من تحتها الانهر ومساكن طيبة في جنت عدن ذلك الفوز العظيم. (الصف: ١٢)

مال سیدہ وهو مسؤل عنه الا فكلکم راع و کلکم مسؤل عن رعیتہ (متفق علیہ)

۳. قال رسول الله ﷺ بجاء الرجل يوم القيامة فيلقى في النار فتندلق اذنته في النار فيطحن فيها كطحن الحمار برحاه فيجذب منها النار عليه فيقولون، اي الان ماشانك، اليس كنت تأمرنا بالمعروف وتنهانا عن المنكر؟ قال كنت امركم ولا اتنه ونهاكم عن المنكر واتي

احاديث

۱. عن عبدالله قال: قال رسول الله ﷺ طلب كسب الحلال فريضة بعد الفريضة (بيهقي: شعب الايمان)

۲. عن ابي سعيد قال: قال رسول الله ﷺ التاجر الصدوق الامين مع النبيين والصديقين والشهداء (جامع ترمذی)

### باب دوم: مطالعہ سیرت (Seerah Study)

۱. مطالعہ سیرت کی اہمیت
۲. تزکیہ، نفس اور تعمیر شخصیت کا نبوی منہاج
۳. تشکیل معاشرت اور اسوۂ حسنہ
۴. ہجرت مدینہ، مواخات اور یمان مدینہ
۵. غزوات النبی، مقاصد و حکمت
۶. خطبہ حجۃ الوداع

### باب سوم: مطالعہ تہذیب و تمدن (Study of Culture)

۱. تہذیب کا مفہوم، اسلامی تہذیب کی خصوصیات
۲. بنیادی انسانی حقوق
۳. تہذیب انسانی کے ارتقاء میں مسلمانوں کا کردار
۴. اسلام کا تصور و علم
۵. طبیعی علوم، دیاتنیاتی علوم اور معاشرتی علوم میں مسلمانوں کا کردار
۶. مکالمہ بین المذاہب

پرچہ میں نمبروں کی تقسیم درج ذیل ہو گی

قرآن و حدیث: موضوعاتی مطالعہ : ۶۰

مطالعہ سیرت : ۲۰

مطالعہ تہذیب و تمدن : ۲۰

مدرسہ  
شعبہ علوم اسلامیہ  
پتہ: ۱۰/۱، سیکٹر ۱۰، لاہور

**SEMESTER-III**

[www.ajl.edu.pk](http://www.ajl.edu.pk)



1. FICTION-I (18<sup>TH</sup> & 19<sup>TH</sup> CENTURY NOVEL) Course Code: ENG-213 Credit Hrs: 3

**Aims & Objectives:**

This course has been designed to introduce to the readers the English fiction of the 18<sup>th</sup> & 19<sup>th</sup> century. The students are acquainted with the historical development of the English novel. The course enables the students to understand basic elements of novel and the evolution of the genre.

**Course Contents**

- |                    |                      |
|--------------------|----------------------|
| a. Henry Fielding  | Joseph Andrews       |
| b. Jane Austin     | Pride and Prejudice  |
| c. Charles Dickens | A Tale of Two Cities |
|                    | Hard Times           |

**Reading List**

- Allen, W. (1954). *The English novel: A short critical history*. Penguin
- Allot, M. (1959). *Novelists on the novel*. Routledge and Kegan Paul
- Bradbury, M. (1973). *Possibilities: Essays on the state of novel*. OUP
- Green, M. *The English Novel in the Twentieth Century*. McMillan
- Kennedy, A. (1979). *Developments in criticism since Henry James*
- Kettle, A. *An Introduction to the English novel (1&2)*
- Ghent, D. *The English novel: Form and function*

**Aims & Objectives:**

The course aims to build on the background knowledge of phonological description & theory in order to explain the theories & the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken languages – particularly English; & examine cross-linguistic similarities & variation in sounds – particularly English & Urdu.

On successfully completing this course the students will be able to:

- Use IPA symbols to describe the sounds of language in both broad & narrow transcriptions.
- Explain some of the more frequent phonological processes which occur in connected speech
- Transcribe speech from both written & oral sources.

**Course Contents**

- The production of speech sounds
- Long vowels, diphthongs & trip thongs
- Voicing & consonants
- The Phoneme
- Nasal & other consonants
- The Syllable
- Stress in simple
- Weak Forms
- Aspects of connected speech
- Intonation
- Elements of Acoustic phonetics

**Textbooks**

Roach, P. (1991). *English Phonetics and Phonology*: Cambridge, CUP  
Laver, J. (1994). *Principles of Phonetics*. CUP

**Recommended Readings**

- Ball, M.J. & Rahilly, J. (1999). *Phonetics: the science of speech*. London: Arnold
- Garcia Lecumberri, M. & Maidment, J.A. (2000). *English Transcription Course* London: Arnold
- Gimson, A.C. (1989). *An Introduction to the Pronunciation of English* (4<sup>th</sup> edition.) London: Arnold
- Radford, A., Atkinson, M., Britain, D., Clahsen, H., Spencer, A. (1999). *Linguistics*. CUP
- Roca, I. and Johnson, W. (1999). *A course in Phonology*. Blackwell

### 3. INTERCULTURAL COMMUNICATION Course Code: ENG-215 Credit Hrs: 3

#### **Aims & Objectives:**

In today's 'global world', it is necessary to communicate successfully across cultural boundaries of languages, styles and values. The aim of this course is to provide an overview of the major issues in the area of Intercultural Communication. In attempting to address such questions, we will hope to draw upon the variety of students' cultural backgrounds as a basis for discussion and contrastive analysis. There will be some scope for negotiating content in response to students' interests, but some of the topics we might explore include: culture: definitions and dimensions; stereotyping the other (and the self); culture and communication; identity and 'cultures within cultures'; intercultural mediation; and language(s), discourse(s) and globalization(s). In addition, the course will explore the interaction between discourse and 'culture'. Various definitions of 'culture' are outlined in relation to other theoretical concepts (e.g. ideology), and the students be introduced to models of analysis for spoken and written discourse. These models are applied to sample texts, with a view to examining issues and problems of communication within and across cultural boundaries. You will be encouraged to explore the relevance of approaches to discourse and 'culture' to professional contexts.

The specific course objectives are as follows:

- i. To explore cultural self-awareness, other culture awareness, and the dynamics that arise in interactions between the two.
- ii. To understand how communication processes differ among cultures.
- iii. To identify challenges that arise from these differences in intercultural interactions and learn ways to creatively address them.
- iv. To discover the importance of the roles of context and power in studying intercultural communication.
- v. To acquire knowledge, skills and attitudes that increase intercultural competence.

#### **Course outline:**

1. Introduction- What is interpersonal and intercultural communication
2. Fundamentals of Intercultural Communication: Forms of Intercultural Communication and Models of Intercultural Communication
3. Culture and Perception: Beliefs, Values, and Attitudes; American Cultural Patterns; Diverse Cultural Patterns; Hofstede's Value Dimensions, Kluckhohn, and Strobeck's Value Orientation, Hall's High and Low-context Languages
4. Cultural Perspectives: Diverse World View, Family Religion, and History
5. Language and Culture: Importance and Nature of Language, Language and Meaning, Language and Co-cultures
6. Nonverbal Communication and Culture: Importance and Functions of Nonverbal Communication; Time, Kinesics, Haptic, Proxemics, and Paralanguage.
7. Intercultural Issues: Domestic and International Problems, Prejudice, Racism, and Discrimination

8. Intercultural Communication Settings: Business and Education.
9. Theories of culture and reflection on cultural values & influences and their impact on work group practices: group discussion of observations.
10. Verbal and non-verbal communication.
11. Politeness and the concept of "face": socially appropriate behaviour and communication in different cultures. Implications for intercultural group work.
12. Working in transnational teams: face to face, virtual
13. Examining your own Intercultural Communication Competence.
14. Improving Intercultural Communication: Skills to Learn How-To-Learn, Self-Perception, Intercultural Training Programs, Stress Management
15. Cultural Shock

### Reading List.

- Locke, D. C., & Bailey, D. F. (2013). *Increasing multicultural understanding*. Sage Publications.
- Martin, J.N. & Nakayama, T.K. (2007). *Intercultural communication in contexts*. (4th Ed). Mountain View, CA: Mayfield.
- Martin, J.N. & Nakayama, T.K. (2002). *Readings in Intercultural Communication. Experiences and contexts*. Mountain View, CA: Mayfield.
- Samovar, L., Porter, R., McDaniel, E., & Roy, C. (2014). *Intercultural communication: A reader*. Cengage Learning.
- Samovar, L. A., Porter, R. E., & McDaniel, E. R. (Eds.). (2008). *Intercultural Communication: A Reader: A Reader*. Cengage Learning.

**Aims & Objectives:**

The aim of this course is to make readers understand some important literary expression in prose works other than short stories & novel. The objective of this course is to educate students on the English literary style of argumentation by great English Essayists in the history of English Literature.

Following essays are chronologically arranged, so these would be taught respectively. Introduction would also be given on writers' other works too.

**Course Contents**

SIR FRANCIS BACON	Of Truth, Of Revenge, Of Ambition, Of Studies, Of Great Place, Of Friendship, Of Adversity, Of Simulation & Dissimulation
JONATHAN SWIFT	Gulliver's Travels Book-I, IV
CHARLES LAMB	Dream Children Poor Relation A New Year's Evening
JOHN RUSKIN	Work Machine War

**Recommended Readings**

- Carr, B. (1975). *Bertrand Russell: An Introduction*. George Allen and Unwin.
- Hawkins, M. J. (1972). *Introduction in Francis Bacon: Essays*. JM Dent and Sons.
- Rawson, C. J. (1973). *Gulliver and the Gentle Reader*. Routledge and Kegan Paul.
- Russel, B. (1940). *Introduction in An Inquiry Into meaning and Truth*. George Allen and Unwin.
- Speck, W.A. (1970). *Swift*. Arco.
- Vichers, B. (1978). *Francis Bacon and Renaissance Prose*. Longman
- Williams, K. (1969). *Jonathan Swift*. George Allen and Unwin
- Williams, K. (1970). *Swift the Critical Heritage*. Routledge and Kegan Paul

**Aims & Objectives:**

This is an introductory course on philosophy. This course aims at introducing the basic concepts of philosophy and enable the learners to develop a mature and in-depth understanding of linguistic and literary concepts.

**Course Contents*****Greek Philosophers: (including introduction)*****The Ionics**

- a. The Pythagoreans
- b. Heraclitus
- c. The Sophists
- d. Socrates
- e. Plato
- f. Aristotle

***Muslim Philosophers: (including introduction)******Schools of Muslim Theology***

- a. Mutazilism
- b. Asharism
- c. Sufism
- d. Al-Ghazali

***Muslim Rationalists and Social Thinkers (including introduction)***

- e. Al-Farabi
- f. Ibn-I-Sina
- g. Ibn-I-Rushd
- h. Ibn-I-Khaldun
- i. Shah Wali Ullah
- j. Allama Iqbal

***Modern Philosophical Theories (including introduction):***

- a. Idealism
- b. Pragmatism
- c. Vitalism
- d. Logical Positivism
- e. Existentialism
- f. Dialectical Materialism

**Recommended Books:**

- i. W.T. Stace, A Critical History of Greek Philosophy.
- ii. M.M. Sharif Vol-II, History of Muslim Philosophy.
- iii. Bertrand Russell, History of Western Philosophy.
- iv. Majid Fakhri, History of Islamic Philosophy.
- v. Wright, W.K., History of Modern Philosophy.

vi. Will Durant, A Story of Philosophy.

[www.su.edu.pk](http://www.su.edu.pk)

**Aims & Objectives:**

This course aims at introducing the basic concepts of statistics. The course will enable the learner to apply the know statistics to study quantitative issues related to their respective field of interest. It has also a wide ranging application in research studies also. After undergoing this course, the students will be able to think quantitatively.

**Unit-1: Introduction**

- Statistics : Basic concepts, definitions and history
- Scope or applications of statistics in education
- Types and branches of statistics  
(Parametric, non parametric and inferential)

**Unit-2: Scales of Measurement and their use in Statistics**

- Nominal Scale
- Ordinal Scale
- Interval Scale
- Ratio Scale

**Unit-3: Descriptive Statistics**

- The frequency distribution
- Measures of central tendency: Mean, median, mode
- Measures of variability, Range, the quartile deviation, the average deviation, standard deviation.
- Uses of various measures of variability
- The normal distribution: Meaning importance, properties and applications of the normal probability curve /normal distribution curve

**Unit-4: Correlation**

- Basic concepts
- Correlation coefficients; Pearson Product /Moment Correlation Rho; Partial correlation and biserial correlation
- Regression and prediction
- The regression equation/analyses
- Multiple correlation
- The accuracy of predictions from regression equation
- Analysis of variance and application of *t*- Test; ANOVA and ANCOVA.
- Multiple – comparison procedures
- Reliability and validity of test scores

**Unit -5: The reliability of test scores**

- True scores and measurement error
- The validity of test scores
- Item analysis



#### Unit -6: Hypotheses: Meaning, types and uses

- Different styles ways of stating research hypotheses
- Testing experimental hypothesis
- The Null hypothesis and research hypothesis
- The hypothesis of chance
- The chi-square test and the null hypothesis
- Non parametric methods

#### Unit-7: Sampling and sampling distribution:

- Introduction, methods , sampling error and Sampling distribution
- Data :Meaning & Types :
  - Parametric data
  - Non-parametric data
- Data Analysis
  - Qualitative
  - Quantitative

#### Unit-8: Data and Data Analysis

- Data: Meaning & Types
- Parametric and Non Parametric data
- Data Analysis
  - Qualitative
  - Quantitative
- Data analyses through SPSS

#### Recommended Books:

- Ferguson, G.A and Takane, Y. (1989). *Statistical analysis in psychology and education*. NY: McGraw-Hill.
- Garrett, H.E. (1997). *Statistics in psychology and education*. London: Longman.
- Levin, J. and Fox, J.A. (1995). *Elementary statistics in social research*. New York: Harper Collins College Publishers.
- McClave , J.T. and Dietraich. F.H. (1991). *Statistics*. (5<sup>th</sup>ed.). N.Y: Maxwell Macmillan, Inc.
- Sinha, B.L. (Ed.). (2001). *Statistics in psychology and education*. New Delhi: Anmol Publications:
- Vaus, D. (2002). *Analyzing social science data*. London: SAGE Publications.
- Walpole, R. E. (1990). *Introduction to statistics*. NY: Macmillan Publishing, Inc.

# SEMESTER-IV

[www.gcu.edu.pk](http://www.gcu.edu.pk)

**Aims & Objectives:**

Examination of issues involved in the development, spread, and maintenance of varieties of English throughout the world, now commonly referred to as Global or World Englishes. This course emphasizes the historical, political, and ideological issues of globalization, nativization, post-colonialism, standardization, and pedagogy of native and non-native varieties of English.

This course provides students an overview of the spread of the English language around the world and the development of the pluralization of English into Englishes, i.e. from one imperial language into various nativized varieties of English. Through readings and class discussion, students will investigate whether aspects of language use are a question of 'choice' or the result of economic, political, and/or social coercion.

**Course Objectives**

- To provide students with an overview of the historical, social, political, and linguistic development of varieties of English (World Englishes)
- To introduce frameworks of power and ideology that identify rhetorical tools and ideological strategies used by one group on another
- To encourage students to conduct original research on/detailed analysis of the implications of English as the international language

**Contents:****World Englishes: Theories, Models, and Ideologies**

- Global / International English
- World English or World Englishes
- Spread of English
- Theories and Models of World Englishes
  - The Kachruvian Paradigm
  - Schneider's Dynamic Model for Postcolonial Englishes
- English as a Lingua Franca
- English and Linguistic Imperialism

**World Englishes Studies by Region**

- English in Europe
- English in Asia (South Asian Varieties)
- English in North America and the Caribbean

**Variations in World Englishes**

- Vocabulary
- Grammar
- Spelling

- Pronunciation

### World Englishes Domains

- World Englishes in Literature
- World Englishes in Newspapers
- World Englishes in Advertising

### World Englishes Implications

- WE Implications for Policy/ Planning
- WE Implications for Teaching
- Which English and Why?
- Future of English: One or Many

### Reading List

Bauer, L. (2002). *Introduction to International Varieties of English*. Edinburg University Press

Crystal, D. (2003). *English as a Global Language*. Cambridge University Press

Kachru, B. (2011). *Asian Englishes: Beyond the Cannon*. Hong Kong University Press

Kirkpatrick, A. (2007). *World Englishes: Implications for International Communication and English Language Teaching*. Cambridge University Press.

Kirkpatrick, A. (2010). *The Routledge Handbook of World Englishes*.

Meshtic, R. & Bhatt, R M. (2008). *World Englishes: The Study of New Linguistic varieties*. Cambridge University Press.

Sharifian, F. (2009). *English as an International Language: Perspectives and Pedagogical Issues*. MPG Books

Trudgil, P. (2004). *New Dialect Formation: The Inevitability of Colonial Englishes*. Edinburg University Press

## 2. DRAMA-I: GREEK/CLASSICAL DRAMA-1 Course Code: ENG-220 Credit Hrs: 3

### **Aims & Objectives:**

The course aims at introducing the Greek and Elizabethan drama to the students focusing upon the prescribed works as mentioned below. An attempt has been made to familiarize the students with major trends in dramatic art and popular themes dealt by the classical dramatists. The study will essentially focus upon the techniques of analyzing a play so as to enable students to carry out independent study of other works of the respective ages which have not been included in the course.

### Course Contents

- |                       |                         |
|-----------------------|-------------------------|
| 1. Sophocles          | Oedipus Rex             |
| 2. Christopher Marlow | Jew of Malta            |
| 3. Ben Johnson        | Every Man in his Humour |

### Reading List

- Belsey, C. (1985). *The Subject of Tragedy*. Methuen.
- Bradbook (1973). *The Growth and Structure of Elizabethan Comedy*. CUP.
- Calderwood and Toliver (1976). *Perspectives on Drama*. OUP
- Jump, J. (1991). *Jew of Malta*. Casebook Series. McMillan
- Kitto, H.D.F (1978). *Greek Tragedy*. Beacon.
- Levin, H (1964). *The Over- Reacher, A Study of Christopher Marlowe*. Beacon .
- McAlinder (1988) *English Renaissance Tragedy*. McMillan.
- Sylan (1976). *The Elements of Drama*. OUP

**Aims & Objectives:**

This course aims at introducing the students to the classical period of English poetry beginning from the medieval period to its growth and development into the eighteenth century. Hence selections of poetry composed by the most representative poets of the respective eras are included in it. It begins from Chaucer in the 14<sup>th</sup> century and ends with the neo-classical period of Pope in 18th century. The selection is intended to make the readers aware of not only the development of genres but also the development of English Language.

**Course Contents**

1. CHAUCER
2. SPENCER
3. JOHN MILTON

The Prologue to the Canterbury Tales  
The Faerie Queen (Book I, Canto I)  
Paradise Lost

Book-I (line 1-100 & 5 Speeches of Satan)

Book-II (Speeches of Adam & Eve)

4. WILLIAM SHAKESPEARE (Sonnets)

- i. When I Consider Everything That Grows
- ii. Shall I Compare Thee to A Summer's Day?
- iii. Weary with Toil, I Haste Me to My Bed
- iv. Why Didst Thou Promise Such A Beauteous Day?
- v. That Thou Haste Her It Is Not All My Grief
- vi. Take All My Loves, My Love, Yea Take Them All
- vii. What Is Your Substance, Whereof Are You Made?
- viii. O, How Much More Doth Beauty Beauteous Seem?

**Reading List**

- Bowden, M. (1967). *A Commentary on the Prologue*. MacMillan.
- Kermode, F. (1971). *Shakespeare, Spenser, Donne (Introduction)*. Routledge & Kegan Paul.
- Leishman, "The Monarch of wit".
- Beer, P. (1972). *The Metaphysical Poets*. MacMillan.
- Dyson, A.E (ed.) (1966). *Heroic Poetry*. MacMillan.
- Daiches, D. (1971). *Milton*. Hutchinson & Co.
- B.Rajan "The Lofty Rhyme"
- Fraser, G. (1978). *Alexander Pope*. Routledge & Kegan Paul.
- Rudrum, A. (1968). *Milton*. MacMillan.
- Quennell, P. (1968). *Alexander Pope*. Weildfeld & Nicolson.

**Aims & Objectives:**

This course has been designed to introduce to the readers the fiction of the 20<sup>th</sup> century. Major movements such as the stream of consciousness as reflected in the works of Virginia Woolf and the impact of colonialism and the exploitation of the subjugated nations as in 'Heart of Darkness' have been included to broaden the vision of the learners. George Orwell's 'Animal Farm' reveals the hollowness of the Communism in its real practice artistically enshrined in the allegorical form.

**Course Contents**

1. GEORGE ELLIOT	The Mill on the Floss
2. THOMAS HARDY	Tess of d'Urbervilles
3. E.M. FOSTER	A Passage to India
4. GEORGE ORWELL	Animal Farm

**Reading List**

- Allen, W. (1954). *The English Novel: A Short Critical History*. Penguin
- Allot, M. (1959). *Novelists on the Novel*. Routledge and Kegan Paul
- Bradbury, M. (1973). *Possibilities: Essays on the State of Novel*. OUP
- Kennedy, A. (1979). *Developments in Criticism since Henry James*. McMillan
- Green, M. (1984). *The English novel in the Twentieth Century*.
- Kettle, A. (1960 & 1967). *An Introduction to the English Novel* (Vol. 1&2).
- Ghent, D. (1953). *The English novel: Form and function*.

**Aims & Objectives:**

The course aims at introducing students to the study of connotative and denotative meaning. In doing so, it aims to acquaint students with current concerns in linguistic Pragmatics. By the end of the course the learners should be familiar with a range of issues and debates in contemporary Semantics & Pragmatics and be able to apply the knowledge of these to a variety of problems in the investigation of language use.

**Course Contents**

- Word meaning
- Semantic properties
- Evidence for semantic properties
- Semantic properties and the lexicon
- Homonyms and ambiguity
- Synonyms and paraphrases
- Antonyms
- Phrase and sentence meaning
- Combining words into sentences
- Thematic roles
- Semantics and syntax
- Sense and reference
- Discourse meaning
- Pragmatics
- Speech acts
- Presupposition

**Textbooks**

- Kreidler, W. (1998). *Introducing English Semantics*: Routledge
- Levinson, S. (1995). *Pragmatics*. OUP
- Lyons, J. (1981). *Language and Linguistics: An Introduction*, OUP

**Recommended Readings**

- Allama Iqbal Open University, MA TEFL course 557: *Semantics and Discourse Analysis*, Islamabad: AIOU
- Kempson, R. M. (1977). *Semantic Theory* Vol. 1,2, OUP
- Yule, G. (1996). *Pragmatics*. OUP



**Aims & Objectives:**

The course is intended to provide an introduction to the principal theoretical questions in morphology, concentrating on two main approaches, the 'morphemic' approach and the 'realizational' approach. The course is of present-day English grammar and usage. The study incorporates traditional, structural, Chomskyan, and functional language theories for a sound pedagogical grammar that emphasizes analytical thinking. This will help students to understand the grammatical concepts which link form/structure and function to meaning within various communicative contexts, to analyze grammatical structures in spoken and written varieties of English and to use specified grammatical elements (morphemes, phrases, clauses) to compose and communicate a variety of sentence styles and patterns. The course uses written and oral texts to facilitate an understanding of form, function, and meaning of English structures within discourse contexts. The study encourages learning the grammatical concepts and terminology for words, phrases, clauses, and sentences.

**Course Contents**

- Words & Word Structures
- Morphemes simple & complex
- Representing word structure – roots & affixes
- Derivational & Inflectional Morphology
- Problematic Cases (advanced)
- Internal Change
- Compounding
- Head Morpheme
- Chomskyan Linguistics: TGG, Minimalism
- Development of Universal Grammar
- Form, Function, and Meaning in Context
- What is Grammar
- Grammar Vs. Usage
- Grammar below the Sentence Level
- Words: Content Vs. Function words
- Parts of Speech-Traditional Model
- Nominal, Verbal, Adverbial and Prepositional groups
- Structural Vs. Functional labels
- Grammar at the Sentence Level
- Ranks Vs. Phrases
- Subject Vs. Predicates
- Finite Vs. Predicators
- Objects and Complementers
- SPCA
- **Grammar beyond the Sentence Level**
- Cohesion and Coherence
- Elements of Cohesion; ellipses, repetitions, Conjunctions and discourse linkers, etc.
- Sentence and Clause Complexes
- **Classification at the Sentence Level**
- Mood and its functions
- Mood and Modality

# SEMESTER-V

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**Aims & Objectives:**

This course aims at introducing Shakespearean drama. Any two of his most celebrated four tragedies, one pure romantic comedy, and a drama of his mature age is an adequately fair selection of Shakespeare's works. His history plays are not generally anthologized except for the Henry plays wherein the great Sir John Falstaff appears. His poems ought to have a separate Course. A comedy or any drama for that matter, may be replaced by another one keeping its suitability and the scope of the Course in view. Shakespeare, of course, is such a comprehensive artist who compels readers to read all of his works and resists selections. But such voluminous poet and dramatist would demand four to five courses for extensive reading which cannot be part of our M.A English program. Hence the given list of plays is considered as proper selection for this course.

**Course Contents****Tragedies**

1. Hamlet
2. King Lear

**Comedies**

1. Merchant of Venice
2. The Tempest

**Reference Books**

- Blake (1983). *Shakespeare's Language*. McMillan
- Bradley, A. C. (1955). *Shakespearean Tragedy*. Meridian.
- Charney (1971). *How to Study Shakespeare*. McGraw\_hill
- Hussey (1984). *The Literary Language of Shakespeare*. Longman
- Jump. J. (1991). *Shakespeare Hamlet: The Casebook Series* McMillan
- Muire 9 ed. (1965). *Shakespeare: The Comedies*. Prentice-Hall
- Righter (1962). *Shakespeare and the Idea of the Play*. Chatoo and Windus
- Wilson (1967). *What Happens in Hamlet*. CUP
- Wilson, J. (1962). *Shakespeare's Happy Comedies*. Faber and Faber

### Recommended Readings

- Klammer, Thomas P., Muriel R. Schultz, and Angela Della Volpe. *Analyzing English Grammar*, 4th. Boston: Allyn and Bacon, 2003.
- A collegiate dictionary (Webster's New Collegiate, American Heritage, or Merriam Webster's Collegiate 10th, or similar) for morphology and word-class studies.

### Textbooks

- Haegeman, L. (1994). *Introduction to Government and Binding Theory*, Blackwell.
- Radford, A. (1997b). *Syntactic Theory and the Structure of English: A Minimalist Approach*. Cambridge University Press
- Radford, A, Martin Atkinson, David Britain, H. Clahsen, Andrew Spencer (1999). *Linguistics* CUP
- William O'Grady, Michael Dobrovolsky, Francis Katamba (1997). *Contemporary Linguistics: An Introduction*

### Recommended books

- Allama Iqbal Open University , MA TEFL course 559: *Modern Grammatical Theory*, Islamabad: AIOU
- Chomsky, N. (2002). *Introduction to Minimalist Syntax*
- Lyons, J. (1981). *Language and Linguistics: An Introduction*, CUP.
- Radford, A. (1997a). *A Minimalist Introduction*. CUP.
- Spencer, A (1991). *Morphological Theory*. Blackwell.
- Spencer, A. (1997). *Morphology*.

**Aims & Objectives:**

The course traces the history of literary criticism in English literature from the Greek critics and theorists to the time of Renaissance. The study of Aristotle and Longinus who came to second life in the 16<sup>th</sup> century England helps us see that the roots of critical thought in English literature lie in the ancient Greeks. The views of the English critics from Sidney to Dr. Johnson provide landmarks in the development of critical ideas about art and literature. This course particularly aims at equipping the students with the tools of criticism and providing them skills to critically evaluate the works of art as mature critics.

**Course Contents**

- |                       |  |
|-----------------------|--|
| 1. ARISTOTLE          | The Poetics                                  |
| 2. PHILIP SIDNEY      | An Apology for Poetry                        |
| 3. WILLIAM WORDSWORTH | Preface to Lyrical Ballads                   |
| 4. S.T. COLERIDGE     | Biographia Literaria Chapters XVII and XVIII |

**Reading Reference**

- Allen, W. (1954). *The English Novel: A short critical history*. Penguin
- Allot, M. (1959). *Novelists on the Novel*. Routledge and Kegan Paul
- Bradbucy, M. (1973). *Possibilities: Essays on the state of novel*. OUP
- Ghent, D. (1953). *The English Novel: Form and function*.
- Green, M. (1984) *The English Novel in the Twentieth Century: The doom of empire*. Routledge and Kegan Paul
- Kennedy, A. (1979). *Developments in Criticism since Henry James*. McMillan
- Kettle, A. (1960 & 1967). *An Introduction to the English novel* (Vol. 1&2).

**Aims & Objectives:**

This course aims at introducing the modern novel. The students will also be able to recognize the development of character and plot in the novel and will be able to identify specific connections between characters and other elements such as setting. Students will learn a method of analyzing novels by starting with characters and moving outward to other elements and will identify the most effective elements of selected novels.

**Course Contents**

- |                    |                   |
|--------------------|-------------------|
| 1. D.H. LAWRENCE   | Sons and Lovers   |
| 2. VIRGINIA WOOLF  | To the Lighthouse |
| 3. JOSEPH CONRAD   | Heart of Darkness |
| 4. WILLIAM GOLDING | Lord of the Flies |

**Reading List**

- Allen, W. (1954). *The English Novel: A Short Critical History*. Penguin
- Allot, M. (1959). *Novelists on the Novel*. Routledge and Kegan Paul
- Bradbucy, M. (1973). *Possibilities: Essay on the State of Novel*. OUP
- Dyson, A.E. (ed) (1976). *Sense and Sensibility, Pride and Prejudice and Mansfield Park*. The Anchor Press Ltd.
- E.M. Foster: 'Aspects of English Novel' Ernest Baker: History of English Novel
- Karl, F.R. (1975) *A Reader's Guide to the Development of English Novels in the Eighteenth Century*. Thomas & Hudson
- Kennedy, A. (1979). *Meaning and Signs in Fiction*. McMillan
- Mansell, D. (1973). *The Novels of Jane Austen: An Introduction*. McMillan
- Peck, J. (1983). *How to Study a Novel*. McMillan

**Aims & Objectives:**

This course aims at introducing the students to the classical period of English poetry beginning from the medieval period to its growth and development into the eighteenth century. Hence selections of poetry composed by the most representative poets of the respective eras are included in it. It begins from Chaucer in the 14<sup>th</sup> century and ends with the neo-classical period of Pope in 18th century. The selection is intended to make the readers aware of not only the development of genres but also the development of English Language.

**Course Contents****1. JOHN DONNE**

(Love &amp; Divine Poems)

The Good Morrow  
 Goe, and Catch a Falling Star  
 The Sunne Rising  
 Song: Sweetest Love, I do not Goe  
 A Valediction-of Weeping  
 A Valediction- Forbidding Mourning

**2. ALEXANDAR POPE****3. JOHN DRYDEN****4. William Cowper**

Rape of the Lock (canto I, II, V)  
 Hidden Flame,  
 Farewell Ungrateful Traitor,  
 Song from an Evening's Love,  
 Ah, How Sweet it is to Love  
 A Comparison  
 Contentment  
 Dependence  
 God Moves in a Mysterious Way

**Reading List**

- B .Rajan" 'The Lofty Rhyme'
- Beer, P. (1972). *The Metaphysical Poets*. McMillan.
- Bowden, M. (1967). *A Commentary on the Prologue*. MacMillan.
- Daiches, D. (1971). *Milton*. Hutchinson & Co.
- Dyson, A.E. (ed.) (1966). *Heroic Poetry*. McMillan.
- Fraser, G. (1978). *Alexander Pope*. Routledge & Kegan Paul.
- Kermodé, F. (1971). *Shakespeare, Spenser, Donne (Introduction)*. Routledge & Kegan Paul.
- Leishman; "The Monarch of wit".

- Quennell, P. (1968). *Alexander Pope*. Weildfeld & Nicolson.
- Rudrum, A. (1968). *Milton*. McMillan.
- Skeat: Textual Analysis

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**Aims & Objectives:**

This course provides a general introduction to applied linguistics. Theoretical and applied issues will be discussed through the analysis of fragments of how language is structured and used. The course will enable the students to understand the application linguistic knowledge to solve real life problems like language teaching and learning, syllabus design, language planning etc.

**Course Contents**

- Language Learning Theories in Psycholinguistics
- Methods and Approaches (grammar-translation, direct method, communicative approach, electric approach, audio-lingual etc.)
- Error Analysis
- Syllabus Design
- Testing and Evaluation
- Teacher Training

**Reading List**

- Barber, C. I. (1974). *The Story of Language*. Pan
- Crystal, D. (1981). *Linguistics*. Penguin
- Finch, G. (1998). *How to Study Linguistics?* McMillan
- Lyon, J. (1988). *Language and Linguistics; An Introduction*. CUP
- Radford, A, et al. (1999). *Linguistics: An Introduction*. CUP.
- Widdowson H.G. (1996). *Linguistics*. OUP
- Yule, G. (1996). *The study of Language*. CUP

**Aims & Objectives:**

This course introduces the students to the modern concepts of style as distinguished from the traditional one. The course will introduce the notion of style to the student, both in literary and non-literary discourses from a purely linguistic perspective. This also includes a comparison of style in literary and non-literary discourses in the context of *genre* leading to the identification of different registers.

**Course Contents**

1. **What is Style?** (Traditional, modern, and linguistic concept of style)
1. **What is Stylistics?**
2. **Branches of Stylistics**
3. **Levels of Analysis.**
  - Phonological Level
  - Sounds of Poetry
  - Metre in poetry
  - Style, Rhythm in Pros
4. **Syntactical Level.**
  - Nouns, Verbs
  - Adjectives, Adverbs etc
  - Phrases, the Clause
  - Clause Complexing
  - Mood & Modality
  - Theme and Rheme
  - Transitivity and Meaning
5. **Figurative Language.**
6. **Foregrounding.**
7. **Parallelism.**
8. **Norm & Deviation,**
9. **Point of View.**
10. **Speech & thought Presentation.**
11. **Discourse,**
  - Cohesion
  - Textuality
  - Cause relations.
12. **Pragmatic Analysis of Literature**
  - Speech Acts
  - Deixis
  - Implicatures

**Reading List**

- Carter, R. (1982). *Language and Literature*.
- Chapman, R. (1975). *Linguistics and Literature*
- Crystal, D. and Davy, D. (1969). *Investigating English Style*.
- Leech, G. (1969). *A Linguistic Guide to English Poetry*.
- Widdowson, H.G. (1992). *Practical Stylistics*

# SEMESTER-VI

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**Aims & Objectives:**

This course aims at introducing the modern critical theories. It includes the works of literary masters like Arnold, Eliot, Brooks and Catherine Belsey. The course enables the learners to analyze literary texts in the light of modern critical thought. It will develop a critical insight among the students.

**Course Contents**

- |                     |  |
|---------------------|--|
| 1. Mathew Arnold    | The study of Poetry,<br>The function of Criticism at the Present Time<br>Preface to Poems 1853 |
| 2. T.S.Eliot        | Tradition and Individual Talent,<br>Metaphysical Poets, Milton I& II                           |
| 3. Kleanth Brooks   | The Well-Wrought Urn, Understanding Poetry   |
| 4. Catherine Belsey | Critical Practices   |

**Reading List**

- Abercrombie, L. (1961). *Principles of literary criticism*. New York: Barnes & Noble.
- Atkins, J. W. H. (2014). *Literary criticism in antiquity*. Cambridge University Press.
- Daiches, D. (1956). *Critical approaches to literature*. New Jersey: Prentice-Hall
- Richards, I.A. (2003). *Principles of literary criticism*. Routledge

**Aims & Objectives:**

The course aims at introducing the 19<sup>th</sup> and early 20<sup>th</sup> century dramatic texts. An attempt has been made to familiarize the students with major trends in modern dramatic art and popular themes dealt by the dramatists of the age. The study will essentially focus upon the techniques of analyzing a play so as to enable students to carry out independent study of other works of the respective ages which have not been included in the course. The course will also enable the learners to understand the revival of the English drama.

**Course Contents**

1. OSCAR WILDE	The Importance of being Earnest
2. T.S. ELLIOT	Murder in the Cathedral
3. HENRIK IBSEN	Doll's House
4. JOHN GALSWORTHY	Justice

**Reading List**

- Belsey, C. (1985). *The Subject of Tragedy*. Methuen.
- Bradbrook (1973). *The Growth and Structure of Elizabethan Comedy*. CUP.
- Calderwood and Toliver (1976). *Perspectives on Drama*. OUP
- Jump, J. (1991). *Jew of Malta*. Casebook Series. McMillan
- Kitto, H.D.F. (1978). *Greek Tragedy*. Beacon.
- Levin, H (1964). *The Over-Reacher, A Study of Christopher Marlowe*. Beacon.
- McAlinder (1988). *English Renaissance Tragedy*. McMillan.
- Sylan (1976). *The Elements of Drama*. OUP

**Aims & Objectives:**

This course is intended to familiarize the students with a wide range of style in English prose. The students are acquainted with a variety of prose texts and themes imbedded in them. The course enables the students to explore elements of styles and themes in a prose text and reproduce them.

**Course Contents**

1. J.S. MILL  
On Liberty
2. LYTTON STRACHEY  
End of Gen. Gordon  
Florence Nightingale
3. BERTRAND RUSSELL  
Philosophy of politics  
The Future of Mankind  
Philosophy for Laymen  
The Function of a Teacher  
Ideas That Have Helped Mankind  
Ideas That Have Harmed Mankind
4. EDWARD SAID  
Introduction to Culture and Imperialism

**Reference Books**

- (i) Scott James, R. A. (1951). *Fifty years of English literature, 1900-1950*. Longmans, Green.
- (ii) Evans, B. I. (1951). *English literature between the wars*. Methuen.
- (iii) De Sola Pinto, V. (1966). *Crisis in English poetry, 1880-1940* (Vol. 1260). Harper & Row.
- (iv) Williams, C. (2016). *Poetry at present*. Wipf and Stock Publishers.
- (v) Brooks, C. (1965). *Modern poetry and the tradition*. Oxford University Press.

**Aims & Objectives:**

This course is a study of poetic forms from English Romantic verse. Student will be able to identify the characteristics of this period as reflected through the poetry of the selected representative poets. Important biographical details in the lives of selected poets, the influence of historical, cultural, and artistic context upon selected major works, and the use of literary devices will be analyzed. The ideas of the French Revolution as reflected in the works of the Romantic Poets will broaden the vision of the readers and inspire them with the love for humanity which is actually a desired ideal in this shrinking island of love.

**Course Contents**

<b>WILLIAM BLAKE</b>	i.	The Divine Image
	ii.	Holy Thursday, I
	iii.	The Little Black Boy
	iv.	The Chimney Sweepers
	v.	A Poison Tree
<b>WILLIAM WORDSWORTH</b>	i.	Tintern Abbey
	ii.	The Prelude book 1 (Lines 1-100)
<b>P.B. SHELLEY</b>	(a)	Ode to the West Wind
	(b)	To a Sky Lark
	(c)	The Cloud.
<b>JOHN KEATS:</b>	(a)	Endymion (Line 1-50)
	(b)	Ode to Autumn
	(c)	Ode to a Nightingale
	(d)	Ode on a Grecian Urn

**Reading List**

- Carr, B. (1975). *Bertrand Russell: An Introduction*. George Allen and Unwin.
- Hawkins, M. J. (1972). *Introduction in Francis Bacon: Essays*. JM Dent and Sons.
- Rawson, C. J. (1973). *Gulliver and the Gentle Reader*. Routledge and Kegan Paul.
- Russel, B. (1940). *Introduction in An Inquiry Into meaning and Truth*. George Allen and Unwin.
- Speck, W.A. (1970). *Swift*. Arco.
- Vichers, B. (1978). *Francis Bacon and Renaissance Prose*. Longman
- Williams, K. (1969). *Jonathan Swift*. George Allen and Unwin
- Williams, K. (1970). *Swift the Critical Heritage*. Routledge and Kegan Paul

5. STYLISTICS-II (Non-literary Stylistics) Course Code: ENG- 335 Credit Hrs: 3

**Aims & Objectives:**

This course introduces the students to the modern concepts of style as distinguished from the traditional one. The course will introduce the notion of style to the student, particularly, the non-literary discourses from a purely linguistic perspective. This also includes a comparison of style in literary and non-literary discourses in the context of *genre* leading to the identification of different registers.

**Course Contents**

- Concepts of Register
- Concept of Genre
- Levels of Analysis
  - Phonology
  - Graphology
  - Lexis
  - Grammar
  - Discourse
- Language of Advertisement
- Language of Recipes
- Language of Legal Documents
- Language of Religion
- Language of Conversation
- Language of Unscripted Commentary
- Language of Newspaper Reporting
- Difference between Literary and non-literary-Text

**Reading List**

- Carter, R. (1982). *Language and Literature*.
- Chapman, R. (1975). *Linguistics and Literature*
- Crystal, D. and Davy, D. (1969). *Investigating English Style*.
- Leech, G. (1969). *A Linguistic Guide to English Poetry*.
- Widdowson, H.G. (1992). *Practical Stylistics*



**Aims and Objective:**

In terms of research methods, Linguistics as a discipline is much closer to the 'hard' sciences than to arts and humanities. It follows stringent scientific research procedures that involve data collection, analysis, interpretation, verification, generalization, justification and theorization. It can be inductive or deductive, quantitative or qualitative, cross-sectional or longitudinal, etc. It tends to be verifiable on objective grounds and evidence. Through this course students will be guided to develop their own research proposal and modes of argumentation. Also, the course surveys the major methodological approaches in the social sciences—ethnography, qualitative research approaches, and quantitative analysis—with particular emphasis on differences in the presentation and analysis of evidence.

**Course Contents:**

1. Introduction
  - a. What is Research?
  - b. Significance of Research
  - c. Types of Research
  - d. Research Variables
  - e. Research Problem and Hypothesis
  - f. Reliability vs. Validity
2. Qualitative Approaches
  - a. Ethnography
  - b. Conversation Analysis
  - c. Text Analysis
  - d. Case study etc.
3. Quantitative approaches
  - a. Experimental Research
  - b. Non-experimental Research
  - c. Corpus Analysis
4. Tools of Data collection
  - a. Primary VS Secondary sources
  - b. Interviews
  - c. Questionnaires etc.
5. Sampling and Scaling
  - a. Restricted and Unrestricted sampling
  - b. Systematic and Stratified sampling
  - c. Nominal and Ordinal scales
  - d. Rating and Likert-type scales
6. Writing up Research
  - a. Research Proposal
  - b. Literature Review with APA
  - c. Research Abstract
  - d. Research Papers and Theses
7. Machine Assisted Research

## 8. Ethical issues in Research

### Suggested Reading:

1. Bell, J. (1993). *Doing Your Research Project: A guide for first-time researchers in education and social science* (2nd ed.). Buckingham; Philadelphia: Open University Press.
2. Bryman, A. (1988). *Quantity and Quality in Social Research*. London: Routledge.
3. Cohen, L., and Manion, I. (1989). *Research Methods in Education*. London: Routledge.
4. Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, qualitative, and mixed methods*. London: Oxford University Press.
5. Gorard, S. with Taylor, C. (2004). *Combining Methods in Educational and Social Research*. Maidenhead: Open University Press/McGraw-Hill.
6. Hammersley, M. (1992). *What's Wrong with Ethnography?* Routledge.
7. Litosseliti, L. (2010). *Research Methods in Linguistics*. Continuum International Publishing Group: London.
8. Paltridge, B. and Aek Phakiti (eds). 2010. Continuum.
9. Richards, K. (2003). *Qualitative inquiry in TESOL*. Palgrave Macmillan.
10. Tashakorri, A. and Teddlie, C. (2003). *Handbook of Mixed Methods in Social and Behavioural Research*. Thousand Oaks, CA: Sage.
11. Tesch, R. (1990). *Qualitative Research: Analysis Types & Software Tools*. Falmer Press.

**Aims & Objectives:**

This part of the course focuses on connecting the diverse western movements such as Realism, Naturalism, Romanticism, Transcendentalism Modernism, etc as they influence multiple trends in American literary heritage and nationalism. The course will highlight these emerging trends as they culminate into the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race-gender-class equations reinterpret the central meaning of America and of the changing social and economic values. Basically there may be several ways to access AL, but whether we follow simple chronology or connect through themes and genres, the final objective of this course is to look for the sense of democratic diversity amid the constitutional unity of the US. The course surveys the origins of American literary movements with reference to the representative writers chosen. It sets some direction to the study of specific trends in the American Novel.

**Course Contents****WALT WHITMAN**

- i. There was A Child Went Forth,
- ii. I Saw in Louisiana A Live-Oak Growing,
- iii. One's-Self I Sing,
- iv. Poets to Come,
- v. O Captain! My Captain!,
- vi. To A Stranger,
- vii. Shut Not Your Doors
- viii. These Carols

**EMILE DICKINSON**

- i. Success Is Counted Sweetest,
- ii. "Hope" Is The Thing with Feathers,
- iii. After Great Pain, A Formal Feeling Comes,
- iv. She Lay As If at Play,
- v. This Is My Letter to The World,
- vi. The last night that she lived

**ROBERT FROST**

- i. Mending Wall
- ii. After Apple Picking
- iii. The Road Not Taken
- iv. Tree at my Window
- v. Stopping by Woods on a Snowy Evening
- vi. Acquainted with the Night
- vii. The Pasture

# SEMESTER-VII

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# I. CRITICISM-III (MODERN CRITICAL THEORIES)

Course Code: ENG-437

Credit Hrs:3

## **Aims & Objectives:**

The aim of this course is to introduce the trends of criticism in 20<sup>th</sup> century. The works of representative critics have been prescribed for the understanding of the dominant parameters in the critical theory of the respective era. The course especially focuses on the aspects of practical criticism for the training of the students. The course will enable the students to practically apply these theories to a variety of texts.

## Course Contents

- Structuralism
- Russian Formalism
- Post Structuralism
- Reader Response Criticism
- Psychoanalytical Criticism
- Deconstruction
- Feminism
- New Historicism
- Post-colonialism
- Modernism
- Post Modernism

## Reading List

- Read, H. (1962). *Collected Essays in Literary Criticism*. Faber and Faber
- Daiches, D. (1967). *Critical Approaches to Literature*, Longman,
- Arnold, M. (1966). *Essays in Criticism*, Second Series. McMillan
- Abrams, M.H. (1977). *The Mirror and the Lamp*, OUP

**Aims & Objectives:**

This course aims at introducing the modern drama to the students and the factors contributing to the revival of English drama. The course also focuses on the techniques employed by the dramatists of the modern era. The readers will clearly differentiate between the techniques, structural and thematic aspects of earlier plays and the modern drama. The course will enable the learner to understand trends and element of modern drama.

**Course Contents**

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

**Recommended Readings:**

- Gray, R. (1961). *Bertolt Brecht*. New York
- Northam, J. (1953). *Ibsen's Dramatic Method*. London
- Kitchin, L. (1960). *Mid-Century Drama*. London.
- Bishop, T. (1961). *Pirandello and the French Theatre*. New York.
- Chothia, J. (1996). *English Drama of the Early Modern Period 1890-1940*. New York: Longman.

EARNEST HEMINGWAY  
TONY MORRISON

A Farewell to Arms  
Jazz

Reading List

- Bloom, H. ed. (1987). *Modern Critical Views: William Faulkner*.
- Bradbury, M. (1983). *Modern American Novel*.
- Chase, R. (1958). *The American Novel and its Traditions*.
- Colourise, J. M. (1983). *New Essays on The Scarlet Letter* Cambridge University Press.
- Gray, R. (1983). *American Fiction: New Reading*.

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**Aims & Objectives:**

This course aims at familiarizing the students with prose of mostly non-native writers. The course has been particularly designed to develop an understanding of indigenous sociopolitical issues among the students to enable them to realize how a variety of view point is presented by the writers from a diverse social and ideological backgrounds.

**Course Contents**

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

**Reading List**

Reading list will be provided by the tutor concerned himself from time to time.



**Aims & Objectives:**

The course aims at developing professional skills of an ESP practitioner among the students. The students will be provided opportunities to practically apply their knowledge of important procedures as needs analysis, materials, evaluation, designing, and adaptation. Besides, this course attempts at keeping the students abreast of the latest ESP theory and practice.

**Course Contents**

- ESP: Introduction
- Theoretical Bases: Major influences
- Developments in ESP – Register analysis to learning centeredness
- Classification of ESP
- Trends and Issues in EAP and EOP
- Features of EAP and EOP
- Skills in EAP and EOP
- ESP course design
- ESP Teacher's role and training of the ESP teacher

**Reading List**

- Dudley, Evans, T and St. Johns, M.J. (1998). *Developments in ESP: A multidisciplinary approach*, UK: Cambridge
- McDonough, J. (1984). *ESP in Perspective: A practical guide*, UK, Hazzel Watson & Viney Ltd.
- Hutchinson, T and Waters, A. (1987). *English for Specific Purposes: A learner-centered approach*, UK. CUP
- McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. UK: Edinburgh University Press.
- Douglas, D. (2000) *Assessing Languages for Specific Purposes*: UK. CUP

**Aims & Objectives:**

The aim of this part of the course in literature is to give reader an opportunity to read representative works of 20<sup>th</sup> century poets. It would enhance their understanding of the emerging trends in 20<sup>th</sup> century poetry.

**Course Contents**

- |                  |                                    |
|------------------|------------------------------------|
| 1. T.S. Eliot    | i. Love Song of J. Alfred Prufrock |
|                  | ii. The Waste Land                 |
| 2. W.B. Yeats    | i. Wild Swans at Coole             |
|                  | ii. When You Are Old               |
|                  | iii. No Second Troy                |
|                  | iv. The Second Coming              |
| 3. Philip Larkin | i. Mr. Bleaney                     |
|                  | ii. Church Going                   |
|                  | iii. Ambulances                    |
|                  | iv. 1914                           |

**Recommended Readings**

1. Beach, J.W. T. (1952). *The Twentieth Century Novel*.
2. Kettle, A. (1978). *Introduction to the English Novel II*. London. Hutchinson.
3. Lumley, F. (1956). *Trends in 20<sup>th</sup> Century Drama*. Fairlawn.
4. Gassner, J. (1954). *Form and Idea in Modern Theatre*. New York.
5. Spears, M. K. (1981). *The Poetry of W.H. Auden*. New Jersey.

# SEMESTER-VIII

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**Aims & Objectives:**

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

**Course Contents**

1. Chinua Achebe	Things Fall Apart
2. Paul Mark Scott	Jewel in the Crown
3. Zulfikar Ghose	The Murder of Aziz Khan
4. Gabriel Garcia Marquez	One Hundred Years of Solitude
5. Paulo Coelho	Al-Chemist

**Recommended Readings**

- Achebe, C. (1964). "The Role of a Writer in A New Nation." Nigeria Magazine, p. 81.
- Boehmer, E. (1995). *Colonial and Post Colonial Literature*. Oxford: Oxford UP.
- Peck, J. Ed. (1995). *New Casebook on Post-Colonial Literatures*. Macmillan.
- Smith, H. (2002). *Beyond the Post Modern Mind*. Lahore: Suhail Academy.
- Belsey, C. (1980). *Critical Practice*, London: Methuen.

## 2. HISTORY OF WESTERN CIVILIZATION

Course Code: ENG-444

Credit Hrs:3

### Aims & Objectives:

This course aims to acquaint students with the historical evolution of the western civilization. All the following ages would be taught in two dimensions: firstly the brief introduction of the important events of that age which influenced the thoughts and the lives of writers, and secondly, the works of important writers of that particular movement'.

1. Birth of Civilization
2. Middle East, Egyptian, Greeko-Roman,
3. Islamic and Western Civilization

### Course Contents

1. Sullivan, Sherman and Harrison A Short History of Western Civilization
2. Syed Amir Ali History of Saracens
3. Paul Tittley Britain in History From Earliest Time to 1066

### Reading Lists

- i) Peck, J., & Coyle, M. (2013). *A brief history of English literature*. Palgrave Macmillan.
- ii) Legouis, E., & Cazamian, L. F. (1927). *A history of English literature*. JM Dent & Sons Limited.
- iii) Ford, B. (Ed.). (1982). *The new Pelican guide to English literature*. Penguin books.
- iv) Daiches, D. (1969). *Critical History of English Literature*. Allied Publishers.

**Aims & Objectives:**

This course is specifically concerned with American Drama to enhance readers' overall understanding of American drama. It contains major dramatic voices in American Literature that have played a great role in determining the distinctive American strengths in modern theatre.

**Course Contents**

- |                      |                           |
|----------------------|---------------------------|
| 1. Arthur Miller     | The Crucible              |
| 2. Eugene O Neil     | Mourning Become Electra   |
| 3. Tennessee William | A Street Car Named Desire |
| 4. Adrienne Kennedy  | Funny House of a Negro    |

**Reading Lists**

Biggsby, C. W. E. (1985). *A Critical Introduction to Twentieth Century American Drama: Volume 3, Beyond Broadway* (Vol. 3). Cambridge University Press.

**Aims & Objectives:**

This course is an inter-genre course and offers an exposure to some Classics in World Literature, both in theme and form. The global perspective will not only make for an intrinsically rewarding experience but will also give depth to students' grasp of literatures translated into English. They will be able to identify elements of universal literary merits as well as critically compare some of the great works of the East and the West.

**Course Contents**

- |  |  |
|--|--|
| 1. <b>Qurat-ul-Ain Haider (Indian)</b> | River of Fire  |
| 2. <b>Dostoevsky (Russian)</b>         | Crime and Punishment   |
| 3. <b>Rumi (Persian)</b>               | Selections from "The Mathnavi: (Divan & Discourse, The Song of the Reed/The Artists) |
| 4. <b>Faiz Ahmed Faiz (Pakistani)</b>  | Dawn of Freedom Aug. 1947<br>Translated by Agha Shahid Ali                           |
| 5. <b>Bertolt Brecht</b>               | The Life of Galileo  |

**Recommended Readings**

- Camus, A. (1961). *The Outsider: Trans. by Stuart Gilbert*. Penguin Books.
- Cervants, M. (Spanish): *Don Quixote* (Part 1-Book-1 & 2).
- Kafka, F. (1915). *The Metamorphosis*.
- Homer (Roman): Selections from "The Illiad" and "The Odyssey"
- Dostoevsky, F. (2014). *Crime and punishment*. Penguin UK.
- Rumi (Persian): Selections from the *Mathnavi: (Divan & Discourse; The Song of the Reed/The Artists)*.
- Iqbal, M (Indo-Pakistan): Selections from *Javaid Nama: The Spirit of Rumi Appears*.
- Faiz, F. A. (1991). *The Dawn of Freedom (August 1947)*. Trans. Agha Shahid Ali. Salt Lake City: Peregrine Smith Books.
- Frederico Garcia Lorca (Spanish): *Blood Wedding*.
- Lu Hsun. (1974). "The Kite" and "After Death" in *Wild Grass Peking: Foreign Language Press*.

**Aims & Objectives:**

The aim of this course is to introduce students to the basic concepts of Psycholinguistics. To familiarize students with the relationship of language and mind, a detailed analysis of how language is processed in brain and mind is presented in the course. It will enable the students to understand how language is psychologically processed and learnt.

**Course Contents**

1. The Psychology of learning
  - a. Theories of language learning (Behaviorism, Cognitivism, Interactionism)
  - b. Memory
  - c. Inter language
2. Individual learner Factors
  - a. Age
  - b. Affective and personality factors
  - c. Cognitive styles
  - d. Motivation
  - e. Learning strategies

**Recommended Reading**

- Aitchison, J. (2000). *Linguistics* (Teach Yourself Books)
- Akmajian, A; Demers, R.A; Farmer, A.K & Harish, R.M. (2001). *Linguistics: An introduction to Language & Communication* 4th ED, Brace College Publishers, New York
- Coulthard, Malcom. (1985). *An introduction to Discourse Analysis* new ED.
- Crystal, D. (1991). *The Cambridge Encyclopedia of Language*
- Farmer, A.K; Demers, R.A. *A Linguistics Work Book*
- Finch, G *How to Study Linguistics: A Guide to Understanding Linguistics.*
- Fornkin, V.A; Roadman, R and Hymas, M. (2002). *Introduction to Language.* 6th ed.
- Gee, J.P. (2005). *An Introduction to Discourse Analysis.*
- Kristen, M. (ed) (2000). London. Longman.
- Lyons, J. (1990). *Language & Linguistics.* Massachusetts: MIT.
- McCarthy, M. (1991). *Discourse Analysis for Language Teachers*
- Radford, A. Atkinson, M. Britain, D. Clahsen, H. Spencer. A (1999) *Linguistics: An Introduction.* OUP
- Todd, L (1987). *An Introduction to Linguistics.*
- Victoria, F & Roadman, R. (1998). *An Introduction to Language* Harcourt
- Yule, G (1996), *The study of Language.*
- Yule, G 2006, *The study of Language.* 2nd Edition. CUP.



**Aims & Objectives:**

The course introduces students to major theorists and research in the field of discourse analysis; fosters awareness of coherence and other textual features in written texts, trains students in a variety of analytical methods so that students are able to carry out a piece of experimental work using authentic data.

**1-Introduction**

- What is discourse?
- Level of discourse in language
- Linguistic forms and functions
- Transactional VS Interactional view
- Sentence and utterance
- Product Vs process
- Text
- Context
- Genre
- Discourse analysis

**The role of context in interpretation**

(Reference, presupposition, implicatures, inference etc.)

**Discourse markers****Topic and representation of discourse content**

(Sentential topic & discourse topic, discourse topic and representation of discourse content etc.)

**Staging and the representation of discourse structure**

(Theme, staging, thematization, thematic structure, natural order and point of view)

**Information structure**

(Give & new, Halliday's account of information structure etc.)

**The nature of reference in text and discourse (Cohesion, referring expressions etc.)****Coherence in the interpretation of discourse**

(Top-down and bottom-up processing, speech acts, representing background knowledge, frames etc)

**Conversational analysis****Critical discourse analysis**

- i. Language and Ideology
- ii. Language and Power
- iii. Language and Culture
- iv. Language and Gender
- v. Language and Identity

### Multimodality

#### Suggested Reading:

Brown, G. and Yule, G. (1983). *Discourse Analysis*, Cambridge: CUP

Cutting, J. (2002). *Pragmatics and Discourse: A Resource book for students*, London: Routledge.

Fairclough, N. (1995). *Critical Discourse Analysis: The Critical study of Language*, London, Longman.

Schiffrin, D. (1994). *Approaches to Discourse* Oxford: Blackwell

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