l

Scheme of Studies

for

# Bachelor of studies IN ENGLISH (BS English)

Effective Fall 2023

## Introduction

BS English was designed as a replacement for the MA English programme making use of the lessons learnt from the successful run of the MA programme to create a programme that was more attuned to the contemporary trends. In the third year of its launch the BS programme is already firmly established as a key programme for the department of English and the students who want to venture in the field of English. The present review is aimed at both consolidating the gains made in the last three years and sustaining the growth of the programme in the years ahead. The programme is particularly important for it is being built up to be the feeder programme for the department’s MS and PhD programmes.

## Nomenclature

|  |  |  |
| --- | --- | --- |
| Composition | Degree Title | Description |
| Single Major | Bachelor of Studies in English [BS English] | With single major in English Language, Linguistics & LiteratureMinimum credit hours: 132 |
| 1 Major & 1 Minor | BS English with minor in ELTOrBE English with minor in Media Communication | With Major in English Language, Linguistics & Literature along with a minor in related fieldMinimum credit hours: 132 |
| 1 Major &2 Minors | BS English with minors in ELT and Media Communication | With Major in English Language, Linguistics & Literature along with two minors in related fieldMinimum credit hours: 144 |

## Aims and Objectives

The key aims and objectives of the BS programme are to:

1. Introduce the learners to courses from diverse fields to promote transdisciplinary thinking.
2. Offer a structured path to exploring issues in linguistics and literature.
3. Nurture a culture of research-based learning.
4. Help the students form a sound basis for higher learning.

## Programme Learning Outcomes

On the completion of the degree in BS English students will be able to:

1. Critically and analytically read works of literature produced in many different cultures and historical periods.
2. Demonstrate, through discussion and writing, an understanding of significant cultural and social issues presented in the literature.
3. Apply critical and technical vocabulary to describe and analyze, and formulate an argument about, literary texts.
4. Demonstrate in-depth knowledge of selected areas of linguistics such as language variation, language development, language learning
5. Compare and contrast language structures and explain relationships between language and culture.
6. Apply the knowledge gained of the selected areas of linguistics in other academic contexts

## Credit Hours

* Total Credit Hours: 132-144 with ONE Major \*
 132-144 with ONE Major & ONE Minor
 144-156 with ONE Major & TWO Minors

\* Although HEC has set the minimum credit hours requirement for the award of degree at 120 credit hours, to ensure the better quality of the program and the graduates, the Department of English intends to raise the minimum credit hour requirements for the completion of degree to 132 credit hours. This will be applicable where students want to complete their degree with just ONE major and will have to study additional courses to meet the credit hour requirement. Further, as per HEC policy, students may opt for double majors in related fields and will be subject to 72 credit hour requirement in both major disciplines, thereby the total credit hours of the degree will be no less than 192 credit hours.

## Admission Requirements

The BS English Programme is open to students with 45% marks in HSSC (or equivalent) examination. Applicants with a qualification other than HSSC will need to furnish an equivalence certificate from Inter-Board Chairman Committee, Islamabad.

The programme is targeted towards students with good English proficiency who aspire to pursue a path through linguistics and literature.

\*Candidates who have a master’s degree in English (MA English, MA ELT, MA TEFL, etc) may be inducted in the fifth semester of the BS programme.

## Duration

The BS Programme is an eight semester (12 maximum), 4 years (6 maximum) programme with two regular semesters—spring and fall—in a year. The programme also features a summer semester to allow the students to pass failed courses and to improve courses offered at the discretion of the FUI.

The maximum duration for the programme is 12 semesters/6 years.

## Assessment

Assessment of the students for each course (other than thesis) in the BS programme will be carried out according to the following formula.

|  |  |  |
| --- | --- | --- |
| **#** | **Assessment Tool** | **Marks** |
| 1. | Assignments, Projects, Quizzes, Presentations spread through the semester  | 15 |
| 2. | Midterm examination of 1.5 hours duration | 25 |
| 3. | Term paper/major written assignment and presentation | 10 |
| 4. | Final Term examination of 3 hours duration | 50 |
| Total | 100 |

Students registered in the BS English programme are required to maintain a CGPA of higher than 2.0 out of 4. A CGPA of less than 2.0 will place them on a probation and three consecutive probations will lead to expulsion from the university. The students registered in the BS English programme will be governed by the statutes approved by the FUI which may be changed from time to time.

# Program Sturucture

The structure of the BS English degree program is designed to balance general education, disciplinary, interdisciplinary, and practical requirements to enhance the likelihood of student success. As per HEC Undergraduate Policy, effective from Fall 2023, it is comprised of the following set of mandatory requirements.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Course Type** | **Required Credit Hours** | **Description** |
| A | General Education Requirements | 30 |  |
| B | Major (Disciplinary)Requirements | 72 | Minimum required, university may offer more than the minimum |
| c | Interdisciplinary / Allied Requirements | 12 |  |
| d | Minor (Optional) | 12 |  |
| e | Field Experience / Internship | 3 | 6-8 weeks |
| f | Capstone Project | 3 | FYP or Research Project/Research Work |
|  | Total | 132-144 credit hours with Single Major132-144 with 1 Major & 1 Minor144-156 with 1 Major & 2 Minors |

A description and breakdown of these course types is given under.

## General Education (GenEd) Requirements

This component comprises of the mandatory courses of general education aimed to prepare students to refine their scholarly abilities to reason and communicate clearly and effectively. The provision of general education courses ensures that every student is acquainted with the broad variety of fields of inquiry and approaches to knowledge and skills. It offers students an intellectual foundation for their academic, professional, and personal attributes while focusing on critical thinking and writing, speaking or quantitative skills. The minimum requirement for the general education component is 30 credits in BS English program. The detailed breakdown of GenEd courses is given below:

|  |  |  |
| --- | --- | --- |
| **General Education Courses** | **Required Courses** | **Credit Hours** |
| Arts and Humanities | 1 | 2 |
| Natural Sciences | 1 | 3 (2+1) |
| Social Sciences | 1 | 2 |
| Functional English | 1 | 3 |
| Expository Writing | 1 | 3 |
| Quantitative Reasoning | 2 | 6 |
| Islamic Studies OR Religious Education / Ethics (for Non-Muslims only) | 1 | 2 |
| Ideology or Constitution of Pakistan | 1 | 2 (2+1) |
| Application of Information & Communication Technologies | 1 | 3 |
| Entrepreneurship | 1 | 2 |
| Civics or Community Engagement | 1 | 2 |

### Arts and Humanities:

The purpose of introducing a course in the domain of Arts and Humanities is to familiarize students with key concepts in the disciplines such as Philosophy, History, Creative Arts, etc. These subjects enable students understand human experience, cultivate an appreciation of the past, enrich their capacity to meet the contemporary challenges in their lives, and enable their effective engagement with other cultures and civilizations.

### Natural Sciences:

A course in the domain of Natural Sciences has been introduced with an aim to promote an understanding and appreciation of the physical and the natural world through observation and experimentation. Course within Natural Sciences familiarize students with the theoretical analyses, experimental methods, and pragmatic problem solving. The study of subjects such as Geology, Biology and Ecology, will help students in developing their critical faculties as required to evaluate natural phenomena and to enable them to appreciate the beauty of the natural and physical worlds often hidden from casual observation.

### Social Sciences:

A course in the domain of Social Sciences has been introduced with an aim to provide students with an insight into individual and society. The study of subjects such as Anthropology, Economics, Psychology, Sociology, Social Work, Political Science, International Relations etc. equips students with fundamental knowledge required for an effective civic engagement.

### Functional English and Expository Writing:

The ability to communicate well is one of the essential skills of an educated person and is indispensable for professional success. The course of Functional English focuses on the basic aspects of the English language such as grammar, vocabulary and the use of English in its authentic context etc. Whereas, the course of Expository Writing is introduced with an aim to improve students' academic writing including technical and report writing skills etc.

### Quantitative Reasoning:

In the current times, an early exposure to quantitative reasoning has become essential for professional success in all fields. Two courses of Quantitative Reasoning are introduced to enable students make an effective use of quantitative information and to understand and evaluate data and reach valid conclusions in situations influenced by multiple factors.

### Ideology and Constitution of Pakistan:

This course is introduced to familiarize students with the historical events that shaped the ideology of Pakistan and to familiarize them with the core provisions of the Constitution of the Islamic Republic of Pakistan concerning the fundamental rights and responsibilities of Pakistani citizens.

Islamic Studies: A course of Islamic Studies provides students with a comprehensive overview of the fundamental aspects of Islam, its history, beliefs, practices, and influence on society and familiarize students with a solid foundation in understanding the religion of Islam from an academic and cultural perspective. Ethics, in integrated form will shape the core of the course to foster among students the universal ethical values promoted by Islam. \* Alternatively, the university may offer a course on Theology/Religious Studies/Ethics for non-Muslim students without altering the prescribed credit hours for the course.

### Applications of Information and Communication Technologies (ICT):

This course is introduced with an aim to provide students with a practical understanding of how information and communication technologies (ICT) are used in various fields and industries. The course covers such areas of knowledge within the application of ICT tools, software, and systems as to enhance productivity, communication, decision-making, and problem-solving across different domains. Through this course, students will be engaged in hands-on activities, projects and assignments to reinforce their understanding of ICT applications.

### Entrepreneurship:

This course aims to provide students with a basic understanding of the principles and practices of entrepreneurship. It also aims to cultivate an entrepreneurial mindset and equip students with the knowledge and skills necessary to start, manage, and grow their own ventures. Learning components of ‘Financial Literacy’ and ‘Export Management’ are also included in the learning outcomes of the course to provide students with a holistic understanding of business in priority areas of the economy.

### Civics and Community Engagement:

This course aims to bring responsible citizenship and active engagement between Universities/HEIs (through their students) and local communities. The course will provide students with a foundational understanding of the principles, institutions, and processes of civic engagement in a democratic society. Moreover, the course will build the capacity of students as leaders and influencers by gaining fundamental understanding of leadership, citizenship, communication, advocacy, network building as well as having first-hand experience of community development through volunteer works.

A complete list of General Education Courses is given further below under the lists of courses.

## Major (Disciplinary) Requirements

These courses constitute the central part of the program and include a blend of courses from language, literature, and linguistics. The requirement to satisfy a single major is minimum of 72 credit hours for the BS English program. As a part of meeting degree credit hour requirements, student may be expected to study additional courses form the major domain.

A complete list of major courses is given further below under the lists of courses.

## Interdisciplinary / Allied Requirements

As per current HEC policy, all the undergraduate degree programs must include a mandatory set of minimum 12 credit hours for interdisciplinary/allied courses. These courses are offered in allied or complementary disciplines to reinforce the notion of interdisciplinary competency and to support the horizon of the major discipline, i.e., English.

A complete list of these course is given further below under the lists of courses.

## Minor (Optional)

Minor is an option comprising of a secondary concentration of courses, complements the major. The BS English program intends to offer the following minor areas:

1. English Language Teaching,
2. Media Communication

As per HEC policy, students must study for at least 12 credit hours to be eligible for the award of the respective minor.

A complete list of minor courses is given further below under the lists of courses.

## Field Experience / Internship

Field experience is a professional learning experience that offers meaningful and practical work experience related to a student's field of study or career interest. It is an opportunity to apply knowledge gained in the classroom with practice in the field. The students will be required to complete mandatory internship in a school, college, university or a suitable business to meet the degree requirements.

## Capstone Project

A capstone project allows students to bring together the concepts, principles and methods that they have learned in their course of study and to apply their knowledge and acquired competencies to address the real-world problems. They may produce an extensive research work or complete a related project.

#  Scheme of Studies

The complete breakdown of the program according to the discipline and number of courses offered in each semester is given below. The breakdown of General Courses is given first followed by breakdowns for a single Major in English, a single major with one minor and a single major with two minors.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **General Education Courses** | **Required Courses** | **Required CrH** | **Semester [no of courses per semester]** | **Total Courses** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| Arts and Humanities | 1 | 2 | 1 |  |  |  |  |  |  |  | 1 |
| Natural Sciences | 1 | 3 |  |  | 1 |  |  |  |  |  | 1 |
| Social Sciences | 1 | 2 | 1 |  |  |  |  |  |  |  | 1 |
| Functional English | 1 | 3 | 1 |  |  |  |  |  |  |  | 1 |
| Expository Writing | 1 | 3 |  | 1 |  |  |  |  |  |  | 1 |
| Quantitative Reasoning | 2 | 6 |  |  | 1 | 1 |  |  |  |  | 2 |
| Islamic Studies OR Religious Education / Ethics (for Non-Muslims only) | 1 | 2 | 1 |  |  |  |  |  |  |  | 1 |
| Ideology or Constitution of Pakistan | 1 | 2 |  | 1 |  |  |  |  |  |  | 1 |
| Application of Information & Communication Technologies | 1 | 3 | 1 |  |  | 1 |  |  |  |  | 2 |
| Entrepreneurship | 1 | 2 |  |  |  |  |  |  |  |  | 0 |
| Civics or Community Engagement | 1 | 2 |  |  | 1 |  |  |  |  |  | 1 |

## Single Major in English

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Required Courses** | **Required CrH** | **Semester [no of courses per semester]** | **Courses Offered** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **General Education Courses**  | 12 | 30 | 5 | 2 | 3 | 2 |  |  |  |  | 12 |
| **Major in English** | 28 | 84 | 1 | 4 | 3 | 4 | 4 | 4 | 4 | 4 | 28 |
| **Inter-disciplinary** | 4 | 12 |  |  |  |  | 1 | 1 | 1 | 1 | 4 |
| **Internship** | 1 | 3 |  |  |  |  |  |  | 1 |  | 1 |
| **Capstone** | 1 | 3 |  |  |  |  |  |  |  | 1 | 1 |
| **Total**  | 46 | 132 | 6 | 6 | 6 | 6 | 5 | 5 | 6 | 6 | 46 |

## Major in English and 1 minor

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Required Courses** | **Required CrH** | **Semester [no of courses per semester]** | **Courses Offered** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
| **General Education Courses**  | 12 | 30 | 5 | 2 | 3 | 2 |  |  |  |  | 12 |
| **Major in English** | 24 | 72 | 1 | 4 | 3 | 4 | 3 | 3 | 3 | 4 | 24 |
| **MINOR in ELT or Media Communication** | 4 | 12 |  |  |  |  | 1 | 2 | 1 |  | 4 |
| **Inter-disciplinary** | 4 | 12 |  |  |  |  | 1 | 1 | 1 | 1 | 4 |
| **Internship** | 1 | 3 |  |  |  |  |  |  | 1 |  | 1 |
| **Capstone** | 1 | 3 |  |  |  |  |  |  |  | 1 | 1 |
| **Total**  | 46 | 132 | 6 | 6 | 6 | 6 | 5 | 5 | 6 | 6 | 46 |

## Major in English and 2 minors

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Required Courses** | **Required CrH** | **Semester [no of courses per semester]** | **Total Courses** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** |  |
| **General Education Courses**  | 12 | 30 | 5 | 2 | 3 | 2 |  |  |  |  |  | 12 |
| **Major**  | **English** | 24 | 72 | 1 | 4 | 3 | 4 | 3 | 3 | 3 | 3 |  | 24 |
| **Minors 1** | **English Language Teaching**  | 4 | 12 |  |  |  |  | 1 | 1 | 1 | 1 |  | 8 |
| **Minor 2** | **Media Communication** | 4 | 12 |  |  |  |  |  |  |  |  | 4 | 4 |
| **Inter-disciplinary** | 4 | 12 |  |  |  |  | 1 | 1 | 1 | 1 |  | 4 |
| **Internship** | 1 | 3 |  |  |  |  |  |  | 1 |  |  | 1 |
| **Capstone** | 1 | 3 |  |  |  |  |  |  |  | 1 |  | 1 |
| **Total**  | 50 | 144 | 6 | 6 | 6 | 6 | 5 | 5 | 6 | 6 | 4 | 50 |

# List of Courses

|  |  |  |
| --- | --- | --- |
| **Area** | **Course Code and Course Title** | **Credit Hours** |
| **GENERAL EDUCATION**  | **Arts and Humanities** | 1. GER 2700 Professional Practices
 | 2 |
| 1. GER 2701 Fundamentals of Fine Arts
 | 2 |
| 1. GER 2702 Anthropology
 | 2 |
| 1. GER 2703 History
 | 2 |
| 1. GER 2704 Archaeology
 | 2 |
| 1. GER 2705 Heritage Conservation
 | 2 |
| 1. GER 2706 Philosophy
 | 2 |
| 1. GER 2707 Performing Arts
 | 2 |
| 1. GER 2708 Photography
 | 2 |
| 1. GER 2709 History of Art and Design
 | 2 |
| 1. GER 2710 Culture Studies
 | 2 |
| 1. GER 2711 Language and Literature
 | 2 |
| 1. GER 2712 Curatorial Studies
 | 2 |
| 1. GER 2713 Psychology
 | 2 |
| 1. GER 2714 Fundamentals of Sociology
 | 2 |
| 1. GER 2715 Professional Ethics
 | 2 |
|  **Natural Sciences** | 1. GER 2600 Applied Physics
 | 3 |
| 1. GER 2601 Biology
 | 3 |
| 1. GER 2602 Fundamentals of Geography
 | 3 |
| 1. GER 2603 Environmental Sciences
 | 3 |
| 1. GER 2604 Differential Equations
 | 3 |
| 1. GER 2605 Multivariable Calculus
 | 3 |
| **Social Sciences** | 1. GER 1500 Fundamentals of Management
 | 2 |
| 1. GER 1501 Fundamentals of Mass Communication
 | 2 |
| 1. GER 1502 Fundamentals of Philosophy
 | 2 |
| 1. GER 1503 Fundamentals of Psychology
 | 2 |
| 1. GER 1504 Sociology
 | 2 |
| **Functional English** | 1. GER 1200 Functional English
 | 3 |
| **Functional English** | 1. GER 1201 Expository Writing
 | 3 |
| 1. GER 1202 English Composition
 | 3 |
| 1. GER 1203 Technical Report Writing
 | 3 |
| **Quantitative Reasoning** | 1. GER 1300 Quantitative Reasoning - I
 | 3 |
| 1. GER 1301 Quantitative Reasoning – II
 | 3 |
| 1. GER 1302 Linear Algebra
 | 3 |
| 1. GER 1303 Discrete Structures
 | 3 |
| 1. GER 1304 Calculus & Analytical Geometry
 | 3 |
| 1. GER 1305 Probability & Statistics
 | 3 |
| **Islamic Studies OR Religious Education / Ethics (for Non-Muslims**  | 1. GER 2400 Islamic Studies
 |  |
| 1. GER 2403 Ethics and Tolerance
 | 2 |
| **Ideology or Constitution of Pakistan** | 1. GER 2401 Ideology and Constitution of Pakistan
 | 2 |
| **Application of Information & Communication Technologies** | 1. GER 1100 Applications of Information & Communication Technologies (ICT)
 | 3 |
| **Civics or Community Engagement** | 1. GER 2402 Civics and Community Engagement
 | 2 |
| **Entrepreneurship** | 1. GER 2800 Entrepreneurship
 | 2 |
| **MAJOR IN ENGLISH** | 1. LIN 1010 Intro to Linguistics
 | 3 |
| 1. LIN 1120 Phonetics & Phonology
 | 3 |
| 1. LIN 2210 Intro to Morphology and Syntax
 | 3 |
| 1. LIN 2430 Intro to Semantics
 | 3 |
| 1. LIN 3450 Intro to Pragmatics
 | 3 |
| 1. LIN 3610 Intro to Sociolinguistics
 | 3 |
| 1. LIN 3710 Intro to Psycholinguistics
 | 3 |
| 1. LIN 4410 Intro to Discourse Analysis
 | 3 |
| 1. LIN 4250 Advanced Syntax
 | 3 |
| 1. LIN 4710 Intro to Corpus Linguistics
 | 3 |
| 1. LIN 4810 Intro to Translation Studies
 | 3 |
| 1. LIN 4490 Intro to Computational Linguistics
 | 3 |
| 1. LIN 3690 Emerging Trends in Sociolinguistics
 | 3 |
| 1. LIN 4720 Intro to Forensic Linguistics
 | 3 |
| 1. LIN 4730 Intro to Clinical Linguistics
 | 3 |
| 1. LIN 4440 Language and Gender
 | 3 |
| 1. LIN 4540 Second Language Acquisition
 | 3 |
| 1. RES 4110 Introduction to Research Methodology
 | 3 |
| 1. LIT 1101 History of English Literature I
 | 3 |
| 1. LIT 2102 History of English Literature II
 | 3 |
| 1. LIT 2210 Poetry I
 | 3 |
| 1. LIT 3510 Literary Criticism
 | 3 |
| 1. LIT 3410 Novel I
 | 3 |
| 1. LIT 3310 Drama I
 | 3 |
| 1. LIT 3530 Literary Theory
 | 3 |
| 1. LIT 3220 Poetry II
 | 3 |
| 1. LIT 3320 Drama II
 | 3 |
| 1. LIT 3610 Introduction to Stylistics
 | 3 |
| 1. LIT 4420 Novel II
 | 3 |
| 1. LIT 4710 American Literature
 | 3 |
| 1. LIT 4730 World Literature in English
 | 3 |
| 1. LIT 4950 Intro to Postmodern Literature
 | 3 |
| 1. LIT 4810 Essays and Short Stories
 | 3 |
| 1. LIT 4820 Short Story Writing
 | 3 |
| 1. LIN 4070 History of English Language
 | 3 |
| 1. LIT 4930 Intro to South Asian Literature
 | 3 |
| 1. LIT 4750 African Literature
 | 3 |
| 1. LIT 4770 Postcolonial Women’s Writing
 | 3 |
| 1. LIT 4760 Pakistani Folk Literature
 | 3 |
| 1. LIT 4520 Pakistani English
 | 3 |
| **INTERDISCIPLINARY**  | 1. PSY 3110 Educational Psychology
 | 3 |
| 1. PSY 4035 Stress and Conflict Management
 | 3 |
| 1. PSY 2108 Social Psychology
 | 3 |
| 1. COM 3141 Business Communication
 | 3 |
| 1. MCO 3305 Theories of Communication
 | 3 |
| 1. MCO 3021 International Relations
 | 3 |
| **MINOR (Optional)** | **Minor 1** **-****English Language Teaching (ELT)** | 1. ELT 4510 Teaching of English as Second/Foreign Language
 | 3 |
| 1. ELT 4590 ELT Practicum
 | 3 |
| 1. ELT 4530 Testing and Assessment
 | 3 |
| 1. ELT 4560 English for Specific Purposes
 | 3 |
| 1. ELT 4570 Computer Assisted Language Learning
 | 3 |
| 1. ELT 4580 Intro to Critical Pedagogy
 | 3 |
| 1. ELT 4540 Materials Development
 | 3 |
| **Minor 2** **-****Media Communication** | 1. MCO 3120 Language and Media
 | 3 |
| 1. MCO 3130 Content / Journalistic Writing
 | 3 |
| 1. MCO 4131 Digital Content Making
 | 3 |
| 1. MCO 3103 Reporting and News Writing
 | 3 |
| 1. MCO 4102 Mass Media Development
 | 3 |
| **INTERNSHIP** | 1. INT 4060 Internship
 | 3 |
| **CAPSTONE** | 1. RES 5090 Research Project
 | 3 |

* Please note that interdisciplinary and minor courses may be either offered at the English departments or the student may be expected to study these in other departments.

# BS English – Road Map

The following is a sample road map detailing courses offered in every semester. Please note that these or different course may be offered in different semester as per the discretion of the department and subject to the availability of necessary resources and faculty.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Arts and Humanities | Natural Sciences | Social Sciences | Functional English | Expository Writing | Quantitative Reasoning | Islamic Studies OR RE/ Ethics  | Ideology or Constitution of Pakistan | Application of Information & Communication Technologies | Entrepreneurship | Civics or Community Engagement | Major Courses | Minor 1 ELTELT (English Language TeachingOr Minor 2  Media Communication | Inter-disciplinary Courses | Internship | Capstone | Total No of Courses | Total Credit Hours |
| **Required Courses** | **1** | **1** | **1** | **1** | **1** | **2** | **1** | **1** | **1** | **1** | **1** | 28 [for single major]24 [with a minor] | 4 | 4 | 1 | 1 | **46-50** |  |
| **Credit Hours** | **2** | **3** | **2** | **3** | **3** | **6** | **2** | **2** | **3** | **2** | **2** | 72-84 | 12 | 12  | 3 | 3 |   | **144-156** |
| **Semester 1** | GER 2711 Language and Literature |   | GER 1503 Fundamentals of Psychology | GER1200 Functional English |   |   | GER2400 Islamic Studies |   | GER1100 Applications of ICT |   |   | LIN 1010 Intro to Linguistics |   |   |   |   | 6 | **15** |
| **Semester 2** |   |   |   |   | GER 1201 Expository Writing |   |   | GER 2401 Ideology & Constitution of Pakistan |   |   |   | LIN 1120 Phonetics & PhonologyLIT 1101 History of English Literature ILIT 4810 Essays and Short StoriesLIT 2210 Poetry I |   |   |   |   | 6 | **17** |
| **Semester 3** |   | GER 2602 Fundamentals of Geography |   |   |   | GER 1300 Quantitative Reasoning - I |   |   |   |   | GER2402 Civics and Community Engagement | LIT 2102 History of English Literature IILIN 2210 Intro to Morphology and SyntaxLIT 3310 Drama I |   |   |   |   | 6 | **17** |
| **Semester 4** |   |   |   |   |   | GER 1301 Quantitative Reasoning – II |   |   |   | GER2800 Entrepreneurship |   | LIN 2430 Intro to Semantics LIT 3220 Poetry II LIT 3410 Novel I LIT 3320 Drama II |   |   |   |   | 6 | **17** |
| **Semester 5** |   |   |   |   |   |   |   |   |   |   |   | LIN 3450 Intro to Pragmatics LIT 3510 Literary Criticism LIN 3610 Intro to Sociolinguistics LIT 4420 Novel II | ELT 4510 Teaching of English as Second/Foreign Language | PSY 3110 Educational Psychology |   |   | 6 | **18** |
| **Semester 6** |   |   |   |   |   |   |   |   |   |   |   | LIN 3710 Intro to Psycholinguistics LIT 4750 African Literature\*LIN 4440 Language and Gender\*LIT 3530 Literary Theory | ELT 4530 Testing and AssessmentELT 4540 Materials Development | PSY 4035 Stress and Conflict Management |   |   | 7 | **21** |
| **Semester 7** |   |   |   |   |   |   |   |   |   |   |   | RES 4110 Introduction to Research MethodologyLIT 4950 Intro to Postmodern Literature LIT 3610 Introduction to Stylistics LIT 4930 Intro to South Asian Literature\* | ELT 4590 ELT Practicum | MCO 3305 Theories of Communication | INT4060 Internship |  | 7 | **21** |
| **Semester 8** |   |   |   |   |   |   |   |   |   |   |   | LIN 4410 Intro to Discourse Analysis LIT 4730 World Literature in English LIN 4810 Intro to Translation StudiesLIT 4770 Postcolonial Women’s Writing\* |  | MCO 4102 Mass Media Development |  | RES5080 Project | 6 | **18** |
|  | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 24-28\* | 4 | 4 | 1 | 1 | 46-50 | 144-156 |

# Course Descriptions and Contents

GER 1200
Functional English

Course DESCRIPTION

This course is designed to equip students with essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in English language usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and analytical skills in listening and reading. Moreover, the course encompasses a range of practical communication aspects including professional writing, public speaking, and everyday conversation, ensuring that students are equipped for both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness in their language use. Additionally, the course will enable them to navigate the globalized world with ease and efficacy, making a positive impact in their functional interactions.

Course learning outcomes

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

* Apply enhanced English communication skills through effective use of word choices, grammar
* and sentence structure.
* Comprehend a variety of literary/ non-literary written and spoken texts in English.
* Effectively express information, ideas and opinions in written and spoken English.
* Recognize inter-cultural variations in the use of English language and to effectively adapt their communication style and content based on diverse cultural and social contexts.

COURSE CONTENTS

* Foundations of Functional English:
	+ Vocabulary building (contextual usage, synonyms, antonyms and idiomatic expressions) • Communicative grammar (subject-verb-agreement, verb tenses, fragments, run-ons, modifiers, articles, word classes, etc.)
	+ Word formation (affixation, compounding, clipping, back formation, etc.)
	+ Sentence structure (simple, compound, complex and compound-complex)
	+ Sound production and pronunciation
* Comprehension and Analysis:
	+ Understanding purpose, audience and context
	+ Contextual interpretation (tones, biases, stereotypes, assumptions, inferences, etc.)
	+ Reading strategies (skimming, scanning, SQ4R, critical reading, etc.)
	+ Active listening (overcoming listening barriers, focused listening, etc.)
* Effective Communication:
	+ Principles of communication (clarity, coherence, conciseness, courteousness, correctness, etc.)
	+ Structuring documents (introduction, body, conclusion and formatting)
	+ Inclusivity in communication (gender-neutral language, stereotypes, cross-cultural communication, etc.)
	+ Public speaking (overcoming stage fright, voice modulation and body language)
	+ Presentation skills (organization content, visual aids and engaging the audience)
	+ Informal communication (small talk, networking and conversational skills)
* Professional writing (business e-mails, memos, reports, formal letters, etc.)

PRACTICAL REQUIREMENT

As part of the overall learning requirements, students will also be exposed to relevant simulations, role- plays and real-life scenarios and will be required to apply skills acquired throughout the course in the form of a final project.

SUGGESTED READINGS

* "Understanding and Using English Grammar" by Betty Schrampfer Azar.
* "English Grammar in Use" by Raymond Murphy.
* 3.
* "The Blue Book of Grammar and Punctuation" by Jane Straus.
* "English for Specific Purposes: A Learning-Centered Approach" by Tom Hutchinson and Alan
* Waters.
* "Cambridge English for Job-hunting" by Colm Downes.
* "Practical English Usage" by Michael Swan.
* "Reading Literature and Writing Argument" by Missy James and Alan P. Merickel.
* "Improving Reading: Strategies, Resources, and Common Core Connections" by Jerry Johns and Susan Lenski.
* "Comprehension: A Paradigm for Cognition" by Walter Kintsch.
* "Communication Skills for Business Professionals" by J.P. Verma and Meenakshi Raman.

GER 2400 Islamic Studies

Course DESCRIPTION

This course is designed to provide students with a comprehensive overview of the fundamental aspects of Islam, its beliefs, practices, history and influence on society. It will further familiarize the students with a solid foundation in understanding Islam from an academic and cultural perspective. Through this course, students will have an enhanced understanding of Islam's multifaceted dimensions which will enable them to navigate complex discussions about Islam's historical and contemporary role, fostering empathy, respect, and informed dialogue.

Course learning outcomes

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

* Demonstrate enhanced knowledge of Islamic foundational beliefs, practices, historical development, spiritual values and ethical principles.
* Describe basic sources of Islamic law and their application in daily life.
* Identify and discuss contemporary issues being faced by the Muslim world including social challenges, gender roles and interfaith interactions.

COURSE CONTENTS

* Introduction to Islam:
	+ Definition of Islam and its core beliefs.
	+ The Holy Quran (introduction, revelation and compilation).
	+ Hadith and Sunnah (compilation, classification, and significance).
	+ Key theological concepts and themes (Tawhid, Prophethood, Akhirah etc.).
* Sirah of the Holy Prophet (Peace Be Upon Him) as Uswa-i-Hasana:
	+ Life and legacy of the Holy Prophet PBUH.
	+ Diverse roles of the Holy Prophet PBUH (as an individual, educator, peace maker, leader etc.).
* Islamic History and Civilization:
	+ World before Islam.
	+ The Rashidun Caliphate and expansion of Islamic rule.
	+ Contribution of Muslim scientists and philosophers in shaping world civilization.
* Islamic Jurisprudence (Fiqh):
	+ Fundamental sources of Islamic jurisprudence.
	+ Pillars of Islam and their significance. Major schools of Islamic jurisprudence. Significance and principles of Ijtihad.
* Family and Society in Islam:
	+ Status and rights of women in Islamic teachings.
	+ Marriage, family, and gender roles in Muslim society.
	+ Family structure and values in Muslim society.
* Islam and the Modern World:
	+ Relevance of Islam in the modern world (globalization, challenges and prospects).
	+ Islamophobia, interfaith dialogue, and multiculturalism.
	+ Islamic viewpoint towards socio-cultural and technological changes.

SUGGESTED READINGS

* "The Five Pillars of Islam: A Journey Through the Divine Acts of Worship" by Muhammad Mustafa Al-Azami.
* "The Five Pillars of Islam: A Framework for Islamic Values and Character Building" by Musharraf Hussain.
* "Towards Understanding Islam" by Abul A' la Mawdudi.
* "Islami Nazria e Hayat" by Khurshid Ahmad.
* "An Introduction to Islamic Theology" by John Renard.
* "Islamic Civilization Foundations Belief & Principles" by Abul A' la Mawdudi.
* "Women and Social Justice: An Islamic Paradigm" by Dr. Anis Ahmad.
* "Islam: Its Meaning and Message" by Khurshid Ahmad.

Note: This course is compulsory for Muslim and optional for non-Muslim undergraduate students. Non-Muslim students can opt for any course of at least the same or more credits in subjects such as religious studies, ethics, theology, comparative religion, Christian ethics, etc.

GER 1100 Applications of Information & Communication Technologies (ICT)

Course DESCRIPTION

This course is designed to provide students with an exploration of the practical applications of Information and Communication Technologies (ICT) and software tools in various domains. Students will gain hands-on experience with a range of software applications, learning how to leverage ICT to solve daily life problems, enhance productivity and innovate in different fields. Through individual and interactive exercises and discussions, students will develop proficiency in utilizing software for communication, creativity, and more.

Course learning outcomes

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

* Explain the fundamental concepts, components, and scope of Information and Communication Technologies (ICT).
* Identify uses of various ICT platforms and tools for different purposes.
* Apply ICT platforms and tools for different purposes to address basic needs in different domains of daily, academic, and professional life.
* Understand the ethical and legal considerations in use of ICT platforms and tools.

COURSE CONTENTS

* Introduction to Information and Communication Technologies:
	+ Components of Information and Communication Technologies (basics of hardware. software, ICT platforms, networks, local and cloud data storage etc.).
	+ Scope of Information and Communication Technologies (use of ICT in education, business, governance, healthcare, digital media and entertainment, etc.).
	+ Emerging technologies and future trends.
* Basic ICT Productivity Tools:
	+ Effective use of popular search engines (e.g., Google, Bing, etc.) to explore World Wide Web.
	+ Formal communication tools and etiquettes (Gmail, Microsoft Outlook, etc.).
	+ Microsoft Office Suites (Word, Excel, PowerPoint).
	+ Google Workspace (Google Docs, Sheets, Slides).
	+ Dropbox (Cloud storage and file sharing), Google Drive (Cloud storage with Google Docs integration) and Microsoft OneDrive (Cloud storage with Microsoft Office integration).
	+ Evernote (Note-taking and organization applications) and OneNote (Microsoft's digital notebook for capturing and organizing ideas).
	+ Video conferencing (Google Meet, Microsoft Teams, Zoom, etc.).
	+ Social media applications (LinkedIn, Facebook, Instagram, etc.).
* ICT in Education:
	+ Working with learning management systems (Moodle, Canvas, Google Classrooms, etc.).
	+ Sources of online education courses (Coursera, edX, Udemy, Khan Academy, etc.).
	+ Interactive multimedia and virtual classrooms.4. ICT in Health and Well-being:
	+ Health and fitness tracking devices and applications (Google Fit, Samsung Health, Apple Health, Xiaomi Mi Band, Runkeeper, etc.).
	+ Telemedicine and online health consultations (OLADOC, Sehat Kahani, Marham, etc.).
* ICT in Personal Finance and Shopping:
	+ Online banking and financial management tools (JazzCash, Easypaisa, Zong PayMax, ILINK and MNET, Keenu Wallet, etc.).
	+ E-commerce platforms (Daraz.pk, Telemart, Shophive, etc.)
* Digital Citizenship and Online Etiquette:
	+ Digital identity and online reputation.
	+ Netiquette and respectful online communication. Cyberbullying and online harassment.
* Ethical Considerations in Use of ICT Platforms and Tools:
	+ Intellectual property and copyright issues.
	+ Ensuring originality in content creation by avoiding plagiarism and unauthorized use of information sources.
	+ Content accuracy and integrity (ensuring that the content shared through ICT platforms is free from misinformation, fake news, and manipulation).

PRACTICAL REQUIREMENTS

As part of the overall learning requirements, the course will include:

* Guided tutorials and exercises to ensure that students are proficient in commonly used software applications such as word processing software (e.g., Microsoft Word), presentation software (e.g., Microsoft PowerPoint), spreadsheet software (e.g., Microsoft Excel) among such other tools. Students may be assigned practical tasks that require them to create documents, presentations, and spreadsheets etc.
* Assigning of tasks that involve creating, managing, and organizing files and folders on both local and cloud storage systems. Students will practice file naming conventions, creating directories, and using cloud storage solutions (e.g., Google Drive, OneDrive).
* The use of online learning management systems (LMS) where students can access course materials, submit assignments, participate in discussion forums, and take quizzes or tests. This will provide students with the practical experience with online platforms commonly used in education and the workplace.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

* "Discovering Computers" by Vermaat, Shaffer, and Freund.
* "GO! with Microsoft Office" Series by Gaskin, Vargas, and McLellan.
* "Exploring Microsoft Office" Series by Grauer and Poatsy.
* "Computing Essentials" by Morley and Parker.
* "Technology in Action" by Evans, Martin, and Poatsy.

GER 1201
Expository Writing

Course DESCRIPTION

Expository Writing is a sequential undergraduate course aimed at refining writing skills in various contexts. Building upon the foundation of the pre-requisite course, Functional English, this course will enhance students' abilities of producing clear, concise and coherent written texts in English. The course will also enable students to dissect intricate ideas, to amalgamate information and to express their views and opinions through well-organized essays. The students will further be able to refine their analytical skills to substantiate their viewpoints using credible sources while adhering to established ethical writing norms. Additionally, the course will highlight the significance of critical thinking enabling students to produce original and engaging written texts.

Course learning outcomes

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

* Understand the essentials of the writing process integrating pre-writing, drafting, editing and proof reading and produce well-structured essays.
* Demonstrate mastery of diverse expository types to address different purposes and audiences. 3. Uphold ethical practices to maintain originality in expository writing.

COURSE CONTENTS

* Introduction to Expository Writing:
	+ Understanding expository writing (definition, types, purpose and applications) Characteristics of effective expository writing (clarity, coherence and organization) Introduction to paragraph writing
* The Writing Process:
	+ Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.)
	+ Drafting (three stage process of drafting techniques)
	+ Revising and editing (ensuring correct grammar, clarity, coherence, conciseness etc.) Proof reading (fine-tuning of the draft)
	+ Peer review and feedback (providing and receiving critique)
* Essay Organization and Structure:
	+ Introduction and hook (engaging readers and introducing the topic)
	+ Thesis statement (crafting a clear and focused central idea)
	+ Body Paragraphs (topic sentences, supporting evidence and transitional devices)
	+ Conclusion (types of concluding paragraphs and leaving an impact)
	+ Ensuring cohesion and coherence (creating seamless connections between paragraphs)
* Different Types of Expository Writing:
	+ Description
	+ Illustration
	+ Classification
	+ Cause and effect (exploring causal relationships and outcomes) Process analysis (explaining step-by-step procedures)
	+ Comparative analysis (analyzing similarities and differences)
* Writing for Specific Purposes and Audiences:
	+ Different types of purposes (to inform, to analyze, to persuade, to entertain etc.) Writing for academic audiences (formality, objectivity, and academic conventions) Writing for public audiences (engaging, informative and persuasive language) Different tones and styles for specific purposes and audiences
* Ethical Considerations:
	+ Ensuring original writing (finding credible sources, evaluating information etc.) Proper citation and referencing (APA, MLA, or other citation styles)
	+ Integrating quotes and evidences (quoting, paraphrasing, and summarizing)
	+ Avoiding plagiarism (ethical considerations and best practices)

PRACTICAL APPLICATIONS AND CAPSTONE PROJECT

As part of the overall learning requirements, students will be required to build a writing portfolio having a variety of expository texts and present the same at the end of the course showcasing proficiency in expository writing.

SUGGESTED READINGS

* "The St. Martin's Guide to Writing" by Rise B. Axelrod and Charles R. Cooper.
* "They Say / I Say: The Moves That Matter in Academic Writing" by Gerald Graff and Cathy Birkenstein.
* "Writing Analytically" by David Rosenwasser and Jill Stephen.
* "Style: Lessons in Clarity and Grace" by Joseph M. Williams and Joseph Bizup.
* "The Elements of Style" by William Strunk Jr. and E.B. White.
* "Good Reasons with Contemporary Arguments" by Lester Faigley and Jack Selzer.
* "Writing to Learn: How to Write - and Think - Clearly About Any Subject at All" by William Zinsser.
* "The Norton Field Guide to Writing" by Richard Bullock, Maureen Daly Goggin, and Francine Weinberg.
* "The Art of Styling Sentences" by Ann Longknife and K.D. Sullivan.
* "Writing Today" by Richard Johnson-Sheehan and Charles Paine.

GER 2401
Ideology & Constitution of Pakistan

Course DESCRIPTION

This course is designed to provide students with a fundamental exploration of the ideology and the constitution of Pakistan. The course focuses on the underlying principles, beliefs, and aspirations that have been instrumental in shaping the creation and development of Pakistan as a sovereign state. Moreover, the course will enable students to understand the core provisions of the Constitution of the Islamic Republic of Pakistan concerning the fundamental rights and responsibilities of Pakistani citizens to enable them function in a socially responsible manner.

Course learning outcomes

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

* Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.
* Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.
* Explain about the guiding principles on rights and responsibilities of Pakistani citizens as enshrined in the Constitution of Pakistan 1973.

Course ContentS

* Introduction to the Ideology of Pakistan:
	+ Definition and significance of ideology.
	+ Historical context of the creation of Pakistan (with emphasis on socio-political, religious, and cultural dynamics of British India between 1857 till 1947).
	+ Contributions of founding fathers of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah., etc.
	+ Contributions of women and students in the freedom movement for separate homeland for Muslims of British India.
* Two-Nation Theory:
	+ Evolution of the Two-Nation Theory (Urdu-Hindi controversy, Partition of Bengal, Simla Deputation 1906, Allama Iqbal's Presidential Address 1930, Congress Ministries 1937 Lahore Resolution 1940).
	+ Role of communalism and religious differences.
* Introduction to the Constitution of Pakistan: Definition and importance of a constitution.
	+ Ideological factors that shaped the Constitution(s) of Pakistan (Objectives Resolution 1949).
	+ Overview of constitutional developments in Pakistan.
* Constitution and State Structure:
	+ Structure of Government (executive, legislature, and judiciary). Distribution of powers between federal and provincial governments.
	+ 18th Amendment and its impact on federalism.
* Fundamental Rights, Principles of Policy and Responsibilities:
	+ Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan
	+ 1973 (Articles 8-28).
	+ Overview of Principles of Policy (Articles 29-40). Responsibilities of the Pakistani citizens (Article 5).
* Constitutional Amendments:
	+ Procedures for amending the Constitution.
	+ Notable constitutional amendments and their implications.

SUGGESTED INSTRUCTIONAL / READING MATERIALS

* "The Idea of Pakistan" by Stephen P. Cohen.
* "Ideology of Pakistan" by Javed Iqbal.
* "The Struggle for Pakistan" by I.H. Qureshi.
* "Pakistan the Formative Phase" by Khalid Bin Sayeed.
* "Pakistan: Political Roots and Development" by Safdar Mahmood.
* "Ideology of Pakistan" by Sharif-ul-Mujahid.
* "The Struggle for Pakistan: A Muslim Homeland and Global Politics" by Ayesha Jalal.
* "Jinnah, Pakistan and Islamic Identity: The Search for Saladin" by Akbar S. Ahmed.
* "The Making of Pakistan: A Study in Nationalism" by K.K. Aziz.
* "Pakistan: A New History" by Ian Talbot.
* "Pakistan in the Twentieth Century: A Political History" by Lawrence Ziring.
* "The Constitution of Pakistan 1973". Original.
* "Constitutional and Political Development of Pakistan" by Hamid Khan.
* "The Parliament of Pakistan" by Mahboob Hussain.
* "Constitutional Development in Pakistan" by G.W. Choudhury.
* "Constitution-Making in Pakistan: The Dynamics of Political Order" by G.W. Choudhury.

GER 2602
Fundamentals of Geography

Course Description:

The course introduces the students to the basic concepts in geography such as the physical structure of the earth’s surface, including landforms, weather, climate, and biogeography. It intends to develop an understanding of what makes each point on Earth unique and how humans interact with physical systems in multiple ways.

Course learning outcomes

Here are the COURSE LEARNING OUTCOMES for the course of Fundamentals of Geography at the BS level:

* Develop an understanding of the principles of physical geography, including the Earth’s physical features, climate, and natural resources.
* Develop an understanding of the principles of human geography, including population, culture, and economic systems.
* Develop an understanding of the principles of geographic information systems (GIS), including data collection, analysis, and visualization.
* Develop an understanding of the relationship between physical and human geography.
* Develop an understanding of the role of geography in society.

Course Contents

 UNIT 1: DEFINING GEOGRAPHY 1.1 Definition of Geography 1.2 Scope of Geography 1.3 Trends in evolution of Geography as a science 1.4 Geography and its relationships with other sciences

 UNIT 2: GEOGRAPHY AND ITS MAJOR BRANCHES 2.1 Physical Geography 2.2 Human Geography 2.2.1 Economic Geography 2.2.2 Urban Geography 2.2.3 Population Geography

 UNIT 3: PLANET EARTH 3.1 Earth within the solar system 3.2 Shape, size and movements of the earth 3.3 Location and time on earth 3.3.1 Latitude, longitude network 3.3.2 Local Time, Standard time 3.3.3 Time zones and International Date Line

 UNIT 4: KNOWLEDGE OF DIFFERENT SPHERES ON AND AROUND EARTH 4.1 Lithosphere and its main characteristics 4.2 Hydrosphere and its main characteristics 4.3 Atmosphere and its main characteristics 4.4 Biosphere and its main characteristics

 UNIT 5: RELATIONSHIP BETWEEN PHYSICAL ENVIRONMENT AND MAN 5.1 Man-environment interaction 5.2 Introduction to theories of Environmental Determinism/Possibilism

5.3 Human activities in relationship with environment 5.4 Human activities and their impact on environment 5.5 Human activities, utilization of environmental resources and concept of Sustainability

 SUGGESTED READINGS

* + *Modern Physical Geography* by A.N. Strahler 2004
	+ *Human Geography: Culture, Society And Space* By H.J.D. Bliji 2002
	+ *Environment, Resources and Conservation* by S. Owen and P. Owen 1990

GER 1300
 Quantitative Reasoning - I

Course DESCRIPTION

Quantitative Reasoning (1) is an introductory-level undergraduate course that focuses on the fundamentals related to the quantitative concepts and analysis. The course is designed to familiarize students with the basic concepts of mathematics and statistics and to develop students' abilities to analyze and interpret quantitative information. Through a combination of theoretical concepts and practical exercises, this course will also enable students cultivate their quantitative literacy and problem-solving skills while effectively expanding their academic horizon and breadth of knowledge of their specific major / field of study.

Course learning outcomes

By the end of this course, students shall have:

* Fundamental numerical literacy to enable them work with numbers, understand their meaning and present data accurately;
* Understanding of fundamental mathematical and statistical concepts;
* Basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts, and equations etc.

COURSE CONTENTS

* Numerical Literacy
	+ Number system and basic arithmetic operations;
	+ Units and their conversions, dimensions, area, perimeter and volume;
	+ Rates, ratios, proportions and percentages;
	+ Types and sources of data;
	+ Measurement scales;
	+ Tabular and graphical presentation of data;
	+ Quantitative reasoning exercises using number knowledge.
* Fundamental Mathematical Concepts
	+ Basics of geometry (lines, angles, circles, polygons etc.);
	+ Sets and their operations;
	+ Relations, functions, and their graphs;
	+ Exponents, factoring and simplifying algebraic expressions;
	+ Algebraic and graphical solutions of linear and quadratic equations and inequalities; Quantitative reasoning exercises using fundamental mathematical concepts.
* Fundamental Statistical Concepts
	+ Population and sample;
	+ Measures of central tendency, dispersion and data interpretation;
	+ Rules of counting (multiplicative, permutation and combination);
	+ Basic probability theory;
	+ Introduction to random variables and their probability distributions;
	+ Quantitative reasoning exercises using fundamental statistical concepts.

SUGGESTED READINGS

* “Quantitative Reasoning: Tools for Today's Informed Citizen" by Bernard L. Madison, Lynn and Arthur Steen.
* “Quantitative Reasoning for the Information Age" by Bernard L. Madison and David M. Bressoud.
* "Fundamentals of Mathematics" by Wade Ellis.
* "Quantitative Reasoning: Thinking in Numbers" by Eric Zaslow.
* "Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis" by Ethan Bueno de Mesquita and Anthony Fowler.
* "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
* "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
* "Statistics for Technology: A Course in Applied Statistics" by Chatfield, C.
* "Statistics: Unlocking the Power of Data" by Robin H. Lock, Patti Frazer Lock, Kari Lock Morgan, and Eric F. Lock.

GER 2403
Civics & Social Service

Course DESCRIPTION

This course is designed to provide students with fundamental knowledge about civics, citizenship, and community engagement. Students will learn about the essentials of civil society, government, civic responsibilities, inclusivity, and effective ways to participate in shaping the society which will help them apply theoretical knowledge to the real-world situations to make a positive impact on their communities.

Course learning outcomes

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

* Demonstrate fundamental understanding of civics, government, citizenship and civil society. 2. Understand the concept of community and recognize the significance of community engagement for individuals and groups.
* Recognize the importance of diversity and inclusivity for societal harmony and peaceful co- existence.

COURSE CONTENTS

* Introduction to Civics and Citizenship:
	+ Definition of civics, citizenship, and civic engagement. Historical evolution of civic participation.
	+ Types of citizenship: active, participatory, digital, etc. The relationship between democracy and citizenship.
* Civics and Citizenship
	+ Concepts of civics, citizenship, and civic engagement. Foundations of modern society and citizenship.
	+ Types of citizenship: active, participatory, digital, etc.
* State, Government and Civil Society
	+ Structure and functions of government in Pakistan.
	+ The relationship between democracy and civil society.
* Right to vote and importance of political participation and representation.
* Rights and Responsibilities
* Overview of fundamental rights and liberties of citizens under Constitution of Pakistan 1973.
* Civic responsibilities and duties.
* Ethical considerations in civic engagement (accountability, non-violence, peaceful dialogue, civility, etc.)
* Community Engagement
	+ Concept, nature and characteristics of community.
	+ Community development and social cohesion.
	+ Approaches to effective community engagement.
	+ Case studies of successful community driven initiatives.
* Advocacy and Activism
	+ Public discourse and public opinion.
	+ Role of advocacy in addressing social issues. Social action movements.
	+ Digital Citizenship and Technology
* The use of digital platforms for civic engagement.
	+ Cyber ethics and responsible use of social media.
		- Digital divides and disparities (access, usage, socioeconomic, geographic, etc.) and their impacts on citizenship.
* Diversity, Inclusion and Social Justice:
	+ Understanding diversity in society (ethnic, cultural, economic, political etc.).
	+ Youth, women and minorities' engagement in social development.
	+ Addressing social inequalities and injustices in Pakistan.
	+ Promoting inclusive citizenship and equal rights for societal harmony and peaceful co- existence.

SUGGESTED PRACTICAL ACTIVITIES (OPTIONAL)

As part of the overall learning requirements, the course may have one or a combination of the following practical activities:

* Community Storytelling: Students can collect and share stories from community members. This could be done through oral histories, interviews, or multimedia presentations that capture the lived experiences and perspectives of diverse individuals.
* Community Event Planning: Students can organize a community event or workshop that addresses a specific issue or fosters community interaction. This could be a health fair, environmental cleanup, cultural festival, or educational workshop.
* Service-Learning: Students can collaborate with a local nonprofit organization or community group. They can actively contribute by volunteering their time and skills to address a particular community need, such as tutoring, mentoring, or supporting vulnerable populations.
* Cultural Exchange Activities: Students can organize a cultural exchange event that celebrates the diversity within the community. This could include food tastings, performances, and presentations that promote cross-cultural understanding.

SUGGESTED READINGS

* "Civics Today: Citizenship, Economics, & You" by McGraw-Hill Education
* "Citizenship in Diverse Societies" by Will Kymlicka and Wayne Norman.
* "Engaging Youth in Civic Life" by James Youniss and Peter Levine.
* "Digital Citizenship in Action: Empowering Students to Engage in Online Communities" by Kristen Mattson.
* "Globalization and Citizenship: In the Pursuit of a Cosmopolitan Education" by Graham Pike and David Selby.
* "Community Engagement: Principles, Strategies, and Practices" by Becky J. Feldpausch and Susan M. Omilian.
* "Creating Social Change: A Blueprint for a Better World" by Matthew Clarke and Marie- Monique Steckel.

GER 1301
Quantitative Reasoning – II

COurse DESCRIPTION

Quantitative Reasoning (II) is a sequential undergraduate course that focuses on logical reasoning supported with mathematical and statistical concepts and modeling analysis techniques to equip students with analytical skills and critical thinking abilities necessary to navigate the complexities of the modern world. The course is designed to familiarize students with the quantitative concepts and techniques required to interpret and analyze numerical data and to inculcate an ability in students the logical reasoning to construct and evaluate arguments, identify fallacies, and think systematically. Keeping the pre-requisite course of Quantitative Reasoning (I) as its base, this course will enable students further their quantitative, logical and critical reasoning abilities to complement their specific major / field of study.

Course learning outcomes

By the end of this course, students shall have:

* Understanding of logic and logical reasoning;
* Understanding of basic quantitative modeling and analyses;
* Logical reasoning skills and abilities to apply them to solve quantitative problems and evaluate arguments;
* Ability to critically evaluate quantitative information to make evidence based decisions through appropriate computational tools.

COURSE CONTENTS

* Logic, Logical and Critical Reasoning
	+ Introduction and importance of logic;
	+ Inductive, deductive and abductive approaches of reasoning;
	+ Propositions, arguments (valid; invalid), logical connectives, truth tables and propositional equivalences;
	+ Logical fallacies;
	+ Venn Diagrams;
	+ Predicates and quantifiers;
	+ Quantitative reasoning exercises using logical reasoning concepts and techniques.
* Mathematical Modeling and Analyses
	+ Introduction to deterministic models;
	+ Use of linear functions for modeling in real-world situations; Modeling with the system of linear equations and their solutions;
	+ Elementary introduction to derivatives in mathematical modeling; Linear and exponential growth and decay models;
	+ Quantitative reasoning exercises using mathematical modeling.
* Statistical Modeling and Analyses
	+ Introduction to probabilistic models;
	+ Bivariate analysis, scatter plots;
	+ Simple linear regression model and correlation analysis;
	+ Basics of estimation and confidence interval;
	+ Testing of hypothesis (z-test; t-test);
	+ Statistical inference in decision making;
	+ Quantitative reasoning exercises using statistical modeling.

SUGGESTED READINGS

* "Using and Understanding Mathematics: A Quantitative Reasoning Approach" by Bennett, J. O., Briggs, W. L., & Badalamenti, A.
* "Discrete Mathematics and its Applications" by Kenneth H. Rosen.
* "Discrete Mathematics with Applications" by Susanna S. Epp.
* "Applied Mathematics for Business, Economics and Social Sciences" by Frank S Budnick. "Elementary Statistics: A Step by Step Approach" by Allan Bluman.
* "Introductory Statistics" by Prem S. Mann.
* "Applied Statistical Modeling" by Salvatore Babones.
* "Barrons SAT" by Sharvon Weiner Green, M.A and Ira K.Wolf.

GER2800
Entrepreneurship

Course DESCRIPTION

This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge; skills and abilities, enabling them to seize the identified opportunities for initiating ventures and successfully navigating the challenges that come with starting a business and managing it. The course covers topics relevant to entrepreneurship including setting up and initiation of business (including requirements for registration and incorporation with regulators such as SECP and others), market research, opportunity identification. business planning, financial literacy for managing finances and securing funding, marketing and sales. team building and innovation. Overall, the course is geared towards personal growth and professional development for pursuing innovative ideas, availing opportunities and initiating start-ups.

COURSE LEARNING OUTCOMES

By the end of this course, students shall have:

* Knowledge of fundamental entrepreneurial concepts, skills and process;
* Understanding of different personal, social and financial aspects associated with entrepreneurial activities;
* Basic understanding of regulatory requirements to set up an enterprise in Pakistan, with special emphasis on exports;
* Ability to apply knowledge, skills and abilities acquired in the course to develop a feasible business plan for implementation.

COURSE CONTENTS

* Introduction to Entrepreneurship:
	+ Definition and concept of entrepreneurship;
	+ Why to become an entrepreneur?
	+ Entrepreneurial process;
	+ Role of entrepreneurship in economic development.
* Entrepreneurial Skills:
	+ Characteristics and qualities of successful entrepreneurs (including stories of successes and failures):
	+ Areas of essential entrepreneurial skills and abilities such as creative and critical thinking innovation and risk taking.
* Opportunity Recognition and Idea Generation:
	+ Opportunity identification, evaluation and exploitation:
	+ Innovative ideas generation techniques for entrepreneurial ventures.
* Marketing and Sales
	+ Target market identification and segmentation;
	+ Four P's of Marketing;
	+ Developing a marketing strategy; Branding.
* Financial Literacy:
	+ Basic concepts of income, savings and investments;
	+ Basic concepts of assets, liabilities and equity;
	+ Basic concepts of revenue and expenses;
	+ Overview of cash-flows;
	+ Overview of banking products including Islamic modes of financing:
	+ Sources of funding for startups (angel financing, debt financing, equity financing etc.)
* Team Building for Startups:
	+ Characteristics and features of effective teams.
	+ Team building and effective leadership for startups.
* Regulatory Requirements to Establish Enterprises in Pakistan:
	+ Types of enterprises (e.g., sole proprietorship; partnership; private limited companies ctc.):
	+ Intellectual property rights and protection;
	+ Regulatory requirements to register an enterprise in Pakistan, with special emphasis on export firms:
	+ Taxation and financial reporting obligation.

PRACTICAL REQUIREMENTSEL

As part of the overall learning requirements, students shall be tasked with creating and presenting a comprehensive business plan at the end of the course for a hypothetical or real business idea. This practical exercise shall allow them to apply the knowledge, skills and abilities acquired in the course to develop a feasible business plan and where possible explore the possibility of implementing the plan with support and assistance from established business-persons and entrepreneurs.

SUGGESTED INSTRUCTIONAL/READING MATERIAL

* "Entrepreneurship: Successfully Launching New Ventures" by Bruce R. Barringer and R. Duane Ireland.
* "Entrepreneurship: Theory, Process, and Practice" by Donald F. Kuratko,
* "New Venture Creation: Entrepreneurship for the 21st Century" by Jeffry A. Timmons, Stephen Spinelli Jr., and Rob Adams.
* "Entrepreneurship: A Real-World Approach" by Rhonda Abrams.
* "The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses" by Eric Ries.
* "Effectual Entrepreneurship" by Stuart Read, Saras Sarasvathy, Nick Dew, Robert Wiltbank, and Anne-Valérie Ohlsson.

GER 1501
Fundamentals of Mass Communication

COURSE DESCRIPTION

This course is an examination of the effect and impact of mass media on contemporary life and society. The course covers both the historical evolution of media as well as contemporary developments and issues. Areas of coverage include, newspapers and journalism, magazine and book publishing, radio and television broadcasting, motion pictures, music recording, Internet and social media, cable and satellite communication, advertising and public relations; media law and ethics. Course work will include weekly chapter readings from the course text, quizzes, and regular participation in on-line discussion forums which will require writing and reflection.

COURSE LEARNING OUTCOMES

* This course focuses on the role of Mass Communication in contemporary society and the relationships between the Social Sciences and the Mass Media.
* This course is aimed at introducing the students with basic concept of communication and mass communication.
* This course further enables the students to understand the communication process and distinguish among various mass media.

COURSE CONTENTS

* Introduction to mass communication,
* Communication History, Definitions, types and significance.
* Process of Communication, Barriers in communication. Essentials of effective communication.
* Communication settings
* Nature of Mass Communication
* Uses and Functions of Mass Communication
* How people use mass media
* Media Audience
* What is media audience, categories of audience, pre-condition for media exposure, the social context of media audience
* Mid Term
* Mass media Feedback system
* What is feedback, forms of feedback, criteria for effective feedback, receiving feedback, characteristics of feedback, message and channel, collecting and expressing data
* Print Media: newspapers, magazines, periodicals, books, pamphlets, etc.
* Communication technologies
* Satellite TV and the concept of global village: Satellite TV in Pakistan, response and effect of satellite TV, Cable television in Pakistan and introduction to all latest technologies of communication.
* Broadcast media: radio, TV, film.
* New Media
* Comparative study of mass media, their components, functions and effects.
* A brief historical perspective, freedom of expression, definition and its kinds, code of censorship of TV and Radio programs.
* Concept of Global village
* Mass media as cultural story tellers

SUGGESTED READINGS

* Dominick, J.R.(2006).Dynamics of Mass Communication(8 th ed.)New York. McGraw-Hill Merrill, J.C., Lee, J., Friedlander, E.J., (1994). Modern Mass (2 nd ed). New York. Harper Collins College Publishers
* Straubhaar, LaRose. (2002). Media Now: Communication Media Information Age (3 rded.). USA. Wadsworth
* Valkenburg, P. M., Peter, J., & Walther, J. B. (2016). Media effects: Theory and research. Annual Review of Psychology, 67, 315-338. • O’Sullivan, P. B., & Carr, C. T. (2018).
* Masspersonal communication: A model bridging the massinterpersonal divide. New Media & Society, 20(3), 1161-1180.
* Gotlieb, M. R., McLaughlin, B., & Cummins, R. G. (2017). 2015 survey of journalism and mass communication enrollments: Challenges and opportunities for a changing and diversifying field. Journalism & Mass Communication Educator, 72(2), 139-153.
* French, M., & Bazarova, N. N. (2017). Is anybody out there?: Understanding masspersonal communication through expectations for response across social media platforms. Journal of ComputerMediated Communication, 22(6), 303-319.
* Slater, M. D. (2015). Reinforcing spirals model: Conceptualizing the relationship between media content exposure and the development and maintenance of attitudes. Media Psychology, 18(3), 370-395.

GER 2403
Ethics and Tolerance

COURSE DESCRIPTION

The course is meant to help the youth circumvent some of the key societal problems and pressures in the current scenario such as radicalization, frustration, teenage bullying, suicide, and intolerance. The course attempts to familiarise the students with key debates in ethics on contemporary issues to mature the thinking of the students and to make them tolerant, moderate and listening citizens who can respect difference of opinion and also know the ethical way to deal with societal issues. A key desire that went into making the course is to include the Islamic perspective on ethics along with that of the western and the eastern philosophers. Conflict resolution and peace building are also key concerns of the course.

COURSE LEARNING OUTCOMES

* Identify and comprehend traditional and current issues in ethics.
* Define the main areas of ethical discourse
* Discuss theories of ethics: technological and deontological.

COURSE CONTENTS

* Introduction to important theories on nature of the good in human conduct.
* Plato, Aristotle, Kant, Mill, and others. theories of justice, especially those related to questions of economic, criminal, political, and social justice.
* Contemporary issues of teenage suicide, capital punishment, and affirmative action Media Ethics
* Conflict resolution and peace building
* Professional Ethics
* Feminist Ethics
* economic imperatives versus environmental concerns,
* Development and social class
* Connect abstract theory with “real life” through story analysis
* Ethics through literature
* Confucius and the ethical life
* Buddha’s thoughts on ethics
* Islamic Perspective on ethics

SUGGESTED READINGS

* [Alavudeen](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_1?ie=UTF8&field-author=A.+Alavudeen&search-alias=stripbooks), A., [Rahman](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_2?ie=UTF8&field-author=R.+Kalil+Rahman&search-alias=stripbooks), R. K., and [Jayakumaran](https://www.amazon.in/s/ref%3Ddp_byline_sr_book_3?ie=UTF8&field-author=M.+Jayakumaran&search-alias=stripbooks), M. (2015). Professional Ethics and Human Values  (New Delhi: Laxmi Publications Pvt. Limited
* Allhoff, Fritz, and Anand J. Vaidya, eds. (2008). Professions in Ethical Focus: An Anthology. Peterborough, ON: Broadview Press.
* Babu, S. Dhinesh. (2007). Professional Ethics and Human Values. New Delhi: Laxmi Publications Pvt. Limited.
* Govidarajan, M., Natarajan, S., and Senthilkumar, V. S. (2013). Professional Ethics and Human Values. New Delhi: PHI Learning Private Limited.
* LaFollette, H. (ed.) (2003). The Oxford Handbook of Ethical Practice, Oxford: OUP
* Saxena, A., and Sharma, S. K. (2011). Human Values and Professional Ethics.India: Vayu Publication
* Simon, B. (2009). Ethics: A Very Short Introduction. India: Oxford University Press, W. W. & Company, Inc.
* The Journal of Ethics http://link.springer.com/journal/10892
* http://www.bbc.co.uk/ethics/introduction/intro\_1.shtml
* http://brandscaping.ca/why-do-we-need-ethics/
* https://opentextbc.ca/ethicsinlawenforcement/chapter/1-1-the-importance-of-ethical-behavior/
* http://www.managementstudyguide.com/importance-of-ethics.htm
* http://www.miamiherald.com/news/local/community/miami-dade/community-voices/article17030966.html
* https://www.education.com/magazine/article/cheating-ethics/
* https://www.rroij.com/open-access/importance-of-ethics-in-todays-society-special-emphasis-on-medical-ethics.php?aid=52779
* https://www.ukessays.com/essays/philosophy/ethics-is-important-to-every-society-philosophy-essay.php
* http://peopleof.oureverydaylife.com/ethics-religious-beliefs-2449.html
* http://lang-8.com/43833/journals/145451
* https://www.boundless.com/management/textbooks/boundless-management-textbook/ethics-in-business-13/ethics-an-overview-95/culture-and-ethics-448-8309/
* http://www.leadersinstitute.com/ethical-conflict-resolution/
* http://smallbusiness.chron.com/ways-promote-ethical-conduct-24132.html
* http://www.businessnewsdaily.com/5537-how-to-be-ethical-leader.html
* https://www.med.uottawa.ca/sim/data/Ethics\_e.htm
* https://en.wikibooks.org/wiki/Ethics\_for\_IT\_Professionals/Professional\_Code\_of\_Ethics
* http://www.pec.org.pk/code\_of\_ethics.aspx
* http://www.apa.org/monitor/jan03/principles.aspx
* http://webcache.googleusercontent.com/search?q=cache:http://www.conserve-energy-future.com/environmental-ethics.php
* http://www.civilserviceindia.com/subject/General-Studies/notes/human-values.html
* https://soapboxie.com/social-issues/Teaching-Moral-Values-in-School-A-Necessary-Part-of-the-Curriculum
* http://iasscore.in/pdf/samplenotes/ROLE%20OF%20FAMILY,%20SOCIETY%20AND%20EDUCATIONAL%20INSTITUTIONS%20IN%20INCULCATING%20VALUES.p

GER 2706
Philosophy

COURSE DESCRIPTION

A study of the variety of ways of thinking about such fundamental issues as knowledge and belief, human nature, the nature of reality, the existence of supernatural being(s) and the relationship between self, mind and the body. It aims to develop philosophical thinking skills and awareness of world philosophies.

COURSE LEARNING OUTCOMES

* Understanding basic concepts of philosophy in the fields of
* metaphysics, axiology, and epistemology
* Understanding of philosophical terms.

COURSE CONTENTS

* What is Philosophy?
* Human Nature
* Metaphysics
* Philosophy of Religion
* Ethics
* Enlightenment Thinkers

SUGGESTED READINGS

1. Adorno, T.W., Aesthetic Theory. Tr. By C. Lenhardt. London: Routledge & Kegan Paul,1984 Ahmad, Absar, Concept of Self and Self-Identity in Contemporary Philosophy. Lahore: Iqbal Academy,1986
2. Aldrich , Virgil., Philosophy of Art, New Jersey: Prentice Hall,1963
3. Anne, Bruce, Metaphysics: The Elements. Oxford: Basil Blackwell,1986

5. Aristotle, The Works of Aristotle, edited by W.D. Ross. Vol x. Politica, translated by Benjamin Jowett. Oxford: Clarendon Press 1921

Ayer , A. J. , Central Questions of Philosophy London: Penguin Books,1973

7. Cairns, Huntington, Legal Theory from Plato to Hegel. Baltimore: John Hopkins Press. 1967.

8. Copleston, Frederick, A History of Philosophy.

9 vols New York: Image Books 1962 9. Frankena , William , K. Ethics Prentice Hall, Inc.

10. Hurley, Patrick, J, A Concise Introduction to Logic, Belmont: Wadsworth Publishing Co. 1988

11. James Rachels [1995] the Elements of Moral Philosophy, McGraw Hill inc.

12. John F. Post [1991] Metaphysics: A Contemporary Introduction. Paragon House NY

13. Russell, Bertrand, A History of Western Philosophy. London: George Allen and Unwin, 1961

14. Russell, Bertrand, Problems of Philosophy. Oxford University Press, 1959

15. Passmore, J., A Hundred Years of Philosophy. Penguin Books, 1966 Course Title: English

GER1500
Fundamentals of Management

COURSE DESCRIPTION

This course is designed to be an overview of the major functions of management. Emphasis is on planning, organizing, controlling, directing, and communicating. Upon completion, students should be able to work as contributing members of a team utilizing these functions of management.

COURSE LEARNING OUTCOMES

* To explain differences between the financial and managerial accounting.
* To develop an understanding on how the term cost is used many different in many different ways.
* To develop the ability to calculate cost under job order and process cost accounting system and understand document and cost flow.
* To develop the ability to predict how will cost respond to changes in activities, and conduct cost-volume-profit analyses.
* To develop an understanding of differences between variable and absorption costing and ability to prepare income statement on different basis.
* To develop an understanding of different types of budgets and ability to prepare static and flexible budgets
* To develop the ability to understand standard costing and to perform standard cost variances including overhead variances and interpret the results.

Course Contents

* Managers and management
* The changing face of management
* Foundations of planning
* Planning tools and techniques
* Foundations of decision making A.The decision-making process
* Technology and the design of work processes
* Basic organization designs
* Staffing and human resource management
* Managing change and innovation
* Foundation of individual and group behaviour
* Understand work teams
* Motivating and rewarding employees
* Leadership and supervision
* Communication and interpersonal skills
* Foundations of control
* Control tools and techniques

SUGGESTED READINGS

* The required textbook for this course is ***Horngren's Cost Accounting: A Managerial Emphasis, Global Edition, 17th Edition***, by
Srikant M. Datar and Madhav V. Rajan, Pearson.
* Bhimani. A., Horngren, C. T. and Datar, S. M. (2019). “Management and Cost Accounting”, 7th edition, Pearson. GNB Garrison, R., Noreen E. and Brewer, P. (2020).
* “Managerial Accounting”, 17th edition, McGraw-Hill Education. WT Warren, C. S. and Taylor, W. J. (2019).
* “Managerial Accounting”, 15th edition, Cengage. WKK Weygandt, J. J., Kieso, D. E. and Kimmel, P. D. (2019).
* “Managerial Accounting: Tools for Business Decision Making”, 7th edition, Wiley.

GER 1504
Introduction to Sociology

COURSE DESCRIPTION

The course is designed to introduce the students with sociological concepts and the discipline. The focus of the course shall be on significant concepts like social systems and structures, socio-economic changes and social processes. The course will provide due foundation for further studies in the field of sociology.

COURSE LEARNING OUTCOMES

* Learn Audio Video Coverage
* Learn Audio Video editing and writing
* Understanding basic concepts of Radio and TV News
* Know the difficult approaches when reporting for radio and TV

COURSE CONTENTs

1. Introduction
	1. Definition, Scope, and Subject Matter
	2. Sociology as a Science
	3. Historical back ground of Sociology
2. Basic Concepts
	1. Group, Community, Society
	2. Associations
	3. Organization
	4. Social Interaction
3. Social Groups
	1. Definition & Functions
	2. Types of social groups
4. Culture
	1. Definition, aspects and characteristics of Culture
	2. Elements of culture
	3. Organizations of culture
	4. Other related concepts
5. Socialization & Personality
	1. Personality, Factors in Personality Formation
	2. Socialization, Agencies of Socialization
	3. Role & Status
6. Deviance and Social Control
	1. Deviance and its types
	2. Social control and its need
	3. Forms of Social control
	4. Methods & Agencies of Social control
7. Collective Behaviour
	1. Collective behaviour, its types
	2. Crowd behaviour
	3. Public opinion
	4. Propaganda
	5. Social movements
	6. Leadership

SUGGESTED READINGS

* Andrew Hart, Rontledge, Understand the Media, New York .1991.
* Conrad fink, Longman, Inside the Media, NewYork.1990.
* John Fiske, Mcthuen, Television Culture, London.1987
* John C. Merill, John Lee, Modern Mass Media, Edward Jay Fried lander, Harper & Row, New York. 1990.
* Conrad Lodziak, Frances Prilie, Power of TV, London. 1986.
* Ray Eldon Hiebert, Donald F. Ungurait. Thomas W. Bohn, Longman, Mass media: An introduction to Modern Communication, NewYork.1982.
* Stwart Price, Pitman Publishing, Media Studies, London. 1993
* Shirley Biagi, Wadworth, Belmont, Media Impact, 2 nd Edition 1992.
* lynne Gross, Telecommunication an Introduction to Electronic media, 6th Ed Benchmark, London 1997
* Christopher H. Sterling, Electronic Media, Preager London. 1994
* Mushtaq Gazdar, Pakistan Cinema, Oxford University Press, Karachi. 1997.ed. Brown and

MCO 3021
International relations

COURSE DESCRIPTION

This course focuses on studying the dynamics of relations among sovereign states in perspective of various theoretical approaches. The scope of the course also seeks to understand how states formulate their foreign policies, set objectives and pursue them through various means to further their national interest. Besides, the basic but significant concepts of the subject, role of Non-State actors in world politics and new trends in International Relations will also form part of the course. Overall, the course has been designed to meet the learning needs of the students at graduate level.

 The course aims at preparing the students to understand the need and contemporary nature of international relations while equipping them with the appropriate tools to analyze the factors that influence the policies and rules of conduct of inter-state relations. Studying of the course will enable the students to participate in the theoretical debates and discussions pertaining to various issues of the world politics. Moreover, at the end of the course the students will be able to identify, analyze, compare and critically evaluate the socio-political, economic and security dynamics of international Relations and related literature.

COURSE LEARNING OUTCOMES

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

* To develop an awareness of the underlying concepts and theories of the relations between states;
* To understand how to apply these concepts and theories to contemporary and historical case studies.
* Tell exact locations of major countries on the world map and explain what problems those countries are facing;
* Demonstrate understanding of the causes and processes of modern international issues;
* Differentiate the concept of internationalization from that of globalization;
* Demonstrate critical thinking skills through research paper writing and discussion.

COURSE CONTENTS

* Introduction to the course, description, objectives, evaluation processes.
* Introduction to the Subject of IR
* International Relations (IR)- Its Development, Nature, and Scope
* Decline of Colonial Rule and Emergence of Nationalism and Sovereign State System
* Theoretical Approaches to International Relations
	+ The Concept of National Power: Elements and Factors affecting Balance of Power
	+ Foreign Policy: Managing Relations Among States
	+ Diplomacy As an Instrument of Foreign Policy and Statecraft
* The Era of Cold War: Characteristics, Contributions and Implications
* Warfare: Theory and Types of War
* Disarmament and Arms Control
* International Security: Managing and Controlling Conflicts; Law of Use of Force and Intervention
* Role of International Law in Governing Relations Among Nations
* Role of International Organizations in International Relations
* Factors of Globalization of International Relations: Economic, Technology, Human Rights, and Terrorism.
* New World Order. Wave of Terrorism: Causes, dimensions, Objectives and Implications

SUGGESTED READINGS

* Allan, Stuart (2010) The Routledge companion to news and journalism. New York, NY: Routledge.
* Andrew Cottey (2007) ‘Ch.1: Security in the new Europe’, in Security in the new Europe. New York: Palgrave Macmillan, pp. 5–31. Available at: https://contentstore.cla.co.uk//secure/link?id=9416ad17-7936- e711-80c9-005056af4099.
* ● Ba, A. and Hoffmann, M. J. (2003) ‘Making and Remaking the World for IR 101: A Resource for Teaching Social Constructivism 61 in Introductory Classes’, International Studies Perspectives, 4(1), pp. 15–33. doi: 10.1111/1528-3577.04102.
* ● Bache, Ian, George, Stephen and Bulmer, Simon (2011) Politics in the European Union. 3rd ed. Oxford: Oxford University Press.
* ● Baylis, John, Smith, Steve and Owens, Patricia (2011a) The globalization of world politics: an introduction to international relations. 5th ed. Oxford: Oxford University Press.
* ● Baylis, John, Smith, Steve and Owens, Patricia (2011n) The globalization of world politics: an introduction to international relations. 5th ed. Oxford: Oxford University Press.
* ● Bennett (1994) ‘The news about foreign policy’, in Taken by storm: the media, public opinion, and U.S. foreign policy in the Gulf War. Chicago: University of Chicago Press, pp. 12–40.

LIN 1010
Introduction to Linguistics

Course Description

The aim of this course is to introduce students to the basic concepts of language which have immediate relation to their ordinary as well as academic life, and to sensitize students to the various shades & 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 differed to subsequent studies of language at advanced level. The core components of linguistics like phonology, morphology, syntax, semantics, discourse and pragmatics will also be introduced through this course.

COURSE LEARNING OUTCOMES

* Learn about some general properties of human language.
* Learn some facts about particular languages.
* Introduce prospective majors to the field of linguistics.
* Introduce the core subfields of linguistics.
* Learn about some tools for analyzing language.
* Develop competence in linguistic analysis.

Course Contents

* Basic terms and concepts in Linguistics
* What is language (e.g. design features, nature and functions of language)?
* What is Linguistics (e.g. diachronic/synchronic; paradigmatic/syntagmatic relations)?
* Elements of Language
* Phonology
* Morphology
* Syntax
* Semantics
* Scope of Linguistics: an introduction to major branches of linguistics
* Schools of Linguistics (Historicism, Structuralism, Generativism, Functionalism)

SUGGESTED READINGS:

* An Introduction to Linguistics by Andrew Radford, Martin Atkinson, David Britain, Harald Clahsen.
* Linguistics: An Introduction by Andrew Radford, Martin Atkinson, David Britain, Harald Clahsen.
* Fundamentals of Linguistics by Jean Aitchison.
* Language Files: Materials for an Introduction to Language and Linguistics by Department of Linguistics, The Ohio State University.
* The Cambridge Handbook of Linguistics edited by Keith Allan.

LIN 1120
Phonetics and phonology

Course Description

The course aims to build 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.

COURSE LEARNING OUTCOMES

* Develop an understanding of the principles of phonetics, including the physical properties of speech sounds.
* Develop an understanding of the principles of phonology, including the organization and patterning of speech sounds.
* Develop an understanding of the International Phonetic Alphabet (IPA) and its use in transcribing speech sounds.
* Develop an understanding of the relationship between phonetics and phonology.
* Develop competence in phonetic and phonological analysis.

Course Contents

* Introduction to Phonetics & Phonology
* Stages in the production of speech
* Speech organs
* Manner of articulation
* Segmental Phonology
* Phonemes and allophones
* Consonants
* Vowels
* Diphthongs and triphthongs
* Syllable and syllabic structure
* Consonant clusters
* Syllable
* Word stress: nouns, verbs, and adjectives
* Suprasegmental Phonology
* Sounds in connected speech
* Weak forms
* Assimilation, elision and liaison
* ii. Sentence stress and intonation

SUGGESTED READINGS

* English Phonetics and Phonology: An Introduction by Philip Carr.
* Introducing Phonetics and Phonology by Mike Davenport and S.J. Hannahs.
* A Phonetics Workbook for Students: Building a Foundation for Transcription by Heidi Harbers.
* The Sounds of Language: An Introduction to Phonetics by Henry Rogers.
* Phonetics: A Coursebook by Rachael-Anne Knight.

LIN 2210
Introduction to Morphology and Syntax

Course Description

The course includes study of the basic concepts of morphology, structure of words, inflectional and derivational morphology, neologism / word formation process, sentence structure, structural relation among sentences, methods of syntactic analysis and sentence phrase / structure rules.

COURSE LEARNING OUTCOMES

* Develop an understanding of the basic methods for analyzing words.
* Identify the patterns of word shapes and their strategies of formation found cross-linguistically.
* Develop a typology of these patterns.
* Develop theories that can account for these patterns.

Course Contents

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

SUGGESTED READINGS

* Introducing Morphology by Rochelle Lieber.
* Understanding Morphology by Mark Aronoff.
* Syntactic Structures by Noam Chomsky.
* The Handbook of Morphology edited by Andrew Spencer and Arnold Zwicky.

LIN2430
Introduction to Semantics

Course Description

The aim of this course is to introduce students to the basic concepts of semantics. By the end of the course the students will be able to conceptualize the relationship between words and their meaning. The students will be able to demonstrate their understanding through completing practical exercises and by citing examples from authentic language.

COURSE LEARNING OUTCOMES

* Develop an understanding of the basic methods for analyzing meaning.
* Identify the patterns of meaning and their strategies of formation found cross-linguistically.
* Develop a typology of these patterns.
* Develop theories that can account for these patterns

Course Contents

* Early theories of meaning (Ogden and Richards; Ferdinand de Saussure)
* Types of meaning
* Semantic field
* Componential analysis
* Sense Relations/ Lexical Relations (Hyponymy; Synonymy; Antonymy; Homonymy and Polysemy)
* Syntactic Semantics (Contradiction, Ambiguity, Semantic anomaly, Entailment, Presupposition)

SUGGESTED READINGS

1. Introducing Semantics by Nick Riemer.
2. Semantics: A Coursebook by James R. Hurford.
3. An Advanced Introduction to Semantics by Ronnie Cann.

LIN3610
 Introduction to Sociolinguistics

Course Description

The course talks about the key concepts in sociolinguistics and equips the learners with the basic elements to evolve their understanding of language vis a vis society. The course aims to enable the learners to look at the issues of what constitutes language, how it changes over regions, classes, genders and how it is used to create promote or negate identities.

COURSE LEARNING OUTCOMES

* Analyze sociolinguistic processes from both linguistic and sociological points of view.
* Develop the ability to comprehend empirical studies in sociolinguistics.
* Acquire the skills necessary for analyzing variation of language use in different social contexts.
* Learn to respect the language variation and better address it in the language classroom.
* Develop the competence to explore a specific sociolinguistic topic in depth.

Course Contents

* Sociolinguistics & its scope
* Language and Language Varieties
* Dialect, Code, Idiolect, Sociolect, Isogloss, Register, Style, Jargon
* Language Variation, Diglosia, Pidgin and Creole
* Language and Social Class
* Multilingualism and Bilingualism
* Manifestations of bilingualism (borrowing, code-switching, code-mixing)
* Language and Gender
* Language and Power

SUGGESTED READINGS

* The Cambridge Handbook of Sociolinguistics edited by Rajend Mesthrie.
* The Guidebook to Sociolinguistics by Allan Bell.
* An Introduction to Sociolinguistics by Ronald Wardhaugh.

LIN3710
 Introduction to Psycholinguistics

Course Description

The course is meant to inculcate an understanding of the processes that are involved in the comprehension and production of speech. A key interest of the course is child language acquisition and the course guides the learners to explore the major theories about child language acquisition and goes on to discuss the implications of the theories for language learning. The course also talks about language disorders.

COURSE LEARNING OUTCOMES

* Gain insights into the most important problems and concepts of language production and language comprehension.
* Become familiar with the most relevant psycholinguistic theories and models of language production and language comprehension.
* Be introduced to the most important psycholinguistic research methods for language production and language comprehension.

Course Contents

* Psycholinguistics definition
* The scope of Psycholinguistics
* The connection between Psycholinguistics &Neurolinguistics
* Language, brain and mind
* Language Disorders
* Memory
* Speech Comprehension
* Speech Production
* Child language acquisition: Behaviorist and Cognitive explanations
* Learning and different forms of learning e.g. habituation, conditioning, operant conditioning
* Language learning for adults

SUGGESTED READINGS

* Psycholinguistics: A Resource Book for Students by John Field.
* Psycholinguistics by Thomas Scovel.
* An Introduction to Psycholinguistics by Danny D. Steinberg and Natalia V. Sciarini.
* The Articulate Mammal by Jean Atchison

LIN3450
Introduction to Pragmatics

Course Description

The course aims at introducing students to the basics of Pragmatics. Through this course, students will be able to study factors that govern choice of language in social interaction and the effects of these choices on others. At the end of the course the students will be able to demonstrate their understanding of the taught content through essay type items and projects that require them to apply the concepts to authentic language.

COURSE LEARNING OUTCOMES

* Define key terminology and concepts, such as conversational principles; implicatures; presupposition; speech acts; context; information-structure; discourse coherence.
* Discuss, explain, and illustrate linguistic pragmatic analyses and methodology.

Course Contents

* Deixis
* Speech act theory
* Complex speech acts
* Felicity conditions
* Conversational implicature
* The cooperative principle
* Conversational maxims
* Politeness
* Phatic tokens

SUGGESTED READINGS

* Pragmatics by George Yule.
* Introduction to Pragmatics by Betty J. Birner.
* Pragmatics by Stephen C. Levinson.

 LIN 4410
Introduction to Discourse Analysis
 LIN 4041

Course Description

This course aims to explain the theory of discourse analysis and to demonstrate its practical relevance to language learning and teaching. A key interest of the course is critical discourse analysis whereby discourses will be discussed as ideologically driven and ideologically invested. The processes whereby discourses are turned hegemonic and the discursive devices that are used to color the discourses will also be discussed.

COURSE LEARNING OUTCOMES

* Define discourse and discuss Discourse Analysis.
* Identify and explain the form and functions of discourse.

Course Contents

* What is discourse?
* Discourse and the sentence
* Grammar within and beyond the sentence
* Language in and out of context
* Spoken vs. written discourse
* Formal & contextual links  Parallelism
* Referring expressions
* Repetition and lexical chains
* Substitution
* Ellipsis
* Conjunction
* Conversational principles
* Cooperative Principle
* Politeness Principle
* Speech Act Theory
* Discourse and Ideology
* Hegemony
* Domination by consent
* Creating Identities
* Discursive Devices: Lexical Choices, Structure,Othering,
* Resisting Hegemony or domination

SUGGESTED READINGS

* Discourse Analysis by Barbara Johnstone.
* Introducing Discourse Analysis by James Paul Gee.
* The Handbook of Discourse Analysis edited by Deborah Schiffrin, Deborah Tannen, and Heidi Hamilton.

LIN 4110
Introduction to Research METHODOLOGY

Course description

The course is meant to equip the learners in the theoretical grounding of research, research design, types of research and the presentation of research using conventions of academic writing.

COURSE LEARNING OUTCOMES

This course aims to enable students to: ● develop an understanding of research terminology ● create awareness of the ethical principles of research, ethical challenges and approval processes ● differentiate among quantitative, qualitative and mixed methods approaches to research ● learn the steps involved in research process ● identify the components of a literature review process ● understand the difference between research paper, thesis and book writing ● develop knowledge

Course Contents

* Introduction: Qualitative and Quantitative Research Paradigms
* Identifying and Defining a Research Problem
* Ethical considerations
* Sampling Techniques
* Tools for Data Collection: Questionnaires, Interviews, Observations & Documents
* Data analysis and Interpretation
* Some Aspects of the Research Report
* Review of literature
* Transcription and Transliteration

SUGGESTED Readings

 Bhattacherjee, Anol. (2012). Social Science Research: Principles, Methods and Practices. University of South Florida. ● Bryman, Alan & Bell, Emma (2011). Business Research Methods (Third Edition), Oxford University Press. ● Chawla, Deepak & Sondhi, Neena (2011). Research methodology: Concepts and cases, Vikas Publishing House Pvt. Ltd. Delhi. ● Creswell, J. W. (2014) . Research design: Qualitative, quantitative and mixed methods approaches. 4th Ed.. Thousand Oaks, CA: Sage. ● Kerlinger, F.N., & Lee, H.B. (2000). Foundations of Behavioural Research (Fourth Edition), Harcourt Inc. ● Rubin, Allen & Babbie, Earl (2009). Essential Research Methods for Social Work, Cengage Learning Inc., USA. ● Pawar, B.S. (2009). Theory building for hypothesis specification in organizational studies, Response Books, New Delhi. ● Neuman, W.L. (2008). Social research methods: Qualitative and quantitative approaches, Pearson Education. ● Walliman, Nicholas. (2001). Your Research Project. Sage Publications.

LIT 1101
History of English Literature I
 (Anglo-Saxon to Puritan Age)

Course Description

The course introduces the students to the origin and early evolution of English literature. It is broad in its scope and looks at all the genres of literature as they emerged and highlights their salient characteristics. A major focus of the course is the representative writers of the ages, major movements and chief works.

The course is meant to make the students aware of the key moments, persons and works in the origin and evolution of English literature

The course is meant to equip the learners with the historical background to help them decipher works against

The course is also meant to help the students ferment an understanding of literature as a flow conditioned by cultural and historical events

COURSE LEARNING OUTCOMES

To study the history and practice of English as a scholarly discipline. 2. To study the history and development of each genre through excerpts of literary texts. 3. To do close reading of texts and analyze them with different critical frameworks. 4. To analyze and criticize the works of literature in their cultural and historical contexts. 5. To assess the influence of literary movements in Britain on English literature from all parts of the world.

Course Contents

* Anglo-Saxon Poetry
* Origin of Prose and its later development in Bacon
* Norman Conquest and its Impact on English Literature
* Geoffrey Chaucer’s Contribution to English Literature
* Edward Spenser
* Origin of English Drama with background of Classical Greek Drama
* The University Wits and Christopher Marlowe
* Shakespearean Drama
* Metaphysical Poets
* Reformation and Milton

SUGGESTED READINGS

* *English Literature Its History and Its Significance for the Life of the English Speaking World* by William J. Long
* *History of English Literature* by Edward Albert
* *The Short Oxford History of English Literature* by Andrew Sanders
* *A Critical History of English Literature* by David Daiches
* Albert, E. (1979). History of English Literature (5th ed.). Oxford, New York: Oxford University Press. ● Alexander, M. (2000). A History of English Literature. London: Palgrave Macmillan. ● Blamires, H. (1984). A Short History of English Literature. London: Routledge. ● Carter, R., & McRae, J. (1997). The Routledge History of Literature in English, Britain and Ireland. London: Routledge. ● Chin, B. A., Wolfe, D., Copeland, J., & Dudzinski, M. A. (2001). Glencoe Literature: British Literature. New York: McGraw-Hill Higher Education. ● Compton-Rickett, A. (1912). A History of English Literature. London: T. C. and E. C. Jack. ● Daiches, D. (1968). A Critical History of English Literature. London: Martin Secker and Warburg Ltd. ● Fletcher, R. H. (1919). A History of English Literature. Boston: R. G. Badger

LIT 2102
History of English Literature II
(Restoration to 21st Century)

Course Description

The course is a continuation of History of English Literature II and takes the students through to the literature from the Augustan Age to the 21st century. The course has the same objectives as History of English Literature I.

COURSE LEARNING OUTCOMES

To study the history and practice of English as a scholarly discipline. 2. To study the history and development of each genre through excerpts of literary texts. 3. To do close reading of texts and analyze them with different critical frameworks. 4. To analyze and criticize the works of literature in their cultural and historical contexts. 5. To assess the influence of literary movements in Britain on English literature from all parts of the world.

Course Contents

* Ben Johnson (Comedy of Humours)
* Restoration Comedy (Comedy of Manners)
* Augustan Satire of Jonathan Swift, Addison
* Augustan and Victorian Prose with reference to Richard Steele, Lamb, Hazlitt, Ruskin
* Origin of Novel with reference to Saavedra, Defoe, Richardson and Fielding, characteristics of English novel with reference to Fielding, Smollett, Tobias and Jane Austen
* Neo-Classical Poetry of Dryden and Pope
* Romantic Poetry of Blake, Wordsworth, Coleridge, Shelley, Keats and Byron
* Victorian Novel, Thackeray, Charles Dickens, Thomas Hardy, George Eliot, Charlotte Bronte
* Victorian Poetry with reference to Robert Browning and Alfred Tennyson, Matthew Arnold
* Revival of Drama and 20th Century Drama including Theatre of the Absurd
* Modern Novel including Stream of Consciousness Novel
* Modern Poetry with reference to Yeats, Eliot, Pound and Auden

SUGGESTED READINGS

 ● Albert, E. (1979). History of English Literature (5th ed.). Oxford, New York: Oxford University Press. ● Alexander, M. (2000). A History of English Literature. London: Palgrave Macmillan. ● Blamires, H. (1984). A Short History of English Literature. London: Routledge. ● Carter, R., & McRae, J. (1997). The Routledge History of Literature in English, Britain and Ireland. London: Routledge. ● Chin, B. A., Wolfe, D., Copeland, J., & Dudzinski, M. A. (2001). Glencoe Literature: British Literature. New York: McGraw-Hill Higher Education. ● Compton-Rickett, A. (1912). A History of English Literature. London: T. C. and E. C. Jack. ● Daiches, D. (1968). A Critical History of English Literature. London: Martin Secker and Warburg Ltd. ● Fletcher, R. H. (1919). A History of English Literature. Boston: R. G. Badger.

LIT2210
Poetry I
Chaucer to Pope/Medieval to Augustan

Course Description

The course provides an overview of the development of English poetry from the Middle Ages to the 18th century. Representative works of the poets of the specific age form part of the study with reference to the poet’s thought pattern, aesthetics, literary style and poetic devices used. At the end of the course students will be able to demonstrate their understanding of the concepts through analyzing the prescribed or similar poems for their themes, stylistic aspects etc.

COURSE LEARNING OUTCOMES

This course aims to: 1. Trace the generic specific historical development of classical poetry, but also to develop a keen awareness of poetic language and tone of the period. 2. Introduce various forms and styles of the genre of poetry for creating an in-depth understanding of this genre.

Course Contents

* Early English Poetry
* Chaucer and Spenser: Selections from The Prologue to the Canterbury Tales, Fairy Queene
* Metaphysical Poetry
* Donne and Marvell: Selections from Love and Divine Poems, To His Coy Mistress
* Puritan and Restoration Poetry
* Milton and Dryden: Selections from Paradise Lost Book I, Absalom and Achitophel
* Augustan Poetry
* Alexander Pope: Selections from *The Rape of the Lock*

SUGGESTED Readings

● Abbs, P. & Richardson, J. The Forms of Poetry. Cambridge: Cambridge UP. 1995. ● Barnet, Sylvan. A Short Guide to Writing about Literature (7th Edition). New York: Harper and Collins. 1996. ● Boulton, Marjorie. The Anatomy of Poetry. London: Routledge and Kegan Paul. 1977. ● Kamran, Rubina and Syed Farrukh Zad. Ed. A Quintessence of Classical Poetry. National University of Modern Languages, Islamabad. ● Kennedy, X. J. Gioia, D. An Introduction to Poetry: (8th Edition). New York: Harper Collins College Publishers. 1994.

LIT 3510
Literary Criticism

Course Description

The course provides a survey of major works in literary criticism, critical and historical approaches to literature from early Greeks to the early 20th century literary critics. The course also trains students in the art of practical evaluation of a piece of literature. The main purpose of the course is to show the learners how theorists look at the process of creating works and what they feel works should be like. The course also aims to enable students to look at literary works in light of the criticism and analyse the works accordingly.

COURSE LEARNING OUTCOMES

It is an intensive course in literary criticism focusing on the following aspects ● It would prepare the learners of literature and language to understand the historical background to literary criticism, exploring its developmental changes from Plato till T.S Eliot ● It would focus on the poetic and dramatic forms in order to highlight some significant trends and concepts in world literature in general and English literature in particular. ● It would also provide a brief introduction to the contemporary literary theories.

Course Contents

* Plato Theory of Mimesis
* Aristotle *Poetics*
* John Dryden An Essay on Dramatic Poesy
* Longinus On the Sublime
* Wordsworth Preface to Lyrical Ballads
* Coleridge BiographiaLitereria
* T. S. Eliot Tradition and Individual Talent or The Metaphysical Poets

SUGGESTED Readings

 1. Barry, P. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester UP, 1995 2. Booker, Keith M. A Practical Introduction to Literary Theory and Criticism. New York: Longman Publishers, 1996. 3. Kamran, Robina and Farrukh Zad. Ed. A Quintessence of Literary Criticism. National University of Modern Languages, Islamabad. 4. Leitch, Vincent B. (General Editor). The Norton Anthology of Theory and Criticism. New York & London: W. W. Norton and Company, 2001 (or later editions 5. Lodge, David. Ed. Modern Criticism and Theory: A Reader. Longman, 1988. 6. Newton, K. M. ed. Twentieth Century literary Theory: A Reader. Second Edition. New York: St. Martin‘s, 1998 (or later editions) 7. Selected Terminology from any Contemporary Dictionary of Literary Terms. 8. Selden, R. & Widdowson P. A Reader‘s Guide to Contemporary Literary Theory (3rd Edition). New York: Harvester, 1993.

LIT3410
Novel I
(Origin to Victorian)

Course Description

The course traces development of the English novel and includes study of the representative works of the pioneers of English novel and representative novelists of the Augustan and Victorian Ages. Emphasis is laid on critical analysis of the prescribed novels for an effective grasp of the authors’ viewpoint through the perspective of the ages concerned. At the end of the course the students are expected to be able to demonstrate their understanding of the strategies of reading novels for their themes, cultural and historical information, developing insight into characters through commenting on the given novels through essay type answers. The broader aim of the course is to equip the learners with strategies and techniques and to give them practice in reading novels typical of the Augustan and Victorian ages.

COURSE LEARNING OUTCOMES

This course will enable the students

1. To have a full understanding of 18th and 19th century novel which is rich in diversity as well as creativity.

2. To closely study the English society of these centuries and its impact upon human lives, and its complex psychological phenomena.

3. To develop an insight into various factors responsible for the appeal of the subject matter of these novels which was not only enjoyed by readers of the centuries in which they were written but by Victorian readers or even for modern readers of contemporary times.

Course Contents

* Henry Fielding *Joseph Andrews*
* Jane Austen Pride and Prejudice or Persuasion or Emma
* Charles Dickens Hard Times or A Tale of Two Cities
* George Eliot’s The Mill on the Floss or Charlotte Bronte’s Wuthering Heights

SUGGESTED Readings

● Bloom, Harold. (1988) George Eliot's the Mill on the Floss (Bloom's 59 Modern Critical Interpretations). Chelsea House Pub. ● Allen, Walter The English Novel ● Ashton, Rosemary. George Eliot: A Life. London, 1996. ● Battestin, Martin C. The Moral Basis of Fielding’s Art: A study of Joseph Andrews ● Beer, Gillian. George Eliot. Brighton, 1986. ● Butt, John Fielding ● Church, Richard The Growth of the English Novel. ● Collins, Philip, Dickens: The Critical Heritage, 1971 ● Copeland, Edward and McMaster, Juliet, The Cambridge Companion to Jane Austen, 1997 ● Elliot, Albert Pettigrew. Fatalism in the Works of Thomas Hardy, 1935 ● Forster, E.M. Aspects of the Novel.(Pelican Paperback) ● Gard, Roger. Jane Austen’s Novels: The Art of Clarity, 1998 ● Hardy, Barbara. The Novels of George Eliot. London, 1959. ● Kettle, Arnold Introduction to the English Novel (vol. .I & II) ● Lubbock, P. The Craft of Fiction. Jonathan Cape, ● MacDonaugh, Oliver, Jane Austen: Real and Imagined Worlds. 1993 ● Neill, Edward. (1999). Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective). Camden House. ● Neill, Edward. The Politics of Jane Austen, 1999 ● Smith, Grahame, Charles Dickens: A Literary Life, 1996 ● Thomas, Jane. Thomas Hardy, Femininity and Dissent, 1999 ● Watt, Ian The Rise of Novel. Chatto Windus, London, (1955-7)

LIT3310
Drama I
Origin to the Elizabethan Age

Course Description

Selected plays chosen to provide an understanding of the Elizabethan drama. This is achieved partly through establishing the link between English and Greek drama. The main foci of the course are Marlowe and Shakespeare and the course attempts to show what and how these writers represented in their works. Special emphasis is given to the historical background; concepts of tragedy and comedy, art of plot construction, characterization and the study of themes. At the end of the course the students will be able to demonstrate their understanding of Elizabethan drama, its themes, characters, style etc. through essay type answers.

COURSE LEARNING OUTCOMES

Students will be taught to demonstrate: ● Knowledge of the myths, history, conventions, and major personages of classical theatre through readings of the plays and secondary sources. ● An insight into the culture, society and political events of the classical periods under study. ● An understanding of the main objectives, themes and ideas underlying Classical Drama. ● Sound knowledge of the works of a range of classical dramatists and the ability to relate the primary texts to their socio-cultural and historical contexts. ● The ability to carry out close reading and literary commentaries on the primary texts. ● Critically assess the inherent nature of the human condition - its paradoxes, complexities, and conflicts.

Course Contents

* Sophocles’ Oedipus Rex
* Christopher Marlowe *Dr*. *Faustus* or *The Jew of Malta*
* William Shakespeare: Macbeth, Othello, or Hamlet, A Winter’s Tale or The Merchant of Venice, The Taming of the Shrew (Any two)

SUGGESTED Readings

1. Aeschylus. (1961).Prometheus Bound, The Suppliants, Seven Against Thebes, The Persians, translated by Philip Vellacott. Penguin Books. 2. Aristophanes. (1962).The Complete Plays of Aristophanes. Edited by Moses Hadas. A Bantam Skylark Book. 3. Bloom, Harold. (1987). John Webster’s The Duchess of Malfi. Chelsea House Pub (L). 4. Bloom, Harold. (1999). Shakespeare: The Invention of the Human. London: Fourth Estate. 5. Cheney, Patrick. (2004). The Cambridge Companion to Christopher Marlowe. Cambridge: CUP. 6. Dover, K.J. (1972).Aristophanic Comedy. University of California Press. 7. Eagleton, Terry. (1986). William Shakespeare. New York: Blackwell. 8. Erikson, Peter. (1991). Rewriting Shakespeare, Rewriting Ourselves. Berkley: University of California Press. 9. Frazer, James G. (1922).The Golden Bough: A Study in Magic and Religion. MacMillan. 10. Gregory, Justina. (2005).A Companion to Greek Tragedy. Blackwell. 11. Hackett, Helen. (2012). A Short History of English Renaissance Drama. I.B. Tauris & Co Ltd. 12. Herington. (1986). Aeschylus. Yale. 13. Kitto, H. D. F. (2005).Greek Tragedy. London and New York: Routledge. 14. Kuriyama, Constance B. (2002). Christopher Marlowe: A Renaissance Life. Ithaca: Cornell University Press. 15. Ley, G. (1991). A Short Introduction to the Ancient Greek Theatre. University of Chicago Press.

LIT3530
 Literary Theory

Course Description

The course looks at the trends in literary/critical thought prevalent in the twentieth century. It will help the learners approach literature from the stand point of a number of literary theories and theorists. The course has a practical component to make it more interactive and learner focused. A major concern of the course to equip the learners with the basic concepts in the field of literary theory to prepare them to take up similar courses at a higher level. The course also intends to provide the learners practice in analyzing works from the perspective of particular theories to make it easier for them to conduct analysis of literary works at a higher academic level.

COURSE LEARNING OUTCOMES

This course is pivoted on the following major objectives: 1. To introduce the students to the history and evolution of literary theory 2. To enable them to develop a deeper understanding how different theories may be blended to create different theoretical frameworks for analyzing different texts 3. To be able to offer critiques, not only of the literary texts, but also of the theories under discussion 4. To provide preliminary training to students so that they may be able to engage in independent theorizations, should they pursue higher degrees in the field

Course Contents

* Formalism
* New Criticism
* Structuralism
* Post Structuralism
* Deconstruction
* Psychoanalytic Criticism
* Feminism
* Marxism
* Postcolonialism
* New Historicism
* Post Modernism

SUGGESTED READINGS

 Ashcroft, Bill, Gareth Griffiths & Helen Tiffin, Eds. The PostColonial Studies Reader NY: Routledge. 1995. ● ---. Key Concepts in Postcolonial Studies. NY: Routledge, 1998. ● Beauvoir, Simone de. The Second Sex. 1949. Trans. Constance Borde & Sheila Malovany-Chevallier. NY: Random House, 2009. ● Bloom, Harold et al. Deconstruction and Criticism. (1979) NY: The Continuum Publishing Company, 2004.Bhabha, Homi K. The Location of Culture. London & New York: Routledge, 1994. Pdf. ● Brannigan, John. New Historicism and Cultural Materialism. NY: 1998.

Brooks Cleanth. Understanding Fiction. New Jersey: Pearson, 1998. ● ---. The Well Thought Urn: Studies in the Structure of Poetry. NY: Harcourt, 1956. ● Castle, Gregory. The Blackwell guide to Literary Theory. Oxford: Blackwell Publishing, 2007 ● Culler, Jonathan. Literary Theory: A Very Short Introduction. NY: Oxford University Press, 2000. ● Derrida, Jacques. “Structure, Sign, and Play in the discourse of the Human Sciences”. Writing and Différance. Trans. Alan Bass. Chicago, University of Chicago Press, 1978. ● Eagleton, Mary Ed. A Concise Companion to Feminist Theory (Concise Companions to Literature and Culture). Oxford: Blackwell Publishing, 2003. ● Eagleton, Terry. Literary Theory: An Introduction. Minneapolis, MN: University of Minnesota Press, 1996. ● ---. Making Meanings with Texts: Selected Essays. NY: ReedElsevier, 2005. ● Hamilton, Paul. Historicism. NY: Routledge, 1996. ● Rosenblatt, Louise M. Literature as Exploration. NY: Noble, 1996. ● Williams, Patrick and Laura Chrisman, eds. Colonial Discourse and Post-Colonial Theory: A Reader. NY: Columbia University Press, 1994.

LIT 3220
Poetry II
Romantic and Modern

Course Description

The course offers a study of the selected works of the Romantic and Modern ages. Attention is focused on the poets’ thought and expression with special emphasis on the poetic devices used. At the end of the course the students will be able to appreciate the development in the genre and comment on the themes, style and cultural and historical context of similar works through written essays.

COURSE LEARNING OUTCOMES:

● to identify and critically examine form, style and themes in modernist poetry. ● to study historical and cultural developments in which modernist poetry evolved and later gave way to confessional and other forms of poetry.

Course Contents

* Romantic Poetry
	+ The Prelude, Lines Composed a Few Miles above Tintern Abbey, Rime of the Ancient Mariner, Shelley’s Ozymandias and Ode to the West Wind, Keats any three Odes
	+ Robert Browning:The Last Ride, Porphyria’s Lover, My Last Duchess, Precipice
	+ Lord Alfred Tennyson: Charge of the Light Brigade, Break BreakBreak, All Things Will Die
* Modern Poetry
	+ W. B. Yeats: Selections from The Second Coming, Byzantium, Sailing to Byzantium, Among School Children, Wild Swans at Coole,
	+ T. S. Eliot: Selections from The Love Song of J. Alfred Prufrock, The Hollow Men, The Wasteland
	+ W. H. Auden Selections from As I Walked out One Evening, The More Loving One, Lullaby
	+ Edgar Allan Poe: Annabel Lee, In Youth I Have Known One, The Forest Reverie
	+ Amy Lowell: A Fairy Tale, New York at Night, Before the Altar

Further Readings:

1. Blair, John G. The Poetic Art of W.H. Auden (n.p., n.d.). 2. Drew, Elizabeth T.S. Eliot: The Design of his Poetry.(London, 1950) 3. Gardener, Helen. The Art of T.S. Eliot. (London, 1968) 4. Jeffares, A.N. W.B. Yeats, Man and Poet.(London, 1949) 5. Leavis, F.R. New Bearings in English Poetry. (London 1961 ed) 6. Macneice, Louis The Poetry of W.B. Yeats.( London, 1967) 7. Spears, Monroe K. The Poetry of W.H. Auden. (New Jersey, 1981) 8. Unterecker, J. W.B. Yeats: A Reader’s Guide (London, 1988). 9. Ferguson, M. Salter, M. J., Stallworthy, J. (2005). The Norton Anthology of Poetry. New York: W.W. Norton & Co.

LIT 3320
Drama II
Restoration to The Theatre of the Absurd

Course Description

The course aims at acquainting students with the literary trends in the modern drama by critically examining the selected works of the modern playwrights. Authors’ general outlook toward life and society and the technique of its presentation in their works will form the basis for classroom discussions in this course. A key aspect of the course is to show how modern drama differs in its style and themes from Elizabethan and Greek drama. At the end of the course the learners will be able to demonstrate their understanding of the differences between Elizabethan and modern drama through written essays. They will also be able to show their understanding of the themes, characters, style etc. of the prescribed or similar plays.

COURSE LEARNING OUTCOMES

An overview of some of the most influential dramatists of modern age and their works with reference to their themes and dramatic techniques. 2. An emphasis on how certain dramatists are related to new ideas about the role of the theatre and its method. 3. A number of literary texts are read together with critical and theoretical discussions.

Course Contents

* Ben Johnson: Every Man in His Humour
* George Bernard Shaw You Never Can Tell or Arms and the Man or The Devil’s Disciple
* Harold Pinter: The Birthday Party, The Room or The Caretaker
* Beckett: Waiting for Godot or Endgame
* Edward Albee The American Dream

SUGGESTED Readings

1. Billington, Michael. Harold Pinter. Faber and Faber. 1996 2. Esslin, Martin The Theater of the Absurd. New York, Doubleday Anchor Books 1961. 3. Evans, T. F. George Bernard Shaw. Routledge. 2013 4. Fraser, G.S. The Modern Writer and His World. Rupa and Co. Calcutta, 1961. 5. Kenner, Hugh Samuel Beckett: A Critical Study. New York, Grove Press, 1961. 6. Mayor, Laura Reis. Four Major Plays of Ibsen. Penguin Group USA. 2008 7. Rayfield Donald. Anton Chekov: A Life. Northwest University Press. 1997 8. Tornquist, Egil. Ibsen’s The Doll’s House. Cambridge University Press. 1995 9. White, John J. Bertolt Brecht’s Dramatic Theory. Camden House. 2004 10. Williams, Raymond Drama from Ibsen to Brecht. Penguin in association with Chatto and Windus.

LIT 3610
Introduction to Stylistics

Course Description

Language and dialectical variations, style, register, medium, literary styles and their scope, syntax and vocabulary of literary discourse and literature in the EFL classrooms form the basis of study and discussions in this course. The course will peg all the concepts with practical demonstration and application of ability.

COURSE LEARNING OUTCOMES

 The course aims to: ● assist students understand style and stylistics ● explain what is involved in a stylistic analysis of a literary text ● describe the methods of each type of stylistics and stylistic analysis ● define the concept of foregrounding ● assist students to learn the techniques involved in stylistic analysis of various types of texts

Course Contents

* Stylistics as a meeting point of literature and linguistics
* Style and Register
* Deviation and Parallelism
* Foregrounding and backgrounding
* Narrative Point of View
* Stylistics Devices: Schemes and Tropes

SUGGESTED Readings

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

LIT 3320
Novel II 20th Century and Contemporary Novel

Course Description

The course charts the development of novel in the 20th century and also looks at some contemporary works to allow the students to see how novel has evolved over the centuries and has grown mature in its form, style and themes. Discussions on the selected works of the representative modern age novelists will familiarize students with the influences on the development of modern novel. Study of the modern trends, movements and other literary features of the modern novel forms part of study in this course. A major aim of the course is to enable the learners to see the difference the between the early and 20th century novel and to also appreciate the maturity of the genre along with equipping the students with strategies and techniques to enable them to read similar works in the genre. At the end of the course the students will be able to demonstrate their understanding of the content in terms of themes, character analysis, style, symbols, stream of consciousness through commenting on the prescribed works or similar works from the genre.

COURSE LEARNING OUTCOMES

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

Course Contents

* Joseph Conrad: LordJim or Heart of Darkness
* Virginia Woolf’s Mrs. Dalloway or To the Lighthouse or James Joyce’s A Portrait of the Artist as a Young Man
* Ernest Hemmingway’s The Sun Also Rises or Farewell to Arms or E M Forster’s A Passage to India
* William Golding’s *Lord of the Flies* or Cormac McCarthy’s *The Road*
* Don DeLillo White Noise or Falling Man

SUGGESTED Books

1. Allen, Walter The English Novel 1954. 2. Baker, R. S. The Dark Historical Page: Social Satire and Historicism in the Novels of Aldous Huxley, 1921-1939. London, 1982. 3. Bedford, Sybille. Aldous Huxley, 2 vols. London, 1973-4 4. Bowering, Peter. Aldous Huxley: A Study of the Major Novels. London, 1969. 5. Beer, J. B. The Achievement of Forster. London, 1962. 6. Burgess, Anthony. Joysprick: An Introduction to the Language of James Joyce (1973), Harcourt (March 1975). 7. Caramagno, Thomas C. The Flight of the Mind: Virginia Woolf's Art and Manic-Depressive Illness. Berkeley: University of California Press, c1992 1992. http://ark.cdlib.org/ark:/13030/ft9c600998/ 8. Cavaliero, Glen. A Reading of E. M. Forster. London, 1979. 9. Church, Richard The Growth of the English Novel. 1951. 10. Das, G. K. and Beer, John (ed.) E. M. Forster: A Human Exploration. London, 1979. 11. Ellmann, Richard. James Joyce. Oxford University Press, 1959, revised edition 1983.

LIT 4710 American Literature

Course Description

The course provides a brief overview of the gradual evolution of American literature through historical perspective. The course will concentrate on selected works of the representative American poets, novelists and dramatists for the awareness of students about the features of American literature. A key feature of the course is that it also brings in Native American writers which provide a different voice that is usually not given much importance.

COURSE LEARNING OUTCOMES

* To develop enhanced reading comprehension skills and critical thinking abilities through the analysis of diverse American literary works spanning different historical periods.
* To demonstrate the ability to identify and articulate thematic concerns within American literature, using written essays to analyze and interpret these themes effectively.
* To recognize and connect unique cultural elements present in the texts, illustrating how these cultural aspects influence the presentation and interpretation of the literature.
* To exhibit proficiency in evaluating literary works critically both in writing and through verbal discussions, employing well-reasoned arguments and evidence-based analysis.
* To identify and differentiate between various techniques and styles employed in different genres of American literature, fostering a deeper understanding of the nuances of literary craftsmanship.
* To gain insight into the role of literature as an expression of human values, exploring how American literary works reflect and shape societal values and perspectives.
* To broaden their intercultural reading experience by engaging with literature from diverse backgrounds and time periods, fostering a richer appreciation for the multifaceted nature of American literary tradition.

Course Contents

* Short story Toni Morrison or Sherman Alexie
* Tennesse Williams A Street Car Named Desire or Arthur Miller Death of a Salesman, Eugene O’ Neil Morning becomes Electra
* Harper Lee To Kill a Mockingbird, Fitzgerald The Great Gatsby, HemingwayFarewell to Arms, Sylvia Plath The Bell Jar, Mark TwainHuckleberryFinn, Nathaniel Hawthorne The Scarlet Letter, , William Faulkner The Sound and the Fury or Absalom, Absalom!
* Selected Poems of Robert Frost, Walt Whitman, Emily Dickinson, Sylvia Plath
* Ted Hughes, John Nash, e e cummings, Philip Larkin, Maya Angelou

SUGGESTED READINGS

* Baym, Nina, Wayne Franklin, Philip F. Gura, et al. eds. *The Norton Anthology of American* Literature. Shorter 7th ed. W. W. Norton & Company, 2007. ISBN: 9780393930573.
* Levine, R. M. Elliot, S. Gustafson et al. The Norton Anthology of American Literature Volumes A and B:
* Beginnings to 1865 9th Norton 9780393264548 2016
* Cain, McDermott, Newman, Wyss American Literature, Vol 1 2 Pearson (Penguin Academic Edition)

LIT 4810
 Essays and Short Stories

Course Description

The course takes the students on a path of deciphering essays for thematic content and style and short stories for their plots, characters, settings and themes. The course helps the learners study works where writers explore thoughts in depth and present perspectives that the students may not readily think of. The students will also be introduced to short stories

COURSE LEARNING OUTCOMES

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

* engage respectfully with different interpretations
* identify thematic concerns and elaborate the same in written essays
* evaluate works critically in writing and verbally
* identify diverse techniques and styles of both genres

Course Contents

* Selections from
	+ Francis Bacon Of Ambition, Of Studies
	+ Jonathan Swift A Modest Proposal or Chapters from Gulliver’s Travels
	+ William Hazlitt On the Feeling of Immortality of Youth
	+ Charles Lamb A Bachelor’s Complaint of the Behaviour of Married People
	+ Aldous Huxley Words and Behaviour or Adonis and the Alphabet
	+ Bertrand Russel*Envy* or *Zest*
	+ Ray Bradbury The Sound of Thunder
	+ Gabriel Garcia Marquez A Very Old Man with Enormous Wings
	+ Kurt Vonnegur, Jr*Harrison Bergeron*
	+ Margaret Laurence’s “Horses of the Night”
	+ Grace Paley’s “Wants”
	+ Toni Morrison’s “Recitatif”

SUGGESTED READINGS

* Kennedy, X.J. and Dana Gioia Literature, An Introduction to Fiction, Poetry, Drama, and Writing COMPACT edition 8 Pearson 978-0134586458 2016 Arp, Thomas R., and Greg Johnson Perrine's Literature: Structure, Sound, and Sense 13 Cengage Learning 978-1305971035 2017 Schlibb, J. and Clifford, J. Making Literature Matter 7 Bedford St Martins 978-1319054724 2017

LIN 4710
 Introduction to Corpus Linguistics

Course Description

This course is an introduction to the fast-growing field of corpus linguistics. It aims to familiarise students with key concepts and common methods used in the construction of language corpora, as well as tools that have been developed for searching and using major corpora such as the British National Corpus. Students will be given hands-on experience in pre-editing, annotating, and searching corpora. Criteria and methods used for evaluating corpora and analytical tools will also be discussed. The main aim of this module is to master the uses of text corpora in linguistics research and applications.

COURSE LEARNING OUTCOMES

The objectives of the course are:

* To describe the basic concepts in corpus linguistics.
* Learn about different applications of corpus linguistics.
* Use large-scale corpora and corpus analysis packages.
* Learn how to interpret the findings of corpus linguistics analyses.
* Formulate a hypothesis and perform individual research using corpus linguistics tools.

Course Contents

This course introduces basic corpus skills for linguists:

* What is Corpora?
* How are corpora developed?
* Issues in Corpus Design
* Types of Corpus?
* What are Corpora useful for?
* Marking up linguistic information
* The range of existing corpora
* How to build your own corpus
* Using corpora to test linguistic hypotheses
* Using corpora to train language tools

SUGGESTED READINGS

1. An Introduction to Corpus Linguistics by Graeme Kennedy.
2. Corpus Linguistics: An Introduction by Tony McEnery and Andrew Hardie.
3. A Practical Handbook of Corpus Linguistics edited by Eric Friginal and Paul Thompson.

LIN 4250
 Advanced Syntax

Course Description

The course aims to introducing students to the advanced concepts in current syntactic theory. Building on their knowledge from ‘Morphology and Syntax’ it introduces advanced theoretical concepts such as Government and Binding Theory and Minimalism.

COURSE LEARNING OUTCOMES

* Gain experience reading, understanding, and evaluating the professional academic literature in syntax.
* Read classic works that had a significant impact in the field in their original form.
* Sample current issues and debates within the field of syntax.

Course Contents

* Where do Rules Come From
* Modeling Syntax
* Generative Grammar
* Structural Relations
	+ Domination
	+ Precedence
	+ C-Command
	+ Grammatical Relations
* Binding Theory
	+ Coindex& Antecedent
	+ Binding
	+ Locality Conditions
	+ Distribution of Pronouns and R-Expressions
* X-Bar theory
	+ Bar-Level Projections
	+ X-bar schema
	+ Complements, Adjuncts and Specifiers
	+ Parameters of Word Order
	+ Drawing Trees in X-Bar Notation
* Movement
	+ Common Types
* Minimalism
	+ Introductory Topics

SUGGESTED READINGS

* Core Syntax: A Minimalist Approach by David Adger.
* Syntactic Structures by Noam Chomsky.
* The Cambridge Handbook of Generative Syntax edited by Marcel den Dikken.

LIN 4070
History of English Language

Course Description

The course looks at the debate around the origin of language and discusses the various theories regarding the dawn of language and it evolution. The course particularly traces the development of the English language over the centuries and also looks at the current status and future of the language.

COURSE LEARNING OUTCOMES

This course aims to: ● Give students a comprehensive overview of language as human faculty. ● Familiarize students with different stories about the origin of language. ● Provide students an overview of how a language develops through a comprehensive exposure to English language development. ● Enable students to identify major theoretical formulations in the development of linguistics.

Course Contents

* Dawn of Language
* Theories of Origin of Language
* Old English
* The Norman Conquest and the Subjection of English, 1066-1200
* Middle English
* The Renaissance, 1500-1650
* The Sounds of Language
* Origin of Words and Names
* Varieties of English
* Good English and Bad
* The Future of English

SUGGESTED Readings

● Bough, A.C. & Cable, T. (2002). A History of English Language. London: Prentice Hall, Inc. 28 ● Campbell, L. (2001), ‘The history of linguistics’, in M. Aronoff and J. Rees-Miller (eds), The Handbook of Linguistics. Oxford: Blackwell Publishers, pp. 81-104. ● Joseph, J.E. (2002), From Whitney to Chomsky: essays in the history of American linguistics. Amsterdam/Philadelphia: John Benjamins. ● Yule, George. (2006). The Study of Language: 4th/ 5th Edition, Cambridge University Press.

LIT 4730
 World Literature in English

COURSE DESCRIPTION

The course is an acknowledgement of the genius of the writers of different cultures who have chosen to write in English. It offers learners a chance to broaden their horizons and look at English literature as more than literature of the English.

COURSE LEARNING OUTCOMES

To improve students’ reading comprehension skills, content knowledge,

analytical abilities, and interpretation through close reading and analysis of selections from world literature.

 To develop students’ skills in written expression—emphasizing clarity, organization, specificity, and standard American English.

 To promote students’ awareness and sensitivity to the aesthetics—intellectual, emotional, and cultural— inherent in world literature using a reader response approach.

Course Contents

* Achebe Things Fall Apart
* Margaret Atwood Selected Short Stories
* Gabriel GarcíaMárquez[*One Hundred Years of Solitude*](http://books.telegraph.co.uk/BerteShopWeb/viewProduct.do?ISBN=9780141032436)
* V.S. Naipaul from Trinidad, *In a Free State*
* Kazuo Ishiguro The Remains of the Day

SUGGESTED READINGS

* Norton Anthology of World Literature, Second Edition, Volumes A-C, Ed. Sarah Lawall, 2002.
* Norton Anthology of World Masterpieces, Expanded Edition, Volume 2, Ed. Maynard Mack, 1995.
* Additional readings distributed digitally (print and bring to class when applicable)
* Banham, M., & Canter, Y (eds.). (1987). Critical View on Wole Soyinka’s “Lion and the Jewel.” Harlow: Longman Schools Division.
* 2. Blishen, Edward. (1975). Soyinka’s “Lion and the Jewel.” Oxford: Macmillan Education.
* 3. Burton, Richard. (2009). The 1001 Arabian Nights. Charleston: BiblioBazaar.
* 4. Chekhov, Anton. (1973). Stories. Moscow: Progress Publishers.
* 5. Chowdhary, Arvind. (2013). Amitav Ghosh’s The Shadow Lines: Critical essays. Chennai: Atlantic Publishers and Distributors Pvt. Ltd.
* 6. Damrosch, David. (2008). “Toward a History of World Literature.” Retrieved from http://www.jstor.org/stable/20533098?origin=JSTOR-pdf. ---. (2003).
* 7. “What is World Literature?” Retrieved from http://press.princeton.edu/chapters/i7545.pdf.de Zeptenik, ST. (2007). “The New Humanities: The Intercultural, the Comparative and the Interdisciplinary.” Retrieved from <http://www.jstor.org/stable/40339272?origin=JSTOR-pdf>.
* 8. Dimock, Wai Chee. (2006). “Genre as World System: Epic and Novel in Four Continents.” Retrieved from http://www.jstor.org/stable/20107382?origin=JSTORpdf. 9. Ghosh, Amitav. (2011). The Shadow Lines. London: John Murrey Publishing Division.
* 10. Hornstein, Percy and Brown. (2002). The Reader’s Companion to World Literature (Classics). New York: Signet Classic. Original date 1956.
* 11. Neruda, Pablo. (1924). “The Saddest Poem.” Retrieved from <http://www.poemhunter.com/poem/the-saddest-poem/>.
* 12. Soyinka, Wole. (1974). The Lion and the Jewel. London: Oxford UP

LIN 4810
Introduction to Translation Studies

COURSE DESCRIPTION

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

COURSE LEARNING OUTCOMES

* The course aims to:
* impart knowledge of the notable translation theories to students
* prepare them to critically reflect on different translation theories
* enable students to apply the methods and strategies discussed in the theories of translation
* acquaint them with the ideological and political nature of translation
* enable them to produce grammatically and stylistically appropriate translations

Course Contents

* Language, culture and society
* The concept of universe of discourse
* Linguistic relativity
* Semantic competence
* Comparative Morphology, Syntax, and Semantics
* Translatability, Expressibility and Effability

SUGGESTED READINGS

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

LIT 4095
 Introduction to Postmodern Literature

Course Description

The course introduces the students to works of postmodern literature in a number of genres. The purpose of the course is meant to familiarize the students with a type of literature that is recent and quite different from the literatures of other periods. At the end of the course the learners will be able to identify themes of the works as postmodern, point out and discuss the stylistic features of works that make them postmodern and comment on the themes of such works.

COURSE LEARNING OUTCOMES

● To introduce the concept of postmodernism and postmodernity ● To make students aware of new narrative techniques and familiarize them with devices used in postmodern literature ● To encourage students to think critically and find new meanings of life and societies through postmodern fiction

Course Contents

* American Graffiti
* Matrix
* e-literature: InanimateAlice, RedRidinghood
* Thomas King Green Grass, Running Water
* Thomas Pynchon Gravity’sRainbow
* Don Delillo*White Noise*
* Joseph Heller *Catch22*
* Jorge Luis Borges *Labyrinths*
* Selected poems of Tom Mandel, Alan Davies,Karen Mac Cormack and Jessica Grim

SUGGESTED READINGS

● Arac, Jonathan, ed. Postmodernism and Politics. (google books) ● Bertens, Hans. The idea of the postmodern: A History. New York: Routledge, 1995. ● Couturier, Maurice. Representation and Performance in Postmodern Fiction. Université Paul Valéry, 1983. 108 ● Fokkema, Douwe Wessel. Literary History, Modernism, Postmodernism. ● Gregson, Ian. Postmodern Literature. Bloomsbury Academic, 2004. ● Harvey, David. The Condition of Postmodernity. Wiley, 1992. ● Hogue, W. Lawrence. Postmodern American Literature and its other. ● Hoover, Paul. Postmodern American Poetry: A Norton Anthology ● Hutcheon, Linda. Politics of Postmodernism. New York: Routledge, 2002. ● Lyotard, Jean-Francois. The Postmodern Condition. ● McHale, Brain. Postmodernist Fiction. (Available on google books) ● McHale, Brian, and Len Platt, ed. The Cambridge history of Postmodern Literature. New York: Cambridge University Press, 2016

LIT 4930
 Introduction to South Asian Literature

Course Description

The course is meant to showcase representative works from South Asia. It is meant to be a precursor to the later higher level interaction with South Asian literature in postcolonial studies.

COURSE LEARNING OUTCOMES

* Demonstrate knowledge of a wide range of texts and topics of resistance in South Asia
* Appreciate the intersectional nature of resistance
* Theorise resistance starting from the texts themselves, in relation to other discourses and theoretical concepts
* Appreciate the meaning of the form as well as content of resistance literature
* Discover and critically analyse literary texts of resistance in South Asia

Course Contents

* Arundhati Roy The God of Small Things
* Mohsin Hamid The Reluctant Fundamentalist
* Stories from Of Other Rooms Other Wonders
* Poems from The Dance of the Peacock: An Anthology of English Poetry from India

SUGGESTED READINGS

A History of English Literature in Pakistan by Tariq Rehman

2. A History of Indian Literature (1911-1956): Sisir Kumar Das Published by Sahitya Akademi, 2006

3. A History of Indian Literature : Marurice Winternitz (Trns. V.S.Sarma) Motilal Ltd 1996

4. Modern South Asian Literature in English: Paul Brians, Greenwood Press,London 2003

5. South Asian Partition Fiction in English : From Khushwant Singh to Amitav Ghosh

6. Reading Companion to The Novels of Bapsi Sidwa by Khawar Kazi

7. Granta: The Magazine of New Writing No 112

8. The Dragon Fly in the Sun: An Anthology of Pakistani Writing in English edited by Muneeza Shamsi

9. Leaving Home: Towards a New Millennium, A Collection of English Press by Pakistani Writers by selected and

edited by Muneeza Shamsie

10. Contemporary Pakistani Fiction in English : Idea, nation , state by Cara N. Cilano

11. Hybrid Tapestries by Muneeza Shamsie

* Bose, Sugata and Ayesha Jalal. Modern South Asia: History, Culture, and Political Economy. New York: Routledge, 2004.
* Ganguly, Sumit. South Asia. New York: New York University Press, 2006.
* Hagerty, Devin T., ed. South Asia in World Politics. Lanham: Rowman & Littlefield, 2005. Mittal, Sushil and Gene Thursby, eds. Religions of South Asia: An Introduction. London: Routledge, 2006.
* Hosseini, Khaled. The Kite Runner. New York: Riverhead Books, 2003. Lahiri, Jhumpa. Interpreter of Maladies. Boston: Houghton Mifflin, 1999. Or Lahiri, Jhumpa. Namesake. Boston: Houghton Mifflin, 2003.
* Gandhi. Dir. Richard Attenborough. Perf. Ben Kingsley. Columbia Pictures, 1982.
* Lagaan. Dir. Ashutosh Gowariker. Perf. Aamir Khan. Aamir Khan Productions, 2001. Or Bombay. Dir. Mani Ratnam. Perf. Arvind Swami, Manisha Koirala. A.B.C.L., Madras Talkies, 1995.

 History of English Literature in Pakistan by Tariq Rehman

2. A History of Indian Literature (1911-1956): Sisir Kumar Das Published by Sahitya Akademi, 2006

3. A History of Indian Literature : Marurice Winternitz (Trns. V.S.Sarma) Motilal Ltd 1996

4. Modern South Asian Literature in English: Paul Brians, Greenwood Press,London 2003

5. South Asian Partition Fiction in English : From Khushwant Singh to Amitav Ghosh

6. Reading Companion to The Novels of Bapsi Sidwa by Khawar Kazi

7. Granta: The Magazine of New Writing No 112

8. The Dragon Fly in the Sun: An Anthology of Pakistani Writing in English edited by Muneeza Shamsi

9. Leaving Home: Towards a New Millenniu

A History of English Literature in Pakistan by Tariq Rehman

2. A History of Indian Literature (1911-1956): Sisir Kumar Das Published by Sahitya Akademi, 2006

3. A History of Indian Literature : Marurice Winternitz (Trns. V.S.Sarma) Motilal Ltd 1996

4. Modern South Asian Literature in English: Paul Brians, Greenwood Press,London 2003

5. South Asian Partition Fiction in English : From Khushwant Singh to Amitav Ghosh

6. Reading Companion to The Novels of Bapsi Sidwa by Khawar Kazi

7. Granta: The Magazine of New Writing No 112

8. The Dragon Fly in the Sun: An Anthology of Pakistani Writing in English edited by Muneeza Shamsi

9. Leaving Home: Towards a New Millenniu

A History of English Literature in Pakistan by Tariq Rehman

2. A History of Indian Literature (1911-1956): Sisir Kumar Das Published by Sahitya Akademi, 2006

3. A History of Indian Literature : Marurice Winternitz (Trns. V.S.Sarma) Motilal Ltd 1996

4. Modern South Asian Literature in English: Paul Brians, Greenwood Press,London 2003

5. South Asian Partition Fiction in English : From Khushwant Singh to Amitav Ghosh

6. Reading Companion to The Novels of Bapsi Sidwa by Khawar Kazi

7. Granta: The Magazine of New Writing No 112

8. The Dragon Fly in the Sun: An Anthology of Pakistani Writing in English edited by Muneeza Shamsi

9. Leaving Home: Towards a New Millennium, A Collection of English Press by Pakistani Writers by selected and

edited by Muneeza Shamsie

10. Contemporary Pakistani Fiction in English : Idea, nation , state by Cara N. Cilano

11. Hybrid Tapestries by Muneeza Shamsi

LIT 4750
African Literature

Course Description

The course introduces students to a range of African writers writing across Africa by highlighting the diverse historical, postcolonial, and political realities that helped shape current African literary discourse. The people of Africa and Europe met in an unequal situation, in which Africans were rendered materially inferior and subjugated through colonialism and slavery. This is the only form of modernity Africans have known so far. This course will explore issues of slavery, colonization and post-colony. In discussing literatures produced in various countries in Africa, it will be focusing on the distinctive characteristics of each text and how it is different and also very similar with other literary texts produced in Africa. This course will also focus on how various ethnicities, and the creation of borders by ‘former imperial powers’ have created problems for countries even after the independence, and how these conflicts are affecting and shaping the narratives by African writers, both male and female.

COURSE LEARNING OUTCOMES

This course will: ● augment students’ understanding of commonalities and differences faced by individuals and nations attempting to articulate their complex identities in an era of postcolonial modernity. ● provide students with enough theoretical frameworks to take part in a constructive discourse on issues related to race, identity and gender. ● create an insight into the impact of colonialism, race, class, ethnicity and culture on the works of African writers. ● Improve key understanding of students who after the completion of the course will be in a position to understand multiple cultural viewpoints, sensibilities, and values through careful analysis of SUGGESTED course content.

Course Contents

* Achebe, Chinua, Anthills of the Savannah (London: Pan Books Ltd., 1987)
* Aidoo, Ama Ata, Our Sister Killjoy (Essex: Longman Group Limited, 1977)
* Coetzee, J.M., Waiting for the Barbarians (1983)
* Head, Bessie, A Question of Power
* Nadine Gordimer (selective short stories)
* Nwapa, Flora, Efuru (1966) Salih, Tayeb, Season of Migration to the North (London: Penguin Books Ltd., 2003)
* Sembène, Ousmane, Xala, trans. Clive Wake (Chicago: Lawrence Hill Books, 1976)
* Soyinka, Wole, Death and the King’s Horsemen (1975)
* waThiong'o, Ngũgĩ , A Grain of Wheat (London: Heinemann Educational Books Ltd., 1967)

SUGGESTED READINGS

● Alfred, Obiora Uzokwe, Surviving in Biafra: The Story of the Nigerian Civil War: Over Two Million Died (New York: Writers Advantage, 2003). ● Allan, Tuzyline Jita, ed. Teaching African Literatures in a Global Literary Economy (New York: The Feminist Press, 1997). ● Bekers, E., Helf, S., and Merolla, D., ed. Transcultural Modernities: Narrating Africa (Amsterdam: Rodopi, 2009). ● Birbalsingh, Frank, “Teaching African Literature Critically”, Canadian Journal of African Studies. 16.3 (1962) ● Bohen, Adu Albert, African Perspectives on Colonialism (Baltimore: The Johns Hopkins UP, 1987). ● Drayton, Arthur D., and Ajayi-Soyinka, O., ed. African Literatures at the Millennium (Trenton, NJ: Africa World Press, 2007). ● Fanon, Frantz, A Dying Colonisation, trans. Haakon Chevalier (NY: Grove Press, 1965). ● Finnegan, Ruth, Oral Literature in Africa (Oxford: Oxford University Press, 1970). ● Irele, Abiola, The African Experience in Literature and Ideology (Indiana University Press, 1990) ● Ndlovu-Gatsheni, Sabelo J, Empire, Global Coloniality and African Subjectivity, (USA: Berghahn Books, 2013) ● Schipper, Mineke, ‘Mother Africa on a Pedestal: The Male Heritage in African Literature and Criticism’, African Literature Today, 15 (1987), 35-54. ● Stratton, Florence, Contemporary African Literature and the Politics of Gender (London & New York: Routledge, 1994)

LIT 4770
Postcolonial Women’s Writing

Course Description

This course introduces students to postcolonial women authors and their politics of gender and identity. The main corpus of Postcolonial writing has mostly been focused on the work of male authors; however, in order to understand the aesthetics and politics in the field of Post-colonial, it is extremely important to take into consideration the work of female author. This course will explain that how gender and class as separate and important categories affect the creative process of women writers and consequently, how their work distinguishes from the work of postcolonial male authors. This course will further elaborate that the creative work of Postcolonial women authors negotiate between their indigenous traditions and modernity, and how this negotiation becomes an important and integral element of their feminist discourses.

COURSE LEARNING OUTCOMES

This course will accomplish the following goals: ● It will enable students to construct a literary framework for the analysis of Post-colonial women’s literature and theories in order to understand varied female experiences. ● Students will be in a better position to engage critically with the work of Post-colonial women writers within their distinctive sociocultural context. ● It will encourage them to observe the diversity and uniqueness of women experiences and hence contesting the concept of universal sisterhood. ● It will further enable them to acknowledge ‘female literary tradition’, and engage with it on both personal and political level.

Course Contents

* Adichie, ChimamandaNgozi: Purple Hibiscus
* Aboulela, Leila: The Translator
* Emecheta, Buchi: The Joys of Motherhood
* Abouzaid, Leila: The Year of Elephant
* El Saadawi, Nawal: Woman at Point Zero
* Gauhar, Feryal: No Space for Further Burials (2010) Roy, Arundhati: The God of Small Things (1997)
* Mosteghanemi, Ahlam: Memory in the Flesh (2003)
* ShadabZeest Hashmi: (selected poems)
* Kamla Das: (selected poems)
* Aidoo, Ama Ata: Anowa (1970)
* Gupta, Tanika: Skeleton (1997)
* Ahmad, Rukhsana: River on the Fire (2000)

SUGGESTED READINGS

● Arndt, Susan, ‘Boundless Whiteness? Feminism and White Women in the Mirror of African Feminist Writing’, Journal for African Culture and Society, 29-30 (2005), 157-72. ● Boehmer, Elleke, Stories of Women: Gender and Narrative in the Postcolonial Nation (Manchester: Manchester University Press, 2005). ● Gauch,Suzanne,LiberatingShahrazad:Feminism, Postcolonialism, and Islam (Minneapolis: University of Minnesota Press, 2007). ● hooks, bell, Ain’t I a Woman: Black Women and Feminism(London: Pluto Press, 1982). ● Lewis, R., and Mills, S., ed. Feminist Postcolonial Theory: A Reader (Edinburgh: Edinburgh University press, 2003) ● Loomba, Ania, Ritty A. Lukose, ed. South-Asian Feminisms (Durham & London: Duke University Press, 2012) Mernissi, Fatima, Scheherazade Goes West: Different Cultures, Different Harems (New York: Washington Square Press, 2001).

LIT 4760
Pakistani Folk Literature

Course Description

Culturally, Pakistan is stunningly rich in diversity. Besides, Sindhi, Punjabi, Balochi, Pashto, Hindko, Kashmiri, Shina, and Burshuski literatures, there are Khowar, Kalasha, Bashgali, Gawarbati, Madaklashti, and Wakhi folktales and songs only in one district, Chitral in KP. Based upon the availability of written sources, local colleges and universities are encouraged to develop courses on the locally available materials, especially folk tales and songs. This course is focused on Khowar folktales and songs found in district Chitral.

COURSE LEARNING OUTCOMES

The core objectives of the course are to 1. Familiarize students with the contents Khowar folktales and songs 2. Encourage students for research on local literary resources 3. Bring local literatures into the mainstream of academic study

Course ContentS

* Abbasi, Muhammad Yusuf. 1992. Pakistani Culture: A Profile Historical studies (Pakistan) series, 7 Islamabad: National Inst. of Historical and Cultural Research
* Abbas, Zainab Ghulam. 1960. Folk Tales of Pakistan. Karachi: Pakistan Publications
* Banuazizi, Ali and Myron Weiner (eds.). 1994. The Politics of Social Transformation in Afghanistan, Iran, and Pakistan (Contemporary Issues in the Middle East), Syracuse University Press.
* Hanaway, William L., and Wilma Louise Heston. 1996. Studies in Pakistani Popular Culture. Lahore: Sang-e-Meel Publications, LokVirsa Pub. House
* Kamalu, Lachman, and Susan Harmer. 1990. Folk Tales of Pakistan. Basingstoke: Macmillan Education
* Knowles, James Hinton. 1981. Kashmiri Folk Tales. Islamabad: National Institute of Folk Heritage
* Korom, Frank J. 1988. Pakistani Folk Culture: A Select Annotated Bibliography. Islamabad: LokVirsa Research Centre.

SUGGESTED READINGS

 ● Abbasi, Muhammad Yusuf. 1992. Pakistani Culture: A Profile. Historical studies (Pakistan) series, 7. Islamabad: National Inst. of Historical and Cultural Research. ● Abbas, Zainab Ghulam. 1960. Folk Tales of Pakistan. Karachi: Pakistan Publications. ● Banuazizi, Ali and Myron Weiner (eds.). 1994. The Politics of Social Transformation in Afghanistan, Iran, and Pakistan (Contemporary Issues in the Middle East), Syracuse University Press. Hanaway, William L., and Wilma Louise Heston. 1996. Studies in Pakistani Popular Culture. Lahore: Sang-e-Meel Publications, Lok Virsa Pub. House. ● Kamalu, Lachman, and Susan Harmer. 1990. Folk Tales of Pakistan. Basingstoke: Macmillan Education ● Knowles, James Hinton. 1981. Kashmiri Folk Tales. Islamabad: National Institute of Folk Heritage. ● Korom, Frank J. 1988. Pakistani Folk Culture: A Select Annotated Bibliography. Islamabad: Lok Virsa Research Centre.

LIN 3690
Emerging Trends in Sociolinguistics

Course Description

The course is about language and its social operations. The course will focus on the contemporary developments in sociolinguistics and the new dimensions of research in the area.

COURSE LEARNING OUTCOMES

The course aims to:

* Discuss different aspects of sociolinguistics and the different trends that are now being explored
* Develop sensitivity for different languages and how they can co-exist without being inferior to any other language
* Explore how language shapes the society at large and how it turn is shaped by it

Course Contents

* Societal multilingualism
* Language varieties: language and culture
* Bilingualism, diglossia
* Linguistics and social inequality
* The ongoing linguistic processes, controversies, and implications of language modernization
* Language planning
* language conflicts and politics in south Asia

SUGGESTED READINGS

* The SAGE Handbook of Sociolinguistics edited by Ruth Wodak, Barbara Johnstone, and Paul Kerswill.
* An Introduction to Sociolinguistics by Ronald Wardhaugh.
* The Handbook of Language Variation and Change edited by J.K. Chambers, Peter Trudgill, and Natalie Schilling.

LIN 4520
Pakistani English

COURSE DESCRIPTION

This course is an attempt to present a link between the link between English as lingua Franca and International Englishes. This course is an introductory course for the students of Linguistics to show the historical background of the phenomenon of World Englishes. The application of linguistic knowledge gives an equal status to all varieties of English in the modern world.The course introduces the practical important features of Pakistani English (PE) as an emerging variety. It will highlight the use of PE as a vehicle of formal and informal communication in Pakistan.

COURSE LEARNING OUTCOMES

* Enable students to describe language by using appropriate linguistic concepts and terminology.
* Articulate reflective and critical thinking skills among language learners to comprehend possible links between language pedagogy and policies.
* [Develop insights among students about social and psychological principles to understand language acquisition and development](https://vu.edu.pk/pages/bs_english.aspx)

Course Contents

* Introduction to the course & historical background
* Language Variation
* Levels of language variation
* Language change and language contact
* Ecology comes first
* Categorizing World Englishes
* Interrelationship of World Englishes to Sociolinguistics
* Major Trends in World Englishes specifically in ESL situation
* South Asian Englishes
* Pakistani English: Introduction
* Historical Background of Pakistani English
* A Short survey of British colonization
* Types of colonization
* Motives and consequences for communicative patterns
* Phonological variations in Pakistani English
* Morphological variations in Pakistani English
* Syntactic variations in Pakistani English
* Semantic and Pragmatic variations in Pakistani English
* Discoursal variations in Pakistani English
* Stylistic variations in Pakistani English
* Corpus based explorations of Pakistani English
* Pakistani English and cultural context
* Pedagogical impact of using Pakistani English in classroom
* Discussion on the practicality of training in language teaching methods for teachers and learners with special reference to Pakistani English
* Status of Pakistani English (Moag, Kachru, Schneider's Models)
* Language policy and planning
* Future prospectus
* Pedagogical Norms in PE
* Patterns in PE Pronunciation
* Problems of PE Pronunciation
* Patterns in PE writing
* Grammar
* Lexis
* Journalistic Language of Pakistani News Papers

SUGGESTED READINGS

* Mahboob, A., & Szenese, E. (2010). \*Constructing Meaning in World Englishes\*.
* Schneider, E. W. (2011). \*English Around The World: An Introduction\*.
* Mahboob, A. (2009). \*English as an Islamic Language: A Case Study of Pakistani English\*.
* Mahboob, A. (2011). \*English: The Industry\*.
* Rahman, T. (2014). \*Pakistani English\*.Baumgardner, R.J. (ed.) (1993). \*The English Language in Pakistan\*. Karachi: Oxford University Press.
* Baumgardner, Robert J. (1987). \*Utilizing Pakistani Newspaper English to teach Grammar\*. World Englishes, 6(3), 241-252.
* Baumgardner, Robert J. (Eds). (1993). \*The English Language in Pakistan\*. Oxford: Oxford University Press.
* Baumgardner, Robert J. (Eds). (1996). \*South Asian English: Structure, Use and Users\*. Urbana and Chicago: University of Illinois Press.
* Crystal, D. (1995). \*The Cambridge encyclopedia of the English language\*. Cambridge: Cambridge University Press.
* Crystal, D. (1997). \*English as a global language\*. Cambridge: Cambridge University Press.
* Graddol, D. (1997). \*The future of English?: A guide to forecasting the popularity of English in the 21st century\*. London: British Council.
* Kachru, Braj B. (1983). \*The Indigenization of English : The English Language of India\*. Delhi: Oxford University Press.
* Kachru, Braj B., Yamuna, & Nelson, C. (2006). (Eds). \*The Handbook of varieties of English\*. Oxford: Blackwell.
* Mahboob, A. (2004). \*Pakistani English: Morphology and Syntax\*. In Kortmann, Bernd /Schneider, Edgar W. (eds.). \*A Handbook of Varieties of English: Volume 2: Morphology and Syntax\*, (pp. 1045- 1057). Berlin: Walter de Gruyter.
* Mehmood, M. A. (2009). \*A Corpus Based Analysis of Pakistani English\*. Ph.D. Dissertation, BZU Multan.

LIN 4540
Second Language Acquisition

 Course Description

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

 COURSE LEARNING OUTCOMES

The objectives of the course are to: ● Enable the students to explore and evaluate SLA theories from the point of view of second language learners ● Develop students’ understanding of the cognitive and social dimensions of SLA ● Enable the students to gain an understanding of basic concepts of SLA.

 Course Contents

 Basic Concepts of SLA ● Key issues in second language acquisition ● Language, acquisition and learning ● First language acquisition ● Comparing and contrasting first and second language acquisition ● Factors affecting second language acquisition ● Social factors and second language acquisition ● Cognitive factors and second language acquisition ● Individual differences and second language acquisition ● Classroom second language acquisition ● Formal instruction and second language acquisition ● Classroom interaction and second language acquisition ● Input, interaction and second language acquisition ● Error analysis and second language acquisition Theories of SLA: ● The Monitor Model ● The Acquisition versus Learning Hypothesis. ● The Monitor Hypothesis. ● The Natural Order Hypothesis. ● The Input Hypothesis ● The Affective Filter Hypothesis Interlanguage Theories ● Overgeneralization ● Transfer of Training ● Strategies of Second Language Learning ● Strategies of Second Language Communication ● Language Transfer ● Stabilization and Fossilization in Interlanguage ● Language Socialization in SLA ● Acculturation/Pidginization Theory ● Sociocultural Theory ● Processability Theory ● Cognitive approaches to second language acquisition ● Cognitive Processes in Second Language Learners ● Universal grammar ● Role of Universal Grammar in First and Second Language acquisition ● Principle and Parameter Theory ● Projection Principle ● Language learning through association ● Connectionism

SUGGESTED READINGS

* + Clark, E. V. (2009). First Language Acquisition.
	+ Cook, V. (2008). Social Factors in Second Language Acquisition.
	+ Dörnyei, Z. (2005). Individual Differences in Second Language Acquisition.
	+ Ellis, N. C. (1998). Connectionist Approaches to Language Learning.
	+ Garcia Mayo, M. P., & Hawkins, R. (2013). Second Language Acquisition: An Advanced Resource Book.
	+ Gass, S. M., & Selinker, L. (2008). Second Language Acquisition: An Introductory Course.
	+ Krashen, S. D. (1982). The Monitor Model for Second Language Acquisition.
	+ Lantolf, J. P. (2000). Sociocultural Theory and the Genesis of Second Language Development.
	+ Mueller Gathercole, V. C. (2007). Errors and Strategies in Child Second Language Acquisition.
	+ Pienemann, M. (1998). Second Language Acquisition: Processability Theory.
	+ Richards, J. C. (1974). Error Analysis.
	+ Robinson, P. (2001). Cognitive Factors in Second Language Acquisition.
	+ Selinker, L. (1972). Interlanguage.
	+ Swain, M. (2000). Classroom Interaction and Language Acquisition.
	+ Vygotsky, L. S. (1978). Mind in Society: The Development of Higher Psychological Processes.

LIN 4720
Introduction to Forensic Linguistics

Course Description

This course aims to present and identify the interface between linguistics and law. This course is an introductory course for the students of Linguistics. The application of Linguistic knowledge to help law officials is appreciated all over the world. The Text and process of law are very complex. This complexity is not only due to its procedures, but also due to its language. Keeping this in mind, this course investigates the use of Forensic Linguistics from Pedagogical point of view. It will help not only the students of language to find out new prospects of investigation other than language teaching, but will also benefit law students by making them understand the intricacies of the English language.

COURSE LEARNING OUTCOMES

* Understand the role of expert evidence relating to language in court, and review and assess the strength of evidence presented by expert witnesses.
* Understand the different types of linguistic data that can be used as evidence.
* Select and apply appropriate methods for identifying authorship of texts.
* Understand the potentials and limits of forensic voice identification.
* Explain, and argue for the role of language and linguistics in the legal system.

Course Contents

● Applied Linguistics and its diversity, Application of linguistics in the field of law ● Introduction to Forensic Linguistics ● Definition, Description of Forensic linguistics ● Forensic Linguistics as an important branch of Applied Linguistics ● Brief History of Forensic Linguistics ● The role of Linguistics in Law, in Text Analysis as well as in Process analysis. ● The application of skills in different branches of Linguistics in Law ● The application of the knowledge of Phonetics and Phonology in Forensic analysis. ● The application of the knowledge of Morphology and Syntax in Forensic analysis. ● The application of the knowledge of Semantics and Discourse Analysis ● Some benchmark studies around the world ● Benchmark studies of linguists like Labov, Roger Shuy, Olsson, Mcmenamin, Tierisma, Leonard, Chaski. ● The need of developing forensic linguistics in Pakistan

SUGGESTED READINGS

* Forensic Linguistics: Second Edition: An Introduction To Language, Crime and the Law by John Olsson.
* Forensic Linguistics: Advances in Forensic Stylistics edited by Gerald R. McMenamin.
* The Routledge Handbook of Forensic Linguistics edited by Malcolm Coulthard and Alison Johnson

LIN 4730
Introduction to Clinical Linguistics

Course Description

This course is intended for graduates in linguistics, clinical linguistics, psychology, speech and language therapy or a related discipline with an interest in research in speech, language pathology, biomedical (Neurosciences), communication and language impairment. COURSE LEARNING OUTCOMES The objectives of the course are given as below: ● To enable students working or wishing to work with acquired communication disorders to have opportunity to further their career ● To understand acquired communication disorders, impact of these disorders on everyday life and how interaction can assist the person with disorders and their significant others ● To access research findings and methods and engage with evidence based practice ● To enhance skills in the assessment teaching and management of people with the acquired communication disorders ● To maintain an interaction and cross linguistic perspective

COURSE LEARNING OUTCOMES

* Develop an understanding of the nature of language disorders and their assessment and treatment.
* Develop an understanding of the relationship between language and cognition.
* Develop an understanding of the relationship between language and the brain.
* Develop an understanding of the relationship between language and culture.

Course Contents

1. Language storage in brain 2. Children’s Learning 3. Spoken and Written Language Disorders 4. Developmental Disorders 5. Specific language impairment 6. Autistic spectrum disorders 7. Learning difficulties 8. Behavioural difficulties 9. Auditory processing difficulties 10. Dyslexia 11. Adolescence, 12. Dysarthria 13. Early years 14. Aphasia 15. Dementia 16. Pragmatic impairment 17. Acquired Language Disorders 18. Acquired Speech Disorders ● Methods in Clinical Linguistics ● Early Years ● Cleft Lip and Palate ● Developmental Communication Sciences ● Speech Difficulties – assessment and intervention

SUGGESTED READINGS

* Clinical Linguistics by Martin J. Ball.
* The Handbook of Clinical Linguistics edited by Martin J. Ball, Michael R. Perkins, Nicole Müller.
* Language Disorders: A Functional Approach to Assessment and Intervention by Robert E. Owens Jr

LIN 4440
Language and Gender

Course Description

The course takes a look at how gender is represented through the use of language and uncovers biases created via language use in different contexts. It also provides an overview of gender related linguistic, social, political and moral issues.

COURSE LEARNING OUTCOMES

The course aims to:

* develop analytical thinking about gender, language and relations between them.
* to expose students to facts, theory and analytic tools to analyze issues related to gender and their relation to language.
* Explore how members of each gender use language differently
* Discuss how culturally enshrined ideas about gender affect language and its use and how linguistic conventions reinforce these ideas for the expression of gender differences
* Find out the structure and usage patterns in language which are exhibited by men and women
* Analyze how language treats the genders differently

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

SUGGESTED READINGS

* Language and Gender by Mary Talbot.
* Language and Woman’s Place: Text and Commentaries by Robin Tolmach Lakoff.
* Gender Articulated: Language and the Socially Constructed Self by Kira Hall and Mary Bucholtz

LIN 4490
 Introduction to Computational linguisticS

Course Description

The course provides undergraduates with a solid grounding in the linguistic approach to the study of languages, the background in computer science that is necessary to successfully make use of human language technologies, and foundational knowledge of computational linguistic methods. The field of Computational Linguistics is rapidly expanding due to the increased need for improved natural language processing in software applications of all kinds

COURSE LEARNING OUTCOMES

This course aims to:

* Explain important concepts and issues of computational linguistics and
* explore and use applications of computational linguistics.

Course Contents

* Introduction
* Computer in linguistics
* Parsing and generation strategies
* Implementation of strategies
* Computational complexity
* Computational phonetics and phonology
* Computational Morphology
* Computational Syntax
* Computational Lexicology
* Computational Semantics
* Applications of computational linguistics

SUGGESTED READINGS

* Speech and Language Processing: An Introduction to Natural Language Processing, Computational Linguistics, and Speech Recognition by Daniel Jurafsky and James H. Martin.
* Foundations of Statistical Natural Language Processing by Christopher D. Manning and Hinrich Schütze.
* An Introduction to Computational Linguistics by Diana McCarthy and Nigel O. Fabb

ELT 4510
Teaching English as a Second Language

Course Description

The course has been designed with a specific purpose of preparing future teachers of English. Selected topics and issues in the teaching of English, pedagogical issues, advanced study of linguistic theory and applications to classroom practice of methods of teaching English, integration of language skills as a teaching technique, testing, introduction to syllabus designing, lesson planning, designing teaching materials, use of audio visual aids and practicum in ELT will be the main concerns of study in this course.

COURSE LEARNING OUTCOMES

* Develop a familiarity with English language teaching theories, methodologies, and terminology.
* Develop a range of practical teaching skills preparing trainees to teach English to learners of various ages and levels.

Course Contents

* Key Terms: TEFL, TESL, ESL, ESP, Leaning, Acquisition
* Language Skills
* Approach, Method Technique
* Language Teaching Methods
* Contemporary Language Teaching Methods
* Lesson Planning
* Teaching Language Skills

SUGGESTED READINGS

* Learning Teaching by Jim Scrivener.
* How to Teach English by Jeremy Harmer.
* The Practice of English Language Teaching by Jeremy Harmer

ELT 4530
Testing and Assessment

Course Description

The course introduces students to theory and practice of testing and evaluation process to develop in them deeper insight into the fundamentals and techniques of testing. In addition to discussing general principles of language testing, the course provides information to the students to construct a wide range of English language tests and test items in relation to language elements and skills. Also, the students are given practice to construct a variety of valid and reliable test items.

COURSE LEARNING OUTCOMES

The course aims to:

* Introduce theory and practice of testing and assessment.
* Shed light on the fundamentals and techniques of testing in English teaching
* Explore the general principles of language testing

Course Contents

* Test, definition, need
* Types of Test: objective-subjective, norm referenced—criterion referenced, types on the basis of purposes
* Anxiety and Tests
* Reliability
* Validity
* Backwash/Effects of testing on language learning
* Testing language skills

SUGGESTED READINGS

* Language Testing and Assessment: An Advanced Resource Book by Glenn Fulcher.
* Testing for Language Teachers by Arthur Hughes.
* Assessment and Autonomy in Language Learning edited by Cecilia Guanfang Zhao and Michael Thomas.
* Language Assessment: Principles and Classroom Practices by H. Douglas Brown and Priyanvada Abeywickrama.
* Language Assessment in Practice by Lyle F. Bachman and Adrian S. Palmer

ELT 4560
English for Specific Purposes (ESP)

Course Description

The course aims to provide students with the knowledge and skills required to teach English for Specific Purposes (ESP) in a range of contexts. Students will learn about the principles of ESP, needs analysis, syllabus design, materials development, and assessment. They will also develop practical teaching skills and gain experience in designing and delivering ESP courses. The course is designed to prepare students for a career in teaching ESP in a variety of settings, including universities, language schools, and corporate training programs

COURSE LEARNING OUTCOMES

The basic aim of this course is to teach the learners how to design and implement ESP programme for a group of students in a particular occupational or academic setting. The course will enable the students to examine classroom practices for effective ESP instruction. The course will also talk about how to conduct needs analysis to tailor the course materials.

Course Contents

* Introduction to ESP
* Historical and theoretical perspectives on ESP
* Conducting needs analysis (setting general goals and specific objectives)Course and Materials: evaluation, design and development
* Assessment and Evaluation of ESP programmes
* Issues in ESP
* Approaches to text analysis (register, discourse, and genre analysis)

SUGGESTED READINGS

* English for Specific Purposes by Tom Hutchinson and Alan Waters.
* ESP: A Teacher’s Guide by David Bonamy.
* English for Specific Purposes: A Learning-Centered Approach by Mary K. Long

ELT 4570
Computer Assisted Language Learning/Teaching

Course Description

The course offers a look at the concept of computer aided language learning and teaching. The course also looks at the applicability of CALL to the Pakistani context where technology is not readily available. The course guides the learners on how to incorporate CALL/T in their teaching and also offers learners ways to adapt the existing syllabi to the use of computers.

COURSE LEARNING OUTCOMES

* Gain an understanding of the principles of CALL.
* Learn how to use technology to present, reinforce, and assess material to be learned.
* Learn how to create environments where teachers and learners can interact with one another and the outside world.
* Develop the ability to analyze and critically assess digital technology and media’s didactic potential for language learning, teaching, and instruction.
* Develop the ability to analyze existing theories, methods, and interpretations in the use of digital technology and media in language subjects.
* Develop the ability to work independently on practical and theoretical problems

Course Contents

* Origin of CALL/CALT
* CALL in the Pakistani Context
* Requisites of CALL/CALT
* Feasibility of CALL/CALT in Pakistan
* Dynamics of CALL/CALT Classroom
* Role of Teacher and Learners in CALL/CALT
* Online resources
* Adapting Existing Syllabi for CALL/CALT
* Social Media and language teaching
* e-literature
* Dedicated language learning Software

SUGGESTED READINGS

* Computer-Assisted Language Learning: Diversity in Research and Practice edited by Glenn Stockwell.
* Computer-Assisted Language Learning: Concepts, Methodologies, Tools, and Applications edited by Information Resources Management Association
* Teaching and Researching: Computer-Assisted Language Learning by Ken Beatty

ELT 4590 ELT Practicum

Course Description

The course supplements the theoretical content of Teaching of English as a Second Language by guiding the learners through the practical implementation of the concepts.

COurse Objecties

* Develop effective lesson plans for English language instruction.
* Demonstrate the ability to teach various language skills, including listening, speaking, reading, and writing.
* Integrate language skills effectively within lessons and teaching activities.
* Evaluate and assess students' progress in language learning.
* Implement strategies for managing large classrooms in the context of English language teaching.

Course Contents

* Lesson planning
* Teaching the language skills
* Integrating the language skills
* Assessing Students’ Progress
* Managing large classrooms

SUGGESTED READINGS

* Teaching English as a Foreign Language (TEFL) Practicum by Mary Lou McCloskey.
* The Practice of English Language Teaching by Jeremy Harmer.
* Learning Teaching by Jim Scrivener.

ELT 4580 Introduction to Critical Pedagogy

Course Description

The course builds on the students’ knowledge of teaching methods in English to develop an awareness of critical pedagogy. It familiarises them with critical theory and similar radical thinking approaches to acquaint them with the need and the tools to develop critical thinking in students. The course establishes the role of critical thinking in the class room and then builds on it to take critical thinking to concepts and issues in all walks of life.

Course Contents

* Critical Pedagogy: Brief History of the Discipline
* Paulo Freire, Giroux, Ira Shor, Kinchole
* Past, Present and future (with special reference to Pakistan)
* The role of Critical Pedagogy in Education
* In Curriculum Development
* In Character Building
* The Need to develop Critical Pedagogy in Teacher education
* The role of Critical Pedagogy in Literature
* The role of Critical Pedagogy in Popular culture(Film, media, print)
* The role of Critical Pedagogy in building international Culture
* Theoretical understanding in the following areas:
	+ Critical Pedagogy and Ideology.
	+ Critical Pedagogy and freedom of Individual thought.
	+ Critical Pedagogy and Contemporary issues.
	+ Critical Pedagogy and issues in language, culture and identity.
	+ Critical Pedagogy and Institutionalized Power (different types of power)
	+ Critical Pedagogy and Popular culture
	+ Critical Pedagogy and construction of critical thought
	+ Critical Pedagogy and issues of gender

SUGGESTED READINGS

* Pedagogy of the Oppressed by Paulo Freire.
* Teaching to Transgress: Education as the Practice of Freedom by bell hooks.
* On Critical Pedagogy by Henry A. Giroux