



University of Chitral
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یونیورسٹی آف چترار

Scheme of Studies Bachelor of Studies in English Fall 2025

Additional Director Academics
University of Chitral

**Department of English Language and Literature
University of Chitral**



Bachelor of Studies in English

Program Description

The program of Bachelor of Studies in English is structured in accordance with the HEC Undergraduate Education Policy V 1.1 (2023) and subsequent notifications, to provide a comprehensive and interdisciplinary understanding of the English language, literature, and linguistics in both historical and contemporary contexts. Throughout the program, students will engage with a broad spectrum of literary texts, linguistic theories, and communicative practices to develop a critical awareness of language, culture, identity, and meaning-making. The curriculum is designed to equip students with foundational and advanced knowledge in English Literature and English Linguistics, supported by core and elective courses that reflect global trends, local relevance, and emerging fields such as digital humanities, discourse studies, and language technology. Students will learn to analyze texts, investigate language structure and use, and explore the socio-political and philosophical dimensions of literature and language. As a policy requirement, the program includes a capstone project that allows students to apply their disciplinary and interdisciplinary learning to real-world linguistic, literary, or cultural questions. Through this capstone, students will demonstrate research competence, critical thinking, and academic communication skills while contributing original insights to the field of English studies. The main goal of this program is to prepare students for diverse career paths in academia, education, research, publishing, media, cultural institutions, and language-related industries. Graduates of BS English will possess strong analytical and interpretive abilities, advanced communication and writing skills, and a critical understanding of how language and literature shape and are shaped by societies across time and space.

Program Vision

The program envisions cultivating a community of scholars well-versed in linguistic and literary studies, fostering a deep understanding of language, literature, linguistics, and their multifaceted roles in society.

Program Mission

The program aims to provide a comprehensive educational experience that hones critical thinking, analytical, and communicative skills within the realms of linguistics and literature, enabling students with a profound understanding of language structures, literary analysis, and cultural contexts, nurturing their capacity to contribute meaningfully to diverse professional and academic domains.

Program Learning Outcomes

By the completion of the Bachelor of Studies in English, the graduates will be able to:

- Understand and explain core concepts, theories, and critical traditions in English studies.
- Apply interdisciplinary approaches to critically examine texts, discourse, and language use across historical, cultural, and technological contexts.
- Demonstrate proficiency in interpretive, analytical, and communicative skills, including close reading, critical writing, linguistic analysis, and oral expression.
- Recognize the role of language, literature, and culture in shaping social identities, power dynamics, and worldviews in both local and global contexts.
- Integrate emerging technologies, including AI and media technologies, in the study and application of English studies to respond to contemporary societal and professional needs.



Eligibility Criteria

Intermediate with at least 45% marks

Degree Title

As per the HEC Notification No: HEC/CD/NCRC/ENGLISH/2025/7582 dated June 12, 2025, the scheme of study prescribed for the four-year undergraduate degree in English is based on the general pool of electives, and the degree will be titled *Bachelor of Studies in English* in its generic form and without any specialization.

Associate Degree (AD English)

The Scheme of Studies for AD English shall be exactly the same as has been prescribed for the first 02 years/04 Semesters of BS in English. The eligibility criteria and the first four semesters of the BS in English, as prescribed in this document, guide the admission requirements and the structure of AD in English, respectively. Field experience/internship is not a mandatory requirement for the AD in English. Where the electives are opted from the general pool, the degree will be awarded as BS in English in its generic form and without any specialization.

Example: *Bachelor of Studies in English*

Entry & Exit Provisions at the Undergraduate Level

Pathway for Graduates with an Associate Degree

- Candidates who have completed an AD in English are allowed admission in the fifth semester of the BS in English with or without any deficiency course up to a maximum of 18 credit hours as determined by the concerned university/department. In case the deficiency courses are of more than 18 credit hours, the university concerned may decide not to offer admission in accordance with its screening, admission, and merit calculation criteria approved by its statutory bodies.
- Candidates who have completed an AD in any discipline other than English shall be required to complete deficiency courses up to a maximum of 18 credit hours in a bridging semester as determined by the concerned university/department on a case-by-case basis. In case the deficiency courses are more than 18 credit hours, the university concerned may decide not to offer admission in accordance with its screening, admission, and merit calculation criteria approved by its statutory bodies.
- The minimum eligibility for admission in the fifth semester in the above cases is 2.00 / 4.00 CGPA in the prior qualification, i.e., AD. The university concerned may, however, set higher eligibility and admission criteria for admission in the fifth semester of BS in English.

Pathway for Graduates with Conventional BA / BSc / Equivalent Degree Programs

- Candidates having completed two-year conventional BA / BSc / equivalent degree programs are allowed admission in the fifth semester of BS in English, in which case, such students shall be required to complete deficiency courses up to a maximum of 21 credit hours through a bridging semester as determined by the concerned university. In case the deficiency courses are of more than 21 credit hours, the university concerned may decide not to offer admission, in accordance with its screening, admission, and merit calculation criteria approved by its statutory bodies.
- The minimum eligibility for admission in the fifth semester in this case is 45% cumulative score in the prior qualification, i.e., two-year conventional BA / BSc /



equivalent degree programs. The university concerned may, however, set higher eligibility and admission criteria for admission in the fifth semester of BS in English.

Exiting from the Bachelor of Studies in English with the Associate Degree

Students enrolled in the BS in English are allowed to exit the program provided they have completed the requirements of the first four semesters of the BS degree program as prescribed in this document, and subject to approval of the university's relevant statutory body.

Coding Scheme of Courses

Coding Scheme is based on the following principles: –

Letter Code consists of two to four characters to represent the title of the degree, • Such as ENG for English Numerical code consists of three digits. 1st digit represents the year, 2nd digit represents the semester, and 3rd digit represents the sequence of the subject in the semester.

Example: ENG 111 (English, 1st year, 1st semester, and 1st in sequence)

Field Study/ Internship

Requirement of Internship: Supervised internship of 3 credit hours in accordance with HEC Undergraduate Education Policy V.1.1 is a mandatory degree award requirement for BS. This requirement must be graded and supervised under a faculty member in collaboration with a supervisor in the field, protocols of which will be determined by the concerned department, subject to approval of the same by the university's relevant statutory body. Internship/ Field Study offers practical experience in applying language and literary skills in professional settings. Through internship placements and field studies, students gain hands-on experience, linking theoretical knowledge to real-world applications in various workplaces.

a) Proposed Engagements of the Scholars.

1. Short-term/ tenured teaching tasks at secondary and higher secondary institutes.
2. Publishing houses
3. Media studies and journalism
4. Advertising and marketing agencies
5. Educational institutions
6. Non-profit organizations (content writing, grant writing, communication, and any other relevant task)
7. Public relations firms
8. Corporate communication departments
9. Editing and proofreading services

b) Proposed Internship Supervision and Evaluation Mechanism

Each student will have a designated supervisor within the hosting organization, preferably with relevant qualifications and experience. Regular Check-ins: Scheduled meetings between the student, mentor, and course supervisor to discuss progress and challenges.

1. Each student will maintain a reflective journal, documenting experiences and lessons learned.
2. Final Report and Presentation: Submission of a final report and a presentation outlining the internship experience and insights gained.
3. The mechanism for evaluation of the internees will be devised in due course of time and will be approved by the relevant bodies.
4. Each one Teach one



Capstone Project (Final Year Project)

Requirement of Capstone: It is a mandatory degree award requirement of 3 credit hours for the BS in English. The capstone is a multifaceted body of work that serves as a culminating academic and intellectual experience for students. It must be supervised and graded by a faculty member as per the protocols prescribed by the department. This requirement cannot be substituted with additional coursework or internship.

1. Each student will be provided with individual supervision and guidance in the proposed research that he/she undertakes to conduct.
2. Students will be required to undertake a small-scale investigation on a topic of individual interest in their area of specialization, presenting the research in a coherent and well-organized manner in 6000-8000 words.
3. Each scholar will be assigned a supervisor for the research report.
4. The Research Report will be evaluated by the Examiner/Evaluator from the list of examiners recommended by the HoD for the approval of the concerned quarters.
5. Both the supervisor(s) and examiner(s) shall be given the due remuneration as per the university rules and regulations in vogue.

Program Structure

The Bachelor of Studies in English is structured in accordance with the provisions of the HEC Undergraduate Education Policy V 1.1 and comprises a minimum of 136 credit hours spread over 8 regular semesters, reasonably set to achieve the Program Learning Objectives (PLOs) without putting an undue burden on students.

Degree Award Requirements

The following minimum requirements are prescribed for the award of BS in English:

- a) All courses in the General Education category with titles and credit hours as prescribed in HEC Undergraduate Education Policy V 1.1. including the courses of “Pakistan Studies”, “Understanding of Holy Quran – I” and “Understanding of Holy Quran – II” must be completed.
- b) A minimum of 136 credit hours as prescribed in this document must be completed.
- c) A capstone of 3 credit hours must be completed in accordance with HEC Undergraduate Education Policy V 1.1. This requirement cannot be substituted with additional coursework or internship / field experience.
- d) A supervised internship of 3 credit hours must be completed in accordance with HEC Undergraduate Education Policy V 1.1. This requirement cannot be substituted with additional coursework, capstone or project work.
- e) CGPA must not be below 2.00/4.00 at the time of completion of the degree program. The university may, however, set a higher standard in this regard.
- f) The minimum duration to complete the degree is 8 regular semesters spread over 4 years whereas the maximum duration is 12 regular semesters spread over 6 years. The maximum duration may further be extended to 2 more semesters (OR) 1 year, in extraordinary circumstances subject to approval of the university’s relevant statutory body. Summer semester is not considered as a regular semester.



Minimum Credit Hours		136
General Education		34 credit hours (15 courses)
Major	a) Compulsory	63 credit hours (21 courses) Mandatory courses as reflected in the scheme of study, irrespective of the area of specialization (where applicable).
	b) Mandatory Electives	21 credit hours (7 courses) (to be opted from either general pool of electives or from a particular specialization)
	Total Major Requirement	84 credit hours (28 courses)
Interdisciplinary Courses		12 credit hours (4 courses)
Internship		3 credit hours
Capstone Project		3 credit hours
Program Duration		Minimum: 4 Years Maximum: 6 Years (further extendable to another year subject to approval of university's statutory body)
Semester Duration		16-18 weeks for regular semesters 1-2 weeks for examination 8-9 weeks for summer semesters 1 week for examination
Course Load (per semester)		15-18 credit hours for regular semesters Up-to 8 credit hours for summer semesters (for remedial / deficiency / failure / repeat courses only)
3 Credit Hours (Theory)		3 classes (1 hour each) OR 2 classes (1.5 hour each) OR 1 class (3 hours) per week throughout the semester



SEMESTER-WISE BREAKUP

1 st Semester		
Course Code	Course Title	CH
ENG 111	Introduction to Literary Studies	3 (3-0)
GE 111	Quantitative Reasoning-I	3(3-0)
GE 112	Functional English	3(3-0)
GE 113	Applications of Information and Communication Technologies	3(2-1)
GE 114	Natural Sciences	3(3-0)
Anyone from the following		
GE 115	Islamic Studies	2 (2-0)
GE 116	Ethics	2 (2-0)
Anyone from the following		
GE 117	Fehm-e-Quran-I	1(0-1)
GE 118	Ethics: A General Introduction	1(0-1)
Total Credit Hours		18(16-2)

2 nd Semester		
Course Code	Course Title	CH
ENG 121	Introduction to Linguistics	3 (3-0)
ENG 122	Introduction to Literary Movements	3 (3-0)
ENG 123	Introduction to Morphology	3(3-0)
GE 121	Quantitative Reasoning-II	3(3-0)
GE 122	Expository Writing	3(3-0)
GE 123	Social Sciences	2 (2-0)
Anyone from the following		
GE 124	Fehm-e-Quran-II	1(0-1)
GE 125	Cyber Ethics	1(0-1)
Total Credit Hours		18(17-1)

3 rd Semester (Credit Hours)		
Course Code	Course Title	CH
ENG 231	Introduction to Phonetics & Phonology	3(3-0)
ENG 232	Syntax	3(3-0)
ENG 233	British Literary History: Medieval to Romantic	3(3-0)
GE 231	Pakistan Studies	2(3-0)
GE 232	Civics and Community Engagement	2(2-0)
GE 233	Entrepreneurship	2(2-0)
GE 234	Seerat-un-Nabi	1(0-1)
GE 235	Arts & Humanities	2(2-0)
Total Credit Hours		18(17-1)



4 th Semester		
Course Code	Course Title	CH
ENG 241	Semantics and Pragmatics	3(3-0)
ENG 242	Poetry: 14th to 19th Century	3(3-0)
ENG 243	British Literary History: Victorian to Postmodern	3(3-0)
GE 241	Ideology and Constitution of Pakistan	2(2-0)
IDS 241	Introduction to AI Tools	3(2-1)
INT 249	Internship	3 (0-3)
Total Credit Hours		17(13-4)

5 th Semester		
Course Code	Course Title	CH
ENG 351	Classical Drama	3(3-0)
ENG 352	Sociolinguistics	3(3-0)
ENG 353	Non-Fiction	3(3-0)
ENG 354	Stylistics	3(3-0)
IDS 351	Introduction to Political Science	3(3-0)
IDS 352	Creative Writing across Disciplines	3(3-0)
Total Credit Hours		18(18-0)

6 th Semester (Credit Hours)		
Course Code	Course Title	CH
ENG 361	Postcolonial Literature	3(3-0)
ENG 362	Discourse Studies	3(3-0)
ENG 363	Psycholinguistics	3(3-0)
ENG 364	Literary Theory and Criticism	3(3-0)
ENG 365	Introduction to Textual Analysis	3(3-0)
ENG 366	Novel: 18th & 19th Century	3(3-0)
Total Credit Hours		18(18-0)



7 th Semester (Credit Hours)		
Course Code	Course Title	CH
ENG 471	Critical Discourse Analysis	3 (3-0)
ENG 472	Second Language Acquisition	3 (3-0)
ENG 473	World Literatures in English	3 (3-0)
ENG 474	Literature of Resistance	3 (3-0)
ENG 475	Research Methods for English Studies	3 (3-0)
Total Credit Hours		15(15-0)

8 th Semester (Credit Hours)		
Course Code	Course Title	CH
ENG 481	American Literature	3 (3-0)
ENG 482	Pakistani Literature in English	3 (3-0)
ENG 483	English Language Teaching	3 (3-0)
IDS 481	Language & Technology in the Digital Age	3 (3-0)
CP 489	Capstone Project	3 (0-3)
Total Credit Hours		15(12-3)



Note: The course contents for General Courses and Interdisciplinary/Allied Courses will be available in separate documents, titled "General Courses Cluster" and "Interdisciplinary Courses Cluster" on the University of Chitral website.

GE 111	Quantitative Reasoning-I	3(3-0)
GE 112	Functional English	3(3-0)
GE 113	Applications of Information and Communication Technologies	3(2-1)
GE 114	Natural Sciences	3(3-0)
GE 115	Islamic Studies	2 (2-0)
GE 116	Ethics	2 (2-0)
GE 117	Fehm-e-Quran-I	1(0-1)
GE 118	Ethics: A General Introduction	1(0-1)

GE 121	Quantitative Reasoning-II	3(3-0)
GE 122	Expository Writing	3(3-0)
GE 123	Social Sciences	2(2-0)
GE 124	Fehm-e-Quran-II	1(0-1)
GE 125	Cyber Ethics	1(0-1)

GE 231	Pakistan Studies	2(2-0)
GE 232	Civics and Community Engagement	2(2-0)
GE 233	Seerat-un-Nabi	1(0-1)
GE 234	Arts & Humanities	2(2-0)
GE 235	Entrepreneurship	2(2-0)

GE 241	Ideology and Constitution of Pakistan	2(2-0)
IDS 241	Introduction to AI Tools	3(2-1)

IDS 351	Introduction to Political Science	3(3-0)
IDS 352	Creative Writing across Disciplines	3(3-0)

IDS 481	Language & Technology in the Digital Age	3 (3-0)
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ENG-111 Introduction to Literary Studies

Credit Hours: 3 (3-0)

Credit Hours: 3-0

Pre-requisites: None

Domain: Major

COURSE DESCRIPTION

This foundation-level course introduces students to the basic concepts, genres, and terms related to literary studies. The course aims to develop students' understanding of literature as an art form and, ability to read, analyze, and interpret literary texts from a variety of perspectives. Students will be familiarized with literary terms, key concepts, conventions of major genres, and basic critical techniques essential for advanced study of literature.

COURSE LEARNING OUTCOMES (CLOs)

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

- Demonstrate knowledge of key concepts and terms.
- Identify major literary genres.
- Recognize different literary devices and techniques.

COURSE CONTENTS:

1. What is Literature?
 - Definitions, scope, functions, and purposes of literature
 - Literature and other art forms (brief overview)
 - The role of the reader and critic – reading and responding to literature
 - Major genres of literature: fiction, drama, poetry, non-fiction
 - Literary canon and its evolution
2. Introduction to Fiction
 - Forms of fiction – novel, short story, novella, novelette
 - Plot – elements of plot; conflict (internal/external); foreshadowing, flashback
 - Character and characterization – types of characters; characterization (direct, indirect)
 - Setting – time, place, atmosphere, social milieu; functions of setting
 - Point of view – first-person (reliability), third-person (omniscient, limited omniscient), dramatic (objective), stream of consciousness
3. Non-Fiction and Drama
 - The nature and characteristics of drama
 - Classification of drama – tragedy, comedy, melodrama, farce
 - Dramatic conventions – dialogue, action, actor, theatre, audience, chorus, soliloquy
 - Spectacle – scenic design/set, lighting and sound, costume and makeup, props and special effects
 - Forms, nature and functions of non-fiction – essay, memoir, biography, travel & journalistic writing
4. Introduction to Poetry



- Definition and characteristics of poetry
- Poetic structure and forms – lyric, narrative, dramatic poetry; free verse; stanza forms
- Sound devices – alliteration, assonance, consonance, rhyme (types and schemes), rhythm, meter (basic concepts)
- Diction and syntax – formal/informal, denotation/connotation, syntax and ambiguity
- Voice – speaker/persona, tone and mood, emotional atmosphere of the text
- Image and sensory perception – sensory forms, literal/metaphorical, abstract/concrete
- Figurative language and literary devices – metaphor, paradox, personification, hyperbole, understatement; symbolism (conventional, textual, personal), allusion, irony

SUGGESTED READINGS

1. Arp, T. R., & Johnson, G. (2018). Perrine's Literature: Structure, Sound, and Sense (13th ed.). Cengage Learning.
2. Bennett, A., & Royle, N. (2023). An introduction to literature, criticism and theory. Routledge.
3. Pickering, J. H., & Hooper, J. D. (1981). Concise Companion to Literature. Macmillan Publishing.
4. Wurth, K. B., & Rigney, A. (2006). The life of Texts: An Introduction to Literary Studies. Amsterdam University Press.
5. Barnett, S., Burto, W., & Cain, S. (2014). An Introduction to Literature: Fiction, Poetry, Drama (17th ed.). Pearson.

GE-111 Quantitative Reasoning -I

Credit Hours: 3 (3-0)

Credit Hours: 3-0

Pre-requisites: None

Domain: GE



GE-112 Functional English

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: GE

COURSE DESCRIPTION

The purpose of this course is to develop the English-language proficiency of students and to help them become confident in reading, writing, speaking, and listening to the English language. Besides teaching grammar, this course is based on developing the language abilities of students through an integrated approach that provides opportunities to develop language learning skills.

COURSE LEARNING OUTCOMES (CLOs)

After completing this course, the students will:

- Have improved their listening and reading skills in English
- Have a deeper understanding of the grammatical structures of sentences
- Acquaint themselves with the parts of speech and their usage in a sentence
- Rely less on their first language and increase their use of the English language in formal and informal situations.

COURSE CONTENTS

UNIT-1: Making introduction

- Making effective self and peer introductions
- Making useful introductory notes.

Expressing requests and enquiries

- Forming appropriate requests and enquiries
- Responding to enquiries
- Request vs commands

Practicing practical classroom English

- Using different classroom language routines and functions for effective classroom management
- Developing effective classroom language for the following provided examples
- Demonstrating and practicing practical classroom language routines

Greetings

- Greeting friends and family on different occasions and for different reasons
- Responding to a positive event
- Using formal greeting expressions appropriately

Gratitude

- Using formal and informal expressions of gratitude appropriately
- Reading a story that uses expressions of gratitude
- Writing a formal letter to say thanks to a teacher, parent, or friend
- Invitations
- Demonstrating the use of formal and informal expressions of invitation
- Developing verbal and written skills for invitations
- Responding to invitation requests by accepting or declining



Regrets

- Expressing regrets orally and in writing appropriately
- Saying sorry and accepting apologies

UNIT-2: Basic Sentence pattern and its Types

- Simple, compound, complex and complex compound. Declarative, Imperative, Optative, Interrogative and Exclamatory sentences.
- Phrase and Clause

UNIT-3: Introduction to Paragraph

- Parts of Paragraph (Topic sentence, Supporting Sentences, Conclusion)
- Types: (Expository, Descriptive, Narrative, Persuasive)

UNIT-4: Introduction to Essay Writing

- Steps of Essay Writing
- Types (Reflective, Narrative, Argumentative, Expository, Descriptive, Compare and Contrast Essays)
- Punctuation: Period, Comma, Question Mark, Exclamation mark, Colon, Semi-Colon, Quotation Mark, Dash, Hyphen, Apostrophe.
- Capitalization rules.

UNIT-5: Reading Skills

- Strategies (Skimming, Scanning, Extensive, Intensive)
- Reading short stories
- Reading excerpts, comic strips, interviews, and other common texts

Sharing unique experiences

- Summarizing and narrating true stories
- Solving word puzzles to develop language awareness
- Reading short stories and completing exercises to test comprehension
- Converting an event into a short story
- Using pictures as stimuli for narrative creation
- Using songs as examples of personal experience
- Imaginative texts
- Developing imaginative texts by communicating engrossing stories and descriptions of scenes

Recommended Books:

- English Grammar in Use by Raymond Murphy,
- Oxford English Grammar Course teacher's guide.
- J, Swan Practical English Usage, 3rd (New York: Oxford University Press)
- J, Eastwood, Oxford Practice Grammar (Oxford University Press, 2005)
- T. K. Carver and S. Fortinos-Riggs, Conversation Book II – English in Everyday Life (New York: Pearson Education Limited, 2006).
- British Council and BBC. Learn English. <http://www.teachingenglish.org.uk/>



GE-113 Application of Information and Communication Technologies

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: GE

GE-114 Natural Sciences

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: GE

Anyone from the following

GE-115 Islamic Studies

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: GE

GE-116 Ethics

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: GE

Anyone from the following

GE-117 Fehm-e-Quran-I

Credit Hours: 1 (1-0)

Pre-requisites: None

Domain: GE

GE-118 Ethics : A General Introduction

Credit Hours: 1 (1-0)

Pre-requisites: None

Domain: GE



SEMESTER-II

ENG-121 Introduction to Linguistics

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: Major

Course Introduction

This course is designed to provide the beginner learners with the fundamental yet comprehensive introduction to the field of Linguistics. It offers a wide range of concepts in theoretical linguistics and its applications. Beginning with the concept of linguistics, and synchronic and diachronic linguistics, it introduces learners with the origins of language as well as the various branches of linguistics under the umbrella of micro-linguistics and macro-linguistics.

Objectives

The course aims to:

- assist students analyze different sources about the origin of language
- give students a comprehensive overview of language as human faculty
- enable learners apply their theoretical understanding of the linguistic concepts
- facilitate them understand the relation of language in broader contexts with society and brain
- help them know about human capacity to acquire/learn language(s)

Course Learning Outcomes (CLOs)

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

- demonstrate sound knowledge about language and language origin theories
- differentiate human language from animal communication based on robust arguments
- employ their theoretical knowledge for linguistic analyses
- exhibit knowledge about the process of human language acquisition/learning

Course Contents:

1. Language Origin

- Language as a divine gift
- The natural sound source theories
- The social interaction source theory
- The physical adaptation source
- The genetic source

2. What is Linguistics?

- Elements/ components of human language: sounds, words, sentences and meanings
- Synchronic vs. diachronic linguistics
- Micro-linguistics vs. macro-linguistics

3. Distinctive features of human language

- Reflexivity
- Displacement
- Arbitrariness
- Cultural transmission
- Productivity



- Duality
- 4. Sounds and sound patterns
 - Phonology
 - Phonemes
 - Phones and allophones
 - Minimal pairs and sets
 - Syllables
 - Co articulation effect
- 5. Word formation processes
- 6. Morphemes
 - Free and bound morphemes
 - Lexical and functional morphemes
 - Derivational and inflectional morphemes
 - Morphs and allomorphs
- 1. Syntax
 - Phrase structure rules
- 2. Semantics & Pragmatics: An overview
- 3. Language Varieties
 - The standard language
 - Accent and dialect
 - Pidgin and creole
- 4. Discourse Analysis
 - Conversation analysis
 - The co-operative principle
- 5. Language and the Brain
 - Parts of brain related to language
- 6. Language Acquisition/ Learning
 - Acquisition versus learning
 - First language versus second language

Recommended Books/Readings:

- Akmajian, A., Demer, R. A., Farmer, A. K., & Harnish, R. M. (2001). *Linguistics: An introduction to language and communication*. MIT Press.
- Meyer, C. F. (2009). *Introducing English linguistics*. Cambridge, United Kingdom: Cambridge University Press.
- Park-Johnson, S., & Shin, S. J. (2020). *Linguistics for language teachers: Lessons for classroom practice*. New York, NY: Routledge.
- Radford, A., Atkinson, M., Britain, D., Clahsen, H., & Spencer, A. (2009). *Linguistics: An introduction* (2nd ed.). Cambridge, United Kingdom: Cambridge University Press.
- Yule, G. (2017). *The study of language* (6th ed.). Cambridge, United Kingdom: Cambridge University Press.



Domain: Major

ENG-123 Introduction to Morphology

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: Major

Course Description:

This course introduces the basic concepts in morphology. It analyzes the study of the internal structure of words and how they are formed from smaller units called morphemes. The course studies the internal structure of words and the ways in which words can be distinguished from morphemes. It explains the creation of new words or new forms of existing words. The outlined course also examines structure of words and their grammatical function. With the passage of time, linguists evolved different approaches to understand the morphological construction of language ranging from the traditional to the modern perspectives. It introduces students to the various approaches. This course will enable students to analyze language, especially English, at morphemic level.

Course Objectives:

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

- define and describe the terms like morphemes, morphology etc.
- understand basic concepts and principles in morphology
- apply these principles in analyzing word structures in various languages
- compare word formation process.

Course Contents

1. Morphology

- Introduction to morphology
- Free morphemes: roots and stems
- Bound morphemes: affixes: prefixes, suffixes, infixes, interfixes, circumfixes

2. What is a word

- Words and morphemes
- Morphological rules
- Morphological productivity

3. Morphemic analysis

- Basics of Phonetic Transcription of Words
- Inflectional Morphology
- Derivational Morphology
- Minor processes of derivation: blending, clipping, backformation, acronym,

Reduplication

- Derivation by compounding: endocentric, exocentric and copulative compounds
- Derivation by modification of base
- Word Formation Processes
- Morphological Trees
- The Morphology of the English Verb

Recommended Readings



1. Aronoff, M., & Feudman, K. (2010). What is Morphology? (Second edition).
2. John Wiley and Sons. Booij, G. (2007). The Grammar of Words: An Introduction to Morphology.
3. Morphology: Morphology and its relation to Semantics and the lexicon. Routledge.
- Medina, G.P. (Ed.), (2011). Morphosyntactic Alternations in English: Functional and Cognitive Perspectives. Equinox Publishing.
8. Matthews, H. P. (1991).

GE-121 Quantitative Reasoning -II

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: GE

GE-122 Expository Writing

Credit Hours: 3 (3-0)

Pre-requisites: None

ENG-234: Expository Writing

Course Description

This course develops students' ability to write clear, organized, and effective expository texts for academic, professional, and real-world purposes. Through a project-based learning approach, students engage in practical writing tasks such as summaries, reports, CVs/resumés, cover letters, personal statements, and narrative expository stories. Emphasis is placed on the writing process, including planning, drafting, revising, and editing, to help students become confident, reflective, and purposeful communicators. Course themes encourage critical thinking, self-expression, and community awareness, fostering essential 21st-century skills in written communication.

Course Objectives

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

- Demonstrate understanding of the principles, types, and purposes of expository writing.
- Apply the stages of the writing process — prewriting, drafting, revising, and editing — to produce clear, coherent, and grammatically accurate writing.
- Write effectively for different audiences and purposes, including academic, professional, and community contexts.
- Produce a range of expository documents such as summaries, reports, personal statements, CVs, and cover letters.



- Use writing as a tool for self-reflection, critical analysis, and personal or professional development.

Learning Outcomes

- Upon successful completion of this course, students will be able to:
- Identify and apply the features of effective expository writing such as clarity, organization, coherence, and objectivity.
- Plan, draft, revise, and proofread various types of expository texts, including essays, reports, and summaries.
- Compose professional documents such as CVs/resumés, cover letters, and personal statements tailored to specific audiences and purposes.
- Write reflective and narrative expository pieces that communicate real experiences and insights clearly and purposefully.
- Edit and refine written work for grammatical accuracy, conciseness, and appropriate tone.
- Present ideas and findings through written and oral communication that demonstrate critical thinking and effective collaboration.

Course Contents

Unit 1: Introduction to Expository Writing

- Understanding expository writing: definition, purpose, and key features
- Types and applications of expository writing in academic and professional contexts
- Characteristics of effective writing: clarity, coherence, and organization
- Distinguishing expository writing from other modes (narrative, descriptive, persuasive)

Unit 2: The Writing Process

- Prewriting strategies: brainstorming, freewriting, mind mapping, and outlining
- Drafting techniques: developing paragraphs and structuring essays
- Revising and editing: improving clarity, coherence, and grammar
- Proofreading for accuracy and conciseness
- Peer review and constructive feedback

Unit 3: Types of Expository Writing

- Description and illustration
- Classification and division
- Cause and effect (exploring relationships and outcomes)
- Process analysis (explaining step-by-step procedures)



- Comparison and contrast (analyzing similarities and differences)

Unit 4: Writing for Specific Purposes and Audiences

- Understanding purpose: to inform, analyze, persuade, or explain
- Writing for academic versus public audiences
- Adjusting tone, style, and formality for different contexts
- Incorporating evidence and examples effectively

Unit 5: Writing for Social Media

- Understanding the purpose and audience of social media writing
- Platforms and formats: posts, threads, captions, blogs, and microblogs
- Writing concisely and engagingly while maintaining clarity and professionalism
- Using tone, style, and voice appropriate to platform and audience
- Ethical considerations: accuracy, authenticity, and respectful communication
- Integrating multimedia (images, videos, links) to enhance messaging

Unit 5: Summary Writing

- Identifying main ideas and supporting details
- Paraphrasing and synthesis techniques
- Avoiding plagiarism and maintaining objectivity
- Writing concise, accurate, and well-structured summaries

Unit 6: CV / Résumé Writing

- Understanding the function and structure of a CV/résumé
- Organizing education, skills, experience, and achievements
- Writing effective bullet points using strong action verbs
- Formatting and designing for readability and professionalism

Unit 7: Cover Letter Writing

- Purpose and importance of a professional cover letter
- Structure: introduction, body, and closing paragraphs
- Connecting personal qualifications with position requirements
- Using a formal, confident, and concise writing style

Unit 8: Report Writing

- Components of a formal report: title, introduction, findings, conclusion, recommendations
- Writing with objectivity and clarity
- Presenting factual and analytical information logically
- Basic principles of formatting, citation, and referencing



Unit 9: Personal Statement Writing

- Purpose and audience of personal statements for academic or scholarship use
- Reflecting on experiences, goals, and achievements
- Developing an authentic and reflective writing voice
- Structuring and revising for impact, tone, and clarity

Unit 10: Story Writing (Narrative Exposition)

- Story writing as a reflective form of expository writing
- Elements of narrative exposition: setting, conflict, resolution, reflection
- Writing true or experience-based stories that communicate insight or personal growth
- Balancing creativity, structure, and clarity

SUGGESTED INSTRUCTIONAL/READING MATERIAL

- Writing Analytically by David Rosenwasser and Jill Stephen
- The Art of Styling Sentences by Ann Longknife K.D. Sullivan
- The St Martin's Guide to Writing by B Axelrod and Charles R Cooper
- Expository writing course outline- Sep 2021- HEC. Pdf
- Detailed courses expository writing Sep 2021 HEC.pdf
- Expository writing Teacher's Manual –sep 2021-HEC.pdfDomain: GE

GE-123 Social Sciences
Credit Hours: 2 (2-0)
Pre-requisites: None

Anyone from the Following

GE-124 Fahm-e-Quran-II
Credit Hours: 1 (1-0)
Pre-requisites: None
Domain: GE

GE-125 Cyber Ethics
Credit Hours: 1 (1-0)
Pre-requisites: None
Domain: GE



SEMESTER-III

ENG-231 Introduction to Phonetics and Phonology

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: Major

Course Description

This course explores speech sounds as physical entities (phonetics) and linguistic units (phonology). In viewing sounds as physical elements, the focus is on articulatory description. In this part of the course, the goal is to learn to produce, transcribe, and describe in articulatory terms many of the sounds known to occur in human languages. In the next part of the course, the focus is on sounds as members of a particular linguistic system.

Course Objectives

This course aims to:

- assist students learn a number of technical terms related to the course
- familiarize students with sounds and sound patterning, particularly in English

Language

- develop knowledge of segmental and suprasegmental speech
- help students understand the features of connected speech

Course Contents

1. Basic definitions

- Phonetics
- Articulatory, Auditory & Acoustic Phonetics
- Phonology
- Phoneme
- Vowels
- Consonants
- Diphthongs
- Triphthongs
- Voicing
- Aspiration
- Minimal pairs

2. Organs of Speech

3. Phonemes

- Consonants (place and manner of articulation)
- Vowels (vowel trapezium/quadrilateral)
- Monophthongs
- Diphthongs
- Triphthongs

4. Rules

- Rules of Voicing



- Rules of /r/
- Rules of /ŋ/
- 5. Practice of phonemic transcription
- 6. Definitions
 - Homophones
 - Homographs
 - Homonyms
 - Homophones
- 7. Fluency Devices
 - Assimilation
 - Elision
 - Weak forms/Strong forms
 - linking
- 8. Sound Values
- 9. Stress and Intonation
- 10. Practice of phonemic transcription

Recommended Readings

- Collins, B. and Mees, I. (2003) Practical Phonetics and Phonology: A Resource Book for Students. London & NY: Routledge (Taylor & Francis)
- Clark, J and Yallop, C. (1995). An Introduction to Phonetics and Phonology. 2nd edition. Cambridge, Mass: Blackwell.
- Davenport, Mike & S. J. Hannahs. (2010). Introducing Phonetics & Phonology, 3rd edition. Hodder Education
- Roach, Peter. (2009). English Phonetics and Phonology: A Practical Course. 4th Edition. Cambridge.

ENG 232 Syntax
Credit Hours: 3 (3-0)
Pre-requisites: None
Domain: Major

Course Description:

This course introduces the basic concepts in morphology. It analyzes the study of the internal structure of words and how they are formed from smaller units called morphemes. The course studies the internal structure of words and the ways in which words can be distinguished from morphemes. It explains the creation of new words or new forms of existing words. The outlined course also examines structure of words and their grammatical function. With the passage of time, linguists evolved different approaches to understand the morphological construction of language ranging from the traditional to the modern perspectives. It introduces students to the various approaches. This course will enable students to analyze language, especially English, at morphemic level.

Course Objectives:

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

- define and describe the terms like morphemes, morphology etc.
- understand basic concepts and principles in morphology
- apply these principles in analyzing word structures in various languages



- compare word formation process.

Course Contents

1. Morphology

- Introduction to morphology
- Free morphemes: roots and stems
- Bound morphemes: affixes: prefixes, suffixes, infixes, interfixes, circumfixes

2. What is a word

- Words and morphemes
- Morphological rules
- Morphological productivity

3. Morphemic analysis

- Basics of Phonetic Transcription of Words
- Inflectional Morphology
- Derivational Morphology
- Minor processes of derivation: blending, clipping, backformation, acronym,

Reduplication

- Derivation by compounding: endocentric, exocentric and copulative compounds
- Derivation by modification of base
- Word Formation Processes
- Morphological Trees
- The Morphology of the English Verb

Recommended Readings

1. Aronoff, M., & Feudman, K. (2010). What is Morphology? (Second edition).
2. John Wiley and Sons. Booij, G. (2007). The Grammar of Words: An Introduction to Morphology.
3. Morphology: Morphology and its relation to Semantics and the lexicon. Routledge. Medina, G.P. (Ed.), (2011). Morphosyntactic Alternations in English: Functional and Cognitive Perspectives. Equinox Publishing.
8. Matthews, H. P. (1991).

ENG-233 British Literary History: Medieval to Romantic

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: Major

Course Description

This course explores how and why a particular type of literature emerges from particular historical circumstances. It covers the complex interaction between literary text and its context from the Medieval Period to the Neo-classical Period. It specifically focuses on the major trends, movements, texts, and issues; and how such movements and trends help to shape literature over the years. It also traces the evolution of love-hate relationship between church and literature to the age of sensibility; darkness to the dawn of human civilization; Greco



Roman influence to the French effect; Romance to reason; rustic life to urban sophistication; warring factions to nationalism; agrarian economy to industrialization; communal existence to individualism; nomadic tribes to colonial power; feudalism to parliamentary government. etc. The course will also look at how some new forms of literature emerge and how the popularity of some others dwindle.

The course will enable students to understand the various literary trends and movements, furthermore, they will be able to trace the growth of English imagination through these periods.

Course Contents

- The Medieval Period
- The Renaissance and the Elizabethan Periods
- The Jacobean Period
- The Caroline Period
- The Restoration and the Eighteenth Century

Recommended Reading

1. Long, William J. English Literature: Its History and Significance for the Life of English Speaking World, Boston: Ginn and Company, 1909.
2. Evans, Ifor. A Short History of English Literature. London: Penguin, 1976.
3. Daiches, David. A Critical History of English Literature. Vols. 1-4. London: Secker & Warburg, 1961

GE-231 Pakistan Studies

Credit Hours: 2 (2-0)

Pre-requisites: None

Domain: GE

Course Description

Pakistan studies is an important course at this university in which students' study about their motherland.

COURSE LEARNING OUTCOMES (CLOs)

The following are the specific objective of the course

- To develop vision of Historical Perspective, Government, Politics, Contemporary Pakistan, ideological background of Pakistan.
- To study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan.

Course Outline



Introduction to Ideology

- Defining the Term Ideology, Role of Ideas, Contours of Ideology, Ideology, Truth and Power
- Types of Ideologies, Left, Right and Center Debate, Old and New Ideologies, Views about Ideologies

Ideology of Pakistan

- Aims and Objects of Pakistan's Formation
- Ideology of Pakistan – its Importance
- Basics of Pakistan's Ideology
- Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Iqbal's and
- M. A. Jinnah's Notions on Ideology of Pakistan

Constitution, Government and Politics

- Definitions, Features, and Functions
- Constitutional Development in Pakistan 1947-1973: Constitution of 1956, 1962
- Salient Features of Constitution of Pakistan 1973
- Fundamental Rights in Constitution of Pakistan 1973
- Martial Law 1977-88,
- Civilian Rule 1988-99
- Martial Law 1999 Onward

Pakistan – Land and Peoples

- Geography and its Importance
- Natural resources and Their use
- Agriculture and Industry
- Population, Manpower, and Education

Contemporary Pakistan

- Economic Institutions and Issues
- Society and Social Structure
- Foreign Policy of Pakistan and Challenges

Recommended Readings

- 1) The Emergence of Pakistan, Chaudary M., 1967
- 2) The making of Pakistan, Aziz. 1976
- 3) A Short History of Pakistan, I. H. Qureshi, ed., Karachi, 1988
- 4) Perspectives on Contemporary Pakistan Governance, Development and Environment Edited By Ghulam Ali, Ejaz Hussain, 2020
- 5) Any other standard and latest books covering the subject.

GE-232 Civics and Community Engagement

Credit Hours: 2 (2-0)

Pre-requisites: None

Domain: GE

Course Description



Teach students the importance and role of active citizenship in promoting a productive, harmonious and development society/ world. Educate students about the importance of concepts, skills and philosophy of community linkages in developing a sustainable society. Inculcate the importance of community involvement for ensuring an improved, tolerant and generative society/ world. Provide an opportunity to the students to develop their relationship with the community. The course is designed to be students' introduction to civic engagement and what it means to be responsible, socially conscious citizens of Pakistan and the world. Students learn the broad definition of civic engagement and critically examine key concepts related to civic and community engagement, including identity and social location, community, and systems of power. As a community-based learning course, students not only discuss these concepts in class but also experience and apply them in real world situations through community engagement experiences— direct service, attending events, exploring social issues, etc. The course provides ample opportunities to reflect on course concepts and engagement experiences, plus students will learn how to advance their knowledge and practice of these concepts beyond the course.

The Learning Outcomes of the course say that students will be able to:

- Define civic engagement and community engagement and key concepts such as identity, community, and systems of power.
- Practice skills related to civic engagement (self-awareness, relationship building, dialogue, reflection, etc.) in real-world situations through direct community engagement.
- Identify social issues connected to community engagement experiences, and be able to identify and critically examine additional social issues in class.
- Envision their own identity as an active, engaged, responsible citizen.
- Recognize how effective individual actions can affect social change.
- Identify examples of power and privilege and be able to explain their impact in everyday life.

Course Contents

- Introduction to Citizenship Education and Community Engagement
- Civic Engagement and Community Engagement
 - a. Identity
 - b. Community
 - c. System of Power
 - d. Culture
 - e. Social Harmony
- Practice Skills Related to Civic Engagement
 - a. Self-awareness
 - b. Relationship building
 - c. Dialogue
 - d. Reflection
 - Social Issues in Pakistan
 - a. Poverty
 - b. Discrimination
 - c. Domestic violence
 - d. Hate speech/act



- e. Intolerance
- f. Unemployment
- g. Violence
- h. Overpopulation
- i. Favoritism
- j. Other
- k. Identification of social issues connected to community engagement experiences.
 - Social Action Project
- a. Volunteerism
- b. Community service
- c. public service
- d. Political activism
- e. public service leadership
 - Civic Collaboration
- a. multi-cultural society and inter-cultural dialogue
- b. Active Citizen: Locally Active, Globally Connected
 - Human rights, constitutionalism, and citizens' responsibilities

Recommended Books

1. John J. Macionis, Linda Marie Gerber, Sociology (New York: Pearson Education, 2010)
2. Community Development, Social Action and Social Planning by Alan Twelvetrees 12 May 2017
3. The Constitution of the Islamic Republic of Pakistan (Pakistan: The National Assembly of Pakistan, 2012), also available online at the official website of National Assembly of Pakistan: http://na.gov.pk/uploads/documents/13333523681_951.pdf (Accessed on April 25, 2017)

GE-233 Entrepreneurship

Credit Hours: 2 (2-0)

Pre-requisites: None

Domain: GE

Course Description

This course is designed for the students to understand the Starting & operating a new business which involve considerable risk & effort to overcome the inertia against something new. In creating and growing a new venture, the entrepreneur assumes the responsibility and risks for its development & survival and enjoys the corresponding rewards. At the end the students will be able to develop business plan to start and initiate their own ventures.

Chapter-01

Introduction

- Entrepreneurship and the Entrepreneurial Mind-Set



- Entrepreneurial Intentions and Corporate Entrepreneurship
- Entrepreneurial Strategy: Generating and Exploiting New Entries

Chapter-02

- From Idea to Opportunity
- Creativity and the Business Idea
- Identifying and Analyzing Domestic and International Opportunities
- Intellectual Property and Other Legal Issues for the Entrepreneur

Chapter-03

- From the Opportunity to the Business Plan
- The Business Plan: (Creating and Starting the Venture)
- The Marketing Plan
- The Organizational Plan
- The Financial Plan

Chapter-04

- From the Business Plan to Funding the Venture
- Sources of Capital
- Informal Risk Capital, Venture Capital, and Going Public
- Strategies for Growth and Managing the Implication of Growth
- Accessing Resources for Growth from External Sources
- Succession Planning and Strategies for Harvesting and Ending the Venture

Recommended Readings

Entrepreneurship by Robert D. Hisrich 10th edition McGraw Hill publications

Entrepreneurship by Donald F. Kuratko and Richard M. Hodgetts

GE-234 Seerat-un-Nabi

Credit Hours: 1 (1-0)

Pre-requisites: None

Domain: GE

GE-235 Arts & Humanities

Credit Hours: 2 (2-0)

Pre-requisites: None

Domain: GE



SEMESTER IV

ENG-241 Semantics and Pragmatics

Credit Hours: 03

Domain: Major

Course Description:

This course introduces students to the basic concepts of semantics and pragmatics with the aim to help them conceptualize the relationship between words and their meanings, and to understand the factors that govern choice of language in social interaction and the effects of these choices. This course studies how readers or/and listeners derive meanings from individual utterances in context. Furthermore, it also identifies the role of intention, cooperation, and mutual background knowledge of the participants in communication. It introduces students to concepts and theories used in both semantics and pragmatics.

Course Objectives:

At the end of the course, students will be familiar with the basic topics in the study of semantics/pragmatics. Students will learn about different strategies for identifying patterns and labelling of both phenomena. Another goal of the course is to enable students to write descriptive accounts of their analyses of utterances (texts/dialogues), and to explain how the study of semantics and pragmatics contributes to a better understanding of language.

Course Contents

1. Introduction

- Theories of Semantics

2. Types of meaning

- Differences between Lexical and Sentence Meanings
- Differences between Sentence and Utterance Meanings
- Differences between Semantics and Pragmatics
- Sense Relations and Lexical Relations (Hyponymy; Synonymy; Antonymy;

Homonymy and Polysemy)

3. Speech act theory

- Conversational Implicature (Grice Theory)
- The Cooperative Principle

4. Deixis

5. Semantic Field

- Definition of basic concept
- Overview of the field
- Aspects of Reference and Inference
- Referential and attributive uses
- Names and Referents
- The role of co-text
- Reference in semantics and pragmatics

6. Presupposition

- Types of Presupposition



- Potential presupposition
- Existential Presupposition
- Fictive Presupposition
- Lexical Presupposition
- Structural Presupposition
- Non- Fictive Presupposition
- Counterfactual Presupposition

Recommended Readings

1. Lyons, John. Linguistic Semantics: An Introduction. Cambridge: Cambridge University Press, 1996. 2. Palmer, Frank R. Semantics. Cambridge: Cambridge University Press, 1976. 2. Levinson, Stephen C. Pragmatics. Cambridge: Cambridge University Press, 1983. 1. Yule, George. Pragmatics. Oxford: Oxford University Press, 1996.

ENG-242 Poetry: 14th to 19th Century

Credit Hours: 3 (3-0)

Domain: Major

Course description:

This involves tracing how a particular literary genre has evolved over time—examining the cultural forces, artistic movements, and historical events that shaped its growth. By doing so, one gains a deeper understanding of how certain themes, styles, and conventions emerged, transformed, or disappeared across different periods. To perceive poetry as refined commentary on the aesthetic concerns of its time, which means viewing poetry not just as artistic expression, but as a thoughtful response to the artistic values, tastes, and creative debates of the era in which it was produced. Poets often engage with the dominant aesthetic ideas of their time—questioning, embracing, or redefining them—so poetry becomes a lens through which we can observe the evolution of cultural and artistic sensibilities. To develop keen awareness of poetic language and tone that refers to cultivating the ability to notice the subtleties of word choice, rhythm, imagery, and sound that poets use to create meaning. It also involves recognizing how tone—whether ironic, celebratory, melancholic, or contemplative—shapes the emotional and intellectual experience of a poem. With such awareness, readers can more fully appreciate the precision and artistry that distinguish poetic expression.

Contents:

Chaucer. Prologue to the Canterbury Tales



- Spenser. The Faerie Queene (Book 1: Canto 1)
- Milton. Paradise Lost (Book 1)
- John Donne. Love and Divine Poems
- The Anniversarie
- The Blossome
- Thou hast made me, and shall thy work decay
- This is my playes last scene, here heavens appoint.

Recommended Readings:

1. Abrams, M. H, The Mirror and the Lamp. Romantic Theory and the Critical Tradition. New York: Oxford University Press, 1953.
2. Bowden, Muriel. A Commentary on the General Prologue to the Canterbury Tales, New York: Macmillan, 1960.
3. Coghill, Nevil. The Poet Chaucer. Oxford: Oxford University Press, 1967.
4. Gardner, Helen, ed. John Donne: Twentieth Century View Series. Englewood Cliffs: Prentice Hall, 1962
5. Spens, Janet. Spenser's Faerie Queene: An Interpretation. London: Edward Arnold, 1934.
6. Tillotson, G. On the Poetry of Pope. Oxford: Clarendon Press, 1950.

ENG-243 British Literary History -Victorian to Post Modern

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: Major

Course Description

This course provides a wide-ranging introduction to the key historical and cultural contexts in which literary texts evolved from the Romantic period to the present. It focuses on the reciprocal relationship between literature and its contexts: major movements and literary responses; and the imaginative spur and social upheavals. It traces the development from the French Revolution to the modern democracy; the Romantic spur to the Victorian curb; superstitions to scientific inquiry; theism to evolution; patriarchy to feminism; Capitalism to Communism; continental power to the leading colonizer; colonial onslaught to postcolonial reaction; the World Wars to Cold War; 9/11 and after; and in literature from rhymed verse to free verse; physical action to psychological exploration; outer world to the inner self; privileged to the wider representations; generic to liberal experimentation; writing to re writing etc.



Course Objectives

This course will enable students to understand the various literary trends and movements and will be able to see what lead to the celebration of the —Self and the —Individual.

Course Contents

- The Romantic Period
- The Victorian Period
- The Twentieth Century: The Beginnings (1901-1919)
- Post-WWI to Post-WWII (1920-1955)
- The Post-Modern and the Contemporary

Recommended Reading

1. Long, William J. English Literature: Its History and Significance for the Life of English Speaking World. Boston: Ginn and Company, 1909.
2. Evans, Ifor. A Short History of English Literature. London: Penguin, 1976.
3. Daiches, David. A Critical History of English Literature. Vols. 1-4. London: Secker &

GE-241 Ideology & Constitution of Pakistan

Credit Hours: 2 (2-0)

Pre-requisites: None

IDS-241 Introduction to AI Tools

Credit Hours: 3 (3-0)

Pre-requisites: None

INT-249 Internship

Credit Hours: 3 (3-0)

Pre-requisites: None



SEMESTER-V

ENG-351 Classical Drama

Credit Hours: 3 (3-0)

Domain: Major

Course Description:

Classics in Drama I introduces students to the rise and development of English drama during the Elizabethan and early Jacobean periods, a time when dramatic art reached unparalleled heights. The course explores the works of Christopher Marlowe, William Shakespeare, Ben Jonson, and John Webster—playwrights who embody the vitality, intellectual freedom, and humanistic spirit of the Renaissance. Students examine how Elizabethan drama reflects the discovery of the self, the expansion of the known world, and the emergence of theatre as a vibrant cultural institution. Marlowe's celebration of ambition, Shakespeare's dramatic experimentation, Jonson's classical precision, and Webster's tragic darkness collectively present the diversity of Renaissance dramatic art.

Course Objectives:

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

1. Explain the historical and cultural forces that shaped Elizabethan and early Jacobean drama.
2. Analyze dramatic structure, characterization, and thematic concerns in the works of Marlowe, Shakespeare, Jonson, and Webster.
3. Evaluate Renaissance ideals—individualism, human potential, world exploration—as reflected in the plays.
4. Differentiate between classical dramatic conventions and the innovations introduced by Renaissance playwrights.
5. Critically interpret dramatic texts in relation to contemporary issues, human psychology, and literary tradition.
6. Appreciate theatre as a cultural, social, and artistic institution in the early modern period.

Course Contents:

- Christopher Marlowe (1564–1593): Doctor Faustus
- William Shakespeare (1564–1616): Twelfth Night
- William Shakespeare (1564–1616): Romeo and Juliet
- Ben Jonson (1572–1637): Volpone
- John Webster (1580–1634): The Duchess of Malfi

Recommended Reading:

1. Marlowe, Christopher. Doctor Faustus. Ed. David K. Scott. Norton Critical Edition, 2005.
2. Shakespeare, William. Twelfth Night. Ed. David Daniell. Arden Shakespeare, 1998.



3. Jonson, Ben. Volpone. Ed. Matthew Steggle. Arden Early Modern Drama Series, 2011.
4. Webster, John. The Duchess of Malfi. Ed. Leah S. Marcus. Arden Shakespeare, 2009.
5. Secondary critical readings on Renaissance drama, the rise of Elizabethan theatre, and early modern stage practices.

ENG-352 Sociolinguistics

Credit Hours: 3 (3-0)

Domain: Major

Course Description

Sociolinguistics examines the relationship between language and society, with special emphasis on the dynamics of linguistic issues in relation to social structures. It studies and analyzes the systematic variation within a language such as differences between speech and writing; variation in pronunciation between different social classes; variation according to use; and differences in language according to gender. This course introduces various concepts and issues in sociolinguistics like the formation of language varieties; bilingualism and multilingualism; language planning; language maintenance; language shift; and language attitudes. By the end of the course, students will be able to understand the interplay between language and society and will also be able to analyze language in relation to social factors at individual and community levels.

Course Contents :

Functions of Language in Society

- Domains of Language Use
- Variation and Variety in Language
- Speech Community
- Dialects, Accents, Registers, Pidgin and Creoles
- National Language, Standard Language
- Language, Culture and Thought
- Multilingualism and Bilingualism
- Dimensions of bilingualism
- Bilingualism and Diglossia
- Causes of bilingualism
- Effects of bilingualism

- a. Language conflicts
- b. Language attitudes
- c. Language maintenance
- d. Language shift
- e. Language death

Recommended Reading

1. Fasold, Ralph W. The Sociolinguistics of Language. Oxford: Basil Blackwell, 1990.
2. Holmes, Janet. An Introduction to Sociolinguistics. New York: Longman, 2013.



ENG-353 Non-Fiction

Credit hour :(3-0)

Domain: Major

Course Description

This course aims to equip prospective learners with fundamental knowledge of non-fictional prose, encompassing historical and socio-cultural events. By doing so, learners will be able to contextualize a writer or piece of work within its milieu and analyze the various factors influencing its creation. This endeavor is particularly challenging, as it relies on factual information, such as essays and biographies, which are forms of literature intended to instruct, persuade, or convey experiences and descriptions based on factual or spiritual revelation. The topic spans on vast array of themes, including political and polemical writings, biographies and autobiographies, religious writings, and philosophical and moral or religious writings.

Course Objectives

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

- Identify different forms of literary non-fiction including essays, memoirs, and autobiographies.
- Analyze narrative strategies in non-fiction texts.
- Interpret the role of personal, political, and philosophical reflection in shaping non-fiction writing.

Course Contents:

Francis Bacon:(1445-1626)

- Of Studies
- Of Marriage
- Of Truth

John Milton:(1608-1674)

Areopagitica

Jonathan Swift :(1667-1745)

- A modest proposal
- A Tale of a Tub
- A battle of books

Charles lamb:(1775 -1834)

- The south sea house
- Chimney sweepers
- Old China

John Ruskin: (1819 – 1900)

- ‘Work’
- ‘War ‘
- ‘Traffic’

Autobiographies and Memoirs

- Diary by Samuel Pepys (1660-1669)
- Letters of John Keats (1816)
- Confession of an English opium eater by Thomas D Quince (1821)
- The diary of a young Girl Anne Frank (1942-1944)



Travel literature

- A Room of One's Own by Virginia Woolf (1928)

Reference Books

1. The Essays, or Counsels, Civil and Moral, "Francis Bacon and Renaissance Prose" (2009) by Brian Vickers, Cambridge University Press Cambridge. 'Francis Bacon, the state and the Reform of 'Natural philosophy (2007) by Julian Martin, Cambridge University Press England.
2. Stanley Fish's "There's No Such Thing as Free Speech," Barbara K. Lewalski's "How radical was the young Milton?" "Gordon Campbell and Thomas N. Corns' "John Milton: Life, Work, and Thought "John Milton Arepagitica by Elibron Classic
3. A Modest Proposal and Other Writings (Penguin Classics) Paperback – December 29, 2009 Cambridge edition of A Tale of a Tub (2010)
4. the Essays of Elia by Charles Lamb, The complete works and letters of Charles Lamb "(1935) by Charles Lamb, Modern library New York." Selected Prose" (2013) by Charles Lamb, Penguin Classics.
5. John Ruskin, Henry James and the Shrophire Lads" (2008) by Synthia Gamble, Chapter 3-4

ENG-354 Stylistics

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: Major

Course Description

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

Course Objectives

The course aims to:

- 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:

1. Introduction

- What are stylistics?
- Historical Evolution of Stylistics



- The Nature of Stylistics
- The Goals of Stylistics
- 2. The concept of style and stylistics: Meaning of stylistics and its approaches
 - style as choice
 - Style as the Man
 - Style as Deviation
 - Style as Conformity
 - Style as Period or Time
 - Style as Situation
- 3. Types of Stylistics-II
 - Features of Linguistic Stylistics
 - Lexical Repetition
 - Semantic-Syntactic Level
 - Semantic/Grammatical Level
 - Phonological Level
 - Graphological Level
- 4. Types of Stylistics-II
 - Reader-Response Stylistics
 - Affective Stylistics
 - Pragmatic Stylistics
 - Pedagogical Stylistics
 - Forensic Stylistics
- 5. Levels of Linguistic Analysis: The Lexico-Semantic Level
 - Semantics
 - Lexicon-semantics
 - Lexical Relations
 - Types of Words
 - Denotative/Connotative Meanings
 - Idiomatic Meaning
- 6. Levels of Linguistic Analysis: The Syntactic Level
 - Units of Grammar
 - The Group
 - The Clause
 - The Sentence
 - The notion of Rank shifting
 - Voice
- 7. Foregrounding
 - Meaning of Foregrounding
 - Types of Foregrounding
- 8. Stylistic analysis: Practical Application
 - Sample stylistic analysis of poem
 - Sample stylistic analysis of short story
 - Sample stylistic analysis of novel
 - Sample stylistic analysis of authentic texts:
 - Magazine
 - Newspaper
 - Song
 - Speech



- Brochure

Recommended 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.

IDS-351 Introduction to Political Science
Credit hour :(3-0)
Domain:

IDS-352 Creative Writing across Disciplines
Credit hour :(3-0)
Domain:

COURSE DESCRIPTION

This course introduces students to the practice of creative writing as a mode of expression, inquiry, and communication across academic disciplines. Through genres such as personal essays, short fiction, speculative writing, science poetry, and creative nonfiction, students will explore how creativity enhances clarity, imagination, empathy, and audience engagement in diverse fields. Emphasis is placed on voice, structure, and reflective thinking as students write from within their disciplinary contexts. Workshops, peer reviews, and readings from interdisciplinary writers will support the creative process. The course aims to foster imaginative thinking, critical self-reflection, and effective written communication applicable in diverse fields.



COURSE LEARNING OUTCOMES (CLOs)

- Upon successful completion of this course, students will be able to:
- Produce original creative works that integrate diverse disciplinary perspectives and genres.
- Employ narrative, metaphor, imagery, and voice effectively as rhetorical and expressive tools in written communication.
- Demonstrate creative approaches to presenting professional, scientific, and academic ideas in engaging and accessible ways.

COURSE CONTENTS

1. Foundations of Creative Expression
 - Defining creativity, its value, and applications in broader fields
 - The connection between creativity, critical thinking, and problem-solving
 - Importance of CW – enhances clarity, persuasion, empathy, and audience engagement
 - Genre overview – fiction, nonfiction, poetry, scripts and hybrid forms
 - Models of cross-disciplinary writing (e.g., Oliver Sacks, Rachel Carson, Carl Sagan, Elif Shafak)
 - Assignment: Creative autobiography or “Why I Chose My Discipline” as a narrative
2. Storytelling in Every Field
 - Narrative elements – plot (conflict, climax, resolution), character (development, motivation), setting (atmosphere, social milieu), point of view, themes
 - Narrating truths – telling personal truths, scientific discoveries, historical events, legal arguments, or case studies through compelling narrative structures
 - Showing vs. Telling – principles of scriptwriting (play, screenplay, radio play)
 - Dialogue – Function, realism, subtext
 - Exercises: Flash fiction, character sketches, scene development
3. Writing for Impact – Language, Voice, and Audience
 - Developing voice – authenticity, authority, and personal style in professional and academic contexts
 - The power of figurative language – using metaphor, simile, and imagery to clarify complex ideas in technical, scientific, or abstract fields.
 - Irony, humor and emotion – appropriate use of emotion, irony and levity to enhance audience engagement in otherwise dry subjects
 - Tone, diction, style for varied audiences – adapting language across contexts
 - Writing across registers – formal, conversational, poetic
4. Rhymes and Rhythms – Poetry
 - Poetic forms and structures – free verse, haiku, sonnet, and other short forms
 - The essence of poetry – words economy, diction, imagery, metaphor, sound
 - Exercises: Image-based poems, persona poems, short lyrical pieces.
5. Creative Non-Fiction and Personal Reflection
 - Genres of creative non-fiction – memoir, personal essay, literary journalism, travel writing, reflective essays, narrative inquiry
 - The role of reflection – using creative writing for self-assessment, critical thinking, and deeper understanding of disciplinary practice
 - Ethical considerations, research and authenticity in creative non-fiction



- Exercises: Short personal narratives, observational essays. Assignment: Reflective essay on a life event linked to a discipline (e.g., failure, success, fieldwork, lab incident etc.)
- 6. Speculative Fiction and Futuristic Writing
 - Science fiction, fantasy, futurism, thought experiments
 - Writing utopias, dystopias, imagined futures – using scientific principles, social theories, or historical trajectories to imagine plausible futures
 - Transdisciplinary imagination – AI's societal impact, climate change, future of the nation
 - Assignment: Flash fiction or speculative essay rooted in the future of your field

SUGGESTED READINGS

- Nicholes, J. (2022). Creative Writing Across the Curriculum: Meaningful Literacy for College Writers Across Disciplines, Languages, and Identities. John Benjamins Pub Co.
- Harper, G. (2008). Creative Writing Guidebook. Continuum International Publishing Group.
- Yallop, J. (2026). Fiction in the Field: Creative Writing Across Disciplines. Bloomsbury Academic.
- Lopate, P. (2012). To Show and to Tell: The Craft of Literary Nonfiction. Free Press.
- Lamott, A. (2007). Bird by Bird: Some Instructions on Writing and Life. Knopf Doubleday.



SEMESTER -VI

ENG-361 Post colonial Literature

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Domain: Major

INTRODUCTION

Postcolonialism is a term generally used to refer to representation of race, culture, ethnicity and identity in literature, in the era in which most of the countries got independence from the British colonial rule. The literature produced under this term is connected with imperialism and is about the times when these countries got colonized to the current times of the 21st century. In Queen Victoria's time, Britain ruled quarter of the size of earth and almost one fourth of the world population. The literature produced in the countries such as India, Australia, Sri Lanka, Nigeria and Senegal after their independence from the British rule is what is called postcolonial literature. In the literature produced in Africa, Middle East and the Indian subcontinent, we find characters who are struggling with their identity in the wake of colonial occupation of the Britain in other countries. The term describes what happens during interactions between colonizers and the colonized. The occupation brought about political and economic and emotional effects in the lives of the people and that effect is left behind even after the independence. It is this effect which is reflected in the characters found in the postcolonial writings of the Indian, Pakistani and African writers. This is not only true about Pakistan India or Africa, but also about any nation that has been colonized in any part of the world in any time period. The literature that is produced as a result of colonization is emotional as well as politically charged. The postcolonial theorists deal with this kind of literature through analytical lens with a way to trace effects of colonization in the lives of characters present in novels, poems of other postcolonial works of literature.

1. Introduction of Post-colonial Studies as a field of study and literary concept
2. Understanding the Key Concepts of Postcolonial Studies
3. Introduction of Orientalism by Edward Said
4. Culture and Imperialism by Edward Said
5. Can the Subaltern Speak?' by Gayatri Chakravorty Spivak's
6. Homi. K. Bhabha's postcolonial literary theory
5. Critical Analysis of Things Fall Apart by Chinua Achebe in pot colonial perspective
6. Critical Analysis of Heart of Darkness by Joseph Conrad in pot colonial perspective
7. Postcolonial reading of Derek Walcott's selected poems
8. Postcolonial reading of Soyinka Wole's selected poems



Recommended Reading:

1. C. S., Gayatri. New Dictionary of the History of Ideas, Postcolonial Theory and Literature. Detroit. Ed. Maryanne Cline Horowitz. Vol. 5. Charles Scribner's Sons, 2005. p1859–1867.
2. H. K. Bhabha, (1994). 'Of mimicry and man: the ambivalence of colonial discourse', in Homi K. Bhabha, The Location of Culture [abbreviated as LC hereafter] (London and New York: Routledge), pp.85–92.
3. Bennett, Louise. Jamaica Labrish. Kingston: Sangster's, 1983.
4. Bennett, Louise. Children's Jamaican Songs and Games. [Sound recording] Washington D.C.: Smithsonian Folkways Recordings, 2001.
5. Scott, Dennis. "Bennett on Bennett: An Interview." Caribbean Quarterly 14 March–June 1968: 97–101.

ENG-362 Discourse Studies

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Domain: Major

Course Description

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

Course Objectives

This course aims to:

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

Course Contents



1. Introduction to Discourse

- What is Discourse?
- Features of Discourse
- Text and Discourse
- Types of Discourse: Written, Spoken, Media, Political etc.

2. Discourse Analysis

- What is Discourse Analysis?
- A Short History of Discourse Analysis
- Major Contributors

3. Grammatical Analysis of Discourse

- Cohesion & Coherence
- Cohesive Devices
- Theme & Rheme
- Thematic Progression

4. Pragmatic Analysis of Discourse

- Language in context
- Speech Act Theory
- Co-operative Principles
- Conversational Implicature
- Politeness Theory

5. Analysis of Conversation as Discourse

- Conversation as Discourse
- Structure of conversation
- Analyzing a conversation

6. Discourse and Ideology: Beginning Critical Discourse Analysis

- What is ideology
- Ideology in Discourse
- What is critical Discourse Analysis
- A brief history of CDA
- Foucault & CDA

7. Systemic Functional Linguistics: A Brief overview 8. Fairclough and CDA

- Language and Society
- Relational-Dialectal Approach-Basics

8. Van Dijk and CDA Language and Power

- Socio-Cognitive Model- Basics

9. Doing Analysis

How to conduct research

Choosing a Discourse

Choosing a perspective

Choosing a suitable method

A Tool for Analysis: choosing DA, CA or CD

Recommended Reading

1. Alba-Juez, Laura. (2009). Perspectives on Discourse Analysis: Theory and Practice. Cambridge.



2. Blommaert, J. (2005). *Discourse*. Cambridge: Cambridge University Press.
34. Bloor, M., & Bloor, T. (2007). *The practice of critical discourse analysis. An introduction*. London: Hodder Arnold.
4. Caldas-Coulthard, C. R., & Coulthard, M. (Eds.). *An Introduction to Critical Discourse Analysis*. London: Continuum.
5. Gee, James Paul. (1999). *An Introduction to Discourse Analysis: Theory and Method*. Routledge.
7. Schiffrin, D., Tannen, D., & Hamilton, H. (Eds.). (2001). *Handbook of Discourse Analysis*. Oxford: Blackwell.

ENG-363 Psycholinguistics

Credit Hours: 3 (3-0)

Domain: Major

Course Description

Psycholinguistics is the study of how human beings acquire language; how they comprehend it; how they produce it; and how and where they store it in the brain. In other words, psycholinguistics explores the role of the major cognitive processes, such as speech perception; memory; and concept formation that contributes to learning; comprehension; and use of language. This course introduces students to different psychological factors which play their role in the acquisition of language by children and adults, and different variables that play an important role in learning/acquisition of language.

Course Objectives:

By the end of the course, students will be able to understand the basic concepts and theories of psycholinguistics. It will also enable the students to appreciate language mechanism and understand the processes through which they make errors.

Course Contents

- Introduction to Psycholinguistics
- Language and Mind
- a. Acquisition and/or learning
- b. I-language and Innateness
- c. Patterns – Universal Grammar
- d. Human Brain
- e. Language deficit/ loss
 - The Psychology of Learning
 - Language Development in Children
 - First Language Acquisition
- a. Theories
- b. Problems
- c. Educational Approaches
 - Acquisition of Second Language
- a. Theories
- b. Problems



c. Educational Approaches

- Neurolinguistics
- Biological & Developmental Bases of Language
- Individual Differences in Language Learning
- Memory Process in Language Learning
- Structure of Language System
-

Recommended Reading

1. Harley, Trevor A. The Psychology of Language: From Data to Theory. Hove: Psychology Press, 2001.
2. Steinberg, Danny D. An Introduction to Psycholinguistics. London: Longman, 1993.
3. Chomsky, N. (2006). Language and Mind. New York: Cambridge University Press.
4. Harris, C.L. (2003). 'Language and cognition'. Encyclopedia of Cognitive Science. London: MacMillan.
5. Hauser, M.D., Chomsky, N., and Fitch, W.T. (2002). 'Faculty of language: What is it, who has it, and how did it evolve?' Science, 298, 1569-1579.
6. Jackendoff, R. (1993). Patterns in human mind. New York: Harvester Wheatsheaf.

ENG-364 Literary Criticism and Theory

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Pre-requisites: None

Domain: Major

Course Description

Our preconceived notions, usually unconscious or unarticulated, influence our reading and writing about literature. Such assumptions normally respond to the basic problems, such as what a work of literature is; what it is supposed to do; and what makes it good. Literary critics, however, define and formulate their assumptions and set principles for reading and writing about literature. Such coordinated and recorded assumptions result in literary theories. This course introduces major trends in the field of literary theory; the theorists' reaction to the canonical critics; and to the subsequent conversion of criticism into literary theory in the 20th century. These theories bring out the unarticulated assumptions of the readers and provide an exciting way of looking at a literary text. Instead of finding universal, timeless, moral meanings in a literary piece, these theories enable the students to adopt a multi-pronged strategy for literary appreciation.

By the end of this course, students will develop a critical acumen and will be able to raise questions regarding the established canonical works and traditions.

Course Contents

1. Defining Literary Criticism, Theory and Literature

- What is a text?
- Who is a critic and what is literary criticism?
- What is literary theory?
- How to read and interpret texts
- The purpose of literary theory



- How to extract multiple, but cogent meanings, from a single text
- 2. Theory before 'Theory'—Liberal humanism
 - Development
 - Major ideas and concepts
- 3. Reader-Oriented Criticism
 - Development
 - Major ideas and methods (The steps involved)
 - Critiques of Reader-Oriented Criticism
- 4. Psychoanalytic Criticism
 - The development of psychoanalytic criticism
 - Sigmund Freud and his basic terminology, including id, ego, superego, Models of the human psyche, neurosis, cathexes, Freudian slips, Oedipus and Electra complexes (infantile stage, phallic stage, castration complex, pleasure principle)
 - Northrop Frye and archetypal criticism
 - Lacan and the major concepts of the imaginary order and the mirror stage, the Ideal-I, object petit á, symbolic order, the real order
 - Key terms and concepts
 - Methodologies and Questions
- 6. Feminist Criticism
 - Historical development
 - The First Second and Third Waves of Feminism: Virginia Woolf, Simone de Beauvoire, Showalter, Kate Millett, Betty Friedan. Elaine Showalter, Kate Millett, Betty Friedan, Butler)
 - French Feminism (Luce Irigaray, Julia Kristeva, Helene Cixous)
 - Third World Feminism (Gayatri Spivak, Sara Suleri, Chandra Talpade Mohanty, etc) and its relationship with the contemporary socio-political scenario
 - Key Terms and concepts
 - Methodology and Questions
- 7. Marxist Criticism
 - Development of Marxism
 - Major Marxist theorists (Karl Marx, Friedrich Engels, George Lukács, Antonio Gramsci, Louis Althusser, Frederic Jameson and Terry Eagleton)
 - Key terms: dialectical materialism, base, superstructure, interpellation, false consciousness, proletariat, relations with the market, hegemony, Ideological State Apparatus, political unconscious
 - Assumptions
 - Methods and Questions
- 8. New Historicism and Cultural Materialism
 - Differences between Old Historicism and New Historicism
 - The development of New Historicism
 - Cultural Materialism
 - Major assumptions
 - Major theorists (Michel Foucault, Clifford Geertz)
 - Major terminology (discourse, poetics of culture, interdiscursivity, irruption, etc)
- 8. Postcolonial Criticism
 - Colonialism and Postcolonialism: Historical Development



- Major assumptions
- Major theorists (Homi Bhabha, Gayatri Spivak, Frantz Fanon, Edward Said, Aijaz Ahmed, Sarah Ahmed, Talal Asad, and any other of the teacher's choice)
- Key concepts and binaries, such as hegemony, centre/ periphery, Us/Other, marginalization, double voicedness, Third Space, liminality, hybridity, assimilation, ecological mimeticism, the minoritization of the English language through code-switching and code-mixing etc.
- Postcolonial theory and the diasporic experience.
- Critiques of postcolonialism

Recommended Reading

1. Eagleton, Terry. Literary Theory: An Introduction. 2nd Edition. New Jersey: Wiley Blackwell, 1996.
2. Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. 3rd Edition. Manchester: Manchester University Press, 2009.

ENG-365 Introduction to Textual Analysis

Credit Hours: 3 (3-0)

Credit Hours: 3-0

Domain: Major

Course Description:

This course teaches students how to read different texts carefully, critically, and creatively. They learn how language, structure, style, and context work together to create meaning. The course combines basic literary concepts with practical skills to help students become better readers, thinkers, and writers. By the end of the course, students will be able to understand and interpret both literary and non-literary texts, identify patterns and stylistic features, see how context shapes meaning, and write clear, well-supported analytical responses.

Course objectives:

Introduction to Textual Analysis

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

- a) Recognize close reading techniques to identify meaning, form, and structure in texts.
- b) Analyze textual elements such as tone, symbolism, and narrative perspective contextually.
- c) Interpret literary and non-literary texts.

Course Content:

1. Introduction to Textual Analysis

- Understanding textual analysis as a method of interpretation
- Distinguishing analysis from summary or personal response
- The role of the reader and critical thinking in interpreting texts

2. Definition of "Text" Beyond Literature

- Traditional texts: novels, poems, plays
- Non-literary and multimodal texts:
- Advertisements
- Political speeches



- Films and visual media
- Songs, lyrics, social media content
- Understanding intertextuality and multimodality

3. Process Involved in Textual Analysis

- Descriptive Stage
- Analytical Stage
- Interpretive Stage
- Evaluative stage

4. Importance of Textual Analysis in Different Fields

- Critical thinking in academic research
- Evaluating media messages (advertising, political rhetoric)
- Understanding cultural, social, and ideological influences
- Making informed judgments and avoiding misinformation

5. Close Reading vs. Surface Reading

- Surface reading: basic comprehension, plot-level understanding
- Close reading:
 - Paying attention to diction, syntax, imagery, structure
 - Exploring subtleties, patterns, and underlying assumptions
 - Examples from short texts

6. Essential Terminology for Textual Interpretation

- Theme: central idea or message
- Motif: recurring element that contributes to theme
- Tone: author's attitude toward the subject
- Mood: emotional atmosphere created for the reader

7. Tools and Approaches to Textual Analysis

- The Qualitative textual Analysis
- The Quantitative textual Analysis
- Close Reading Skills
- Reading slowly and attentively
- Identifying patterns and anomalies
- Linking word choices to broader themes
- Recognizing narrative and stylistic strategies

8. Annotation Strategies

- Highlighting and marginal notes
- Marking stylistic devices and key passages
- Creating symbol systems for quick reference (e.g., T for theme, M for motif)
- Noting questions, shifts, transitions, and contradictions

Recommended Readings:

1. Culler, Jonathan. Literary Theory: A Very Short Introduction: 1997
2. Mcknee, Alan. Textual Analysis: A Beginner's Guide:
3. Hébert, Loise. Introduction to Literary Analysis: A Complete Methodology. 202



ENG-366 Novel 18 & 19th Century

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Domain: Major

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

Contents

1. Thomas Hardy: Tess of the D'Urbervilles
2. George Eliot: Mill on the Floss
3. E.M. Forster: A Passage to India
4. George Orwell: 1984

Recommended Texts

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

Suggested Readings

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



SEMESTER-VII

ENG-471 Critical Discourse Analysis

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Domain: Major

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

Critical discourse analysis

1. Norman Fairclough (Three-dimensional model)
2. Teun Van Dijk (Socio-cognitive model)
3. Ruth Wodak (Discourse historical model)
4. Positive Discourse Analysis
5. A cultural Approach to Discourse Analysis
6. Language and Ideology 15. Language and Culture



7. Language and Gender

8. Language and Identity 18. Language and Power

9. Levels of discourse in a language, transactional vs. interactional view

10. Linguistic forms and functions

11. Literature as Discourse

12. Sentence vs. utterance; Product vs. process approach to discourse, Text, Context, and Co-text

13. Given & New: Halliday's account of information structure

Recommended Texts

1. Gee, J. P. (2014). How to do discourse analysis. Abingdon, Oxon: Routledge.

2. Rose, D., & Martin, J. R. (2012). Learning to write/reading to learn. London: Equinox Publishing.

Suggested Readings

1. Fairclough, N. (2005). Critical discourse analysis. London. Longman.

2. Martin, J. R., & Rose, D. (2008). Genre relations: Mapping culture. London: Equinox.

3. Swales, J. (2004). Research genres. Explorations and applications. Cambridge: Cambridge University Press.

4. Van Dijk, T. (1997). Discourse as social interaction. New York: Sage.

ENG-472 Second Language Acquisition

Credit Hours: 3 (3-0)

Contact Hours: 3-0

Domain: Major

Course Description

Many learn one or more languages in addition to their first. A second language may be acquired informally or/and formally: the former, through natural interaction with the native speakers of the language; the latter, through instruction in the classroom; or by mixing both. In addition to understanding basic concepts and various theories in Second Language Acquisition



(SLA), the course deals with processes; characteristics of a language learner; and settings involved in SLA.

By the end of the course, students will be able to understand basic concepts in SLA and will be able to evaluate and relate those theories to their experiences as language learners.

Course Contents

- Basic Concepts

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

The Monitor Model • The Acquisition versus Learning Hypothesis • The Monitor Hypothesis. • The Natural Order Hypothesis. • The Input Hypothesis • The Affective Filter Hypothesis

- Inter-language Theories/Dimensions

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

- Cognitive Approaches

- The Role of Social Factors

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Recommended Reading

1. Gass, Susan M., Jennifer Behney, Luke Plonsky, & Larry Selinker. Second Language Acquisition: An Introductory Course. London: Routledge, 2001.
2. Mitchell, Rosamond, Florence Myles, & Emma Marsdon. Second Language Learning Theories. London: Routledge, 2013.



Domain: Major

Course Description

English—once the symbol of imperial and colonial powers—no longer holds that position. In the last 200 years, English has assumed the status of a global lingua franca and is widely used in almost all parts of the world as a vehicle of literary expression. You will be reading literary pieces by a number of writers associated with world literature, namely Paulo Coelho, Chinua Achebe, Rabindranath Tagore, Naguib Mahfouz, and throughout the course you will be asked to reflect on how these texts express their perspectives on the world, on the tensions between their seemingly universal and culturally specific aspects, between similarity and difference. You will, among other things, address the larger questions of what is lost and what is gained when local, regional, or national literatures become world literature, and what it may mean for world literature to appear in English, the dominant world language.

Learning Outcomes

After completing this course, you will have:

- acquired an overview of the central issues involved in reading world literature.
- developed your skills in literary interpretation through close engagement with several key literary works from recent decades
- learned to identify theoretical developments in the field of world literature.
- developed your skills in historical and cultural analysis.

Course Contents

Poetry:

1. Sarojini Naidu (1879-1949): —Street Cries
2. W.B. Yeats (1865–1939): The Second Coming
3. Pablo Neruda (1904-1973): —The Horses
4. Imtiaz Ahmad Sahibzada (1936-): —Ghani Khan's Translations "Love and Beauty" and "Heaven and World"
5. Fariduddin Attar:- The Conference of Birds

Short Stories:

1. Naguib Mahfouz (1911-2006): "The Tale of Our Quarter"
2. Rabindranath Tagore (1861-1941): "The Kabuliwala"
3. Saadat Hasan Manto (1912-1955) "Kingdom's End" (Kingdom's End and Other Stories translated by Khalid Hasan)

Novels/Novellas:

1. Chinua Achebe (1930–2013): Things Fall Apart
2. Paulo Coelho (1947-): The Alchemist
3. Arundhati Roy: (1961-) The God of Small Things

Recommended Reading

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



McGraw-Hill, 1991.

ENG-474 Literature of Resistance

Credit Hours: 3 (3-0)

Credit Hours: 3-0

Domain: Major

COURSE DESCRIPTION

This course is about exploration of literature as a form of resistance to oppression, colonialism, patriarchy, injustice, and erasure. Drawing from global and regional literary traditions — including African-American, postcolonial, feminist, Urdu, and Pashto literature — the course emphasizes how writers respond to violence, identity suppression, occupation, and marginalization. Students will examine how writers have used literary forms — from poetry and novels to memoirs and political essays — to challenge oppression, preserve cultural memory, and assert identity in the face of injustice.

COURSE LEARNING OUTCOMES (CLOs)

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

- Define resistance in a literary and socio-political context across cultures.
- Analyze how writers use literary techniques (e.g., narrative voice, symbolism, satire) to challenge specific forms of political, social, and cultural oppression.
- Evaluate the rhetorical and aesthetic strategies employed in resistance texts, and interpret literature of resistance from global and South Asian contexts.

COURSE CONTENTS

- Frantz Fanon: *The Wretched of the Earth*
- Saadat Hasan Manto: "Toba Tek Singh" (Tr. Khalid Hasan)
- Virginia Woolf: *A Room of One's Own*
- George Orwell: *Animal Farm*
- Malcolm X: *The Ballot or the Bullet* (1964)
- Jonathan Swift: *A Modest Proposal*
- Maya Angelou: "Still I Rise"
- Faiz Ahmed Faiz: "We Who Were Executed," "Speak Up"
- Habib Jalib: "Dastoor" (The Constitution)
- Ahmed Faraz: "Mahasara" (The Siege)
- Ghani Khan: Selected poems from *Da Panjray Chaghar*

SUGGESTED READINGS

Primary Texts: All works listed in the course contents.

Harlow, B., & Carter, M. (2023). *Resistance literature*. Routledge.

Kennedy, V. (2019). Edward Said and resistance in colonial and postcolonial literatures. *Orientalism and literature*, 219-234.

Golson, E. (Ed.). (2018). *Recontextualizing Resistance*. Cambridge Scholars Publishing.



ENG-475 Research Methods for English Studies

Credit Hours:03

Domain: Major

Course Description

This course introduces students to essential and advanced research methods used in English Studies (literature, linguistics, applied linguistics). It gradually builds students' understanding from basic concepts to advanced applications. By the end, students will be able to understand research designs, review academic studies, use appropriate research tools, and develop a complete research proposal.

Course Learning Outcomes:

students will be able to:

- Explain advanced research methodologies used in English Studies and their relevance to different fields
- Critically review academic research articles focusing on research design, validity, reliability, and ethical considerations.
- Formulate a coherent and methodologically sound research proposal.
- Apply suitable research tools and analysis techniques to study problems in literature, linguistics, and language studies.

Course Outline

Introduction to Research in English Studies

- What is research?
- Difference between basic and applied research
- Types of research in English Studies: literary, linguistic, applied linguistic
- Overview of course expectations

Research Paradigm

- Qualitative vs. Quantitative research
- Mixed-methods approach
- When to use which paradigm (simple examples)

Research Topics and Problem Statements

- How to identify a research problem
- Turning a topic into a researchable question
- Examples from literature and linguistics

Reviewing Literature

- What is a literature review?
- How to search academic databases
- How to summarize and compare studies
- Avoiding plagiarism

Research Design (Qualitative)

- Case study
- Ethnography
- Interviews and observations



- Data collection tools (simple introduction)

Research Design (Quantitative)

- Experiments
- Surveys
- Variables (independent, dependent)
- Sampling basics (random, stratified, convenience)

Validity, Reliability & Ethics

- What is validity?
- What is reliability?
- Ethical guidelines for human participants
- Common mistakes to avoid

Tools for Research

- Using questionnaires
- Designing interview questions
- Recording, note-taking, transcription
- Introduction to software (Word, Excel, NVivo/SPSS basics)

Data Analysis: Qualitative

- Coding
- Themes and categories
- Interpreting narrative/textual data
- Examples from literary and linguistic texts

Data Analysis: Quantitative

- Descriptive statistics (mean, frequency tables, charts)
- Simple inferential statistics
- Visualizing data

Writing a Research Proposal

- Introduction
- Research problem
- Research questions
- Significance
- Literature review
- Methodology
- Common errors & how to avoid them

Recommended Books

1. Kumar, M., Talib, S. A., and Ramayah, T. (2013). Business Research Methods. Oxford University Press.
2. Neuman W. L. (2013). Social Research Methods: Qualitative and Quantitative



Approaches. 7th Edition. Pearson New International Edition.

3. Saunders, M. N. K., Lewis, P., and Thornhill, A. (2009). Research Methods for Business Students. 5th Edition. Prentice-Hall

4. Uma, S. and Bougie, R. (2016). Research Methods for Business: A Skill Building Approach. 7th Edition. John Wiley & Sons, Inc

SEMESTER-VIII

ENG-481 American Literature

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: Major

Course Description

This course introduces some of the representative American works including the slave narratives. It comprises the works of Phillis Wheatley, Harriet Jacob, John Greenleaf Whittier, Frederick Douglass, Harriet Beecher Stowe, and Thomas Paine who exert tremendous social and political impact on antebellum American culture and pave the way for American identity and diversity. Thomas Paine 's Common Sense advocates independence from England and Harriet Beecher Stowe 's Uncle Tom's Cabin lays the groundwork for the Civil War in America. Wheatley, Jacob, Whittier and Douglass voice their concerns against racism and their efforts lead to the abolition of the slave trade.

The course will enable students to understand how American culture and literature evolved through the most turbulent phases of American history and how race and cross-cultural experiences shape literature.



Course Contents

1. Reading and writing America: Some introductions:
 - The beginnings of American literature
 - Geography; history; literature (Brief intro)
 - Early American texts
2. Poetry
 - Phillis Wheatley (1753-1784): — “On Being Brought from Africa to America”
 - Emily Dickinson (1830-1886): — “Because I could not stop for Death”
 - John Greenleaf Whittier (1807-1892): — “To William Lloyd Garrison”
 - Robert Frost (1874-1963):- "Mending Wall"
 - Edgar Allan Poe (1809-1849):- “A Dream Within a Dream”
 - Ezra Pound (1885-1972):- “Salutation”, “In a Station of the Metro”
3. Short Stories
 - O. Henry: - "The Gift of the Magi"
 - Kate Chopin: - "The Story of an Hour"
 - Jack London (1876-1916) “To Build a Fire”
4. Novels/Novela
 - John Steinbeck (1902-1968): The Pearl
 - Mark Twain (1835-1910): The Adventures of Huckleberry Finn
5. Drama
 - Arthur Miller: All My Sons
6. Non-fiction
 - Thomas Paine (1737-1809): —Common Sense (pamphlet)

Recommended Books

1. Timeless Voices, Timeless Themes, Kate Kinsella et al Eds. Boston: Prentice Hall, 2005.
2. The Norton Anthology of American Literature. Nina Baym. Ed. New York: Norton & Company, 2002.
3. Hawthorne, Nathaniel. The Scarlet Letter. London: Oxford World's Classic, 1903.
4. Twain, Mark. The Adventures of Huckleberry Finn. London: Macmillan Education, 1995.

ENG-482 Pakistani Literature in English
Credit Hours: 3 (3-0)
Pre-requisites: None
Domain: Major

Course Description

The works of Anglophone Pakistani writers constitute an important part of the contemporary English literature. The use of English language has flourished in our region as the legacy of colonial times and today English language is used broadly all over Pakistan. Pakistani literature



in English is a unique blend of local themes and issues and projects the version of reality as perceived by Pakistanis, expressed in the English language which establishes the academic and cultural relevance of teaching this literature. The contribution of Pakistani authors to English literature is acknowledged internationally in terms of the awards won by them and these works are taught in various international universities as well. This makes the study of this literature crucial for a Pakistani scholar. This course is carefully designed to incorporate various writings since the creation of Pakistan to the present in order to trace the history and development of Pakistani literature in English.

Course Objectives

- To introduce students to local themes and issues.
- To enable students to compare and relate Pakistani writings in English with English writings from other parts of the world in order to enhance critical thinking.
- To understand and appreciate the Pakistani variety of English through this study.
- To provide the scholar with a wide basis for research in terms of Pakistani issues and conflicts as this a relatively new and unexplored area of English literature
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Course Contents

Poetry:

- Daud Kamal: An Ode to Death
- Zulfikar Ghose: Disturbed Nights
- Taufiq Rafat: Wedding in the Flood, Time to Love, Reflections
- Moen Farooqi: Unfamiliar Morning

Contemporary Short Stories:

- Kamila Shamsie: 9/11 Stories: Our Dead Your Dead
- Daniyaal Muenudin: Nawab Din Electrician
- Muneeza Shamse: And the World Changed

Novels:

- Mohammed Hanif: A Case of Exploding Mangoes
- Kamila Shamsie: A God in Every Stone

Essays

- Intizaar Hussain: The Problems of Pakistani Identity
- Bapsi Sidhwa: Launching the Angels
- Rukhsana Ahamd: The Price of freedom
- Shahid Suhrwardy: The Responsibility of Writers in Pakistan

Recommended Reading

1. Metaphor and Diaspora in Contemporary Writing. Jonathan P. A. Sell. Ed. London: Palgrave Macmillan, 2012.
2. Modern South Asia: History, Culture, Political Economy. Sujata Bose & Ayesha Jalal. Eds. 2nd Edition. Oxford: Oxford University Press, 2004.
3. Morning in the Wilderness: Reading in Pakistani Literature. Waqas A. Khwaja. Ed. Lahore: Sange-e-Meel Publications, 1988.
4. Cactus: An Anthology of Pakistani Literature. Waqas A. Khwaja. Ed. Lahore: Writers Group Publications, 1985.
5. A Dragonfly in the Sun: An Anthology of Pakistani Writing in English. Muneeza



Shamsi. Ed. Karachi: Oxford University Press, 1997.

6. Kayani, Muhammad R. Half Truths. Lahore: Pakistan Writers Cooperative Society, 2012.

7. Shamsie, Kamila. A God in Every Stone. New York: Bloomsbury, 2014.

8. Daniyal Mueenuddin: In Other Rooms Other Wonders. Bloomsbury Publishing, 2010.

9. Iftikhar Arif. Pakistani Literature. Pakistan Academy of Letters, 2002.

ENG-483 English Language Teaching

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: Major

Course Description

This course familiarizes students with advanced theories, approaches, and classroom practices in English Language Teaching, enabling them to explore a range of teaching methodologies, develop instructional materials, design meaningful assessments, and participate in micro-teaching for practical classroom experience. By the end of the course, students will be able to demonstrate a solid understanding of current ELT methods and approaches, effectively teach the four language skills, design well-structured lesson plans and relevant teaching materials, evaluate and create appropriate assessment tools for language learners, and reflect critically on their own teaching through guided micro-teaching activities.

Course Content Outline

1. Introduction to ELT

- Overview of ELT as a discipline
- Roles of teachers and learners in modern classrooms

2. Approaches & Methods in Language Teaching

- Communicative Language Teaching (CLT)
- Task-Based Language Teaching (TBLT)
- Content-Based Instruction (CBI)
- Blended and technology-supported learning

3. Teaching the Four Language Skills

- Techniques for teaching Listening
- Techniques for teaching Speaking
- Strategies for teaching Reading
- Approaches for teaching Writing

4. Lesson Planning & Classroom Management

- Components of an effective lesson plan
- Managing large and mixed-ability classrooms
- Classroom interaction and learner engagement

5. Material Development & Use of Resources

- Selecting and adapting textbooks
- Designing worksheets and activities
- Integrating audio-visual and digital tools

6. Language Assessment & Evaluation

- Types of assessment (diagnostic, formative, summative)
- Testing grammar, vocabulary, and communication skills
- Designing valid and reliable test items



7. Error Analysis & Feedback Techniques

- Understanding learner errors
- Effective feedback strategies
- Encouraging learner autonomy

8. Contemporary Issues in ELT

- Multilingual classrooms
- ELT in Pakistani context
- Cultural sensitivity in language teaching

9. Micro-Teaching / Teaching Practicum

- Practice lessons by students
- Peer and instructor feedback
- Reflective teaching journal

Recommended Textbooks & Readings

Brown, H. Douglas. Teaching by Principles: An Interactive Approach to Language Pedagogy.

- Harmer, Jeremy. The Practice of English Language Teaching.
- Richards, Jack C., & Rodgers, Theodore. Approaches and Methods in Language Teaching.

IDS-481 Language & Technology in Digital Age

Credit Hours: 3 (3-0)

Pre-requisites: None

Domain: Major

COURSE DESCRIPTION

This interdisciplinary course is aimed to explore the dynamic and rapidly evolving relationship between language and contemporary digital technology. Linguistic patterns, discourse norms, and forms of human interaction have been modified considerably by digital environments, which have raised significant cultural, social and ethical questions in return. Students will study the reciprocal relation between language and digital tools, interfaces, platforms and artificial intelligence. Students will examine how existing and emerging communication technologies – from social media to AI – have impacted language use and behaviour and have been shaped by language themselves. By the end of this course, students will be able to critically analyze the unique linguistic features of social media, instant messaging, multimodal texts and AI chatbots; and the issues related to ethics, bias, privacy, surveillance, linguistic diversity, and the future of human communication.

COURSE LEARNING OUTCOMES (CLOs)

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

1. Analyze the impact of digital technologies on language use, communication patterns, and discourse.
2. Evaluate linguistic practices across digital platforms such as social media, messaging apps, and AI interfaces.
3. Examine ethical, social, and cultural implications of technology-mediated language use.



COURSE CONTENTS

1. Introduction to Language & Digital Technology

- Evolution from oral to digital culture – printing press to telegraph to internet.
- Language as a digital medium – text, voice, digital discourse, multimodality, digital hybridity and hyper textuality (how technology fundamentally changes how we produce, consume, and interact with language).
- Interdisciplinary scope – connections to linguistics, communication studies, computer science, sociology, media studies.
- Language technology – NLP, computational linguistics, AI & language.

2. Digital Communication Practices

- Language use in short-texts and messaging apps – SMS, WhatsApp, Telegram, WeChat (informality, brevity, syntax, voice notes, emojis, emoticons, stickers, GIFs).
- Social Media Discourse – Facebook, Twitter (X), Instagram, TikTok (#hashtags, @mentions, tagging, memes, digital humor, virality, character limits, performativity).
- Online Communities – language in online groups, forums, gaming, virtual worlds (jargon, slang, abbreviations, influencer discourse, virtual identity formation).
- Online linguistic styles – synchronous vs. asynchronous communication, code-switching, multilingualism, register shifts, audience awareness.

3. Language Variation and Change in the Digital Age

- Netspeak/Electronically Mediated Communication (EMC) – characteristics, evolution, and influence on offline language (neologisms, digital slang, abbreviations, and emojis).
- Code-switching and Multilingualism Online: Use of multiple languages/scripts in digital spaces, e.g., Roman Urdu (code-switching and translanguaging online).
- Language hybridity and innovation – written speech and spoken writing.
- The Internet as a force for language standardization vs. diversification.

4. Artificial Intelligence and Language

- Linguistic input/output design – Natural Language Processing (NLP) (its capabilities, e.g., sentiment analysis, machine translation MT, text summarization).
- Machine Learning ML (Deep Learning, Artificial General Intelligence (AGI), Narrow AI, and human-computer interface (HCI))
- Conversational AI – voice assistants and speech recognition (chatbots, virtual assistants (Siri, Alexa), dialogue systems, The Turing Test).
- Generative AI and Large Language Models (LLMs) – ChatGPT, Gemini, DeepSeek etc. – their linguistic capabilities, limitations, and creative potential (text generation, creative writing, coding).

5. Ethical, Social, and Cultural Implications

- Algorithmic Bias, Discrimination and Digital Divide – marginalized voices and linguistic inequality. How biases in training data lead to unfair outcomes (e.g., gender, racial, cultural biases in MT or sentiment analysis).
- Privacy and Surveillance – language data collection for advertising, tracking, profiling, and monitoring.
- Misinformation and Disinformation and Propaganda – the role of language in online manipulation, false narratives, deepfakes, and their impact on public discourse.
- Digital Well-being – Affecting attention spans, the nature of human interaction, cognitive processes, and mental health.



- Power Dynamics and Control – who develops and controls social media and language technologies, and what are the implications for power structures?
- Ethical use of AI-generated content
- The Future of Work and Creativity – AI's impact on language-based professions (journalism, writing, translation) and human creativity.
- The Future of Language: Human-AI collaboration, evolution of communication, new forms of co-creation, Multimodal AI (language + vision/audio), embodied AI, neuro-linguistic interfaces.
- Local Context - Ethical considerations for language data from Pakistan, addressing online hate speech, challenges of digital rights, linguistic diversity and cultural distinctiveness.

SUGGESTED READINGS

- Aleksic, A. (2025). *Algospeak: How Social Media Is Transforming the Future of Language*. Albert A. Knopf
- Crystal, D. (2011). *Internet Linguistics: A Student Guide*. Routledge.
- Lipschultz, J. H. (2024). *Social Media Communication: Concepts, Practices, Data, Law and Ethics*. Taylor & Francis.
- Tagg, C. (2015). *Exploring digital communication: Language in action*. Routledge.
- Lee, C., & Barton, D. (2013). *Language online: Investigating digital texts and practices*. Routledge.

CP-489 Capstone Project
Credit Hours: 3 (3-0)
Pre-requisites: None
Domain: Major