

M.A ENGLISH PROGRAM
REVISED SCHEME OF STUDIES
2018-ONWARDS



DEPARTMENT OF ENGLISH

THE UNIVERSITY OF POONCH



THE UNIVERSITY OF POONCH, RAWALAKOT

FACULTY OF MANAGEMENT SCIENCES, HUMANITIES & SOCIAL SCIENCES

DEPARTMENT OF ENGLISH

INTRODUCTION

The Department of English was established in 2013. The department offers BS English and M.A English programs in Linguistics and Literature. BS English is a four year program which aims at producing well- rounded young professionals with sound knowledge of linguistics and literature. M.A English is a two year program which builds sound foundation of the students and foregrounds them for research in their chosen fields of interest. The department offers a wide range of courses keeping in view the importance of both traditional and innovative trends regarding English Language and Literature. It is a vibrant department with highly qualified and professionally dedicated faculty members. The department provides support to all other departments of the university by providing teaching faculty for allied courses (English).

The main focus of the department is to cater to the need of the country and most specifically to the need of the state of Azad Jammu & Kashmir for English Graduates; and to provide quality education and rigorous training in the fields of English Language and Literature, Theoretical and applied linguistics and Research. In this context M.A English and BS English are the leading programs offered by the department. The Faculty members are highly motivated to prepare competent graduates in the fields of English language and literature by broadening their knowledge, fostering creativity and critical thinking, and developing a reflective bent of mind which ultimately leads to academic and professional success.

Students of the department of English have entered a variety of vocational fields. Some of these fields are: CSS, Advertising, Media (T.V., Radio, Newspapers, Magazines, etc.) Banking, Business, Teaching, Educational Administration, Research, Translation, to mention only a few. Excellent job opportunities are available for the students of English department in the country and abroad

VISION

To introduce the students to the major school of thoughts of Linguistics and Literature so that they may be able to apply the knowledge that they acquire during the course of these programs, regardless of the path their professional and personal lives may take.

MISSION

The department aims at enabling students to become active and dynamic professionals to accept the challenges of the fast moving world. We aim at further strengthening the teaching, learning, assessment and quality of education as a whole.

DURATION OF THE PROGRAM

Total Semesters:	04
Total Duration:	2 Years
Total Credit hours:	63

ELIGIBILITY CRITERIA

Minimum eligibility criteria is 2nd division (45% marks) in Bachelor program.

Semester-Wise Detail of Courses

Semester	Sr. No	Course Code	Course Title	Credit Hours
1st	1	ENG-511	History of English Literature	3
	2	ENG-512	Classics in Drama- I	3
	3	ENG-513	Poetry-I (Classics)	3
	4	ENG-514	Introduction to Linguistics	3
	5	ENG-515	Pedagogical Grammar	3
				15

Semester	Sr. No	Course Code	Course Title	Credit Hours
2nd	1	ENG-521	Prose	3
	2	ENG-522	Poetry-II (Romantics)	3
	3	ENG-523	Classics in Drama-II	3
	4	ENG-524	Pragmatics	3
	5	ENG-525	Phonetics & Phonology	3
				15

Semester	Sr. No	Course Code	Course Title	Credit Hours
3rd	1	ENG-611	Literary Criticism	3
	2	ENG-612	Classics in Novel-I	3
	3	ENG-613	Stylistics	3
	4	ENG-614	Teaching of English as a Foreign Language	3
	5	ENG-615	Research Methodology	3
				15

Semester	Sr. No	Course Code	Course Title	Credit Hours
4th	1	ENG-621	Literary Theory	3
	2	ENG-622	Classics in Novel-II	3
	3	ENG-623	Short Story & Fiction	3
	4	ENG-624	South Asian Literature	3
	5	ENG-625	Sociolinguistics	3
	6	ENG-626	Psycholinguistics	3
	7	ENG-627	Thesis (Optional)	6
			18	

COURSE OUTLINES

FIRST SEMESTER (YEAR-1)

1. Course Title: History of English Literature

Course Code: ENG-511

Cr. Hrs: 03

Aims & Objectives:

To make the students understand how historical and socio-cultural events influence literatures written in English and how the literature of a particular nation and age mould and shape the thinking of the writers. Although the scope of the course is quite expansive, the students shall focus on the historical survey of various genres of literature (Poetry, Prose, Novel, Drama, Short Story, Essay, etc) and literary periods/movements from 14th century to 21st century.

Topics

1. Introduction to Literature
2. Old English/Anglo Saxon Age
3. Middle English/Anglo Norman Period
4. The Age of Chaucer, 14th Century
5. The Renaissance Period
6. Elizabethan Age
7. 17th Century Literature (The Puritan Movement , Metaphysical & Cavalier Movements)
8. Restoration Period
9. Classical Age
10. Romantic Age
11. Victorian Age
12. 20th Century or The Modern Age
13. 21st Century or The New Millennium Literature

Reference Books

Alexander, Michael. *A History of English Literature*

Louis Cazamian, *A History of English Literature*, London: J.M.Dent

Cuddon, J.A. *The Penguin Dictionary of Literary Terms & Literary Theory*
David Daiches, *A Critical History of English Literature, Vol.14 London*
Fletcher, Robert Huntington. *A History of English Literature*. 2005.

2. Course Title: Classics in Drama-I(Sophocles to Shaw)

Course Code: ENG-512

Cr. Hrs: 03

Aims and Objectives:

To make the students understand the basic elements of this genre and discuss, evaluate, know various stages of its development through critical reading and above all enjoy the spirit of classics in drama. This will not only be a familiarization in form (tragedy, comedy and their variations) but also in thematic priorities and changing aesthetics in different periods.

Selected Texts:

1. Sophocles: Oedipus Rex or Aeschylus: Agamemnon
2. Marlowe: Doctor Faustus or Jew of Malta
3. Shakespeare: Hamlet or Macbeth
4. Shakespeare: The Twelfth Night
5. G. B. Shaw: Arms and the Man or Pygmalion

Reference Books:

H. D.F. Kitto, *Greek Tragedy*, London and New York: Routledge, 2002.

Dr. Brown, *Sophoclean Tragedy*.

Patrick Cheney, *The Cambridge Companion to Christopher Marlowe*, Cambridge: CUP, 2004.

C. Bradley, *Shakesperian Tragedy*.

L. Barber, *Shakespeare's Comedies*.

Gordon David, *Bernard Shaw and the Comic Sublime*. New York: St. Martin's, 1990.

Eric Bentley, *Shaw, A Reconsideration*

3. Course Title: Poetry-I (Classics)

Course Code: ENG-513

Cr. Hrs: 03

Aims and Objectives:

To develop fineness of taste in students and make them identify and analyze elements of poetic experimentation in form, style and theme. The course focuses on genre-specific historical development. Since the connection between human imagination and words is very deep, the

present selection offers some examples of the expressions of personal feelings, ideas and experiences. The poems can be studied as refined commentary on the aesthetic concerns related to poetry and its types.

Selected Texts:

1. Geoffrey Chaucer: Prologue to the Canterbury Tales
2. Edmund Spenser: Faerie Queene:(Book 1, Canto 1)
3. John Milton: Paradise Lost Book 1
4. Alexander Pope: The Rape of the Lock
5. John Donne: Love and Divine Poems (Max 4

Reference Books:

Abrams, M. H, The Mirror and the Lamp.

Bowden, Muriel. (1960) A Commentary on the General Prologue to the Canterbury Tales, New York: Macmillan.

Coghill, Nevil. (1948) The Poet Chaucer. Oxford.

Gardner, Helen, Ed. John Donne: Twentieth Century View Series

Spens, Janet. (1934) Spenser's Faerie Queene: An Interpretation, London.

Tillotson, G. On the Poetry of Pope

4. Course Title: Introduction to Linguistics

Course Code: ENG -514

Cr. Hrs: 03

Aims and Objectives:

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

Topics

1. Introduction to Linguistics
 - Linguistics and its scientific nature
 - Historical development of linguistics
 - Scope of linguistics
 - Difference between traditional grammar and linguistics
 - Schools of linguistics
2. Introduction to language
 - Origin of language
 - Properties of language
 - Development of writing systems
 - Difference between human and animal language
3. Sound patterns of language
 - Introduction to Phonetics
 - Introduction to basic concepts of Phonology
 - Practice of phonetic transcription at word level
4. Lexis
 - Word formation processes.
5. Morphology
 - Morpheme and its classification
 - Allomorph and its classification
6. Grammar and Syntax
 - Types of grammar
 - Traditional grammar
 - Descriptive grammar and methods of structural analysis
 - (Test frames, IC analysis, labeled bracketing, tree diagrams)
 - Generative grammar
7. Semantics

- Semantics Concepts
 - a. Synonyms
 - b. Antonyms
 - c. Hyponyms
 - d. Polysemy
- 8. Psycholinguistics
 - First language acquisition
 - Second language learning
- 9. Sociolinguistics
 - Language varieties
 - Pidgin, creole, dialect
 - Language, society and culture

Reference Books:

- Aitchison, J. (2000). *Linguistics*. Teach Yourself Books.
- Akmajian, A., Demers, R.A., Farmer, A.K. & Harnish, R.M. (2001). *Linguistics: An Introduction to Language and Communication*. Massachusetts: MIT.
- Crystal, D. (1997). *The Encyclopedia of Language*. Cambridge: CUP.
- Farmer, A.K, & Demers, R.A. (2005). *A Linguistics Workbook*. M.I.T Press.
- Finch, G. (2004). *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave.
- Fromkin, V. A., Rodman, R. & Hymas, M. (2002). *Introduction to Language*. (Sixth edition). New York: Heinley.
- Radford, A., Atkinson, M., Briatain, D., Clahsen, H., Spencer, A. (1999). *Linguistics: An Introduction*. Cambridge: CUP.
- Todd, L. (1987). *An Introduction to Linguistics*. Moonbeam Publications.
- Yule, G. (2006). *The Study of Language*. C.U.P.

5.Course Title: Pedagogical Grammar

Course Code: ENG 515

Cr. Hrs: 03

Aims and Objectives:

The aim of this course is to introduce the students to some of the basic concepts of English grammar in order to enable them to understand, analyze and enhance their own grammatical competence. It will also help them to transmit these ideas into their own teaching. Teaching grammar would be the focus of the course.

Topics:

1. Parts of Speech
2. Clause Elements
 - Subject
 - Verb
 - Object
 - Predicate
 - Adverbial
 - Complement
3. Active and Passive Voice
4. Subordination and Coordination
5. Some Basic Concepts of English Grammar
 - Modality
 - Tense and Aspect System of English
 - Voice
 - Hypothetical Meaning
6. Teaching Grammar in Context

Reference Books:

Borjars, K. & Burridge, K. (2010). *Introducing English Grammar*. Hodder Education. UK.

Celce-Murcia, & Larsen-Freeman, D. (1999). *The Grammar Book: An*

ESL/EFL Teacher's Course. (Second edition). Boston, MA: Heinle and
58 Heinle.

Harmer, J. (1993). *Teaching and Learning Grammar*. London: Longman.

Huddleston, R. & Pullum, G. (2005). *A Students' Introduction to English
Grammar*. Cambridge: Cambridge University Press.

Huddleston, R. (2002). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.

Leech, G. (1988). *Meaning and the English Verb*. London: Longman.

Leech, G. & Svartvik, J. (2003). *A Communicative Grammar of English* (Third edition). London: Longman.

McKay, S. (1990). *Teaching Grammar: Form, Function and Technique*. New York: Prentice Hall.

R.A Close *Grammar of English*

Tompson & Martinand. *Practical English Grammar*

SECOND SEMESTER

1.Course Title: Prose

Course Code: ENG 521

Cr. Hrs: 03

Aims & Objectives:

To enable the students how to comprehend, discuss, evaluate and above all enjoy the spirit of English prose style, specifically essays.

1. Bacon, Francis

- Of Truth
- Of Studies
- Of Friendship
- The New Year
- Of Travel
- Of Death
- Of Love

2. Lamb, Charles

- Dream-Children: A Reverie
- Poor Relations
- In Praise of Chimney-Sweepers

3. Russell: Selection from Skeptical Essays

4. Ruskin, John

- Ruskin, John - Work and War
- Emerson, Ralph Waldo - Self-Reliance

6. Lytton Strachey: Dr Arnold or Florence Nightingale

7.

Reference Books

Walker, Hugh. (1959) The English Essays and Essayists. S. Chand Co. Delhi.

Gravil, Richard, ed. (1974)Gulliver's Travels (Case-book Series). Macmillan.

Schoeman, R. (ed.) (1967). Bertrand Russell, Philosopher of the Century. Allen &Unwin.

Leavis, John. (1968). Bertrand Russell, Philosopher and Humanist.New World Paperbacks.

Coleridge, Stephen (2008). The Glory of English Prose.Tutis Digital Publishing Pvt. Ltd.

Yu, Margaret M. (2008) Two Masters of Irony: Oscar Wilde and Lytton Strachey. AMS Press.

Coote, Stephen. (1994). The Penguin Short History of English Literature (Penguin Literary

Criticism). Penguin.

2. Course Title: Poetry-II (Romantics)

Course Code: ENG-522

Cr. Hrs: 03

Aims & Objectives:

To develop fineness of taste in students and make them identify and analyze elements of poetic experimentation in form, style and theme. The course focuses on genre-specific historical development. Since the connection between human imagination and words is very deep, the present selection offers some examples of the expressions of personal feelings, ideas and experiences. The poems can be studied as refined commentary on the aesthetic concerns related to poetry and its types.

Selected Texts:

1. William Blake

Selections from Songs of Innocence and Songs of Experience

2. William Wordsworth

- Tintern Abbey
- Ode on Intimations of Immortality

3. Samuel Taylor Coleridge

- The Rime of the Ancient Mariner

4. Percy Bysshe Shelley

- Ode to the West Wind
- To a Skylark

4. John Keats

- Ode on a Grecian Urn
- Ode to a Nightingale
- Ode to Autumn

5. T.S Eliot

The Love Song of J Alfred Prufrock
The Waste Land

7. Tennyson

- Lines from In Memoriam
- The Lady of Shalott

8. Browning

- My Last Duchess
- Childe Roland to the Dark Tower Came

Reference Books:

M.H. Abrams. *The Mirror and the Lamp: Romantic Theory and Critical Tradition*. 1954

Cleanth Brooks. *The Well- Wrought Urn: Studies in the Structure of Poetry*. 1947

F. R.L eavis. *Revaluation: Tradition and Development in English Poetry*. 1936

Edward Dowden. *The French Revolution and English Literature*. 1987

M. H. Abrams. ed. *English Romantic Poets Modern Essays in Criticism*. 1960

J. B. Beer. *Coleridge the Visionary*. 1959

G. M. Ridenour. *Shelley : A Collection of Critical Essays*. 1965

W. J. Bate. ed. *Keats : A Collection of Critical Essays*. 1964

Bennett Weaver. *Wordsworth: Poet of the Unconquerable Mind*. 1965

Ricks, Christopher. *Tennyson 2nd ed*. University of California Press, 1989

Brooke, Stopford A. *Tennyson: His Art and Relation to Modern Life*. Kessinger Publishing, 2006

Bloom, Harold, ed. *Robert Browning*. Infobase Publishing, 2001

Phelps, William Lyon. *Robert Browning: How to Know Him*. BiblioBazar, 2008

3. Course Title: Classics in Drama-II

Course Code: ENG-523

Cr. Hrs: 03

Aims & Objectives:

To enable the students learn how to comprehend, discuss, evaluate and above all enjoy the spirit of English prose style, essay and short story. The socio-cultural aspects and thematic priorities reflected in this genre of the selected ages and writers will also be highlighted.

Selected Texts:

1. Ibsen, Henrik, A Doll's House
2. T.S. Eliot Murder in the Cathedral
3. O'Casey, Sean Juno and The Paycock
4. Pinter, Harold The Caretaker
5. Beckett, Samuel Waiting For Godot

Reference Books:

Martin Esslin, Theatre of Absurd

M. Hinchcliffe, Pinter

Una Ellis Permor, Frontiers of Drama

A.C. Ward Contemporary Drama

R. Williams Modern Tragedy

Lumley, Fredrik. Trends in 20th Century Drama. Fairlawn: 1956, revised 1960.

Gassner, John. Form and Idea in Modern Theatre. New York: 1954.

4. Course Title: Pragmatics**Course Code: ENG 524****Cr. Hrs: 03****Aims & Objectives:**

The course aims at introducing students to the basics of semantics and pragmatics. Through this course students will be able to study the factors that govern the use of language in literal sense as well as the choice of language in social interaction and the effects of these choices on others.

Topics

1. Speech act theory complex speech acts
2. Felicity conditions
3. Conversational implicature
4. The cooperative principle
5. Conversational maxims
6. Relevance
7. Politeness
8. Phatic tokens

9. Deixis

Reference Books:

- Burton-Roberts, N. (Ed.), (2007). *Pragmatics*. Palgrave Macmillan.
- Carston., R. (2002). *Thoughts and Utterances: the pragmatics of explicit communication*. Wiley-Blackwell
- Cutting, J. (2002). *Pragmatics and Discourse: a resource book for students*. Routledge.
- Davis, S. (Ed.), (1991). *Pragmatics: a reader*. Oxford University Press.
- D'hondt, S., Ostman, J., & Verschuren, J. (Eds.), (2009). *The pragmatics of interaction*. John-Benjamins Publishing Company.
- Grice, H. P. (1989) *Studies in the Way of Words*, Harvard University Press.
- Grundy, P. (2000). *Doing Pragmatics*. Arnold.
- Horn. R. L., & Ward, L. G. (Eds.), (2005). *The handbook of pragmatics*. Wiley-Blackwell.
- Huang, Y. (2007). *Pragmatics*. Oxford University Press.
- Leech, G. & Thomas, J. (1988). *Pragmatics: The State of the Art*. Lancaster Papers in Linguistics. University of Lancaster.
- Leech, G. (1983). *Principles of Pragmatics*. London: Longman.
- Levinson, S. (1983). *Pragmatics*. Cambridge University Press.
- Levinson, S. (2000) *Presumptive Meanings: The Theory of Generalized Conversational Implicature*, MIT Press.
- Mey, J. (2001). *Pragmatics: an introduction*. Wiley-Blackwell.
- Peccei, S. J. (1999). *Pragmatics*. Routledge.
- Sandra, D., Ostman, J., & Verschuren, J. (Eds.), (2009). *Cognition and Pragmatics*. John-Benjamins Publishing Company.
- Sbisa, M., Ostman, J., & Verschuren, J. (Eds.), (2011). *Philosophical Perspectives for Pragmatics*. John-Benjamins Publishing Company.
- Verschuren, J. (1999). *Understanding Pragmatics*. Arnold.
- Verschuren, J., & Ostman, J. (Eds.), (2009). *Key notions for Pragmatics*. John-Benjamins Publishing Company.

Yule, G. (1996). *Pragmatics*. Oxford University Press

5. Course Title: Phonetics & Phonology

Course Code: ENG-525

Cr. Hrs: 03

Aims & Objectives:

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

Topics:

1. Introduction to Phonetics & Phonology

- Introduction to Phonetics & Phonology
- Branches of Phonetics
- Difference between Phonetics and Phonology

2. Stages in the production of speech

- Speech organs
- Manner of articulation
- Consonants
- Vowels
- Diphthongs and triphthongs

3. Syllable and syllabic structure

- Consonant clusters
- Syllable
- Word stress: nouns, verbs, and adjectives

4. Segmental & Supra-segmental Phonology

i. Sounds in connected speech

- Weak forms
- Assimilation, elision and liaison

ii. Sentence stress and intonation

iii. Phonemes and allophones

5. Contrastive Phonology

- Teaching of pronunciation

6. Phonemic Transcription of Texts

Recommended Readings:

- Burquest, D. A. (2001). *Phonological analysis: A functional approach*. Dallas: SIL International.
- Celce-Murcia, M., Brinton, D. & Goodwin, J. (1996). *Teaching Pronunciation: reference for Teachers of English to speakers of Other Languages*. Cambridge: CUP.
- Cruttenden, A. (1994). *Gimson's Pronunciation of English*. Oxford: Edward Arnold.
- Giegerich, H. (1992). *English Phonology: An Introduction*. Cambridge: Cambridge University Press.
- . Gimson, A. C. (1984). *An Introduction to the Pronunciation of English*. London: Edward Arnold.
- Hogg, R & Mc Cully, C.B. (1987). *Metrical Phonology: A Course Book*. Cambridge. CUP.
- Kenworthy, J. (1987). *Teaching English Pronunciation*. London: Longman.
- Knowles, G. (1987). *Patterns of Spoken English*. London: Longman.
- Kreidler, C. W. (1989). *The Pronunciation of English*. Oxford: Basil Blackwell.
- Roach, P. (2000). *English Phonetics and Phonology: A Practical Course*. Cambridge. Rocca, I & Johnson, W. (2005). *A Course in Phonetics*. Oxford: Basil Blackwell.

THIRD SEMESTER (YEAR II)

1. Course Title: Literary Criticism

Course Code: ENG-611

Cr. Hrs: 03

Aims & Objectives:

This course aims to understand the historical background to literary criticism, exploring its development in the light of some contemporary viewpoints. Overall, “Principles of Literary Criticism” will focus much on the poetic and dramatic forms in order to highlight some significant trends and concepts around “poetry”, “imagination” and “tradition”. The course is intended to be a question-raiser when it comes to asking oneself: why and how to understand literature through criticism? The question may grow comparatively and specifically more relevant when the reader of our part of the world is permitted to ask: why to study “English” literature or literatures in “English?”

Topics

1. Introduction to Literary Criticism
2. Aristotle “The Art of Poetics (edited by Fyfe)”
3. Plato “Form: The Republic”
4. Johnson, Samuel
 - From Milton
 - From Cowley
5. Wordsworth, William
 - Preface to Lyrical Ballads
6. Coleridge, Samuel Taylor
 - From: Biographia Literaria (Chapters 14; 15; 16 and 17)
7. Arnold, Methew
 - The Study of Poetry
 - The Function of Criticism at the Present Time
8. Eliot, Thomas Stearns
 - Tradition and the Individual Talent
 - Hamlet and his Problems

Reference Books:

Vincent B. Leitch (General Editor). (2001) *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company (or later editions).

K. M. Newton, ed. (1998). *Twentieth Century literary Theory: A Reader*. Second Edition. New York: St. Martin's (or later editions)

Raman Selden, & Peter Widdowson. (1993) *A Reader's Guide to Contemporary Literary Theory*. 3rd Edition. Kentucky: Univ. of Kentucky (or later editions).

Selected Terminology from any Contemporary Dictionary of Literary Terms.

2. Course Title: Classics in Novel-I**Course Code: ENG-612****Cr. Hrs: 03****Aims & Objectives:**

A study of Classics in the Novel will offer a detailed reading of the development and varying forms in this particular genre. The course also relates to the changing aesthetics of the Novel form and to the diverse historical, social and cultural aspects and features that become sources for representation and reflection through fiction.

Topics

1. Fielding, Henry: Joseph Andrews
2. Austen, Jane: Pride and Prejudice
3. Bronte, Emile: Wuthering Heights
4. Eliot, George: The Mill on the Floss
5. Hardy, Thomas: The Return of the Native

Reference Books

Vincent B. Leitch (General Editor). (2001) *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company (or later editions).

K. M. Newton, ed. (1998). *Twentieth Century literary Theory: A Reader*. Second Edition. New York: St. Martin's (or later editions)

Raman Selden, & Peter Widdowson. (1993) *A Reader's Guide to Contemporary Literary Theory*. 3rd Edition. Kentucky: Univ. of Kentucky (or later editions).

Selected Terminology from any Contemporary Dictionary of Literary Terms.

3.Course Title: Stylistics

Course Code: ENG-613

Cr. Hrs: 03

Aims & Objectives:

This course introduces the modern concepts of style in both literary and non-literary discourses. The course also includes a comparison in the context of literary *genre* leading to identification of different syntactical, phonological and semantic levels in a literary text. Raising the initial question, what is stylistics, the course trains the students to explore branches of stylistics and the levels of analyses. It then, through reading of diverse literary texts, helps students trace the application of figurative language, foregrounding techniques, parallelism, norm and deviation, point of view, speech and thought presentations, pragmatic analysis of speech acts and such other related complexities used by the literary authors. In spirit, the aim of the course is to study features of situational distinctive varieties of literary language by discovering and describing the reasons for particular choices made by individual authors in their use of language.

Topics:

- Stylistics as a branch of linguistics
- Style and register
- Linguistic description
- Conversational style
- Scripted speech
- Stylistic analysis of a variety of written and spoken literary texts of choice and need

Recommended Reading:

Chapman, R. (1975). *Linguistics and Literature*.

Carter, R. (1982). *Language and Literature: An Introductory Reader in Stylistics*.

Crystal, D and Davy, D. (1969). *Investigating English Style*.

Fowler, R. (1996). *Linguistic Criticism*.

Halliday, M. A. K. (1990). *Spoken and Written Language*.

Leech, Geoffrey and Short, Michael. (1986). *Style in Fiction*.

Leech, Geoffrey. (2002). *A Linguistic Guide to English Poetry*.

Thomas, Jenny. (1995). *Meaning in Interaction*. London: Longman.

Widdowson, H. G. (1992). *Practical Stylistics: An Approach to Poetry*

4. Course Title: Teaching of English as a Foreign Language

Course Code: ENG-614

Cr. Hrs: 03

Aims & Objectives:

The overall aim is to provide an introduction to the theory and practice of teaching English as a Foreign Language. It also aims to provide students with new insights into language teaching, providing an understanding of the principles and practice of Teaching English as a Foreign Language

Topics

1. The nature and principles of foreign language teaching
2. Approaches, methods and techniques of foreign language teaching
GTM, AL, DM,CLT,EM
3. Communication Skills (Listening, Speaking, Reading, Writing & Integrated Skills)
4. Teacher development
5. Practical techniques in reflective language teaching: action research
6. Learning Styles and Strategies
7. Text Book Adaptation and material development
8. Lesson planning: Preparation, presentation, practice, production
9. Classroom management
10. Error Analysis
11. Microteaching

Reference Books:

- Alderson, J. C., & Urquhart, H. A. (Eds.) (1984). Reading in a Foreign Language. London: Longman.
- Brookes, A. & Grundy, P. (1990). Writing for Study Purposes. Cambridge: C UP.
- Brown, G. & Yule, G. (1983). Teaching the Spoken Language. Cambridge: C UP.
- Brumfit, J. C. (1985). Language and Literature Teaching: From Practice to Principle. Pergamon
- Bygate, M. (2004). Speaking. (Second edition). Oxford; OUP.
- Byrne, D. (1986). Teaching Oral English. London: Longman.
- Byrne, D. (1988). Teaching Writing Skills. London: Longman.

- Carter, R. & R. McCarthy. (1997). *Exploring Spoken English*. Cambridge: CUP.
- Collie, J. & Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: CUP.
- Davies, F. (1995). *Introducing Reading*. Harmondsworth: Penguin.
- Doughtyerty, Stahlka and McKenna, M. C. (Eds.). *Reading Research at Work: Foundations of Effective Practice*.
- Grabe, W. & Kaplan, R. (1996). *Theory and Practice of Writing*. London: Longman.
- Grellet, F. (1982). *Developing Reading Skills*. Cambridge: CUP.
- Harmer, J. (2003). *Practice of English Language Teaching*. London Longman.
- Harmer, J. (1998). *How to Teach English*. London: Longman. Hedge, T. (2005). *Writing*. (Second edition). Oxford: OUP.
- Holliday, A. (1994). *Appropriate Methodology and Social Context*. Cambridge: CUP.
- Hughes, R. (2002). *Teaching and Researching Speaking: Applied Linguistics in Action*. Harlow: Longman.
- Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language*. (Second edition). London: Heinemann.
- Richards, J. & Rodgers, T. (2001). *Approaches and Methods in Language Teaching* (Second edition). Cambridge: CUP.
- Stern, L. S. (1987). Expanded dimensions to Literature in ESL/ EFL: An Integrated Approach. *Forum*. Vol: xxv, No: 4, 47-55.
- Ur, P. (1984). *Teaching Listening Comprehension*. Cambridge: CUP.
- Wallace C. (1992). *Reading*. Oxford: OUP.
- White, R & Arndt, V. (1991). *Process Writing*. London: Longman.

5. Course Title: Research Methodology

Course Code: ENG-615

Cr. Hrs: 03

Aims & Objectives:

To enable students to conduct their own small scale research to familiarize them with techniques and methods of selecting topics' developing questions, collecting and analyzing data and also to prepare the research report.

Topics:

1. Definitions of Research
2. Qualities of research
3. Types of Research (Qualitative and Quantitative Research Paradigms)
4. Identifying and Defining a Research Problem
5. The problem statement
6. Objectives
7. Research Questions
8. Literature Review
9. Methods adopted for qualitative research
10. Methods adopted for quantitative research
11. Sampling Techniques
12. Tools for Data Collection: Questionnaires, Interviews, Observations &
13. Documents
14. Data analysis and Interpretation
15. Some Aspects of the Research Report
16. Transcription and Transliteration
17. Referencing and Citation
18. Ethical considerations

Recommended Readings:

Allwright, Dick and Bailey, Kathleen. (1991). Focus on the Language

Classroom: An Introduction to Classroom Research for Language Teachers Cambridge: CUP.

Bogdan, R. C. & Biklen, S. K. (2007). Qualitative research for education. An introduction to theories and methods.(5thed.) Boston: Pearson Education, Inc.

Brown, Dean. (2004).

Doing Second Language Research. Oxford: OUP.

Brown, Dean. (1988). Understanding Research in Second Language

Learning: A Teacher's Guide to Statistics and Research Design. Cambridge: CUP.

Bryman, A. (2004). *Research Methods for Social Sciences*. Second edition. Oxford: Oxford University Press.

Creswell, J. W. (2007). *Qualitative inquiry and research design: Choosing among five approaches* (2nd ed.). Thousand Oaks: Sage Publications.

Drever, Eric. (1995). *Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide*. Edinburgh: Scottish Council for Research in Education.

Fraenkel, Jack and Wallen, Norman. (1995). *How to Design and Evaluate Research in Education* (2nd edition). New York: McGraw Hill.

Hammersley, Martin and Atkinson, Paul. (1995). *Ethnography: Principles in Practice* (2nd edition). New York: Routledge.

Heritage, John. (1997). "Conversation Analysis and Institutional Talk: Analyzing Data." In Silverman, David. Ed. *Qualitative Research: Theory, Method and Practice*. Interpreting Qualitative Data: Text, Context and Talk. London: Sage.

FOURTH SEMESTER

1. Course Title: Literary Theory

Course Code: ENG-621

Cr. Hrs: 03

Aims & Objectives:

The course aims at introducing the students with the major literary theories. It will enable the students to encounter philosophical and critical thoughts on selected texts. This course in the line with the topics taken up in literary movements would prepare the students for critical and analytical analysis of texts and help them in their research works.

Topics:

1. Liberal Humanism
2. Formalism, New criticism, Practical Criticism
3. Structuralism
4. Marxism
5. Feminism
6. Psychoanalysis
7. Post structuralism/ Postmodernism/ Deconstruction
8. Application of theories on various literary texts

Recommended Readings:

Vincent B. Leitch (General Editor). (2001) *The Norton Anthology of Theory and Criticism*. New York & London: W. W. Norton and Company.

K. M. Newton, ed. (1998) *Twentieth Century Literary Theory: A Reader. Second Edition*. New York: St. Martin's.

. Raman Selden & Peter Widdowson. (1993) *A Reader's Guide to Contemporary Literary Theory*. 3rd Edition. Kentucky: Univ. of Kentucky

Selected Terminology from any Contemporary Dictionary of Literary Terms.

2. Course Title: Classics in Novel-II

Course Code: ENG-622

Cr. Hrs: 03

Aims & Objectives:

A study of Classics in the Novel will offer a detailed reading of the development and varying forms in this particular genre. The course also relates to the changing aesthetics of the Novel form and to the diverse historical, social and cultural aspects and features that become sources for representation and reflection through fiction.

Topics:

1. Conrad, Joseph : Heart of Darkness
2. Forster, E.M: A Passage to India
3. Joyce, James : A Portrait of The Artist As A Young Man
4. Woolf, Virginia: To The Light House
5. William Golding : Lord of the Flies
6. Thomas Hardy: Hard Times

Reference Books

Allen, W. (1954). *The English Novel: A Short Critical History*. Penguin.

Allot, M. (1959). *Novelists on the Novel*. Routledge and Kegan Paul.

Bradbury, M. (1973). *Possibilities: Essay on the State of Novel*. OUP.

Dyson, A.E. (ed). (1976). *Sense and Sensibility, Pride and Prejudice and Mansfield Park*. The Anchor Press Ltd.

Karl, F.R. (1975). *A Reader's Guide to the Development of English Novels in the Eighteenth Century*. Thomas & Hudson.

Kennedy, A. (1979). *Meaning and Signs in Fiction*. McMillan.

Mansell, D. (1973). *The Novels of Jane Austen: An Introduction*. McMillan.

Peck, J. (1983). *How to Study a Novel*. McMillan.

Foster, E.M. (1956). *Aspects of English Novel*.

3. Course Title: Short Stories & Fiction

Course Code: ENG-623

Cr. Hrs: 03

Aims & Objectives:

To introduce readers to fiction and prose, however, instead of using full length texts of the novel, selected extracts will be chosen from the novels mentioned in the reading list below. It will prepare them for the reading of full length texts of novels with an understanding of the elements of the novel such as plot, character, vision etc.

Topics:

A. Short Stories

1. Oscar Wilde: The Nightingale and the Rose
2. O' Henry: After Twenty Years
3. Alexander Poe: The Fall of the House of Usher
4. Nadine Gordimer: Once Upon a Time
5. Naguib Mahfouz: The Mummy Awakens
6. Guy de Maupassant: The String
7. James Joyce: Araby
8. Rudyard Kipling: The Man Who Would Be King
9. Dorothy Parker: Arrangement in Black and White
10. O'Connor: Everything that Rises Must Sink
11. Kate Chopin: The Story of an Hour
12. Ernest Hemingway: A Clean Well Lit Place

Note: at least five of the above mentioned stories must be selected

B. Novels

1. Daniel Defoe: Robinson Crusoe
2. George Eliot: The Mill on the Floss

Reference Books:

Baym, Nina. (2002). The Norton Anthology of American Lit. Vol. D. W. W. Norton & Company.

Martin, Brian. (1989). Macmillan Anthology of Eng Lit. Vol. 4. Macmillan Pub Co.

Forster, E. M. (1956). Aspects of the Novel. Harvest Books.

Bloom, Harold. (1988) George Eliot's the Mill on the Floss (Bloom's Modern Critical Interpretations). Chelsea House Pub.

Michie, Elsie B. (2006). Charlotte Bronte's Jane Eyre: A Casebook (Casebooks in Criticism). Oxford University Press, USA.

Bloom, Harold. (2005). John Steinbeck's The Grapes of Wrath (Bloom's Guides). Chelsea House

Publications.

Gioia, Dana and Gwynn, R. S. (2005). *The Art of the Short Story*. Longman.

Brown, Julia Prewitt. (1999) *Cosmopolitan Criticism: Oscar Wilde's Philosophy of Art*. University of Virginia Press.

Schoenberg, Thomas J. (2005). *Twentieth Century Literary Criticism: Criticism of the Short Story Writers, and Other Creative Writers Who Lived between 1900 and 1999, from the First. Curr (Twentieth Century Literary Criticism)*. Gale Cengage

Neill, Edward. (1999). *Trial by Ordeal: Thomas Hardy and the Critics (Literary Criticism in Perspective)*. Camden House.

4. Course Title: South Asian Literature

Course Code: ENG-624

Cr. Hrs: 03

Aims & Objectives:

The aim of the course is to familiarize the students with the facility that South Asian Writers have with the English Language and the regional flavor that they lend to it. It will help generate a debate on the context of a work of literature through representation of the region by its people.

Selected Texts:

Drama (any two)

- Tariq Ali: *Iranian Nights*
- Vijay Tendulkar: *Silence The Court in Session*
- Girish Karnad: *The Dreams of Tipu Sultan*

Fiction (any two)

- Kamila Shamsi: *Salt and Saffron*
- Khalid Hosseini: *The Kite Runner*
- Bapsi Sidwa: *An American Brat*
- Anita Desai: *The Inherirtance of Loss*
- Daniyal Moeenudin: *In Other Rooms Other People*
- Mohammed Hanif: *A Case of Exploding Mangoes*

Poetry (selections)

- Zulfiqar Ghose

- Nasem Ezekial
- Maki Qureshi
- Sujata Bhatt

Recommended Readings

Singh, B. P. (1998). *The State, The Arts and Beyond*. Delhi: Oxford University Press.

Mirza, Shafqat Tanveer. (1992). *Resistance Themes in Punjabi Literature*. Lahore: Sang-e-meel.

Ed. William Hanaway. *Studies in Pakistani Popular Culture*. Lahore: Lok Virsa Publishing House.

Ed. G. N. Devy. (2002). *Indian Literary Criticism Theory and Interpretation*. Hyderabad: Orient Longman.

Ed. Ranjit Guha. (1984). *Subaltern studies Writings on South Asian History and Society*. Delhi: Oxford University Press.

5. Course Title: Sociolinguistics

Course Code: ENG-625

Cr. Hrs: 03

Aims & Objectives:

To make the students aware of some social factors that are relevant to language and society and the use and acquisition of language with special reference to Pakistan and understanding of different psychological variables that interact with and upon the teaching, acquisition and learning of language and mind/psychology. This will enable the students to develop the theoretical background of learning and teaching.

Topics:

1. Functions of Language in Society
2. Domains of Language Use
3. The sociolinguistic development of a child
4. Essential sociolinguistic concepts
 - Language

- Standard Language
- Dialect
- Idiolect
- Register
- Diglossia
- Lingua franca
- Code Switching
- Borrowing
- Pidgins
- Creoles

5. Speech Community and Language Diversities

6. Multilingualism

- Dimensions of Bilingualism
- Bilingualism and Diglossia
- Causes of Bilingualism

7. Manifestations of Bilingualism

- Loan Words
- Borrowing
- Code Switching/ Code mixing

8. Effects of Bilingualism

- Language Conflicts
- Language Attitudes
- Language Maintenance
- Language Change/ Shift
- Language Death

9. Social Correlates

- Gender
- Social Class
- Ethnic Group

10. Language, Culture and Thought

11. Influence of Media on Language

12. Standard Language

13. National Language, Language Planning And Policy

Reference Books:

- Aitchison, J. (1993). *Language Change: Progress or Decay?* (Second edition). Cambridge University Press.
- Auer, P. (Ed.). (1998). *Code-switching in Conversation: Language Interaction and Identity*. London: Routledge.
- Bhatia, K. T. & Ritchie, C. W. (Eds.), (2006). *A Handbook of Bilingualism*. Oxford: Basil Blackwell.
- Gardner-Chloros, P. (2009). *Code-switching*. Cambridge: Cambridge University Press.
- Giles, H. & Billings, C. A. (2006). Assessing Language Attitudes: Speaker Evaluation Studies. In Davies, and Elder, C. (Eds.), *The Handbook of Applied Linguistics*. (187-209). Blackwell Publishing.
- Holmes, J. (2008). *An Introduction to Sociolinguistics*. New York: Longman.
- Hudson, R. A. (1996). *Sociolinguistics*. Cambridge: Cambridge University Press.
- Kachru, Y. (1992). Language Maintenance, Shift & Accommodation: Linguistic Repertoire in South Asia. In Dimock, E. C, Kachru. B. B & Krishnamurti. BH (Eds.), *Dimensions of Sociolinguistics in South Asia*. (261 -269). Oxford: OUP.
- Meshtrich, J. (2000). *Introducing Sociolinguistics*. Philadelphia: John Benjamins.
- Milroy, L. & Muysken, P. (Eds.), (1995). *One Speaker, Two Languages: Cross-disciplinary Perspectives on Code-switching*. Cambridge: Cambridge University Press.
11. Myers-Scotton, C. (2006). *Multiple Voices: An Introduction to Bilingualism*. Blackwell Publishing.
- Nahir, M. (2003). Language Planning Goals: A Classification. In Paulston and Tucker, R. G. (Eds.), *Sociolinguistics: The Essential Readings*. (423- 448). Basil Blackwell.
- Fasold, R. (1990). *The Sociolinguistics of Language*. Oxford: Basil Blackwell.
- Suzanne, R. (1995). *Bilingualism*. (Second edition). Oxford: Basil Blackwell.
- Trudgill, P. (2002). *Introduction to Language and Society*. Penguin Books.
- Wardhaugh, R. (2006). *An Introduction to Sociolinguistics*. Oxford: Basil Blackwell

6. Course Title: Psycholinguistics

Course Code: ENG-626

Cr. Hrs: 03

Aims & Objectives:

The aim of the course is to develop in the students an awareness and understanding of different variables that interact with and upon the teaching and learning of language. This will enable the students to develop a theoretical background of learning and teaching.

Topics

1. Introduction to Psycholinguistics
 - Scope of psycholinguistics
 - Connection between psycholinguistics and neurolinguistics
2. Theories of SLA
 - The Nature of Language
 - The Psychology of Language
 - The Structure and Function of Language
3. Processes In The Use of Language
 - First Steps In Child's Language Acquisition
 - Communicating with Language
 - Issues In The L/A
 - Methods of Studying Child's Language
 - Later Growth In The Child's Language
4. Memory
5. Individual Learner Factors
 - Age and Critical Age
 - Affective and personality factors
 - Cognitive styles
 - Motivation
 - Learning styles and strategies
6. The Monitor Model
 - The Acquisition versus Learning Hypothesis
 - The Monitor Hypothesis
 - The Natural order Hypothesis
 - The Input Hypothesis
 - The Effective Filter Hypothesis

7. Inter-language Theories

- Overgeneralization
- Transfer of Training
- Strategies of Second Language Learning
- Strategies of Second Language Communication
- Language Transfer
- Stabilization and Fossilization in Inter language

8 . Error Analysis

9. Problems in language learning

10. Language and Thought (Language Universals and Linguistic Relativity)

11. Language Socialization in SLA

- Acculturation/ Pidgnization Theory
- Socioculture Theory
- Processibility Theory

12. Basic Theories in SLA

- Universal Grammar
- Behaviorism etc

Reference Books:

Aitchison, J. (1998). *The Articulate Mammal: An Introduction to Psycholinguistics*.
Routledge.

Brown, H. D. (2007). *Principles of language learning and teaching*, (Fifth edition). New
York: Longman.

Cohen, A. D., & Dörnyei, Z. (2002). Focus on the language learner: Motivation, styles, and
strategies. In N. Schmitt (Ed.). *An Introduction to Applied Linguistics*. London: Arnold. (170-
190).

Lightbown, P., & Spada, N. (2006). *How languages are learned*, 3rd edition. New York:
Oxford University Press.

Long, M. (2005). Methodological issues in learner needs analysis. In M. Long (Ed.). *Second
language needs analysis*. Cambridge: Cambridge University Press. (19-76).

Long, M., & Robinson, P. (1998). Focus on form: Theory, research, practice. In C. Doughty and J. Williams (Eds.), *Focus on form in classroom second language acquisition*. New York: Cambridge University Press. (15-41).

McLaughlin, B. (1987). *Theories of Second-language Learning*. London: Edward Arnold.

Richards, J. (1993). *Error Analysis: Perspectives on Second Language Acquisition*. London: Longman.

Steinberg, D. & Sciarini, N. (2006). *Introduction to Psycholinguistics*. (Second edition). London: Longman.

7. Title: Thesis (Optional)

Code: ENG-627

Cr. Hrs: 06

Note: Thesis is optional. It will be adopted in lieu of two optional courses (Short Stories & Fiction and South Asian Literature).

Candidates scoring 70% marks in aggregate, for first three semesters will have the option to write a dissertation of approximately 30,000 words on a topic related to English Language, Linguistics; Literature in English or English Language Teaching in Pakistan. The dissertation will have to be defended by the candidate before a jury comprising at least three members including the head of the department and the researcher's supervisor.

