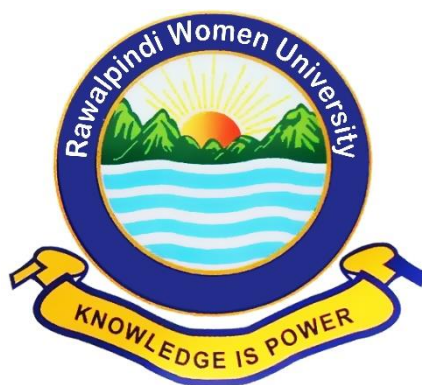


CURRICULUM
OF
BS ENGLISH Language and Literature

(2026)



RAWALPINDI WOMEN UNIVERSITY, RAWALPINDI

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1. VISION AND MISSION STATEMENT OF THE DEPARTMENT OF ENGLISH

Department Vision

Empowering women through language and literature to inspire growth, creativity, and global engagement. We nurture a diverse community of scholars dedicated to using words to advance social justice, challenge norms, and deepen understanding across cultures and histories.

Department Mission

The Department of English fosters academic excellence, cultural awareness, and critical thinking through language and literature. We empower women as compassionate leaders and independent thinkers, promoting social justice, cross-cultural understanding, and economic independence for impactful global citizenship.

Objectives of the Department of English

1. **Promote Academic Excellence and Critical Thinking:** Cultivate an academic environment that fosters critical thinking, effective communication, and the development of advanced skills essential for success in academic and professional settings.
2. **Encourage Engagement with Ideas and Global Discourses:** Inspire students to engage creatively and critically with diverse texts, contributing to global conversations on culture, society, identity, and social justice.
3. **Foster Global Citizenship and Leadership:** Prepare students to become compassionate global citizens and leaders who use language to advocate for equality, sustainability, and meaningful contributions to both local and international communities.
4. **Advance Communication Skills for Diverse Careers:** Equip students with the advanced communication skills necessary for success across a wide range of career paths, promoting professional and academic excellence.
5. **Deepen Cultural and Social Understanding through Community Outreach:** Promote a deeper understanding of cultural, historical, and social perspectives through language and literature, while incorporating community outreach initiatives to engage with and address local social issues.

2. Admission Criteria for BS English

As per approved Admission Policy RWU notified vide Notification No. RWU/VC/01/341; dated: 10th March 2023.

For the lateral entry, Elective English is not mandatory in the bachelor's program.

3. Division and Distribution of Courses for BS English

Sr. #	Categories	No. of Courses	Credit Hours	Total
1. General Education Courses	Mandatory Courses	13	32	34
	Understanding of Holy Quran / Ethics	2	2	
2. Major Courses	a. Compulsory	21	63	84
	b. Mandatory Elective I - VI	7	21	
3	Interdisciplinary	4	12	12
4	Internship	1	3	3
5	Capstone Project	1	3	3
	Total Credit Hours			136

Duration	4 Years
Semester Duration	16 - 18 Weeks
Semesters	8 regular semesters spread over 4 years whereas the maximum duration is 12 regular semesters spread over 6 years (Under special circumstances may be extended to 1 year more)
Course Load Per Semester	15 - 18 Credit Hours

a. Distribution of Literature and Linguistic Courses

	Literature	
1.	ENG 122	Introduction to Literature
2.	ENG 313	Literary, Forms and Movements
3.	ENG-222	History of English Literature I
4.	ENG-223	History of English Literature II
5.	ENG 210	Classical and Renaissance Drama
6.	ENG 208	Rise of English Novel
7.	ENG-319	Basics of Stylistics
8.	ENG 301	Romantic and Victorian Poetry
9.	ENG 412	Modern Novel
10.	ENG 322	Non-Fiction
11.	ENG 323	Introduction to Literary Theory
12.	ENG 415	Postmodern Literature
	Linguistics	
1.	ENG 123	Introduction to Linguistics
2.	ENG-126	Phonetics and Phonology
3.	ENG-220	Introduction to Morphology
4.	ENG-221	Introduction to Syntax
5.	ENG-224	Semantics and Pragmatics
6.	ENG 303	Introduction to Sociolinguistics
7.	ENG 308	Introduction to Psycholinguistics
8.	ENG 213	Basics of Research Methodology
9.	ENG 402	Critical Discourse Analysis

4. Scheme of Studies for BS English (Regular Batch 2026)

RAWALPINDI WOMEN UNIVERSITY, RAWALPINDI						
SCHEME OF STUDIES 2026						
<u>DEPARTMENT OF ENGLISH</u>						
Semester	Course Code	Course Title	Course Type	Pre-Requisite	Credit Hours	
First	ENG-110	Functional English	General Education	Nil	3	
	ISL-101/ ETH-101	Islamic Studies / Ethics	General Education	Nil	2	
	MTH-110	Quantitative Reasoning-I	General Education	Nil	3	
	CS-107	Application of Information and Communication Technologies	General Education	Nil	2	
	CS-107L	Application of Information and Communication Technologies (Lab)		Nil	1	
	UHQ-101/ETH-103	Understanding of Holy Quran-I/Ethics-I	General Education	Nil	1	
	ENG 122	Introduction to Literature	Major	Nil	3	
	ENG 123	Introduction to Linguistics	Major	Nil	3	
	Total				18	
Second	ENG-111	Expository Writing	General Education	Nil	3	
	PAK-104	Pakistan Studies	General Education	Nil	2	
	STA-112	Quantitative Reasoning-II	General Education	Nil	3	
		Social Sciences (1 course)*	General Education	Nil	2	
	ENG 313	Literary, Forms and Movements	Major	Nil	3	
	UHQ-102/ETH-104	Understanding of Holy Quran – II *	General Education	Nil	1	
	ENG-126	Phonetics and Phonology	Major	Nil	3	
	Total				17	

Third	PAK-103	Ideology and Constitution of Pakistan	General Education	Nil	2	
	CCE-497	Civic and Community Engagement	General Education	Nil	2	
		Arts and Humanities (1 course)*	General Education	Nil	2	
		Natural Science (1 course)*	General Education	Nil	3	
	ENG-220	Introduction to Morphology	Major	Nil	3	New course
	ENG-222	History of English Literature I	Major	Nil	3	New course
	ENG-221	Introduction to Syntax	Major	Nil	3	New course
	Total				18	
Fourth	ENG-223	History of English Literature II	Major	Nil	3	New course
	ENG-224	Semantics and Pragmatics	Major	Nil	3	
	ENG 210	Classical and Renaissance Drama	Major	Nil	3	
	ENG 208	Rise of English Novel	Major	Nil	3	
	ENG-319	Basics of Stylistics	Major	Nil	3	
	MGT-108	Entrepreneurship	General Education	Nil	2	
	Total				17	
Fifth	ENG 303	Introduction to Sociolinguistics	Major	Nil	3	
	ENG 301	Romantic and Victorian Poetry	Major	Nil	3	
	ENG 322	Non-Fiction	Major	Nil	3	New course
		Interdisciplinary Course – I **	Interdisciplinary	Nil	3	
		Interdisciplinary Course – II **	Interdisciplinary	Nil	3	
		Interdisciplinary Course – III **	Interdisciplinary	Nil	3	
					18	
Sixth	ENG 308	Introduction to Psycholinguistics	Major	Nil	3	
	ENG 213	Basics of Research Methodology	Major	Nil	3	
	ENG 412	Modern Novel	Major	Nil	3	

	ENG 402	Critical Discourse Analysis	Major	Nil	3	
	ENG 323	Introduction to Literary Theory	Major	Nil	3	New course
	Total				15	
Seventh		Elective – I ***	Major	Nil	3	
		Elective – II ***	Major	Nil	3	
		Elective – III ***	Major	Nil	3	
		Elective – IV ***	Major	Nil	3	
	ENG 415	Postmodern Literature	Major	Nil	3	
	INT-499	Internship	Mandatory	Nil	3	
	Total				18	
Eighth		Elective – V ***	Major	Nil	3	
		Elective – VI ***	Major	Nil	3	
		Elective – VII ***	Major	Nil	3	
	CP-498	Capstone Project	Mandatory	Nil	3	
	ENG 421	Language and Technology in the Digital Age	Interdisciplinary (Mandatory	Nil	3	New course
	Total				15	
Total credit hours					136	

***The course(s) will be offered from the approved pool of courses by the other departments as per the availability of the instructor.**

****The interdisciplinary course(s) will be offered from the approved pool of courses by the other departments as per the availability of the instructor.**

*****The elective course(s) will be offered from the approved pool of elective courses by the department of English as per the availability of the instructor.**

5. Scheme of Studies for BS English (Lateral Entry Annual System, 50 credit hrs., Batch 2028)

Road Map for Lateral Entry (BA/BSc Annual system, 50 crdt hrs) Batch 2028						
Semester	Course Code	Course Title	Course Type	Pre-Requisite	Credit Hours	
Fifth	ENG 303	Introduction to Sociolinguistics	Major	Nil	3	
	ENG 301	Romantic and Victorian Poetry	Major	Nil	3	
	ENG 322	Non-Fiction	Major	Nil	3	
		Interdisciplinary Course – I **	Interdisciplinary	Nil	3	
		Interdisciplinary Course – II **	Interdisciplinary	Nil	3	
		Interdisciplinary Course – III **	Interdisciplinary	Nil	3	
	ENG 123	Introduction to Linguistics	Major	Nil	3	Def Course
	Total				21	
Sixth	ENG 308	Introduction to Psycholinguistics	Major	Nil	3	
	ENG 213	Basics of Research Methodology	Major	Nil	3	
	ENG 412	Modern Novel	Major	Nil	3	
	ENG 402	Critical Discourse Analysis	Major	Nil	3	
	ENG 323	Introduction to Literary Theory	Major	Nil	3	
	ENG-126	Phonetics and Phonology	Major	Nil	3	Def Course
	ENG 313	Literary, Forms and Movements	Major	Nil	3	Def Course
	Total				21	
Summer semester	ENG-220	Introduction to Morphology	Major	Nil	3	Def Course
	ENG-222	History of English Literature I	Major	Nil	3	Def Course
	Total				6	
Seventh		Elective – I ***	Major	Nil	3	
		Elective – II ***	Major	Nil	3	

		Elective – III ***	Major	Nil	3	
		Elective – IV ***	Major	Nil	3	
	ENG 415	Postmodern Literature	Major	Nil	3	
	INT-499	Internship	Mandatory	Nil	3	
	ENG-221	Introduction to Syntax	Major	Nil	3	Def Course
Eighth	Total				21	
		Elective – V ***	Major	Nil	3	
		Elective – VI ***	Major	Nil	3	
		Elective – VII ***	Major	Nil	3	
	CP-498	Capstone Project	Mandatory	Nil	3	
	ENG 421	Language & Technology in the Digital Age	Interdisciplinary ** (Mandatory	Nil	3	
	ENG 208	Rise of English Novel	Major	Nil	3	Def Course
	Total				18	
	Total Credit Hours for the Degree Requirement: 50 + 87 =137					

**The interdisciplinary course(s) will be offered from the approved pool of courses by the other departments as per the availability of the instructor.

***The elective course(s) will be offered from the approved pool of elective courses by the department of English as per the availability of the instructor.

6. Road Map for Lateral Entry (ADP Sem system, 65 credit hrs.) Batch 2028

	Road Map for Lateral Entry (ADP Sem system, 65 crdt hrs) Batch 2028					
Semester	Course Code	Course Title	Course Type	Pre-Requisite	Credit Hours	
Fifth	ENG 303	Introduction to Sociolinguistics	Major	Nil	3	
	ENG 301	Romantic and Victorian Poetry	Major	Nil	3	
	ENG 322	Non-Fiction	Major	Nil	3	
		Interdisciplinary Course – I **	Interdisciplinary	Nil	3	
		Interdisciplinary Course – II **	Interdisciplinary	Nil	3	
		Interdisciplinary Course – III **	Interdisciplinary	Nil	3	
	Total				18	
Sixth	ENG 308	Introduction to Psycholinguistics	Major	Nil	3	
	ENG 213	Basics of Research Methodology	Major	Nil	3	
	ENG 412	Modern Novel	Major	Nil	3	
	ENG 402	Critical Discourse Analysis	Major	Nil	3	
	ENG 323	Introduction to Literary Theory	Major	Nil	3	
	ENG-126	Phonetics and Phonology	Major	Nil	3	Def Course
	Total				18	
Seventh		Elective – I ***	Major	Nil	3	
		Elective – II ***	Major	Nil	3	
		Elective – III ***	Major	Nil	3	
		Elective – IV ***	Major	Nil	3	
	ENG 415	Postmodern Literature	Major	Nil	3	
	INT-499	Internship	Mandatory	Nil	3	
Eighth	Total				18	

		Elective – V ***	Major	Nil	3	
		Elective – VI ***	Major	Nil	3	
		Elective – VII ***	Major	Nil	3	
	CP-498	Capstone Project	Mandatory	Nil	3	
	ENG 421	Language & Technology in the Digital Age	Interdisciplinary ** (Mandatory	Nil	3	
	ENG 208	Rise of English Novel	Major	Nil	3	Def Course
	Total				18	
	Total Credit Hours for the Degree Requirement: 65 + 72 =137					

**The interdisciplinary course(s) will be offered from the approved pool of courses by the other departments as per the availability of the instructor.

***The elective course(s) will be offered from the approved pool of elective courses by the department of English as per the availability of the instructor.

7. List of Major Courses

Major				
	Literature		Pre-requisite	
ENG 122	Introduction to Literature	Major	Nil	3
ENG 313	Literary, Forms and Movements	Major	Nil	3
ENG-222	History of English Literature I	Major	Nil	3
ENG-223	History of English Literature II	Major	Nil	3
ENG 210	Classical and Renaissance Drama	Major	Nil	3
ENG 208	Rise of English Novel	Major	Nil	3
ENG-319	Basics of Stylistics	Major	Nil	3
ENG 301	Romantic and Victorian Poetry	Major	Nil	3
ENG 412	Modern Novel	Major	Nil	3
ENG 322	Non-Fiction	Major	Nil	3
ENG 323	Introduction to Literary Theory	Major	Nil	3
ENG 415	Postmodern Literature	Major	Nil	2
	Linguistics			
ENG 123	Introduction to Linguistics	Major	Nil	3
ENG-126	Phonetics and Phonology	Major	Nil	3
ENG-220	Introduction to Morphology	Major	Nil	3
ENG-221	Introduction to Syntax	Major	Nil	3
ENG-224	Semantics and Pragmatics	Major	Nil	3
ENG 303	Introduction to Sociolinguistics	Major	Nil	3
ENG 308	Introduction to Psycholinguistics	Major	Nil	3
ENG 213	Basics of Research Methodology	Major	Nil	3
ENG 402	Critical Discourse Analysis	Major	Nil	3

8. Course Outlines for Major Courses

Introduction to Literature

Interdisciplinary

Course Code: ENG-122

Credit Hours: 03

Pre-requisite: Nil

Objectives

The students will receive an insight into the basics of English Literature, its history and literary genres. They will understand the significance of literature in life and its impact on society.

Learning Outcomes

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

- understand and analyze literary pieces
- differentiate fiction from non-fiction
- associate literary trends of an era with pieces of literature

Course Outline

- Unit 1. Introduction to Literature**
Introduction to Literature and different forms of Literature. Importance of literature in society.
- Unit 2. Poetry as a Form of Literature**
What is poetry? Types of poetry, Form of poetry, Examples from Literature.
- Unit 3. Drama as a Form of Literature**
What is drama? Elements of drama. Reading and discussion on *Something to Talk About*.
- Unit 4. Fiction and Non-fiction as Forms of Literature**
Novel and types of novels. Impact of novel on society, Significance of novel for the middle-class.
- Unit 5. Different Literary Movements**
Brief history and features of the Old English period, Middle English period, Renaissance, Reformation, Puritan age and Restoration period.
- Unit 6. Brief Introduction to Literary Periods**
Distinctive features of Classical Age, Romanticism, Victorian Age, Modernism and Post-modernism.

Recommended Books/ Suggested Readings

1. Hudson, W. H. (2015). *Introduction to the study of Literature*. Rupa Printing Press.
2. Blamires, H. (1984). *A short history of English Literature*. Routledge.
3. Fletcher, R. H. (1919). *A history of English Literature*. R. G. Badger.

4. Kennedy, X. J., & Gioia, D. (2007). *An introduction to fiction, poetry, drama, and writing*. Pearson Longman Press.

Literary Forms and Movements

BS-English

Course Code: ENG-313

Credit Hours: 03

Pre-requisite:

Objectives

To build students' capacity for grasping the meaning of a literary text in terms of a given historical period and dominant idea. To develop their ability for understanding the major ideas that played a key role in shaping the works of different groups of writers. Provide them with a workable tool for interpreting and analyzing a literary text.

Learning Outcomes

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

- Be familiar with the classical gods and the major classical myths, and able to recognize allusions to them in English texts.
- Understand concepts involved in discussing a literary tradition as well as provide an introduction and overview to the various eras, the major forms and salient features of a literary genre.
- Read and understand extracts from classical texts and subsequent literary engagements with them.
- Analyze cultural difference and historical change in the comparison of literary texts

Course Outline

Unit 1. Introduction

What is literature? What is a literary form? What is movement? Relationship between literature, forms and movements. Introduction to different literary genre of literature and literary forms of literature.

Unit 2. The Classical Background

What is meant by Classical Allusions & Myths? The Greek & Roman traditions. Myth in literature

Unit 3. The Old Age and the Middle Ages

Introduction & Characteristics of Anglo- Saxon literature. Extract from *Beowulf*, Epic: Anglo Saxon poetry. Introduction to Middle English Literature. Reading of Extracts: *The Nun's Priest's Tale* or *Pier's Plowman*.

Unit 4. Introduction to Renaissance Movement

Main Tenants of Renaissance movement and Humanism. Introduction to Elizabethan Drama and poetry. Sonnet- definition & origin. Spenserian sonnet. Shakespearean sonnet. Allegory and Pastoral allegory. Introduction to different types of drama. Tragedy. Tragi-comedy. Revenge Comedy. Satiric Comedy. Romantic Comedy. Comedy of Manners. Black Comedy
Introduction to Marlowe and Reading Extract from *The Jew of Malta*

Unit 5. Introduction to Protestant Reformation and Puritan Age

Causes and effects of Protestant Reformation. Introduction to the cavalier poets. Introduction to John Milton: characteristics of an epic. Introduction to Prose: Bacon and his works

Unit 6. The Restoration Age and Neo-Classicism

Introduction to neo-classicism: Pope, Swift and Defoe. Epistle: Definition, origin. Pope's Epistle to Arbuthnot. Mock epic: Definition, origin. Swift's *The Modest Proposal*

Unit 7. The Romantic Movement

Introduction to the romantic poets. Ballad- definition & origin. Ode: Definition, origin and development. Ode to Autumn, Westminster bridge. Elegy: Definition, origin and development. Shelley's Adonais

Unit 8. Modern Literature

Introduction to modern poetry. Free/Blank Verse: Origin and development. Robert Frost's *After Apple Picking*. Introduction to modern drama: theatre of the absurd. Extract of *Waiting for Godot*. Introduction to modern movements. Modernism, Feminism, existentialism, Psychoanalysis, Marxism

Recommended Books/Reference Material

1. Berman, A. (1994). *Preface to modernism*. University of Illinois Press.
2. Burke, K. (2023). *The philosophy of literary form*. Univ of California Press.
3. Clarendon. Galea, I. (2008). *Victorianism and Literature*. Dacia.
4. Dirks, B. N. (1992). *Colonialism and culture*. Michigan Uni Press.
5. Fowler, A. (2002). *Kinds of Literature: An Introduction to the theory of genres and modes*.
6. Gura, (2008). *American transcendentalism*. Farrar.
7. Harlow, B., & Carter, M. (2023). *Resistance literature*. Routledge.
8. Harlow, B., & Carter, M. (2023). *Resistance literature*. Routledge.
9. Hooks, B. (2000). *Feminist Theory*. Pluto Press.
10. Hudson, W. H. (2015). *An introduction to the study of literature.:* Rupa.
11. Marcuse, J. M. (1990). *A reference guide for English studies*. Uni of California Press
12. Osborne, S. (2001). *Feminism*. Product Essentials.
13. Philips, J., Andrew L., & K. H. Meyers (2010). *Romanticism and transcendentalism*. DWJ Books.

History of English Literature I

BS-English

Course Code: ENG-222

Credit Hours: 03

Pre-requisite:

Objectives

This course provides a chronological survey of major literary texts, genres, and movements in British literature from the Medieval to the Romantic period. It emphasizes historical, religious, and cultural contexts while developing critical skills to analyze and interpret representative works with appropriate literary terminology.

Learning Outcomes

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

- Identify key authors, texts, and literary movements from the Medieval to Romantic periods.
- Analyze how socio-political, historical, and religious contexts influenced the evolution of British literature.
- Interpret and evaluate selected literary texts using critical and historical frameworks.
- Recognize thematic and stylistic continuities and transformations across literary periods.

Course Outline

Unit 1. Introduction to British Literary History

Overview of British literature from Medieval to Romantic. The role of history, religion, and culture in shaping literary production. Major literary genres: epic, drama, lyric, satire, and the novel.

Unit 2. Medieval Literature (c. 500–1500)

Old English literature: *Beowulf* (extracts). Middle English literature: Geoffrey Chaucer (*The Canterbury Tales*, selections). Religious and allegorical writings (Mystery Plays, *Piers Plowman*). Courtly love and Arthurian tradition.

Unit 3. Renaissance Literature (c. 1500–1660)

Humanism and the revival of classical learning. William Shakespeare (selected sonnets and a play, e.g., *Hamlet*). Christopher Marlowe (*Doctor Faustus*). Edmund Spenser (*The Faerie Queene*, selections). Metaphysical poets (John Donne, Andrew Marvell).

Unit 4. Seventeenth-Century Literature

John Milton (*Paradise Lost*, selection). Cavalier poets (Herrick, Lovelace). Religious prose (John Bunyan, *The Pilgrim's Progress*). Historical and political influences: Civil War and Puritanism.

Unit 5. The Enlightenment & Neoclassicism (1660–1790)

Restoration drama: Aphra Behn (*The Rover*). Satire: Jonathan Swift (*Gulliver's Travels*, selections). Alexander Pope (*The Rape of the Lock*). Samuel Johnson (essays). Rise of the novel: Daniel Defoe, Samuel Richardson.

Unit 6. Romantic Period (1790–1830)

Romanticism and its key themes: imagination, nature, individualism. William Wordsworth and Samuel Taylor Coleridge (*Lyrical Ballads*, selections). John Keats (selected odes). Lord Byron, Percy Bysshe Shelley. Mary Wollstonecraft (*A Vindication of the Rights of Woman*). Early Gothic fiction: Mary Shelley (*Frankenstein*).

Unit 7. Transitions and Connections

Influence of historical events: Reformation, Civil War, Enlightenment, French Revolution. Literary movements in relation to art, philosophy, and culture. Preparing for the Victorian era: continuity and change.

Recommended Books/Reference Material

Primary Texts (selections)

1. Chaucer, G. *The Canterbury Tales*.
2. Mary Shelley. *Frankenstein*.
3. Milton, J. *Paradise Lost* (Books I & IX).
4. Shakespeare, W. *Hamlet* (or another major play).
5. Swift, J. *Gulliver's Travels* (Book IV).
6. Wordsworth, W., & Coleridge, S. T. *Lyrical Ballads* (selections).

Secondary Sources

1. Alexander, M. (2013). *A History of English Literature*. Palgrave Macmillan.
2. Daiches, D. (1994). *A Critical History of English Literature* (Vols. 1–2). Secker & Warburg.
3. Greenblatt, S. (2018). *The Norton Anthology of English Literature* (10th ed., Vols. A–D). W. W. Norton.
4. Hammond, P., & Forster, A. (2021). *The Cambridge Companion to English Literature, 1500–1700* (Updated edition). Cambridge University Press.
5. McCalman, I. (2020). *An Oxford Companion to the Romantic Age: British Culture 1776–1832* (Updated edition). Oxford University Press.
6. Sanders, A. (2022). *The Short Oxford History of English Literature* (5th ed.). Oxford University Press.

History of English Literature II

BS-English

Course Code: ENG-223

Credit Hours: 03

Pre-requisite:

Objectives

This course explores major literary movements, authors, and representative texts from the Victorian period through Modernism to Postmodernism. It emphasizes the cultural, historical, and intellectual contexts that shaped British literature and prepares students to critically interpret literary works using appropriate theoretical and historical frameworks.

Learning Outcomes

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

- Identify major texts, authors, and literary movements from the Victorian to Postmodern periods.

- Analyze how industrialization, empire, modernity, war, and postmodernity influenced British literature.
- Interpret texts using critical approaches suitable to their historical and cultural contexts.
- Trace thematic and stylistic continuities and ruptures across the literary timeline.

Course Outline

Unit 1. The Victorian Age (1830–1901)

Historical and cultural background. Industrial Revolution, British Empire, moral debates. Alfred Lord Tennyson (selected poems). Robert Browning / Elizabeth Barrett Browning (dramatic monologue & lyrics). Charles Dickens (*Hard Times* or *Great Expectations*). Thomas Hardy (*Tess of the D'Urbervilles*). Victorian prose. John Stuart Mill (*On Liberty*, selections). Victorian crisis of faith. Matthew Arnold (*Dover Beach*).

Unit 2. The Early Twentieth Century & Modernism (1900–1945)

Social and cultural background. World War I, urbanization, psychology (Freud), modernity. Poetry. W. B. Yeats, T. S. Eliot (*The Waste Land*, selections). Fiction. Virginia Woolf (*To the Lighthouse*). James Joyce (*A Portrait of the Artist as a Young Man* or selections from *Ulysses*). Drama. George Bernard Shaw (*Pygmalion*). Features of Modernism. fragmentation, stream of consciousness, mythic method.

Unit 3. Post-War Literature (1945–1970s)

Historical background. WWII, Cold War, decolonization, social change. Poetry. Philip Larkin, Dylan Thomas. Fiction. Graham Greene (*The Heart of the Matter*), William Golding (*Lord of the Flies*). Drama. Samuel Beckett (*Waiting for Godot*), Harold Pinter (*The Birthday Party*). Angry Young Men and kitchen-sink realism.

Unit 4. Postmodernism (1970s–present)

Defining Postmodernism. intertextuality, metafiction, parody, pastiche, irony. Fiction. Julian Barnes (*Flaubert's Parrot*). Angela Carter (*The Bloody Chamber*). Martin Amis (*Money*). Poetry. Carol Ann Duffy, Seamus Heaney. Drama. Tom Stoppard (*Rosencrantz and Guildenstern Are Dead*). British literature in a globalized and postcolonial context.

Unit 5. Transitions and Continuities

Shifts from realism to modernism to postmodernism. Impact of historical forces. empire, war, technology, postcolonialism, globalization. Cross-disciplinary influences. philosophy, visual arts, cultural theory.

Recommended Books/Reference Material

Primary Texts (selections)

1. Beckett, S. *Waiting for Godot*.
2. Dickens, C. *Great Expectations*.
3. Eliot, T. S. *The Waste Land*.
4. Hardy, T. *Tess of the D'Urbervilles*.
5. Joyce, J. *A Portrait of the Artist as a Young Man*.
6. Rushdie, S. *Midnight's Children*.
7. Stoppard, T. *Rosencrantz and Guildenstern Are Dead*.
8. Woolf, V. *To the Lighthouse*.

Secondary Sources

1. Bradbury, M., & McFarlane, J. (Eds.). (1991). *Modernism: A Guide to European Literature 1890–1930*. Penguin.
2. Childs, P. (2021). *Modernism and the Postmodern: Literature and Criticism*. Routledge.
3. Connor, S. (2016). *The Cambridge Companion to Postmodernism*. Cambridge University Press.
4. Ford, B. (Ed.). (1993). *The New Pelican Guide to English Literature*, Vols. 6–9. Penguin.
5. Sanders, A. (2022). *The Short Oxford History of English Literature* (5th ed.). Oxford University Press.
6. Waugh, P. (2018). *Metafiction: The Theory and Practice of Self-Conscious Fiction*. Routledge.

Classical and Renaissance Drama

BS-English

Course Code: ENG-210

Credit Hours: 03

Pre-requisite: Nil

Objectives

In this course, students will learn about classical theatre by studying myths, history, conventions, and key figures. The course also focuses on building skills like close reading and literary commentary. Additionally, students will critically assess the complexities of the human condition. Overall, the course aims to provide a straightforward yet comprehensive understanding of classical theatre and its broader implications.

Learning Outcomes

- Students will gain a comprehensive grasp of Classical Greek, Roman, and Elizabethan drama, exploring their nature, function, and themes in historical and social contexts.
- They will develop the ability to analyze key features of tragedy and comedy through detailed study of selected dramatists, including Shakespeare, Marlowe, and Webster
- Students will explore how classical plays have influenced the development of drama as a genre, motivating an understanding of their relevance in modern contexts

Course Outline

Unit 1. Sophocles

Euripides – The Bacchae

Unit 2. Aristophanes – The Birds

Seneca – Hercules Furens (The Mad Hercules)

Unit 3. Plautus – The Pot of Gold

Shakespeare- King Lear; As You Like it

Unit 4. Marlowe

Tamburlaine the Great (Parts I and II)

Unit 5. Webster

The Duchess of Malfi

Recommended Books/ Reference Material

1. Banuand, R., & Subbiah, S. (2016). Classical Theories of Drama-A Comparative Critique.
2. Bozkurt, K. (2020). The tragic experience in Tim Crouch's postdramatic theatre.
3. Bradner, L. (1956). The Rise of Secular Drama in the Renaissance. *Studies in the Renaissance*, 3, 7-22.
4. Buxton, R. G. (2007). *Tragedy and Greek myth*. Sage.
5. Hunter, G. K. (1994). Rhetoric and Renaissance Drama. In *Renaissance Rhetoric* (pp. 103-118). London: Palgrave Macmillan UK.
6. Kehler, D. (1987). The Subject of Tragedy: Identity and Difference in Renaissance Drama.
7. Thompson, A. R. (2022). *The anatomy of drama*. Univ of California Press.
8. Thompson, J. (2015). An act of creation: solo storytelling of Greek mythology.
9. Weiner, A. (1980). The function of the tragic Greek chorus. *Theatre Journal*, 32(2), 205-212.

Rise of English Novel

BS- English

Course Code: ENG- 208

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course aims to develop among the students an overview and critical understanding of novel and will acquaint students with the distinctive characteristics of novels. Students will gain an insight into the social, political, cultural, and philosophical developments of various eras. The course will allow students to understand narrative techniques, structural and stylistic features, and thematic concerns as manifested in the core texts.

Learning Outcomes

The course will enable students to;

- Understand and interpret the evolution of the genre of British Novel
- Explain key aspects of novels written during various periods
- Read and interpret literary criticism and apply it within an academic argument
- Locate and access appropriate primary and secondary sources
- Evaluate critical arguments about realism and incorporate into their own arguments.
- Interpret literature through the lens of their own experience and through the lenses of various schools of literary criticism
- Demonstrate an understanding of the relevance of literature of the period to the broader history of British literature and to contemporary culture.

Course Outline

Unit 1. Introduction to Novel

Origin, definition and elements of the novel, Aspects of the Novel by E.M. Forster, The Story, People, The Plot, Fantasy, Prophecy, Pattern and Rhythm, Major Novelists and Trends.

Unit 2. Joseph Andrews by Henry Fielding (1742)

Henry fielding as a novelist, reading of text and discussion on the characteristic features.

Unit 3. Pride and Prejudice by Jane Austen (1813)

Jane Austen as a novelist, theme of Matrimony, social status (the gentry, upper and lower sub-strata, the non-titled people), Free Indirect Discourse.

Unit 4. Wuthering Heights by Emily Bronte (1847)

Emily Bronte as a Victorian novelist, reading, critical analysis, and discussion of the text.

Unit 5. Mill on the Floss by George Eliot (1860)

George Eliot as a novelist, reading, critical analysis and discussion of the text.

Unit 6. Great Expectations by Charles Dickens (1861)

Dickens as a Victorian novelist, reading, critical analysis and discussion of the text.

Unit 7. Tess of the D'Urbervilles by Thomas Hardy (1892)

Thomas Hardy as a novelist, reading, critical analysis and discussion of the text

Unit 8. Pamela (1740), Gulliver's Travels (1726), Frankenstein (1818) and Jane Eyre (1847)

Samuel Richardson, Jonathan Swift, Frankenstein and Jane Eyre as novelists, major trends, themes and critical analysis of the texts (presentations).

Recommended Books/Reference Material

1. Ashton, R. (2013). *George Eliot: A life*. Faber & Faber.
2. Blanchard, F. T. (1966). *Fielding, the novelist: A study in historical criticism*. Russell & Rusell.
3. Collins, P. (2013). *Charles Dickens: The critical heritage*. Routledge.
4. Ebert, Lisa. "Ambiguities of narration in Wuthering Heights." *Ambiguity in Emily Brontë's "Wuthering Heights,"* 2020, pp. 79–136, https://doi.org/10.30965/9783657704958_003.
5. HUO Feng-chun, and JING Jing. "Characteristics determine fate—an analysis of Tess' tragedy in Tess of the d'urbervilles." *Sino-US English Teaching*, vol. 13, no. 2, 2016, <https://doi.org/10.17265/1539-8072/2016.02.006>.

6. Luthfiansyah, Luthfiansyah, and Mildan Arsdan Fidinillah. "Representation analysis of 'Great expectation' novel by Charles Dickens." *Scope : Journal of English Language Teaching*, vol. 5, no. 1, 2020, p. 36, <https://doi.org/10.30998/scope.v5i1.6721>.
7. Mattisson, J. (2002). *Knowledge and survival in the novels of Thomas Hardy*. Lund Univ Pr.
8. Mazzeno, L. W. (2011). *Jane Austen: Two centuries of criticism*. Camden House.

Basics of Stylistics

BS-English

Course Code: ENG-319

Credit Hours: 03

Pre-requisite: Nil

Objectives

Stylistics is a systematic way of exploring texts. The course will look at how language structure can be used to shape meaning, considering patterns in the phonology, morphology and syntax of the text, and the ways in which these condition reader's interpretations of text. The course will concentrate on enabling the students to recognize and analyze various stylistic tools and devices employed by the writers and speakers, culminating in making them proficient in using their knowledge in analyzing distinctive styles of different literary genres and works of individual writers.

Learning Outcomes:

Upon successful completion of this course, students will have the knowledge and skills to:

- Differentiate between various marked style expressions means in the text.
- Write texts according to different functional styles.
- Conduct a stylistic analysis of a literary text using the appropriate descriptive terminology.
- Demonstrate a grasp of the basic concepts of Russian and foreign stylistics; stylistic functions of linguistic units; phonetic, morphological, syntactic and lexical expressive means of linguistic units.

Course Outline

Unit 1. Introduction

What is stylistics? Developments in stylistics. Is there a 'literary language'?

Unit 2. Stylistics and Levels of Language

Levels of language at work: an example from poetry. Style, register and dialect. Grammar and style, Sentence styles: development and illustration. Grammar and genre: a short study in Imagism.

Unit 3. Narrative Stylistics

Developments in structural narratology. A sociolinguistic model of narrative.

Unit 4. Style as Choice

Style and transitivity, Transitivity, characterization and literary genre.

- Unit 5. Style and Point of View**
Approaches to point of view. Exploring point of view in narrative fiction
- Unit 6. Representing Speech and Thought**
Techniques of speech and thought presentation. A workshop on speech and thought presentation.
- Unit 7. Dialogue and Discourse**
Dialogue in drama B. Exploring dialogue.
- Unit 8. Cognitive Stylistics**
Developments in cognitive stylistics. Cognitive stylistics at work.

Recommended Books/Reference Material

1. Barry, P. (2020). Beginning theory: An introduction to literary and cultural theory. In *Beginning theory (fourth edition)*. Manchester university press.
2. Boase-Beier, J. (2023). *Stylistics and translation*. In *The Routledge handbook of stylistics* (pp. 420-435). Routledge.
3. Burke, M. (Ed.). (2017). *The Routledge handbook of stylistics*. Routledge.
4. Hope, J., & Wright, L. (2002). *Stylistics: A practical coursebook*. Routledge.
5. Jeffries, L., & McIntyre, D. (2010). *Stylistics*. Cambridge University Press.
6. Leech, G. N., & Short, M. (2007). *Style in fiction: A linguistic introduction to English fictional prose* (No. 13). Pearson Education.
7. MacDiarmid, L. H. M. (2022). A Form of Doric Which Is No Dialect in Particular. *Classics and Celtic Literary Modernism: Yeats, Joyce, MacDiarmid and Jones*, 195.
8. Mahlberg, M. (2017). Corpus stylistics. In *The Routledge handbook of stylistics* (pp. 378-392). Routledge.
9. Short, Mick. (2017). *Exploring the Language of Poems, Plays and Prose*. Taylor & Francis Group
10. Simpson, P. (2004). *Stylistics: A resource book for students*. Psychology Press.
11. Wales, Katie (2014). *A dictionary of stylistics*. London/New York: Longman.
12. Widdowson, H. G. (2014). *Stylistics and the Teaching of Literature*. Routledge.

Romantic and Victorian Poetry

BS- English

Course Code: ENG-301

Credit Hours: 03

Pre-requisite: Nil

Objectives

To develop in the readers an understanding and profound knowledge of the themes, motifs and dominant trends in Victorian and Romantic poetry.

Learning Outcomes

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

- Demonstrate their knowledge of salient features of Romantic and Victorian poetry
- Demonstrate their knowledge of major Romantic & Victorian poets
- Critically analyze a poem for themes, form and major trends of the era

Course Outline

Unit 1. Salient Features of Romantic and Victorian Poetry

Wordsworth's Pantheism, Coleridge's High Romance, Shelly's Heroism, Keats's Hellenism, Tennyson's Lyrical and Pictorial Poetry, Browning's Dramatic Monologue, Arnold's Nostalgia, Rossetti's Imagery and Symbolism.

Unit 2. William Blake, Wordsworth and Coleridge

William Blake's The Sick Rose and A Poison Tree, William Wordsworth's The World Is Too Much with Us and The Solitary Reaper, S.T. Coleridge's Kubla Khan and Dejection: An Ode, Detailed analysis in light of the prominent features of the writing style of the poet.

Unit 3. Keats and Shelley

John Keats' Ode to Autumn and When I have Fears, P.B Shelley's To the Skylark and Ode to the West Wind, Detailed analysis in light of the prominent features of the writing style of the poet.

Unit 4. Tennyson and Browning (Victorian Poetry)

Lord Tennyson's The Charge of the Light Brigade, The War and The Lotus Eaters, Robert Browning's My Last Duchess and The Patriot, Detailed analysis in light of the prominent features of the writing style of the poet.

Unit 5. Arnold and Rossetti

Mathew Arnold's Lines Written in Kensington Garden and Dover Beach, Christina Rossetti's After Death, In an Artist's Studio, Detailed analysis in light of the prominent features of the writing style of the poet.

Recommended Books/ Reference Material

1. Armstrong, I. (2019). *Victorian Poetry: Poetry, poetics and politics*. Routledge.
2. Bristow, J. (Ed.). (2000). *The Cambridge companion to Victorian poetry*. Cambridge University Press.
3. Cronin, C. (2008). *A companion to Victorian poetry*. John Wiley & Sons.
4. Cronin, R. (2012). *Reading Victorian Poetry*. John Wiley & Sons.
5. Curran, S. (2017). *Romantic poetry: The I altered*. In *Romantic Writings*. Routledge.
6. Gerard, A. S. (2022). *English romantic poetry: ethos, structure, and symbol in Coleridge, Wordsworth, Shelley, and Keats*. Univ of California Press.
7. Sanders, A. (1994). *The short Oxford history of English literature*. Published in the United States by Oxford University Press Inc., New York.
8. Sangster, M. (2021). *Living as an Author in the Romantic Period*. Springer Nature.

Modern Novel

BS-English

Course Code: ENG-412

Credit Hours: 03

Pre-requisite: Nill

Objectives

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

Learning Outcomes

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

- Understand the concepts and themes of modern novel considering the style, point of view, tone and structure of the selected texts.
- Examine different aspects of modern society.
- Comprehend the social and literary trends of the 20th century fiction.

Course Outline

Unit 1. 20th Century Socio-political Scene and Literary Trends

Various aspects of the novel. Elements, which give coherence to the novel.

Unit 2. Death of Ivan Ilyach by Leo Tolstoy (1886)

The inevitability of death, the transitory nature of life. Misplaced Priorities. Blind pursuit of upward social mobility. Social hypocrisy

Unit 3. A Portrait of the Artist as a Young Man by James Joyce (1916)

Innocence and Experience. Literature and Life. Order and the Senses. Religion. Nationality. Freedom.

Unit 4. The Great Gatsby by F. Scott Fitzgerald (1925)

Greed, love, violence. The “American Dream.” An era of decayed social and moral values.

Unit 5. To the Light House by Virginia Woolf (1927)

Time, the Meaning of life, art, beauty, and symbolism.

Unit 6. Lord of the Flies by William Golding (1954)

Post War literature and mood of the time. Reading and analysis. Questions for critical writing and thinking.

Unit 7. The Sun also Rises by Ernest Hemmingway (1926)

Meaninglessness and Existentialism. Hemingway's code of conduct. Bullfighting as the main metaphor and motif. Introduction to Hemingway and American literary scene of the first half of the century. Hemingway's particular style of writing.

Recommended Books / Reference Material

1. Allen, W. (1954). *The English novel*. Penguin Books
2. Baker, R. S. (1982). *The ark historical page: Social satire and historicism in the novels of Aldous Huxley*. Oxford Uni Press.
3. Bedford, S. (1973). *Aldous Huxley*. Oxford Uni Press.
4. Beer, J. B. (1962). *The Achievement of Forster*. Oxford Uni Press.
5. Burgess, A. (1973). *Joysprick: An introduction to the language of James Joyce*. Harcourt.
6. Cavaliero, G. (1979). *A reading of E. M. Forster*. Oxford Uni Press.
7. Church, R. (1951). *The growth of the English novel*. Oxford Uni Press.
8. Foster, E.M. (1924). *A passage to India*. Open Uni Press.
9. Golding, W. (1954). *Lord of the flies*. Penguin Books.
10. Joseph, C. (1920). *The heart of darkness*. Coyote Canyon Press.
11. Joyce, J. (1916). *A portrait of the artist as a young man*. Wordsworth Press.
12. Ung, S. (2022). Rethinking Romanian Literature Collectively: The Inter-Imperial Modern Novel. *Revista Transilvania*, (10).
13. W. Virginia (1927). *To the light house*. Wordsworth Editions.

Non-Fiction

BS-English

Course Code: ENG 322

Credit Hours: 03

Pre-requisite:

Objectives

This course introduces students to the study of non-fiction as a literary genre. It examines diverse non-fiction forms such as autobiographies, biographies, travelogues, memoirs, diaries, speeches, and essays, encouraging students to analyze how these texts combine factual representation with artistic expression.

Learning Outcomes

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

- Identify different sub-genres of non-fiction and their distinctive features.
- Analyze non-fiction texts in terms of style, structure, rhetoric, and purpose.
- Contextualize non-fiction within historical, cultural, and political frameworks.
- Critically evaluate the role of subjectivity, authenticity, and representation in non-fiction writing.
- Apply close reading and interpretative skills to non-fiction prose.

Course Outline

Unit 1. Introduction to Non-Fiction

Definition and scope of non-fiction. Distinctions between fiction and non-fiction. Sub- genres. essay, memoir, autobiography, biography, travel writing, reportage.

- Unit 2. Essays and Personal Writing**
 Michel de Montaigne. Selected Essays. Francis Bacon. Selected Essays (*Of Studies, Of Truth*). Virginia Woolf. *The Death of the Moth*.
- Unit 3. Autobiography and Memoir**
 Benjamin Franklin. *Autobiography* (excerpts). Maya Angelou. *I Know Why the Caged Bird Sings* (selections). Contemporary memoirs (Pakistani/Global).
- Unit 4. Travel Writing and Exploration**
 Ibn Battuta. *Travels* (excerpts). Elizabeth Gilbert. *Eat, Pray, Love* (selections).
- Unit 5. Political, Cultural, and Historical Non-Fiction**
 Martin Luther King Jr.. *Letter from Birmingham Jail*. Arundhati Roy. *The Algebra of Infinite Justice* (essays). Malala Yousafzai. *I Am Malala* (excerpts).
- Unit 6. Contemporary Non-Fiction and Digital Narratives**
 Essays and blogs as 21st-century non-fiction. Creative non-fiction and hybrid genres. The role of non-fiction in shaping public discourse.

Recommended Books/Reference Material

1. Eakin, P. J. (2021). *Living Autobiographically: How We Create Identity in Narrative*. Cornell University Press. Reissue
2. Franklin, B. (2018). *The Autobiography of Benjamin Franklin*. Dover.
3. Gutkind, L. (2021). *The Art of Creative Nonfiction*. Da Capo Press.
4. Keeble, A. (2022). *The Routledge Companion to Literary Non-Fiction*. Routledge.
5. Lopate, P. (Ed.). (2019). *The Art of the Personal Essay*. Anchor Books.
6. Miller, T. (2020). *The Memoir Book*. Routledge.

Introduction to Literary Theory

BS English

Course Code: ENG 323

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course aims to introduce students to the fundamental concepts and principles of literary theory, helping them understand how theory informs the reading and interpretation of texts. It familiarizes students with major schools of thought—from classical and humanist traditions to contemporary and postmodern approaches—so they can appreciate the evolution of literary inquiry. By engaging with diverse theoretical perspectives, students will learn to think critically about the relationship between literature, culture, and ideology. The course further seeks to equip them with analytical tools to apply theoretical frameworks to texts and to recognize how philosophical, historical, and social contexts shape literary meaning.

Learning Outcomes

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

- Define key concepts and terminologies in literary theory.
- Distinguish between major theoretical schools and approaches.
- Apply selected theoretical frameworks to literary texts.
- Evaluate how social, cultural, and philosophical contexts shape literary interpretation.

Course Outline

Unit 1. Understanding Literary Theory

What is literary theory? Theory, criticism, and interpretation. Role and relevance of theory in reading literature.

Unit 2. Classical and Humanist Foundations

Plato and Aristotle on art and mimesis. Renaissance humanism and early moral criticism.

Unit 3. Formalism and Structuralism

Russian Formalism. Defamiliarization and literariness. Saussurean linguistics and structuralist analysis.

Unit 4. Marxism and Psychoanalysis

Marxist literary criticism. ideology, class, and materialism. Freud, Jung, and the unconscious in literature.

Unit 5. Feminism and Gender Theories

Waves of feminist thought and representation of women in literature. Queer theory and gender performativity.

Unit 6. Poststructuralism and Deconstruction

Derrida and the instability of meaning., Barthes. “The Death of the Author”.

Unit 7. Postcolonialism and Cultural Studies

Said’s Orientalism., Homi Bhabha and hybridity. Intersection of culture, identity, and power.

Unit 8. Contemporary Approaches

Ecocriticism and environmental humanities. Digital humanities and the role of AI in literary analysis. Reader-response and affect theory.

Recommended Books / Reference Material

1. Barry, P. (2017). *Beginning Theory: An Introduction to Literary and Cultural Theory* (4th ed.). Manchester University Press.
2. Bennett, A., & Royle, N. (2016). *An Introduction to Literature, Criticism and Theory* (5th ed.). Routledge.
3. Buchholz, M., & Hensel, T. (2022). *Digital Humanities and Literary Studies*. De Gruyter.

4. Payne, M. (Ed.). (2021). *A Dictionary of Cultural and Critical Theory* (2nd ed.). Wiley-Blackwell.
5. Rivkin, J., & Ryan, M. (Eds.). (2017). *Literary Theory: An Anthology* (3rd ed.). Wiley-Blackwell.
6. Tyson, L. (2014). *Critical Theory Today: A User-Friendly Guide* (3rd ed.). Routledge.
7. Wolfreys, J., Robbins, R., & Womack, K. (2019). *Key Concepts in Literary Theory* (3rd ed.). Edinburgh University Press.

Postmodern Literature

BS- English

Course Code: ENG-415

Pre-requisite: Nil

Credit Hours 3

Objectives

The course aims to equip students with a keen ability to recognize and analyze elements of postmodern experimentation, specifically in terms of form, style, and thematic content, in contrast to classical or modern literary traditions. Through a focused exploration of postmodernist texts and critical discussions surrounding them, students will develop proficiency in reading and understanding the intricacies of postmodern literature. Additionally, the course seeks to enable students to draw upon a diverse range of postmodernist concepts, fostering their capacity to engage in thoughtful and informed literary discussions within the context of this complex and often elusive literary movement.

Learning Outcomes

After completion of the course students will

- Demonstrate proficiency in interpreting postmodernist texts, including the recognition and analysis of fragmented narratives, intertextuality, and metafictional devices.
- Apply key postmodernist concepts in literary discussions, showcasing an adept use of theoretical frameworks to analyze and interpret postmodern fiction and drama.
- Recognize and appreciate the blurring of genres and the fluidity of boundaries in postmodern fiction and drama, fostering an understanding of the genre-defying nature of postmodern literature.
- Explore the cultural and historical contexts influencing postmodern works, enhancing the ability to contextualize and interpret these literary expressions within broader societal frameworks.
- Develop active participation in critical discourse surrounding postmodern literature, articulating well-founded perspectives and contributing to insightful discussions on the complexities of postmodern fiction and drama.

Course Outline

Unit 1. Introduction to Postmodern Era

Characteristics of Postmodern Literature, specifically with regards to fiction.

Postmodern literary techniques. When Or What Is Postmodernity? Brian McHale,

From Modernism to Postmodernist.

- Unit 2. Birth of Postmodern Fiction**
Significant writers and Texts. Science fictions & their types. Philip K. Dick - Do Androids Dream of Electric Sheep, Apocalyptic and post-apocalyptic, Cyberpunk, Time travel, Space opera,
- Unit 3. Marginalized Voices and Hyphenated Literatures**
Sherman Alexie – Selected stories, Cross and Multi Cultures, Questions of Identity, Humor and Black Irony
- Unit 4. Birth of Speculative Fiction**
Ray Bradbury - Fahrenheit 451, Alternative forms, genres and social expression, Anti-establishment questioning, Identity, Pastiche
- Unit 5. Postmodern Meta-drama/Meta-theater**
Tom Stoppard – Rosencrantz and Guildenstern Are Dead, pastiches of different literary and historical sources, new perspective on historical events
- Unit 6. Introduction to New Literary Genre – Graphic Novel**
Art Spiegelman – MAUS Vols. 1 & 2, Birth of the Graphic Novel, The visual and the Written, The personal as political. Graphic novel version of traditional novels (Fahrenheit 451, Pride and Prejudice).
- Unit 7. Historiographic Fictions**
The New York Trilogy by Paul Auster, blurred lines between detective fiction and postmodernism, exploring identity, language, and the complex interplay of authorship. *The Things They Carried* by Tim O'Brien, challenges traditional war narratives by blurring the lines between fact and fiction, memory and imagination. *Mason & Dixon* by Thomas Pynchon, a postmodern take on history, science, and cultural shifts during the 18th century.
- Unit 8. Postmodern Trends in Poetry**
John Ashbery – Self-Portrait in a Convex Mirror, Adrienne Rich – Diving into the Wreck, Ted Hughes – Crow: From the Life and Songs of the Crow, Seamus Heaney – Station Island (selected poems), Margaret Atwood – Morning in the Burned House (selected poems)

Recommended Books/Reference Material

1. Arac, J. (Ed.). (1989). *Postmodernism and politics*. U of Minnesota Press.
2. Bertens, H. (2003). *The idea of the postmodern: A history*. Routledge.
3. Couturier, M. (Ed.). (1983). *Representation and Performance in Postmodern Fiction*.
4. Feneja, F. L. (2012). Promethean Rebellion in Ray Bradbury's Fahrenheit 451: The Protagonist's Quest. *Amaltea. Revista de mitocrítica*, 4, 1.
5. Galvan, J. (1997). Entering the Posthuman Collective in Philip K. Dick's "Do Androids Dream of Electric Sheep?". *Science Fiction Studies*, 413-429.
6. Hutcheon, L. (2003). *A poetics of postmodernism: History, theory, fiction*. Routledge.
7. McHale, B. (2003). *Postmodernist fiction*. Routledge.
8. McHale, B. (2012). *Constructing postmodernism*. Routledge.

9. Roberts, G. G. Some Social and Cultural Context for Ray Bradbury's *Fahrenheit 451*. *Critical Insights*, 27-36.

Introduction to Linguistics

Interdisciplinary

Course Code: ENG-123

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course aims to provide knowledge of major concepts in language study, give understanding of different areas of micro- and macro linguistics defined by the linguists and introduce students to major branches of linguistics.

Learning Outcomes

- Understand the basic concepts of linguistics.
- Demonstrate their knowledge of different areas of micro- and macro-linguistics.
- Distinguish and define branches of linguistics.

Course Outline

- Unit 1. Understanding Language**
Features of Language Human Language system vs. Animal Communication.
- Unit 2. Introduction to Linguistics**
Scope of Linguistics. Micro and Macro Functions of Language. Micro: how language works on a smaller scale. Macro: Broad purposes of Language.
- Unit 3. Theoretical Branches of Linguistics**
Phonetics and Phonology. Morphology and Syntax. Semantics and Pragmatics.
- Unit 4. Applied Linguistics**
Sociolinguistics: Language in Society. Psycholinguistics: Brain and Language Connection.
- Unit 5. Discourse Analysis and Stylistics**
Conversational Structure and Strategies. Introduction to Stylistics: Analyzing Language in Literature.

Recommended Books/ Reference Material

1. Bruce, M. (2019). *A Concise Introduction to Linguistics*. Routledge.
2. Crystal, D., & Alan, C. L. (Eds.). (2023). *A dictionary of linguistics and phonetics*. John Wiley & Sons.
3. Finch, G. & Peck, J. (2017). *How to study linguistics: A guide to understanding language*. Bloomsbury Publishing.
4. Kortmann, B. (2020). *English linguistics: essentials*. Springer Nature.
5. Strazny, P. (Ed.). (2013). *Encyclopedia of linguistics*. Taylor & Francis.
6. Yule, G. (2022). *The study of language*. Cambridge university press.

Phonetics and Phonology

BS-English

Course Code: ENG-126

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course aims to develop activities for ample practice to learn English speech sounds and patterns and adapt material for teaching the phonetic and phonological features of language. It will also develop strategies for the assessment of students' analytical skills.

Learning Outcomes

- Display the knowledge of English sound patterns, syllables, stress and intonation that would be helpful in learning correct pronunciation of English speech.
- Demonstrate correct pronunciation of English Speech.

Course Outline

Unit 1. Phonetics and Phonology

What is phonetics, Types of phonetics. Difference between phonetics and phonology.

Unit 2. The Physiology of Pronunciation

Definitions Speech organs. The Biological Basis of Speech Production. Phonetic symbols-Vowels/Consonants. Tasks and Exercises. Manner and Place of Articulation. Charting manner and place of articulation.

Unit 3. English Consonants English Vowels

Sound and Spelling (Vowels and Consonants). Distinguishing Consonant / Vowel types. Use of Phonetic Transcription.

Unit 4. Syllable, Stress and Intonation

Syllable & Syllable structure, Various Stress Patterns. Sentence Stress, Rhythm and Intonation. Why is stress and intonation significant in case of English Language.

Unit 5. Practice in Connected Speech

Different features of Connected Speech, Elision, assimilation, delayed plosion, catenation and intrusion. Weak forms /schwa. A Review of Phonology. Comparison of different features of connected speech of English and Urdu. Teaching pronunciation, Problems of Pronunciation, General guideline for correct pronunciation.

Recommended Books/ Reference Material

1. Collins, B., & Mees, I. M. (2013). *Practical phonetics and phonology: A resource book for students*. Routledge.
2. Davenport, M., & Hannahs, S. J. (2020). *Introducing phonetics and phonology*. Routledge.
3. Jakielski, J. (2023). *Phonetics Science for Critical Practice*. Routledge.
4. Laver, J., & John, L. (1994). *Principles of Phonetics*. Cambridge university press.

5. Lorenz, F. (2013). *Basics of phonetics and English phonology*. Logos Verlag Berlin GmbH.
6. Sethi, J. & Jindal, D. V. (2004). *A practical course in English pronunciation*. PHI Learning Pvt. Ltd.
7. Wayland, R. (2018). *Phonetics: A practical introduction*. Cambridge University Press.

Introduction to Morphology

BS-English

Course Code: ENG-220

Credit Hours: 03

Pre-requisite: Nill

Objectives

This course introduces students to the study of word structure in English and other languages. It focuses on the identification and analysis of morphemes, the rules of word formation, and the relationship between morphology, phonology, syntax, and semantics. Students will learn both theoretical and practical aspects of morphology to enhance their understanding of how language is structured and functions.

Learning Outcomes

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

- Understand and define basic concepts in morphology.
- Identify and analyze morphemes, morphs, and allomorphs in different linguistic contexts.
- Explain and apply rules of word formation (derivation, inflection, compounding, etc.).
- Demonstrate the relationship between morphology and other components of language such as syntax and phonology.
- Apply morphological knowledge to the analysis of English and cross-linguistic data.

Course Outline

- | | |
|----------------|--|
| Unit 1. | <u>Introduction to Morphology</u>
Definition and scope of morphology. Word, morpheme, morph, and allomorph. Free and bound morphemes. |
| Unit 2. | <u>Types of Morphemes</u>
Derivational and inflectional morphemes. Content and function morphemes. Zero morphemes. |
| Unit 3. | <u>Morphological Processes</u>
Affixation (prefixes, suffixes, infixes, circumfixes). Compounding. Reduplication. Conversion (zero derivation). Clipping, blending, acronyms, and back-formation. |
| Unit 4. | <u>Word Formation in English and Beyond</u>
Inflectional categories (number, tense, aspect, case, agreement). Derivational categories (class-changing and class-maintaining). Productivity and blocking. |
| Unit 5. | <u>Morphological Typology</u>
Isolating, agglutinating, fusional, and polysynthetic languages. Case studies from world languages. |

- Unit 6. Morphology and Other Levels of Language**
Morphology and phonology: allomorphy, morphophonemics. Morphology and syntax: word order and agreement. Morphology and semantics: meaning shifts in derivation and inflection.
- Unit 7. Contemporary Issues in Morphology**
Lexical vs. inferential models of morphology. Morpheme-based vs. word-based approaches. Distributed Morphology. Psycholinguistic perspectives on morphological processing.
- Unit 8. Applied Morphology**
Morphology in language teaching and learning. Morphological analysis of English for ESL/EFL contexts. Role of morphology in computational linguistics and natural language processing.

Recommended Books/Reference Material

1. Aronoff, M., & Fudeman, K. (2022). *What is Morphology?* (3rd ed.). Wiley-Blackwell.)
2. Audring, J., & Masini, F. (Eds.). (2019). *The Oxford Handbook of Morphological Theory*. Oxford University Press.
3. Bauer, L. (2021). *English Morphology: A Morphological Grammar of English*. Oxford University Press.
4. Booij, G. (2012). *The Grammar of Words: An Introduction to Linguistic Morphology* (3rd ed.). Oxford University Press.
5. Harley, H. (2017). *English Words: A Linguistic Introduction* (3rd ed.). Wiley-Blackwell.
6. Haspelmath, M., & Sims, A. D. (2010). *Understanding Morphology* (2nd ed.). Routledge.
7. Katamba, F. (1993). *Morphology*. Macmillan.
8. Lieber, R. (2016). *Introducing Morphology* (2nd ed.). Cambridge University Press.
9. Lieber, R., & Štekauer, P. (Eds.). (2014). *The Oxford Handbook of Derivational Morphology*. Oxford University Press.
10. Spencer, A. (2022). *Morphological Theory* (2nd ed.). Cambridge University Press.

Introduction to Syntax

BS-English

Course Code: ENG-221

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course introduces students to the study of sentence structure and the rules governing the arrangement of words in a language. It explores fundamental syntactic concepts, phrase structure, and transformational processes. Students will gain analytical skills to examine sentences systematically and apply syntactic theories to both English and cross-linguistic data.

Learning Outcomes

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

- Define core concepts of syntax and its role in linguistic analysis.
- Identify and analyze constituents, phrases, and sentence structures.

- Apply different syntactic models (traditional, generative, and functional).
- Analyze transformations such as passivization, question formation, and movement.
- Evaluate syntactic patterns across languages using appropriate theoretical frameworks.

Course Outline

Unit 1. Introduction to Syntax

What is syntax? Syntax vs. morphology and semantics. Word classes and syntactic categories. Constituent structure and constituency tests.

Unit 2. Phrase Structure

Phrase types. NP, VP, PP, AP. Phrase structure rules. X-bar theory. heads, complements, specifiers, adjuncts. Tree diagrams.

Unit 3. Sentence Structure

Simple, compound, and complex sentences. Clause types. main vs. subordinate clauses. Coordination and subordination. Sentence functions. declarative, interrogative, imperative, exclamative.

Unit 4. Transformations

Movement rules. Passivization. Wh-questions. Relative clauses. Embedded structures.

Unit 5. Theoretical Approaches and Applications

Generative grammar (Chomsky). Functional and cognitive approaches. Cross-linguistic syntactic variation. Application of syntactic analysis in literary texts, translation, and discourse.

Recommended Books/Reference Material

1. Carnie, A. (2021). *Syntax: A Generative Introduction* (4th ed.). Wiley-Blackwell.
2. Chomsky, N. (1995). *The Minimalist Program*. MIT Press.
3. Haegeman, L. (1994). *Introduction to Government and Binding Theory*. Wiley-Blackwell.
4. Kroeger, P. (2005). *Analyzing Grammar: An Introduction*. Cambridge University Press.
5. Miller, J. (2022). *English Syntax: An Introduction*. Routledge.
6. Radford, A. (2009). *Analyzing English Sentences: A Minimalist Approach*. Cambridge University Press.
7. Tallerman, M. (2011). *Understanding Syntax* (3rd ed.). Routledge.

Semantics and Pragmatics

BS-English

Course Code: ENG-224

Credit Hours: 03

Pre-requisite: Nill

Objectives

This course introduces students to the core concepts of meaning in language, focusing on semantics (literal meaning) and pragmatics (contextual meaning). It explores how words, sentences, and

discourse convey meaning, and how speakers use language to achieve communicative goals. Students will learn to analyze meaning systematically and apply theories to real-life texts and conversations.

Learning Outcomes

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

- Identify and explain key concepts of semantics and pragmatics.
- Differentiate between sentence meaning and speaker meaning.
- Apply semantic and pragmatic theories to literary and non-literary texts.
- Analyze how context, presupposition, and implicature shape communication.
- Evaluate meaning-making processes across cultures and genres.

Course Outline

Unit 1. Introduction to Semantics

What is semantics? Sense and reference. Lexical relations. synonymy, antonymy, hyponymy, polysemy, homonymy. Componential analysis.

Unit 2. Sentence Semantics

Compositionality of meaning. Semantic roles (agent, patient, experiencer, instrument). Thematic relations and case roles. Truth-conditional semantics.

Unit 3. Introduction to Pragmatics

What is pragmatics? Context. physical, linguistic, social. Deixis. person, place, time, social deixis. Speech act theory (Austin, Searle).

Unit 4. Conversational Implicature and Presupposition

Grice's Cooperative Principle and maxims. Conversational implicatures. Presupposition. definition and types. Presupposition triggers in texts and conversation.

Unit 5. Advanced Topics

Politeness theory (Brown & Levinson). Relevance theory (Sperber & Wilson). Pragmatics and culture. Semantics–Pragmatics interface. Applications. analyzing literary texts, advertisements, political speeches.

Recommended Books/Reference Material

1. Ariel, M. (2010). *Defining Pragmatics*. Cambridge University Press.
2. Cruse, A. (2011). *Meaning in Language: An Introduction to Semantics and Pragmatics*. Oxford University Press.
3. Grundy, P. (2018). *Doing Pragmatics* (4th ed.). Routledge.
4. Huang, Y. (2021). *Pragmatics* (2nd ed.). Oxford University Press.
5. Levinson, S. C. (1983). *Pragmatics*. Cambridge University Press.
6. Saeed, J. I. (2023). *Semantics* (5th ed.). Wiley-Blackwell.
7. Yule, G. (1996). *Pragmatics*. Oxford University Press.

Introduction to Sociolinguistics

BS-English

Course Code ENG-303

Pre-requisite Nil

Credit Hours 3

Objectives

This course is an introduction to sociolinguistics, the study of the relationship between language and society. It aims at giving insight into variation at all levels of language and how such variation constructs and is constructed by identity and culture. An exploration of attitudes and ideologies about these varieties will be of particular importance to understanding this relationship. It also considers some of the educational, political, and social repercussions of these sociolinguistic facts. The students will be able to take issues critically and conduct practical thinking and analysis.

Learning Outcomes:

By the end of this course, the students will show

- Understanding into variation at all levels of language
- Understanding of how such variation constructs and is constructed by identity and culture.
- Their skill to analyze attitudes and ideologies about these varieties.
- Understanding of the educational, political, and social repercussions of these sociolinguistic facts.
- Skills of criticality, application, and analysis.

Course Outline

Unit 1. Introduction to Sociolinguistics

The Scientific Investigation of Language, Relationship between language and society, Sociology of linguistics, Language and Dialect. Register and Style. Language, Birth and Death – codes, Pidgin and Creole, Theories of origin of pidgin to Creole. The Post-creole Continuum.

Unit 2. Languages, Dialects, and Varieties

Language Diversity and Speech Communities, Standard Variety and Received Pronunciation, Accent, Regional Dialects, Sociolects, Idiolects, Diglossia, Isoglosses and Dialect Boundaries. The Dialect Continuum. Lingua Francas, Repertoires, Vowel Shift, Past and Present, Language Variation and Change (valuing languages)

Unit 3. Bilingualism and Multilingualism

Dimensions, Manifestations and Effects of Bilingualism, Diglossia and Bilingualism, Language Choice and Code Choice, Domain Theory, Code choice: Code-switching, Code-mixing, Borrowing, Iconization, Recursion and Erasure, Social Factors involved in Code-switching and Code –borrowing. Effects of Bilingualism and Multilingualism, Language conflicts, Language attitudes, Language maintenance, Language shift / death, Language Planning and Policy.

Unit 3. Language, Culture and Thought

Linguistic and Cultural relativity, Language and Thought, The Sapir-Whorf Hypothesis (Whorf – Kinship – Taxonomies – Color – Prototypes – Taboo and Euphemism)

Unit 4. Language Attitudes and Linguistic Inequalities

Language Attitudes, Convergence, Divergence, Language Maintenance, Language Shift, Language Death, Linguistic inequality, Language and Gender, Male-Female Language Differences, Linguistic Prejudice and Stereotypes

Unit 5. Solidarity, Politeness and Cross-Cultural Communication

Social Functions of Language, Solidarity and Politeness, Tu and Vous, Address Terms

Unit 6. Language, Culture and Thought

Cultural Categories, Kinship Terms, Time Concepts. Linguistic Relativity. Linguistic Determinism. The Sapir–Whorf hypothesis, Cognitive Categories, Classifiers, Social Categories, Address Terms. Language and Gender, Gendered Words, Gendered Speech, Gendered Interaction.

Unit 7. Language and Social Variation

Social Dialects as Social Markers. Education and Occupation. Speech style and Style-shifting, Prestige, Language Attitudes, Speech Accommodation, Convergence, Divergence, Register and Jargon, Slang. Anti-language.

Recommended Books/Reference Material

1. Bell, A. (2014). The Guidebook to Sociolinguistics, John Wiley & Sons, Ltd.
2. Chambers, J. K. (2007). Sociolinguistics. The Blackwell encyclopedia of sociology.
3. Holmes, J., & Wilson, N. (2022). *An introduction to sociolinguistics*. Routledge.
4. Hudson, R. A. (1996). Sociolinguistics. Cambridge university press.
5. Lippi-Green, R. (2012). English with an accent: Language, ideology, and discrimination in the United States. Routledge.
6. Mesthrie, R. (Ed.) (2011), The Cambridge Handbook of Sociolinguistics, Cambridge University Press
7. Meyerhoff, M. (2018). Introducing sociolinguistics. Routledge.
8. Wardhaugh, R. & Fuller, J. M. (2015). An Introduction to Sociolinguistics 7th Edition, John Wiley & Sons, Inc.
9. Yule, G. (2016). The Study of Language 6th Edition, Cambridge University Press.

Introduction to Psycholinguistics

BS- English

Course Code: ENG-308

Credit Hours: 03

Pre-requisite: Nil

Objectives

The objectives teaching Psycholinguistics revolve around exploring the intricate relationship between language and the human mind. This field seeks to unravel the cognitive processes involved in language acquisition, comprehension, and production. By investigating how individuals perceive, store, and recall linguistic information, Psycholinguistics aims to shed light on the mental mechanisms underlying language use. Additionally, the subject aims to contribute valuable insights to fields such as education and communication, enhancing our understanding of how psychological factors influence language development and communication skills.

Learning Outcomes

- Understanding of the relationship of language and mind.
- Understanding of different variables that interact with and upon the teaching and learning of language.
- Their skills in dealing the contemporary theoretical issues in language learning and teaching.

Course Outline

Unit 1. Relationship of Language and Brain.

Relation and difference between Psycholinguistics and neurolinguistics; Psychology of learning, Language and the animal, Language and human mind, Stages of Linguistic Development; Biological Bases of Language; Modularity of Brain, Aphasia (Broca's Aphasia, Wernicke's Aphasia, Conduction Aphasia), Memory Dominance/ Lateralization

Unit 2. Theories of Linguistic Abilities

Critical Period Hypothesis, Word-Association Theory, Word-Class Association Theory, Sentence Frame Theory, Transformational and Generative Grammar, Language Acquisition Theories: Behaviorism, Mentalism, Interactionism

Unit 3. Language Acquisition

Acquisition Schedule, Acquisition Stages, Child-Directed Speech, Phonological Development, Grammatical Development, Lexical/Semantic Development, Pragmatic Development, Factors that Affect Linguistic Development; age, affective and personality factors, motivation, cognitive styles, learner strategies

Unit 4. Language Production

Conceptualization, Formulation, Articulation, Self-Monitoring

Unit 5. Language Comprehension

Auditory word recognition, Visual word recognition, Semantic priming

Recommended Books/ Reference Material

1. Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of psycholinguistics*. John Wiley & Sons.
2. Gass, S. M., Behney, J., & Plonsky, L. (2020). *Second language acquisition: An introductory course*. Routledge.
3. Khazratkulova, E. I. K. (2022). The Importance of Psycholinguistic Aspects in Teaching English. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(5-2), 194-197.
4. Mitchell, R., Myles, F., & Marsden, E. (2004). *Second language acquisition theories*. London: Hodder Arnold.
5. Oktoviandry, R., Arianto, M. A., & Arni, R. (2023). Developing Virtual Reality-Based Learning Media in Introduction to Psycholinguistics Class. *Journal of English Language Teaching*, 12(2), 361-371.
6. Steinberg, D. D., & Sciarini, N. V. (2013). *An introduction to psycholinguistics*. Routledge.
7. Tatlılıoğlu, K., & Senchylo-Tatlılıoğlu, N. (2020). A Theoretical Perspective on Psycholinguistics. *Psycholinguistics in a Modern World*, 15, 241-245.

Basics of Research Methodology

BS- English

Course Code: ENG-213

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course introduces students to the fundamental concepts, terminology, and processes of research in the field of English studies. It aims to develop students' understanding of various research paradigms and methodological approaches, including qualitative, quantitative, and mixed methods. The course also emphasizes the importance of research ethics and familiarizes students with the publication process. By the end of the course, students will be equipped to write research proposals, conduct literature reviews, and differentiate between research papers, theses, and book writing, using appropriate academic conventions and citation styles.

Learning Outcomes

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

- Demonstrate understanding of key research concepts and terminology.
- Identify and apply appropriate qualitative, quantitative, and mixed methods.
- Plan and conduct a research project including formulating questions and choosing a methodology.
- Write and present a complete research proposal.
- Cite academic sources using APA and MLA styles.
- Understand the basics of research publication and academic integrity.

Course Outline

Unit 1. Introduction to Research

Definition and significance of research, Sources of knowledge. The “Wh” questions of research: what, why, who, where, how. Levels of research, Tradition, approach, and method. Research paradigms: Positivist (Quantitative), Interpretive (Qualitative), Mixed Methods.

Unit 2. Research Approaches and Types

Naturalistic, Experimental, Action, Survey, Case Study, Correlational research. Overview of qualitative, quantitative, and mixed method research. Triangulation in sample collection and analysis.

Unit 3. Research Design and Planning

Phases of research: planning, conducting, and reporting. Selecting and narrowing a topic: brainstorming, focusing, problem identification. Formulating research questions, hypotheses, and objectives. Characteristics of good vs. poor research questions

Unit 4. Literature Review and Theoretical Framework

Purpose and structure of a literature review
Writing and synthesizing academic sources
Developing a theoretical and conceptual framework

Unit 5. Research Methods and Ethics

Tools: Observation, field notes, checklists, anecdotal records, questionnaires (Likert scale, open/close-ended questions) Sampling techniques: probability (simple, systematic, stratified) and non-probability (purposive, convenience, snowball)

Ethics in research: consent, plagiarism, approval processes.

Unit 6. Data Collection and Analysis

Inductive and deductive reasoning. Survey design and data analysis. Validity, reliability, objectivity, and generalizability in research. Application of literary and cultural theories in research.

Unit 7. Writing and Presenting Research

Writing a research proposal and synopsis. Structure of a research paper: abstract, introduction, methodology, findings, discussion, conclusion. Differentiating between a research paper, thesis, and book. Formatting and citation styles: APA & MLA

Unit 8. Research Publication Process

Basics of academic publishing. Introduction to high-quality journals and HJRS Steps in the research publication process.

Recommended Books/ Reference Material

1. Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods and Practices*. Textbooks Collection.
2. Chawla, D., & Sondhi, N. (2011). *Research Methodology: Concepts and Cases*. Vikas Publishing House.
3. Creswell, J. W., & Creswell, J. D. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. SAGE.
4. Mishra, S. B., & Alok, S. (2022). *Handbook of Research Methodology*. Routledge.
5. Neuman, W.L. (2008). *Social Research Methods: Qualitative and Quantitative Approaches*. Pearson.
6. Pandey, P., & Pandey, M. M. (2021). *Research Methodology Tools and Techniques*. Bridge Center.
7. Pillai, A. A., & Kaushal, U. (2020). *Research Methodology – An Introduction to Literary Studies*.
8. Thomas, G. (2021). *How to Do Your Case Study*.
9. Walliman, N. (2019). *Your Research Project: Designing, Planning, and Getting Started*.

Critical Discourse Analysis

BS-English

Course Code: ENG- 402

Credit Hours: 03

Pre-requisite: Nill

Objectives

The course, Critical Discourse Analysis, aims to provide students with a comprehensive understanding of the theoretical foundations, analytical techniques, and practical applications of CDA. The objectives include equipping students with the ability to critically examine and deconstruct various forms of discourse, such as media texts, political speeches, and social interactions. Students will develop skills in identifying power relations, ideologies, and hidden meanings within discursive practices. The course also aims to foster a nuanced appreciation of language as a social construct, emphasizing the role of discourse in shaping and reflecting societal norms and power structures. Through hands-on analysis of authentic texts, students will learn to apply CDA methodologies, enhancing their capacity to engage in insightful and socially relevant interpretations of language use in different contexts. Ultimately, the course seeks to empower students to contribute meaningfully to discussions on language, power, and society through a critical lens.

Learning Outcomes

After completion of the course the students will be able to

- Understanding Theoretical Foundations: Grasp key theories underpinning Critical Discourse Analysis (CDA). Demonstrate knowledge of influential scholars and historical developments in the field.
- Analytical Skills: Apply CDA methodologies to deconstruct and analyze diverse forms of discourse. Identify linguistic features contributing to power relations and ideological frameworks.
- Critical Thinking: Develop a critical mindset to question and evaluate discursive practices. Articulate insightful interpretations of language use in various social contexts.
- Practical Application: Apply CDA techniques to authentic texts, including media, politics, and everyday interactions. Engage in hands-on analysis to uncover hidden meanings and implicit power structures.
- Awareness of Social Impact: Recognize the role of language in shaping and reflecting societal norms. Understand the impact of discourse on social power dynamics and cultural representations.
- Communication Skills: Express findings coherently and persuasively in both oral and written formats. Develop proficiency in conveying complex CDA concepts to diverse audiences.
- Ethical Considerations: Demonstrate awareness of ethical issues related to CDA research and analysis. Apply ethical principles in the examination of sensitive or controversial discourse.
- Independent Research Abilities: Cultivate skills for independent research within the scope of Critical Discourse Analysis. Develop a capacity to contribute meaningfully to ongoing academic and societal discussions on language and power.

Course Outline

Unit 1. Introduction: Critical Language Studies

Approaches to Language Study, Conversational Analysis & Discourse Analysis, and Discourse Analysis in relation to other Disciplines such as sociolinguistics, pragmatics and cognitive psychology. Key Terms in Discourse Analysis, Discourse, Power, Ideology, Hegemony, Production & Reception.

Unit 2. The Contextual Landscape by Paul James Jee

Saying, Doing and Being as Discourse. Building Tasks and Tools of Inquiry and Discourses.

Unit 3. Theoretical Underpinnings of Discourse Analysis

Features and Characteristics of CDA. Three Stages of Fairclough's Model, Description, Interpretation, and Explanation. The approach by Brian Paltridge.

Unit 4. A Socio-cognitive Approach by Teun A. van Dijk

Cognitive Situation Models in Discourse Production: The Expression of Ethnic, Situations in Prejudiced Discourse, Prejudice in Discourse

Unit 5. Discourse Historical Approach

Methods of Critical Discourse Analysis of by Ruth Wodak and Michael Meyer,

Discourse and Discrimination Rhetoric of racism and anti-Semitism By Martin Reisigl and Ruth Wodak.

Unit 6. Semiotic Analysis and Multi Modal Discourse Analysis

Socio-semiotic inventory by Van Leeuwen. Burger's semiotic Model.

Unit 7. FCDA and FPDA

Feminist Critical Discourse Analysis by Lazar (2007), Feminist Poststructuralist Discourse Analysis by Baxter (2008)

Unit 8. Discourses in Different Domains

The Discourse of Advertising, the Discourse of Law, the Discourse of Medicine, the Discourse of Education

Recommended Books/Reference Material

1. Awawdeh, N. A. D., & Al-Abbas, L. (2023). A Critical Discourse Analysis of President Donald Trump's Speeches during the Coronavirus Pandemic Crisis. *World Journal of English Language*, 13(5).
2. Blommaert, J. (2005). *Discourse*. New York: Cambridge University Press.
3. Cook, G. (2011). Discourse analysis. In *The Routledge handbook of applied linguistics* (pp. 431-444). Routledge.
4. Fairclough, N. (2013). Critical discourse analysis. In *The Routledge handbook of discourse analysis* (pp. 9-20). Routledge.
5. Fairclough, N. (2013). *Language and power*. Routledge.
6. Roscoe, K. D. (2019). Critical discourse analysis and social work. In *The Routledge handbook of critical social work* (pp. 194-205). Routledge.
7. Simpson, P., & Mayer, A. (2009). *Language and power: A resource book for students*. Routledge.
8. Van Dijk, T. A. (2015). Critical discourse analysis. *The handbook of discourse analysis*, 466-485.
9. Van Leeuwen, T. (2008). *Discourse and Practice*. Oxford: Oxford University Press
10. Wodak, R. (2014). Critical discourse analysis. In *The Routledge companion to English studies* (pp. 302-316). Routledge.

9. List of Elective Courses

Elective Courses (Literature) BS English	
ENG 202	Introduction to Philosophy
ENG-209	Short Fictional Narratives
ENG 216	Science Fiction and Dystopian Literature
ENG 307	Classical Poetry
ENG 310	Pakistani Literature in English
ENG 314	Modern Poetry
ENG 406	American Literature
ENG 407	World Literature
ENG 408	Fiction and Non-Fiction
ENG 412	Modern Novel
ENG 416	Modern Drama
ENG 417	Postcolonial Literature
ENG 418	Canadian Literature
ENG 422	Literary Criticism
Elective Courses (Linguistics) BS English	
ENG 206	Introduction to Gender Studies
ENG 215	Composition and Rhetoric
ENG 309	Second Language Acquisition (SLA)
ENG 317	Digital and AI Assisted Language Learning
ENG 403	Language, Culture, and Identity
ENG 405	Introduction to Translation Studies
ENG 411	Introduction to Corpus Linguistics
ENG 413	English Language Teaching
ENG 414	World Englishes
ENG 423	Introduction to Systemic Functional Linguistics
ENG 424	Natural Language Processing

10. Course Outlines of Elective courses

Introduction to Philosophy

BS-English

Course Code: ENG-202

Credit Hours: 03

Pre-requisite: Nill

Objectives

This course introduces students to the fundamental questions, methods, and traditions of philosophy. It provides an overview of major philosophical thinkers and schools of thought from ancient to modern times, focusing on how philosophy informs human understanding of knowledge, morality, politics, art, and existence.

Learning Outcomes

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

- a) Explain key philosophical concepts, arguments, and traditions.
- b) Analyze philosophical texts critically and engage with abstract reasoning.
- c) Apply philosophical methods to contemporary issues in ethics, politics, and culture.
- d) Recognize the connections between philosophy and literature, language, and society.
- e) Develop clear, logical, and reasoned arguments in written and oral form.

Course Outline

Unit 1: Introduction to Philosophy

What is philosophy? Branches of philosophy. The value of philosophy. Philosophy and literature.

Unit 2: Ancient Philosophy

Pre-Socratic thinkers (Heraclitus, Parmenides). Socrates: ethics and dialectics. Plato: theory of forms, *The Republic*. Aristotle: logic, metaphysics, ethics, poetics.

Unit 3: Medieval Philosophy

Augustine and Christian thought. Thomas Aquinas: faith and reason. Islamic philosophers (Al-Farabi, Ibn Sina, Ibn Rushd).

Unit 4: Modern Philosophy

Rationalism (Descartes, Spinoza, Leibniz). Empiricism (Locke, Berkeley, Hume). Kant: reason, morality, aesthetics.

Unit 5: Nineteenth-Century Philosophy

Hegel and dialectics. Marx and historical materialism. Nietzsche: will power, critique of morality.

Unit 6: Twentieth Century and Contemporary Philosophy

Existentialism (Sartre, Camus, Kierkegaard). Phenomenology (Husserl, Heidegger). Analytic philosophy (Wittgenstein). Poststructuralism (Foucault, Derrida). Philosophy in the digital age.

Recommended Books/Reference Material

1. Critchley, S. (2021). *Continental Philosophy: A Very Short Introduction*. Oxford University Press.
2. Kenny, A. (2021). *An Illustrated Brief History of Western Philosophy* (4th ed.). Wiley-Blackwell.
3. Russell, B. (2010). *The Problems of Philosophy*. Oxford University Press.
4. Skirry, J. (2022). *Introduction to Philosophy: Classical and Contemporary Readings*. Hackett Publishing.
5. Warburton, N. (2014). *Philosophy: The Basics* (5th ed.). Routledge.

Short Fictional Narratives

BS- English

Course Code: ENG-209

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course aims to enable students to develop a thorough understanding of the short story medium (its origin and the different types of short prose). Students would understand how short story differs from other prose genres and would also be able to identify, explore and evaluate elements of a short story. Students would be expected to engage with a variety of works of shorter fictions published in different eras written by prominent authors belonging to different cultural and geographical backgrounds. This would them to identify the signature styles of prominent short story writers and understand their significant contributions to the genre.

Learning Outcomes

The course will enable students to;

- Students will learn to engage critically with works of shorter fiction and apply thesedevloped critical skills to larger pieces of literature.
- Students will learn the basic rules of literary analysis which will help them in future Literature courses.

Course Outline

Unit 1. Introduction to Short Stories

Definition of a short story, Difference between short story and other prose mediums of literature, Origin of the short story with reference to oral tradition and precedents in classical literature (*The Canterbury Tales*), Different types of shorter fiction.

Unit 2. 19th Century Prominent Works of Shorter Fiction

Thomas Hardy's *The Three Strangers*, masterfully constructed characters, and the problems of working-class. Oscar Wilde's *The Nightingale and the Rose*, A satirist depicting English classist society. Edgar Allan Poe's *The Cask of Amontillado*, a

pioneer of gothic fiction, unreliable narrator technique. O’Henry’s Hearts and Hands, use of wit, humor and surprise endings to shed a light on human existence. Kate Chopin’s The Story of an Hour (and/or) Desiree’s Baby, American women and their experiences, Themes of race. Anton Chekhov’s The Darling, use of internal conflict as opposed to external conflict, Russian realism. Leo Tolstoy’s The Three Questions- Tolstoy’s literary realism. Guy de Maupassant’s The Necklace, dilemma of French working-class.

Unit 3. 20th Century Prominent Works of Shorter Fiction

Latin American short story- The Very Old Man with the Enormous Wings, Garcia Marquez’s use of magical realism. Isabel Allende’s Two Words, Isabel Allende as a representative of the Latin American female voice. Indian short story- Rabindranath Tagore’s A Kingdom of Cards, Postcolonial implications. Pakistani short story- Saadat Hasan Manto’s The Assignment as a representative of partition literature. New Zealand short story- Katherine Mansfield’s A Cup of Tea, a modernist feminist short story writer. Modernist short fiction- James Joyce’s Eveline, Political / social implications of the story.

Unit 4. 20th Century Prominent Works of Shorter Fiction

Czech fiction- Franz Kafka’s A Hunger Artist, Kafka’s unique writing style. South African short fiction- Bessie Head’s The Prisoner Who Wore Glasses, Political implications and the apartheid. Roald Dahl’s Lambs to the Slaughter, use of dark humour. Kenyan short fiction, Ngũgĩ wa Thiong’o’s The Martyr, the colonial experience. African American short fiction- Dorothy West’s The Richer The Poorer, a Harlem Renaissance writer. Southern Gothic short fiction - Flannery O’Connor’s Everything that Rises Must Converge, Themes of race. Exploring the grotesque in shorter fiction. William Faulkner’s A Rose for Emily.

Unit 5. 21st Century Prominent Works of Shorter Fiction

Pakistani diasporic short fiction- Daniyal Mueenuddin’s Nawabdin Electrician. Pastiche - Susanna Clarke’s The Duke of Wellington Misplaces his Horse. Microfiction- Mimi Lok’s Accident.

Recommended Books/ Reference Material

1. Amigoni, D. (2020). *The English novel and prose narrative*. Edinburgh University Press.
2. Charters, A. (2018). *The Story and Its Writer: An Introduction to Short Fiction*. St. Martin's Press.
3. Einhaus, A.M. (2016). *The Cambridge Companion to the English Short Story*. Cambridge University Press.
4. Head, D. (2016). *The Cambridge History of the English Short Story*. Cambridge University Press.
5. Hunter, A. (2007). *The Cambridge Introduction to the Short Story in English*. Cambridge University Press.
6. Kahn, A. (2021). *The Short Story: A Very Short Introduction*. Oxford University Press.
7. Kay, J., & Gelshenen R. (2012). *Discovering Fiction Level 2 Student's Book: A Reader of North American Short Stories*. Cambridge University Press.

8. Wilson, K. (1997). *Short Stories for Students: Presenting Analysis, Context, and Criticism on Commonly Studied Short Stories*. Gale Research Inc.

Science Fiction and Dystopian Literature

Interdisciplinary

Course Code: ENG-216

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course aims at developing an understanding of the cultural commentary by examine how these genres comment on societal issues. The course aims at exploring interdisciplinary Connections especially intersections with science, philosophy, ethics, and politics. Studying canonical works by influential authors in the genres help to understand the contemporary perspectives and analyze recent contributions to science fiction and dystopian literature. Media adaptations into film, TV, and other media will become familiar to the students. The course aims at fostering class discussions on ethical, philosophical, and social issues.

Learning Outcomes

Upon completion of the Science Fiction and Dystopian Literature course,

- Students will have acquired a comprehensive understanding of the defining elements characterizing these genres. They will have honed critical analysis skills, enabling them to interpret themes, symbolism, and narrative techniques present in various works.
- Additionally, students will develop historical awareness, recognizing the evolution of science fiction and dystopian literature within distinct historical contexts.
- The course will help students to appreciate how these genres serve as platforms for commentary on contemporary issues. Through creative writing exercises, students will express themselves within the thematic realms of science fiction and dystopia. Furthermore, an exploration of interdisciplinary connections will deepen their understanding of how these genres intersect with fields such as science, philosophy, ethics, and politics.
- Students will gain an appreciation for both classic and contemporary works, cultivating literary discernment. Ultimately, students will be equipped to apply these learned concepts to analyze the impact of these genres on societal perceptions and discussions.

Course Outline

- Unit 1. Introduction to the Era of Science Fiction and Dystopian Literature**
Characteristics of Postmodern Literature, specifically with regards to fiction.
Postmodern literary techniques. What Is Postmodernity?
- Unit 2. Birth of Science Fictions & their Types**
Philip K. Dick - *Do Androids Dream of Electric Sheep*, Apocalyptic and post-apocalyptic, Cyberpunk, Time travel, Space opera
- Unit 3. Birth of Speculative Fiction**
Ray Bradbury - *Fahrenheit 451*, Alternative forms, genres and social expression
Antiestablishment questioning, Identity, Pastiche.

Unit 4. Science Fiction as Social Thought Experiment / Alternate history
Brave New World by Aldous Huxley. *Neuromancer* by William Gibson. *The Handmaid's Tale* by Margaret Atwood.

Unit 5. Introduction to New Literary Genre – Graphic Novel
Art Spiegelman – *MAUS* Vols. 1 & 2, Birth of the Graphic Novel, The visual and the Written, The personal as political, Historiographic fictions.

Recommended Books/Reference Material

1. Adeniyi, E. (2020). *Paratactic Narrative Mode and Taxonomic Conundrum of a Postmodern Verse Novel: Reading from Bernardine Evaristo's Lara*. Critique: Studies in Contemporary Fiction, 61(2), 157-170.
2. Bertens, H. (2022). World Literature and Postmodernism. In *The Routledge Companion to World Literature* (pp. 157-164). Routledge.
3. ÇELİKEL, M. A. (2021). Was there A Postmodernism? Journal of Modernism And Postmodernism Studies (JOMOPS), 2(1), 80-95.
4. Haffenreffer, T. (2019). Revised Version of Thoughts on Jill Galvan's Interpretation of the Relationship between Government and Technology in Philip K. Dick's *Do Androids Dream of Electric Sheep?*. Prologue: A First-Year Writing Journal, 10(1), 4.
5. Hutcheon, L. (2003). *A poetics of postmodernism: History, theory, fiction*. Routledge. NY
6. McHale, B. (2003). *Postmodernist fiction*. Routledge. NY
7. McHale, B. (2022). Some Varieties of Anti-Novel. *The Routledge Companion to Narrative Theory*. Routledge, NY.
8. McHale, Brian, and Len Platt, Ed. *The Cambridge history of Postmodern Literature*. New York: Cambridge University Press, 2016
9. Ottó, B. (2021). *Ray Bradbury: Fahrenheit 451*. A technodiktatúra aktuális víziója. *Szabad Piac*, 3(1), 23-30.
10. Stephan, M., & Stephan, M. (2019). Characteristically Postmodern. *Defining Literary Postmodernism for the Twenty-First Century*, 33-51.

Classical Poetry

BS-English

Course Code: ENG-307

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course is structured with dual objectives in mind. Firstly, it endeavors to provide a comprehensive exploration of the historical development of classical poetry, unraveling its evolution over time and instilling in students a nuanced awareness of the language and tone characteristic of the period. Simultaneously, the course seeks to broaden students' perspectives by introducing them to a diverse array of forms and styles within the poetry genre.

Learning Outcomes

- Understand the enduring appeal of classical English poetry from Chaucer to Pope.
- Master key works such as Canterbury Tales, Paradise Lost, metaphysical poetry, sonnets, and mock epic.
- Recognize and appreciate the unique qualities of humor, satire, puritanism, fire, and divine themes in classical poetry.

Course Outline

Unit 1. Geoffrey Chaucer (1366-1387)

The Canterbury Tales (1392)

Unit 2. William Shakespeare (1564-1616)

Shall I compare thee to a summer's day? (Sonnet 18)

Let me not to the marriage of true minds (Sonnet 116)

Unit 3. Alexander Pope (1688-1744)

Rape of the Lock (1712)

Unit 4. John Milton (1608-1674)

Paradise Lost. Book I (1667)

Paradise Lost Book 9 (The main contention and critical summary)

Unit 5. John Donne (1572-1631)

Love Poems: Song. The Sun Rising. Aire and Angels. The Good Morrow Valediction: Forbidding Mourning

Recommended Books/ Reference Material

1. Hutton, J. (1953). *Classical Influences on English Poetry*. OUP.
2. Kennedy, X. J. Gioia, D. *An Introduction to Poetry*: (8th Edition). New York: Harper Collins College Publishers. 1994.
3. Kiparsky, P. (2019). *The role of linguistics in a theory of poetry*. In *Essays in modern stylistics* (pp. 9-23). Routledge.
4. Lattimore, R. (1952). On Classical and English Poetry. *Phoenix*, 6(3), 84-91.
5. Ong, W. J. (1972). *Classical Rhetoric in English Poetry*. Sage
6. Pater, W. (2022). *Aesthetic Poetry*. DigiCat.
7. Reynolds, M. (2011). *The poetry of translation: from Chaucer & Petrarch to Homer & Logue*. Oxford University Press (UK).

Pakistani Literature in English

Course Code: ENG-310

BS-English

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course introduces students to the development, themes, and styles of Pakistani Literature written in English. It familiarizes learners with major writers, representative texts, and recurring concerns such

as identity, culture, religion, gender, and postcolonial experience. Students will also explore how Pakistani writers negotiate language and nationhood through literary expression.

Learning Outcomes

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

- Trace the historical development of Pakistani Literature in English.
- Identify key themes, styles, and concerns in selected literary texts.
- Analyze literary representations of identity, culture, and politics.
- Recognize the role of English as a medium of creative expression in Pakistan.
- Critically evaluate selected poetry, fiction, and drama by Pakistani writers.

Course Contents

Unit 1. Historical and Literary Background

Emergence of Pakistani Literature in English, Historical, political, and linguistic contexts, English as a medium of creative and critical expression

Unit 2. Poetry

Major themes. nationalism, faith, exile, gender, and identity, Representative poets and texts., Daud Kamal – *Moments of Eternity* (selected poems), Taufiq Rafat – *Arrival of the Monsoon* (selected poems), Sara Shagufta / Kishwar Naheed / Fatima Hasan – selected poems in translation, Maki Kureishi – *The Far Thing* (selected poems)

Unit 3. Fiction I – Early and Post-Independence Voices

Partition and the making of identity, Colonial legacies and cultural hybridity
Selected texts. Ahmed Ali – *Twilight in Delhi*, Bapsi Sidhwa – *Ice-Candy-Man* / *Cracking India*

Unit 4. Fiction II – Contemporary Pakistani Novelists

Politics, religion, and global identity in modern narratives, Diasporic consciousness and intertextuality, Selected text Mohsin Hamid – *The Reluctant Fundamentalist*

Unit 5. Drama and Short Fiction

Thematic focus. social change, satire, and conflict
Selected works. Shahid Nadeem – *Burqavaganza* or *The Third Knock*
Intizar Hussain – *An Unwritten Epic* (in translation)
Daniyal Mueenuddin – selected stories from *In Other Rooms, Other Wonders*

Unit 6. Critical Perspectives and Debates

International critical frameworks:
Graham Huggan – *The Postcolonial Exotic: Marketing the Margins* (on global literary commodification), Aaron Santesso – *The Watchman in Pieces* (on surveillance, privacy, and moral vision relevant to diasporic fiction)

Suggested Readings

Primary Texts:

- Ali, Ahmed. *Twilight in Delhi*.
- Hamid, Mohsin. *The Reluctant Fundamentalist*.
- Rafat, Taufiq. *Arrival of the Monsoon* (selected poems).
- Shamsie, Kamila. *Burnt Shadows*.
- Sidhwa, Bapsi. *Cracking India*.

Secondary Texts:

- Afzal-Khan, Fawzia. (2005). *Cultural Imperialism and the Indo-English Novel*. Routledge.
- Malik, Hina. (2020). *Pakistani English Fiction: Identity, Politics and Discourse*. National Book Foundation.
- Rahman, Tariq. (2011). *A History of Pakistani Literature in English: 1947–1988*. Vanguard.
- Shamsie, Muneeza (Ed.). (2017). *A Dragonfly in the Sun: An Anthology of Pakistani Writing in English*. Oxford University Press.
- Ashcroft, B., Griffiths, G., & Tiffin, H. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge.
- Huggan, G. (2001). *The Postcolonial Exotic: Marketing the Margins*. Routledge.
[Routledge+2Pakistan Languages and Humanities Review+2](#)
- Rosen, D., & Santesso, A. (2013). *The Watchman in Pieces: Surveillance, Literature, and Liberal Personhood*. Yale University Press. [OUP Academic+1](#)

Modern Poetry

Course Code: ENG-314

BS-English

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course aims to introduce students to the evolution of modern poetry from the late nineteenth to the mid-twentieth century. It explores how poets responded to modernity, urban life, war, and existential disillusionment through innovative poetic forms and themes. Students will engage with key movements, techniques, and critical ideas that shaped modernist and early postmodernist verse.

Learning Outcomes

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

- Understand the social and cultural background that shaped modern poetry.
- Analyze major themes, symbols, and styles of modernist poets.
- Identify key literary movements influencing poetic innovation.
- Compare traditional and modernist approaches to poetic form and content.

- Interpret selected poems using critical frameworks and close reading skills.
- Trace the transition from modernism to postmodern tendencies in poetry.

Course Outline

Unit 1. Context and Beginnings of Modernism

Defining modernity and its impact on literature, Modernism as a reaction to Romanticism and Victorian morality, Early influences. Symbolism, Imagism, and the rejection of ornamentation, Key manifestos. T. E. Hulme, Ezra Pound's "A Few Don'ts by an Imagiste"

Unit 2. Major Modernist Voices

The use of fragmentation, myth, and allusion, Urban alienation and spiritual desolation, T. S. Eliot – *The Love Song of J. Alfred Prufrock*, *The Waste Land* (selected passages), W. B. Yeats – *The Second Coming*, *Sailing to Byzantium* Wallace Stevens – *Sunday Morning*

Unit 3. War Poetry and Disillusionment

World War I and the changing role of the poet, Themes of loss, trauma, and the critique of nationalism, Wilfred Owen – *Dulce et Decorum Est*, Siegfried Sassoon – *They or Base Details*, Rupert Brooke – *The Soldier*, W. H. Auden – *September 1, 1939*

Unit 4. Experimentation and the Modern Voice

Free verse and formal innovation, Irony, ambiguity, and linguistic play Marianne Moore – *Poetry*, e. e. cummings – *anyone lived in a how town* Dylan Thomas – *Fern Hill*, *Do Not Go Gentle into That Good Night*

Unit 5. Late Modernism and the Turn Toward the Personal

Transition from modernism to postmodern sensibilities, Confessional tone and individual subjectivity, Sylvia Plath – *Daddy*, *Morning Song*, Ted Hughes – *Hawk Roosting*, Philip Larkin – *Church Going*, *The Whitsun Weddings*

Unit 6. Critical Perspectives and Modernist Legacies

Modern poetry and the crisis of language, Key concepts. The "objective correlative," "impersonality," and "difficulty" in poetry, Influence on postcolonial and contemporary verse

Suggested Critics.

T. S. Eliot – "Tradition and the Individual Talent"
 Cleanth Brooks – *The Well Wrought Urn* (selected chapter)
 F. R. Leavis – *New Bearings in English Poetry*
 Graham Hough – *The Last Romantics*
 David Perkins – *A History of Modern Poetry*

Suggested Readings

1. Axelrod, S. G., & Svonkin, C. (Eds.). (2023). *The Bloomsbury handbook of contemporary American poetry*. Bloomsbury Academic. <https://www.bloomsbury.com/9781350062528/>
2. Bradbury, M., & McFarlane, J. (Eds.). (1991). *Modernism: 1890–1930*. Penguin.
3. Brooks, C. (1947). *The Well Wrought Urn*. Harcourt.
4. Childs, P. (2000). *Modernism*. Routledge.
5. Hough, G. (1961). *The Last Romantics*. Routledge.
6. Jeffries, L. (2022). *The language of contemporary poetry: A framework for poetic analysis*. Palgrave Macmillan. <https://doi.org/10.1007/978-3-030-98400-0>
7. Levenson, M. (Ed.). (2011). *The Cambridge Companion to Modernism*. Cambridge University Press.
8. Perkins, D. (1976). *A History of Modern Poetry*. Harvard University Press.
9. Vendler, H., & Burt, S. (Eds.). (2022). *The Oxford handbook of modern and contemporary American poetry*. Oxford University Press. <https://academic.oup.com/edited-volume/28324>

American Literature

Course Code. ENG-406

BS English

Credit Hours. 3

Pre-requisite: Nil

Objectives.

The course aims to familiarize students with major authors, movements, and genres in American literature while exploring the relationship between literary expression and the socio-political history of the United States. It seeks to develop students' critical thinking through both textual and contextual analysis, encouraging them to interpret literature as a reflection of historical and cultural realities. Additionally, the course introduces key themes such as identity, race, freedom, and the American Dream, enabling students to understand how these ideas have shaped and been reshaped within the American literary tradition.

Learning Outcomes.

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

- Identify and discuss major literary periods and representative writers in American literature.
- Analyze themes, symbols, and stylistic features within selected texts.
- Explain the role of literature in shaping and reflecting American identity.
- Engage critically with literary criticism and theoretical perspectives on American writing.

Course Outline

- Unit 1. Early American Literature (1600–1800)**
Puritan and Colonial writings. Anne Bradstreet, Jonathan Edwards, The Age of Enlightenment. Benjamin Franklin, Thomas Paine. Themes. religion, exploration, freedom, and the new nation
- Unit 2. Nineteenth-Century American Renaissance**
Romanticism and Transcendentalism. Ralph Waldo Emerson, Henry David Thoreau Fiction and individualism. Nathaniel Hawthorne, Herman Melville, Poetry. Walt Whitman, Emily Dickinson, Key ideas. nature, democracy, self-reliance, and individuality
- Unit 3. Realism and Naturalism (1865–1914)**
Writers. Mark Twain, Henry James, Kate Chopin, Stephen Crane, Themes. industrialization, social class, gender roles, The transition from romantic idealism to social realism
- Unit 4. Modernism (1914–1945)**
T. S. Eliot, Robert Frost, F. Scott Fitzgerald, William Faulkner, Ernest Hemingway The Harlem Renaissance. Langston Hughes, Zora Neale Hurston, Features. fragmentation, alienation, experimentation
- Unit 5. Postmodernism and Contemporary Voices (1945–2000)**
Writers. Allen Ginsberg, Toni Morrison, Sylvia Plath, Kurt Vonnegut, Multicultural and feminist perspectives, Themes. identity, race, consumerism, and political dissent
- Unit 6. Twenty-First Century American Literature**
Globalization and digital culture in American writing, Writers. Jhumpa Lahiri, Colson Whitehead, Claudia Rankine, Ocean Vuong, Themes. diaspora, memory, racial justice, environmental crisis

Suggested Readings.

1. Baym, N., & Levine, R. (Eds.). (2017). *The Norton anthology of American literature* (9th ed.). W. W. Norton.
2. Bradbury, M. (2021). *The modern American novel*. Oxford University Press.
3. Gray, R. (2015). *A history of American literature* (2nd ed.). Wiley-Blackwell.
4. Pease, D. E. (Ed.). (2022). *The Cambridge history of American literature*. Cambridge University Press.
5. Ruland, R., & Bradbury, M. (2016). *From Puritanism to postmodernism: A history of American literature*. Routledge.

World Literature

Course Code: ENG 407

BS English

Credit Hours: 03

Pre-requisite: Nil

Objectives:

The course aims to develop students' understanding of world literary traditions by familiarizing them with key authors, movements, and genres across different cultures and periods. It seeks to build critical reading and analytical skills through comparative study and textual interpretation. Students will explore themes such as identity, colonialism, freedom, and human resilience, while recognizing the shared and distinctive features of literary expression across the globe.

Learning Outcomes:

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

- Identify major literary movements, authors, and genres from different regions.
- Analyze and interpret world texts in relation to their cultural, political, and philosophical contexts.
- Compare literary works across cultures to identify shared themes and differing perspectives.
- Demonstrate an understanding of literature as a reflection of human diversity and universality.

Unit 1. Classical and Ancient Literatures

The Iliad (Homer, Greece), *The Aeneid* (Virgil, Rome), *The Ramayana* (Valmiki, India), *The Epic of Gilgamesh* (Mesopotamia)

Unit 2. Medieval and Renaissance Literatures

The Divine Comedy (Dante Alighieri), *Don Quixote* (Miguel de Cervantes), *The Tale of Genji* (Murasaki Shikibu), *Othello* (William Shakespeare).

Unit 3. Enlightenment and Romanticism

Johann Wolfgang von Goethe, Voltaire, Alexander Pushkin,

Unit 4. Realism and Modernism in World Literature

Leo Tolstoy, Gustave Flaubert, Franz Kafka, Virginia Woolf, Albert Camus

Unit 5. Postcolonial and Global Voices

Chinua Achebe, Ngũgĩ wa Thiong'o, Jean Rhys, Gabriel García Márquez, Naguib Mahfouz, Arundhati Roy

Unit 6. Contemporary World Literature

Margaret Atwood, Kazuo Ishiguro, Chimamanda Ngozi Adichie, Mohsin Hamid, Haruki Murakami

Suggested Readings:

1. Damrosch, D. (2021). *World literature in theory*. Wiley-Blackwell.

2. Damrosch, D., & Pike, D. (Eds.). (2021). *The Longman anthology of world literature* (3rd ed.). Pearson.
3. Moretti, F. (2020). *Distant reading*. Verso.
4. Prendergast, C. (Ed.). (2019). *Debating world literature*. Verso.
5. Puchner, M. (Ed.). (2018). *The Norton anthology of world literature* (4th ed.). W. W. Norton.

Fiction and Non-Fiction

BS-English

Course Code: ENG-408

Credit Hours: 03

Pre-requisite: Nill

Objectives

To expose the students to what is read and appreciated worldwide in the genre of fiction and non-fiction. To familiarize students with fiction/non-fiction in English literature, in its particular socio-historical contexts, and enhance their critical orientation of the same. To enhance their ability to explore the vistas of human experience in the various genres of non-fiction, e.g. personal essay, memoir etc.

Learning Outcomes

Students will demonstrate their ability to:

- Differentiate between non-fiction and fiction.
- Identify characteristics of fictional and non-fictional narratives.
- Skillful reading of the creative and imaginative writings

Course Outline

- Unit 1. Fiction**
Introduction to Fiction and Non-Fiction/Difference. Types of Fiction and Non-Fictional Narratives. Fantasy. Romance. Science fiction. Historical Fiction and Horror/Mystery. Essay and letters. History. Biography. Autobiography. Travelogue
- Unit 2. Popular Fictional Narrative – I**
Frankenstein: Critical Analysis of the Text .
- Unit 3. Fictional Narrative – II**
A Portrait of the Artist as a Young Man by James Joyce. *Rappaccini's Daughter* (Short Story) by Nathaniel Hawthorn.
- Unit 4. Non-Fictional Narrative – I**
A Room of One's Own: Critical Analysis of Style and Setting.
- Unit 5. Non-Fictional Narrative – II**
Shooting an Elephant by George Orwell.
Selection from the Diving Bell and the Butterfly by Jean-Dominique Bauby

Recommended Books/ Reference Material

1. Chekov, A. P., & Ralph E. M. (1979). *Anton Chekov's Short Stories*.

2. Christie, A. (2004). *And then there were none*. Macmillan.
3. Davies, D. (2022). Definition of Fiction: State of the Art. *British Journal of Aesthetics*, 62(2), 241-255.
4. De Maupassant, G. (1923). *The Works of Guy de Maupassant* (Vol. 5). Bigelow, Brown & Company.
5. Dumbill, E. (2021). Fiction, Non-Fiction, and Family Writing: Investigating the Boundaries of Literary Genre. *Textual Cultures: Texts, Contexts, Interpretation*, 14(1), 140-146.
6. Hawking, S. W. (1988). *A brief history of time. From the big bang to black holes*, New York.
7. Hughes, T. (2015). *Birthday Letters*. Goodreads. com.
8. Obama, B. (2004). *Dreams from my father*. Edinburgh.
9. Poe, E. A. (2008). *The cask of Amontillado*. The Creative Company.
10. Rowling, J. K. (2019). *Harry Potter*. Blurb Incorporated.

Modern Novel

BS-English

Course Code: ENG-412

Credit Hours: 03

Pre-requisite: Nill

Objectives

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

Learning Outcomes

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

- Understand the concepts and themes of modern novel considering the style, point of view, tone and structure of the selected texts.
- Examine different aspects of modern society.
- Comprehend the social and literary trends of the 20th century fiction.

Course Outline

Unit 1. 20th Century Socio-political Scene and Literary Trends

Various aspects of the novel. Elements, which give coherence to the novel.

Unit 2. Death of Ivan Ilyach by Leo Tolstoy (1886)

The inevitability of death, the transitory nature of life. Misplaced Priorities. Blind pursuit of upward social mobility. Social hypocrisy

Unit 3. A Portrait of the Artist as a Young Man by James Joyce (1916)

Innocence and Experience. Literature and Life. Order and the Senses. Religion. Nationality. Freedom.

Unit 4. The Great Gatsby by F. Scott Fitzgerald (1925)

Greed, love, violence. The “American Dream.” An era of decayed social and moral values.

Unit 5. To the Light House by Virginia Woolf (1927)

Time, the Meaning of life, art, beauty, and symbolism.

Unit 6. Lord of the Flies by William Golding (1954)

Post War literature and mood of the time. Reading and analysis. Questions for critical writing and thinking.

Unit 7. The Sun also Rises by Ernest Hemmingway (1926)

Meaninglessness and Existentialism. Hemingway’s code of conduct. Bullfighting as the main metaphor and motif. Introduction to Hemingway and American literary scene of the first half of the century. Hemingway’s particular style of writing.

Recommended Books / Reference Material

1. Allen, W. (1954). *The English novel*. Penguin Books
2. Baker, R. S. (1982). *The ark historical page: Social satire and historicism in the novels of Aldous Huxley*. Oxford Uni Press.
3. Bedford, S. (1973). *Aldous Huxley*. Oxford Uni Press.
4. Beer, J. B. (1962). *The Achievement of Forster*. Oxford Uni Press.
5. Burgess, A. (1973). *Joysprick: An introduction to the language of James Joyce*. Harcourt.
6. Cavaliero, G. (1979). *A reading of E. M. Forster*. Oxford Uni Press.
7. Church, R. (1951). *The growth of the English novel*. Oxford Uni Press.
8. Foster, E.M. (1924). *A passage to India*. Open Uni Press.
9. Golding, W. (1954). *Lord of the flies*. Penguin Books.
10. Joseph, C. (1920). *The heart of darkness*. Coyote Canyon Press.
11. Joyce, J. (1916). *A portrait of the artist as a young man*. Wordsworth Press.
12. Ung, S. (2022). Rethinking Romanian Literature Collectively: The Inter-Imperial Modern Novel. *Revista Transilvania*, (10).
13. W. Virginia (1927). *To the light house*. Wordsworth Editions.

Modern Drama

BS-English

Course Code: ENG-416

Credit Hours: 03

Pre-requisite: Nil

Objectives

Building upon their foundational knowledge of the key elements of literary terms and techniques acquired in the Classical Drama course, this course spans through the late nineteenth and twentieth centuries to examine influential plays that have shaped the trajectory of English drama. Through in-depth analysis, discussion, and evaluation, students will not only gain a profound understanding of the selected dramas but also cultivate an appreciation for the spirit of modern drama. Furthermore, the course will illuminate the socio-cultural aspects embedded in the drama of the chosen era, emphasizing its relevance and significance in our contemporary world.

Learning Outcomes

- Gain insights into themes and techniques of modern dramatists.
- Explore evolving theater ideas through specific dramatists.
- Develop proficiency in reading and discussing literary texts, appreciating the complexities of modern drama.

Course Outline

Unit 1. Modern Drama

Overview of key elements and characteristics of modern drama; Historical context of the late nineteenth and twentieth centuries; Exploration of literary terms and techniques essential for understanding modern plays.

Unit 2. Henrik Ibsen - "A Doll's House" (1879)

In-depth analysis of A Doll's House; Examination of themes such as gender roles, societal expectations, and individual liberation; Discussion of Ibsen's impact on the development of modern drama.

Unit 3. George Bernard Shaw - "Arms and the Man" (1894)

Analysis of Shaw's satirical approach to war and romantic ideals in "Arms and the Man."; Exploration of philosophical and social themes in the play; Comparison of Shaw's works and their contributions to modern drama.

Unit 4. Samuel Beckett - "Waiting for Godot" (1953)

Study of the existential and absurd elements in Beckett's play; Exploration of themes related to the human condition, existence, and waiting; Analysis of Beckett's influence on the absurd drama movement.

Unit 5. Anton Chekhov - "Cherry Orchard" (1904)

Examination of Chekhov's portrayal of societal changes and human relationships; Analysis of the play's themes, including nostalgia, loss, and social upheaval; Comparison of Chekhov's style with other modern dramatists studied in the course.

Recommended Books/Reference Material

1. Beadle, R., & Fletcher, A. J. (Eds.). (2008). *The Cambridge companion to medieval English theatre*. Cambridge University Press.
2. Brietzke, Z. (2017). *Action and consequence in Ibsen, Chekhov and Strindberg*. McFarland.

3. Chaney, D. (2023). *Fictions of collective life: Public drama in late modern culture*. Taylor & Francis.
4. Esslin, M. (1960). The theatre of the absurd. *Tulane Drama Review*, 4(4), 3-15.
5. Finney, G. (2019). *Women in Modern Drama: Freud, Feminism, and European Theater at the Turn of the Century*. Cornell University Press.
6. Hinchliffe, A. (2017). *The Absurd*. Routledge.
7. Ibsen, H. (2006). *Four Major Plays, Volume I* (Vol. 1). Penguin.
8. Jones, J. (2020). Stanislavski and the Theatre of the Absurd. *Stanislavski Studies*, 8(2), 247-264.
9. White, J. J. (2004). *Bertolt Brecht's dramatic theory*. Boydell & Brewer.
10. Williams, Raymond *Drama from Ibsen to Brecht*. Penguin in association with Chatto and Windus.
11. Yan, H. (1990). *Samuel Beckett and his critics: A cultural redefinition*. Cornell University.

Postcolonial Literature

BS-English

Course Code: ENG-417

Credit Hours: 03

Pre-requisite: Nil

Objectives

To develop an understanding of the key concepts and terms related to the postcolonial studies. To study the selected literature employing the postcolonial concepts in order to analyze the postcolonial literature. To see how these readings are related with the contemporary realities, issues and debates of the world. To understand the importance of postcolonial study throughout the globe.

Learning Outcomes

By the end of this course:

- The students will be able to understand the postcolonial key terms and concepts.
- They will be able to employ these terms in different selected postcolonial texts for analysis.
- They will be able to relate and trace the features of Postcolonialism in the contemporary scenarios

Course Outline

Unit 1. Poetry

Derek Walcott. *A Far Cry from Africa* (1962). Louise Bennett. *Selected Poems* (1983). Wole Soyinka. *Mandela's Earth and Other Poems* (1988). A.K. Ramanujan. *Collected Poems* (2011). (Note: Four to five poems, out of each of these collections, may be selected by the concerned teacher.)

Unit 2. Drama

Wole Soyinka. *A Dance of the Forests* (1963). Derek Walcott. *Dream on Monkey Mountain* (1970). Jack Davis. *Honey Spot* (1985)

Unit 3. Novel

Joseph Conrad *Heart of Darkness* (1902). Chinua Achebe. *Things Fall Apart* (1958). Jean Rhys. *Wide Sargasso Sea* (1966). Ngugi Wa Thiong'o. *Devil on the Cross* (1982)

Unit 4. Short Stories

Rohinton Mistry. *Tales from Firozsha Baag* (1987), a collection of short stories.
(Note: Two short stories from this collection may be selected by the concerned teacher.)

Unit 5. Postcolonial Critical Philosophy

Critical works of renowned postcolonial critics and philosophers such as; Homi K. Bhabha, Spivak, and Edward Said.

Recommended Books/Reference Material

1. Abbs, P., & Richardson, J. (1995). *The Forms of Poetry*. Cambridge UP.
2. Ashcroft, B., Griffiths, G., & Tiffin, H. (1989). *The empire writes back*. Routledge.
3. Ashcroft, B., Griffiths, G., & Tiffin, H. (1995). *The Post-Colonial studies reader*. Routledge.
4. Ashcroft, B., Griffiths, G., & Tiffin, H. (1998). *Post-Colonial studies The key concepts*. Routledge.
5. Barnet, S. (1996). *A Short Guide to writing about Literature* (7th ed.). Harper and Collins.
6. Bhabha, H. K. (1994). *The location of culture*. Routledge.
7. Bhabha, H. K. (2023). Postcolonial criticism. In *Postcolonialism* (pp. 105-133). Routledge.
8. Boulton, M. (1977). *The Anatomy of Poetry*. Kegan Paul.
9. Fanon, F. (1963). *The wretched of the earth*. (C. Farrington, Trans.). Grove Weidenfeld.
10. Innes, C. L. (2007). *The Cambridge introduction to Postcolonial Literature in English*. Cambridge University Press.
11. Kennedy, X. J., & Gioia, D. *An introduction to poetry*: (8th ed.). Harper Collins C.
12. Loomba, A. (1998). *Colonialism/ Postcolonialism*. Routledge.
13. Said, E. W. (1978). *Orientalism*. Routledge.
14. Said, E. W. (1994). *Culture and Imperialism*. Vintage Books
15. Spivak, G. (1988). *Marxism and interpretation of culture: Can the subaltern speak?* (C. Nelson, & L. Grossberg, Eds.). University of Illinois Press.

Canadian Literature

Course Code: ENG 418

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course aims to familiarize students with major authors, movements, and themes in Canadian literature. It encourages critical engagement with issues of nationhood, gender, ethnicity, and environment as reflected in literary texts. Students will explore how Canadian writers have negotiated questions of cultural identity and national consciousness while contributing to global literary discourse.

Learning Outcomes

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

- Identify key authors and movements in Canadian literature.
- Analyze the relationship between Canadian literature and its historical, cultural, and geographical contexts.
- Interpret major themes such as identity, landscape, multiculturalism, and postcolonialism.

- Critically evaluate the diversity of Canadian voices, including Indigenous and diasporic perspectives.

Course Outline

Unit 1. Origins and Early Canadian Writing

Susanna Moodie (*Roughing It in the Bush*), Duncan Campbell Scott, and early settler narratives, Themes. colonization, survival, landscape, and identity formation, Context. nation-building and early Canadian imagination

Unit 2. Canadian Poetry and National Identity

E. J. Pratt, Irving Layton, Margaret Avison, and Al Purdy, Themes. nature, spirituality, regionalism, and the search for national voice, Focus. evolution of poetic expression in Canada

Unit 3. Canadian Fiction and the Modern Imagination

Margaret Laurence (*The Stone Angel*), Robertson Davies (*Fifth Business*), Mordecai Richler (*The Apprenticeship of Duddy Kravitz*), Themes. realism, morality, and social class, Concept. the Canadian novel as moral and psychological exploration

Unit 4. Feminist and Postcolonial Voices

Margaret Atwood (*The Handmaid's Tale*), Alice Munro (*Selected Stories*), Joy Kogawa (*Obasan*), Themes. gender, silence, oppression, and narrative agency, Context. feminism, postcolonial resistance, and cultural memory

Unit 5. Indigenous and Multicultural Narratives

Thomas King (*Green Grass, Running Water*), Lee Maracle, and Dionne Brand, Themes. Indigenous identity, storytelling traditions, immigration, hybridity, and race, Focus. representation, resistance, and rewriting national identity

Unit 6. Contemporary Canadian Literature in a Global Context

Michael Ondaatje (*The English Patient*), Yann Martel (*Life of Pi*), Ravi Hage (*De Niro's Game*), Themes. displacement, globalization, memory, and cross-cultural belonging, Concept. the global reach of Canadian narratives

Suggested Readings:

1. Atwood, M. (Ed.). (2022). *The new Oxford book of Canadian verse in English*. Oxford University Press.
2. Fee, M., & McAlpine, J. (2020). *Literary history of Canada*. University of Toronto Press.
3. Howells, C. A. (Ed.). (2021). *The Cambridge companion to Canadian literature*. Cambridge University Press.
4. Moss, L., & Sugars, C. (Eds.). (2019). *Canadian literature in English: Texts and contexts*. Pearson.
5. Sugars, C., & Ty, E. (Eds.). (2020). *Canadian literature and postcolonial theory*. Wilfrid Laurier University Press.

Literary Criticism

BS English

Course Code: ENG 422

Credit Hours: 03

Prerequisite: Nill

Course Description

This course introduces students to the evolution of literary criticism from classical to modern times. It explores key critical ideas, concepts, and debates that have shaped literary interpretation and evaluation. Students will engage with the writings of major critics, learning how critical approaches reflect the philosophical, cultural, and historical contexts in which they emerged. The course emphasizes developing analytical and evaluative skills for reading both critical texts and literary works through various perspectives.

Learning Outcomes

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

- a) Identify major trends and figures in the history of literary criticism.
- b) Analyze critical concepts and their influence on the interpretation of literature.
- c) Apply critical principles to the reading of literary texts.
- d) Evaluate literary works using both traditional and contemporary critical frameworks.

Course Outline

Unit 1. Classical and Neoclassical Criticism

Plato's *Theory of Imitation* and Aristotle's *Poetics*. Horace's *Art of Poetry*.
Neoclassical ideas of decorum, imitation, and poetic justice (Dryden, Pope).

Unit 2. Romantic Criticism

Wordsworth's *Preface to Lyrical Ballads*. Coleridge's imagination and fancy.
Shelley and Keats on the poet and creative expression.

Unit 3. Victorian and Early Modern Criticism

Matthew Arnold. moral and cultural criticism. T.S. Eliot. impersonality and tradition.
I.A. Richards. practical criticism and response.

Unit 4. Twentieth-Century and Contemporary Criticism

New Criticism and close reading. Reader-response and structuralist approaches.
Feminist, Marxist, and psychoanalytic criticism. postcolonial perspectives.

Unit 5. Applying Criticism

Comparative application of two or more critical approaches to selected literary texts.
Writing a short critical essay or analysis.

Recommended Readings / References

1. Castle, Gregory. (2013). *The Literary Theory Handbook*. Wiley-Blackwell.

2. Groden, Michael, Kreiswirth, Martin & Szeman, Imre (Eds.). (2012). *The Johns Hopkins Guide to Literary Theory and Criticism*. Johns Hopkins University Press.
3. Habib, M. A. R. (2011). *A History of Literary Criticism: From Plato to the Present*. Wiley-Blackwell.
4. Waugh, Patricia. (2016). *Literary Theory and Criticism: An Oxford Guide*. Oxford University Press.
5. Wolfreys, Julian. (2021). *Literary Theories: A Reader and Guide*. Edinburgh University Press.

Introduction to Gender Studies

Course Code ENG-206

Bs English

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course introduction to gender studies aims to provide students with a comprehensive understanding of key concepts related to gender. It introduces fundamental ideas, such as the social construction of gender, intersectionality, and the distinction between sex and gender. Emphasizing critical analysis, the course encourages students to examine societal structures and power dynamics that shape and are shaped by gender roles. By exploring historical and cultural contexts, students gain insights into the fluidity and diversity of gender experiences. The curriculum delves into feminist perspectives, promoting the evaluation and application of feminist theories to analyze various aspects of society. It underscores the intersectionality of gender with other social categories, fostering an appreciation for the interconnectedness of social identities. Additionally, the course explores global perspectives on gender, examines media representations, and addresses issues of gender-based violence and discrimination.

Learning Outcomes

After completion of the course, students will be able to

- Develop a solid grasp of key gender concepts, including the social construction of gender, intersectionality, and feminist perspectives.
- Hone the ability to critically analyze societal structures and power dynamics that influence and are influenced by gender.
- Gain insights into global perspectives on gender, fostering an understanding of cultural variations and international issues related to gender equality.
- Cultivate a commitment to social justice and advocacy, preparing students to address issues such as gender-based violence and discrimination.
- Recognize and appreciate the intersectionality of gender with other social categories, fostering a nuanced understanding of diverse social identities.
- To introduce students to a wide range of linguistic analyses of language used by and about women and men

Course Outline

- Unit 1. Introduction**
Introduction to the relationship between language, gender and society, Introduction to the Historical Perspective, Introduction to the Relationship between Language Gender and Society.
- Unit 2. Feminism and Feminist Linguistics**
Influence of Feminism and Feminist Linguistics, Language and Gender, Sexism in Language, Word-order, Generics, Marking gender
- Unit 3. Research Models and Approaches to Gender and Language**
Research Models to the topic of Language and Gender. Social Construction of Gender Stereotypes. Linguistic Approaches to the topic of Language and Gender, i. Deficit Approach ii. Dominance Approach iii. Difference Approach. Gender and Representation.
- Unit 4. Role of Media and Education in Gender Representation**
Media and Gender representation, Role of Print and Electronic Media in the construction of Gender Roles, Gender and Language in Education, Gender and language in foreign language classroom.
- Unit 5. Gender and Identity**
Colonial and Capitalistic Perspectives of Gender. Construction of gender identity at work place.

Recommended books/reference material

1. Fleischner, J. B. (2022). Mastering slavery: Memory, family, and identity in women's slave narratives. In *Mastering Slavery*. New York University Press.
2. Helgeson, V. S. (2020). *Psychology of gender*. Routledge.
3. Marchbank, J., & Letherby, G. (2014). Introduction to gender: Social science perspectives. Routledge.
4. Martinsson, L. (2020). When gender studies becomes a threatening religion. *European Journal of Women's Studies*, 27(3), 293-300.
5. Orr, C. M., & Braithwaite, A. (Eds.). (2012). *Rethinking women's and gender studies*. Routledge.
6. Oyewumi, O. (Ed.). (2016). *African gender studies: A reader*. Springer.
7. Pilcher, J., & Whelehan, I. (2016). *Key concepts in gender studies*. Sage.
8. Richardson, D., & Robinson, V. (Eds.). (2020). *Introducing gender and women's studies*. Bloomsbury Publishing.
9. Rushton, A., Gray, L., Canty, J., & Blanchard, K. (2019). Beyond binary:(re) defining “gender” for 21st century disaster risk reduction research, policy, and practice. *International journal of environmental research and public health*, 16(20), 3984.
10. Sabbe, E., & Aelterman, A. (2007). Gender in teaching: A literature review. *Teachers and Teaching: theory and practice*, 13(5), 521-538.

Composition and Rhetoric

Course Codes ENG-215

BS English

Credit Hours: 03

Pre-requisite: Nil

Objectives

Composition & Rhetoric is an advanced level communications course which focuses on the art of argument and persuasion. Students shall explore the function and strategies of argument through reading, writing and oral presentations. In this course, students examine different theoretical models for organizing arguments and presenting evidence, employ primary and secondary sources in research, and construct their own arguments. The course supports the development of analysis, evaluation and the use of logic as required in other academic and professional areas.

Learning Outcomes

- The students will develop proficiency in written and oral communication, with a focus on clarity, coherence, and persuasion.
- The course will hone the ability to analyze and deconstruct rhetorical strategies used in various texts, speeches, and compositions.
- It will foster critical thinking skills by evaluating arguments, evidence, and rhetorical techniques, enabling students to engage thoughtfully with diverse perspectives.
- It will enhance writing skills across different genres and styles, emphasizing organization, coherence, and adherence to conventions.
- It will develop proficiency in research and information literacy, enabling students to locate, evaluate, and integrate credible sources into their compositions.
- Completing this course will cultivate an awareness of audience expectations and adapt communication strategies to effectively reach different audiences.
- Students will explore the ethical considerations of persuasive communication, emphasizing responsible and ethical use of language and rhetoric.

Course Outline

Unit 1. Introduction to Rhetoric and Composition

Overview of Rhetoric: Definitions, historical context, and its relevance in contemporary communication. Introduction to the Writing Process: Pre-writing, drafting, revising, editing, and publishing. Basic principles of composition: Audience awareness, purpose, and context.

Unit 2. Rhetorical Analysis

Understanding rhetorical appeals: Ethos, pathos, and logos. Analyzing rhetorical strategies in texts, speeches, and visual compositions. Practice in rhetorical analysis through written assignments. Analysing and evaluating arguments from different historical periods and genres: e.g. essays, speeches, film. Self-editing of one's own work.

Unit 3. Critical Thinking and Argumentation

Developing critical thinking skills for effective argumentation. Logical fallacies and avoiding them in argumentative writing. Constructing and defending arguments with

evidence. Strategies for developing arguments and awareness of logical fallacies. Understanding of context in interpretation of arguments.

Unit 4. Academic Writing and Research

Introduction to academic writing conventions and styles. Research skills and information literacy. Use of both primary and secondary sources of information. Incorporating sources and citing references using a specific citation style (e.g., APA, MLA).

Unit 5. Audience and Adaptation

Understanding diverse audiences and their expectations. Adapting writing style and tone for different purposes and audiences. Practicing audience-centered communication through various writing exercises.

Unit 6. Multimodal Composition

Exploring various modes of composition, including visual, digital, and oral communication. Creating and analyzing multimodal compositions. The impact of technology on contemporary communication.

Unit 7 Revision, Editing, and Reflective Writing

The importance of revision and multiple drafts in the writing process. Editing techniques for clarity, coherence, and style. Reflective writing practices: self-assessment and goal setting for continued improvement. Willingness to view opposing arguments with flexibility and open-mindedness. Willingness to become a self-directed learner.

Recommended Books/Reference Material

1. Connors, R. (1997). *Composition-rhetoric: Backgrounds, theory, and pedagogy*. University of Pittsburgh Pre.
2. Harris, R. A., & Fahnestock, J. (2022). Rhetoric, Linguistics, and the Study of Persuasion: An Overview and an Introduction 1. *The Routledge Handbook of Language and Persuasion*. Routledge
3. Huckin, T., Andrus, J., & Clary-Lemon, J. (2012). Critical discourse analysis and rhetoric and composition. *College composition and communication*, 107-129.
4. Lauer, J. M. (2003). *Invention in rhetoric and composition*. Parlor Press LLC.
5. Lynn, S. (2010). *Rhetoric and composition: An introduction*. Cambridge University Press.
6. Palmer, K. (2020). *Basics of Rhetoric - The Rough Writer's Guide*. Routledge
7. Ramsey, A. E., Sharer, W. B., & L'Eplattenier, B. (Eds.). (2009). *Working in the archives: Practical research methods for rhetoric and composition*. SIU Press.

Second Language Acquisition (SLA)

Course Code: ENG 309

BS English

Credit Hours: 03

Pre-requisite: Nil

Objectives:

The course aims to familiarize students with key theories and approaches to second language acquisition and to develop an understanding of how individual, social, and contextual factors shape language learning. It also encourages critical evaluation of SLA research and promotes reflection on how these insights can inform effective teaching practices.

Learning Outcomes:

- By the end of the course, students will be able to:
- Explain major theories and models of second language acquisition.
- Identify and analyze factors affecting language learning (e.g., age, motivation, input, and environment).
- Discuss the role of cognitive, social, and affective variables in SLA.
- Evaluate how SLA theories can be applied to classroom language teaching and learning.

Unit 1. Introduction to Second Language Acquisition

Key concepts. first vs. second language acquisition, competence vs. performance
Stages of second language development, Overview of research methods in SLA

Unit 2. Theoretical Perspectives on SLA

Major theories. Behaviorist, Innatist, Interactionist, and Cognitive approaches
Key theorists. B. F. Skinner, Noam Chomsky, Stephen Krashen, Lev Vygotsky
The role of input, output, and feedback

Unit 3. Individual Differences in Language Learning

Factors. age, aptitude, motivation, learning styles, and personality, The Critical Period Hypothesis, The role of affective and psychological variables

Unit 4. Social and Contextual Dimensions

Sociocultural theory and the Zone of Proximal Development (Vygotsky), The role of interaction, community, and identity in SLA, Classroom discourse and language learning environments

Unit 5. Interlanguage and Error Analysis

Concepts. interlanguage development, fossilization, and transfer, The significance of learner errors in SLA research, Corrective feedback and pedagogical implications

Unit 6. SLA and Language Teaching

Implications of SLA research for language pedagogy, Communicative language teaching and task-based learning, Integrating SLA insights into curriculum design and classroom practice

Suggested Readings:

1. Ellis, R. (2021). *Understanding second language acquisition* (2nd ed.). Oxford University Press.

2. Gass, S. M., & Selinker, L. (2020). *Second language acquisition: An introductory course* (5th ed.). Routledge.
3. Krashen, S. D. (2021). *Principles and practice in second language acquisition*. Pergamon.
4. Lightbown, P. M., & Spada, N. (2022). *How languages are learned* (5th ed.). Oxford University Press.
5. Ortega, L. (2018). *Understanding second language acquisition*. Routledge.

Digital and AI Assisted Language Learning

BS English

Course Code: ENG-317

Pre-requisite: Nil

Credit Hours: 03

Course Objectives

This course aims to help students develop a critical understanding of key concepts in language teaching, with a particular focus on digital and AI-assisted tools. It also seeks to equip students with practical skills in using a range of digital platforms, AI tools, software, and online resources to enhance the teaching and learning of the English language. In addition, the course encourages students to explore and experiment with various tools, websites, and applications, enabling them to apply technology effectively and creatively within language classroom settings.

Learning Outcomes

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

- Analyze and critically discuss major concepts in Digital/AI-assisted Language Learning.
- Assess and evaluate digital/AI tools for language teaching and learning based on pedagogical effectiveness.
- Conduct research to discover a range of AI tools and language learning applications.
- Demonstrate practical competence in using selected tools/software through hands-on projects and presentations.
- Design and present a sample tech-integrated language lesson or module using digital/AI tools.

Course Outline

Unit 1. Introduction to Digital and AI Tools in Language Learning

Key concepts and terminology. Historical evolution and interdisciplinary nature of the field. *Practical task:* Create a timeline of AI/digital tools development using an online visual tool (e.g., Canva, Prezi).

Unit 2. Designing and Evaluating Digital/AI Language Learning Programs

Elements of program design: hardware, software, authoring tools. Benefits and limitations of digital and AI-assisted programs. Evaluation criteria for digital learning programs. *Practical task:* Review and critique an existing AI-powered language app using a standard evaluation rubric.

Unit 3. Computer Mediated Communication (CMC) and Language Teaching

Types of CMC: text, audio, video. Role of CMC in virtual/distance education. AI-mediated communication in language contexts. *Practical task*: Simulate a CMC-based ESL activity using tools like Google Meet, Zoom, or AI chatbots.

Unit 4. Tools and AI Applications for Language Skills

Exploration of tools for LSRW skills, grammar, pronunciation, and vocabulary. AI in personalized learning and language assessment. *Practical task*: Create a sample activity using at least one tool for each language skill.

Unit 5. Developmental Advancements in the Field

Virtual exchanges, digital literacy. Game-based and mobile-assisted learning. AI-driven environments. *Practical task*: Analyze and present a mobile app or AI game for language learning.

Unit 6. Training for Learners and Teachers in Digital/AI Contexts

Pedagogical and technical training for teachers and learners. Roles and responsibilities in digital learning environments. *Practical task*: Develop a mini training module for language teachers on integrating a digital/AI tool.

Unit 7. Remote, Blended & Hybrid Language Learning

Concepts and models: online, blended, flipped, hybrid classrooms. Use of AI in remote language instruction. *Practical task*: Design a flipped lesson plan using online tools (e.g., Edpuzzle, Padlet, ChatGPT).

Unit 8. Critical Perspectives on Technology-Enhanced Language Learning

Evaluating pros and cons. Impact of COVID-19 on digital learning in higher education. Ethical concerns and future directions. *Practical task*: Lead a class debate or write a reflective blog post on the pros and cons of AI in language education.

Recommended Books/Reference Material

1. Alsuhaibani, Z. (2019). Using computer-assisted language learning in classrooms: What does research say about teachers' beliefs and practices?. *Theory and Practice in Language studies*, 9(6), 723-728.
2. Beatty, K. (2013). *Teaching & researching: Computer-assisted language learning*. Routledge.
3. Computer-Enhanced and Mobile-Assisted Language Learning: Emerging Issues and Trends by Felicia Zhang University of Canberra, Australia Published in the United States of America by Information Science Reference (an imprint of IGI Global)
4. Danesi, M. (2024). *AI in foreign language learning and teaching: Theory and practice*. Nova Science Publishers.
5. Kartal, G. (Ed.). (2023). *Transforming the language teaching experience in the age of AI*. IGI Global. <https://doi.org/10.4018/978-1-6684-9893-4>
6. Kessler, G. (2022). Computer assisted language learning. *Handbook of research in second language teaching and learning*, 4.

7. Levy, M. (1997). *Computer-assisted language learning: Context and conceptualization*. Oxford University Press.
8. Levy, M., & Stockwell, G. (2013). *CALL dimensions: Options and issues in computer-assisted language learning*. Routledge.
9. Pan, F. (Ed.). (2024). *AI in language teaching, learning, and assessment*. IGI Global. <https://doi.org/10.4018/979-8-3693-0872-1>
10. Pham, V. P. H., Lian, A., Lian, A., & Barros, S. R. (Eds.). (2024). *Implementing AI tools for language teaching and learning*. IGI Global.
11. Salman, K. (2024). *Brave new words: How AI will revolutionize education (and why that's a good thing)*. Allen Lane.
12. Son, J. B. (Ed.). (2014). *Computer-assisted language learning: Learners, teachers and tools*. Cambridge Scholars Publishing.

Language, Culture, and Identity

Course Code: ENG 403

BS English

Credit Hours: 3

Pre-requisite: Nil

Objectives

The course aims to develop students' understanding of the interrelationship between language, culture, and identity. It explores how language reflects, constructs, and negotiates cultural values and personal as well as social identities. Students will engage with theories and case studies from sociolinguistics, discourse analysis, and cultural studies to examine how power, ideology, and identity are embedded in language use across contexts.

Learning Outcomes

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

- Explain key concepts linking language, culture, and identity.
- Analyze how language shapes social and cultural identities.
- Identify the role of language in constructing national, ethnic, and gender identities.
- Evaluate cultural and linguistic diversity in local and global contexts.
- Critically reflect on issues of power, ideology, and representation in language use.

Course Outline

Unit 1. Language and Culture — Foundational Concepts

Relationship between language, thought, and culture, Theories. Sapir-Whorf Hypothesis, linguistic relativity, Cultural values and worldviews expressed through language

Unit 2. Language, Society, and Identity

Social identity and group membership, Ethnicity, gender, and class in linguistic identity, Language as a marker of inclusion and exclusion

- Unit 3. Language, Power, and Ideology**
Critical discourse and representation, Power relations in language use (Fairclough, Bourdieu), Language and ideology in media, politics, and institutions
- Unit 4. Multilingualism and Cultural Diversity**
Code-switching, diglossia, and language contact, Language maintenance, shift, and loss, Cultural hybridity and identity negotiation in multilingual contexts
- Unit 5. Globalization and Language**
English as a global language and its cultural impact, Linguistic imperialism and resistance (Phillipson, Canagarajah), Local identities in global communication
- Unit 6. Language, Identity, and Representation in Literature and Media**
Representation of cultural and linguistic identity in fiction and film, Discourse and identity construction in digital spaces, Case studies. identity performance in transnational or postcolonial texts

Suggested Readings:

1. Canagarajah, S. (Ed.). (2020). *The Routledge handbook of migration and language*. Routledge.
2. Fairclough, N. (2018). *Language and power* (3rd ed.). Routledge.
3. Kramsch, C. (2021). *Language and culture* (2nd ed.). Oxford University Press.
4. Norton, B. (2013). *Identity and language learning: Extending the conversation*. Multilingual Matters.
5. Pavlenko, A., & Blackledge, A. (Eds.). (2019). *Negotiation of identities in multilingual contexts*. Multilingual Matters.

Introduction to Translation Studies

Course Code ENG 405

BS English

Credit Hours: 3

Pre-requisite: Nil

Objectives:

The course aims to introduce students to the fundamental theories, principles, and practices of translation. It helps them understand translation as both a linguistic and cultural activity, emphasizing its role in cross-cultural communication and knowledge transfer. Students will develop analytical and practical skills through theoretical study and translation exercises across genres and modes.

Learning Outcomes:

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

- Explain key concepts, approaches, and theories in translation studies.
- Identify linguistic, cultural, and contextual challenges in translation.
- Apply translation strategies and techniques effectively across genres.
- Critically evaluate translated texts in terms of accuracy, style, and cultural equivalence.
- Recognize the ethical, political, and cultural implications of translation.

Course Outline

- Unit 1. Introduction to Translation and Its Scope**
Definitions and history of translation, Types of translation. literary, technical, audiovisual, and pragmatic, The role of translation in intercultural communication
- Unit 2. Theories and Approaches to Translation**
Linguistic and equivalence-based theories (Jakobson, Catford, Nida), Functionalist approaches (Reiss, Vermeer's Skopos Theory), Cultural and poststructuralist perspectives (Bassnett, Venuti)
- Unit 3. Language and Culture in Translation**
Cultural untranslatability and adaptation, The translator as mediator of cultures
Idioms, metaphors, and culture-specific terms
- Unit 4. Translation Strategies and Techniques**
Literal vs. free translation, Domestication and foreignization (Venuti)
Paraphrase, calque, borrowing, and explicitation
- Unit 5. Translation Practice and Evaluation**
Translating literary and non-literary texts, Style, tone, and register in translation
Criteria for assessing translation quality
- Unit 6. Contemporary Issues in Translation Studies**
Translation in the digital age. machine translation and AI tools, Ethics, authorship, and representation, Gender, ideology, and postcolonial translation.

Suggested Readings:

- Baker, M. (Ed.). (2019). *The Routledge encyclopedia of translation studies* (2nd ed.). Routledge
- Bassnett, S. (2014). *Translation studies* (4th ed.). Routledge.
- Munday, J. (2022). *Introducing translation studies: Theories and applications* (5th ed.). Routledge.
- Nida, E. A. (2003). *Language, culture, and translating*. Shanghai Foreign Language Education Press.
- Venuti, L. (2018). *The translator's invisibility: A history of translation* (3rd ed.). Routledge.

Introduction to Corpus Linguistics

BS- English

Course Code: ENG-411

Pre-requisite: Nil

Credit Hours: 03

Objectives

The Basics of Corpus Linguistics course aims to provide students with a foundational understanding of corpus design, annotation, and analysis. It emphasizes quantitative methods for studying linguistic patterns, fostering the ability to conduct corpus-driven research. The course explores applications in lexicography, language teaching, and computational linguistics, while also addressing language variation and change. Students develop critical perspectives on the strengths and limitations of corpus methods, recognizing interdisciplinary connections. Effective communication of findings is emphasized, enhancing overall proficiency in this influential linguistic discipline.

Learning Outcomes

- Historical and Contemporary Understanding: Develop a nuanced comprehension of the historical evolution and current significance of corpus methodologies in linguistics.
- Critical Thinking and Logical Analysis: Cultivate the ability to think critically and logically, particularly in employing corpus linguistics as a tool for empirical language analysis, contributing to refined language definitions and descriptions.
- Research Literacy: Acquire knowledge of recent research trends in corpus linguistics, including techniques such as trawling through texts, compiling usage-based dictionaries, and analyzing language based on informant data.
- Technological Proficiency: Gain proficiency in utilizing the latest technologies prevalent in the dynamic field of corpus linguistics, which is influenced by and contributes to advancements in computer programs.
- Interdisciplinary Awareness: Explore diverse research possibilities in interdisciplinary fields where corpus serves as both a tool and methodology, expanding the understanding of corpus linguistics applications across various domains.

Course Outline

Unit 1. Language in the Digital Age – What and Why of Corpus Linguistics

Theoretical considerations from the beginnings to the present day, Corpus linguistics: definition and a few myths. Difference between corpus driven and corpus based approaches. New directions in linguistic researches.

Unit 2. Building an Appropriate Corpus

The key considerations, Representative Size of a corpus. Types of corpora: Spoken corpora, parallel Corpora, Reference corpora, multilingual corpora, specialized corpora.

Unit 3. Available Corpora and Software

A hands on experience with different Corpus Software programs. Historical and methodological development. Three generations of Corpus tools.

Unit 4. Tools and Techniques in Corpus Researches

Frequency word lists as an indicator of meaning. Collocations: unpacking ideological assumptions. Concordances lines and semantic clusters. Keywords: finding a point of entry. Interpretation and explanation. What is Corpus annotation? Word Sketches and their special features.

Unit 5. Looking Closely at Existing Boundaries of the Discipline

Corpus Stylistics Corpus and translations of literary texts. Syntactic tagging and Semantic Tagging. Corpus and Semantic Domains. Corpus and lexicography.

Unit 6. Corpus Linguistics Meets Sociolinguistics

What can a corpus tell us about registers and genres? CADS (Corpus Assisted Discourse Studies). CADS: Theoretical and methodological issues in the troubled relationship.

Unit 7. Corpus Methodology and Language Pedagogy

Corpus informed language teaching. Exploiting features of spoken and written corpora in creating language teaching materials and syllabi. Preparing learners for using language corpora. Designing corpus-based materials for the language classroom

Recommended Books/Reference Material

1. Alfio. Gliozzo, & Strapparava, C. *Semantic domains in computational linguistics*. Springer.
2. Balossi, G. (2014). *A corpus linguistic approach to literary language and characterization: Virginia Woolf's The Waves* (Vol. 18). John Benjamins Publishing Company.
3. Biber, D., Conrad, S., & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge University Press.
4. Demichelis, S. (2020). *Corpus Stylistics Theory and Practice*. Dan McIntyre and Brian Walker. Iperstoria, (15).
5. Fischer-Starcke, B. (2010). *Corpus linguistics in literary analysis: Jane Austen and her contemporaries*. Bloomsbury Publishing.
6. Glynn, D., & Robinson, J. A. (Eds.). (2014). *Corpus methods for semantics: Quantitative studies in polysemy and synonymy* (Vol. 43). John Benjamins Publishing Company.
7. Gries, S. T., & Stefanowitsch, A. (Eds.). (2007). *Corpora in cognitive linguistics: corpus-based approaches to syntax and lexis* (Vol. 172). Walter de Gruyter.
8. McEnery, A., & Baker, P. (Eds.). (2015). *Corpora and discourse studies: Integrating discourse and corpora*. Springer.
9. O'Keeffe, A., & McCarthy, M. (Eds.). (2010). *The Routledge handbook of corpus linguistics*. Routledge.
10. Stewart, D. (2010). *Semantic prosody: A critical evaluation*. Routledge.
11. Walker, R. J. (2015). *Patterns and Meanings in Discourse: Theory and practice in corpus-assisted discourse studies (CADS)*. Reitaku University Journal, 98, 129-130.

English Language Teaching

BS English

Course Code: ENG-413

Credit Hours: 03
Pre-requisite: Nil

Objectives

- To enable students to focus on both the theoretical and practical aspects of language teaching.
- To equip students with the theory and implementation of teaching listening, speaking, reading, writing, grammar, and vocabulary in EFL/ESL contexts.
- To develop students' ability to design, evaluate, and implement ELT tasks and activities based on contemporary theories and approaches.
- To integrate **digital pedagogy, CALL, and AI-assisted tools** into classroom practice.
- To help students understand the challenges and opportunities of ELT in Pakistan.

Learning Outcomes

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

- a) Analyze and evaluate major ELT approaches and methods, with emphasis on modern communicative and digital approaches.
- b) Design lesson plans for listening, speaking, reading, writing, grammar, and vocabulary using innovative strategies.
- c) Integrate **CALL, MALL, and AI-based tools** into teaching practices.
- d) Critically reflect on the challenges of ELT in Pakistan and propose effective solutions.
- e) Apply theoretical knowledge of ELT to real classroom contexts through micro-teaching and project work.

Course Outline

Unit 1. Foundations of ELT

Evolution of ELT. from traditional to contemporary approaches. Key distinctions. Approach, Method, and Technique. Teacher roles and learner autonomy in the 21st century.

Unit 2. Communicative and Task-Based Approaches

Communicative Language Teaching (CLT). Task-Based Language Teaching (TBLT). Content and Language Integrated Learning (CLIL). Teaching with authentic materials, games, and projects.

Unit 3. Technology in ELT

Computer-Assisted Language Learning (CALL). Mobile-Assisted Language Learning (MALL). Digital storytelling, gamification, online collaborative tools. AI in ELT. adaptive learning, automated feedback, chatbots, and virtual classrooms. Ethical and pedagogical considerations of AI in language education.

Unit 4. Teaching Language Skills

Oral Skills (Listening & Speaking). interactive tasks, role-play, discussion-based learning. **Reading.** theories of reading (interactive, schema theory), designing pre/during/post reading tasks. **Writing.** product vs. process approach, feedback strategies, collaborative writing. **Integrated Skills.** designing lessons combining multiple skills.

Unit 5. Teaching Grammar and Vocabulary

Inductive vs. deductive approaches. Teaching vocabulary in context. Digital tools for grammar/vocabulary practice.

Unit 6. Teaching Language through Literature

Using drama, poetry, and prose to enhance language learning. Literature as a resource for language skills development.

Unit 7. ELT in the Pakistani Context

Problems and opportunities in teaching English at school and higher education levels. Medium of instruction debate. Culturally appropriate teaching models. Lesson planning for Pakistani classrooms.

Recommended Books/Reference Material

1. Chapelle, C. A., & Sauro, S. (2021). *The Handbook of Technology and Language Learning and Teaching*. Wiley-Blackwell.
2. Harmer, J. (2015). *The Practice of English Language Teaching* (5th ed.). Pearson.
3. Li, K., & Hockly, N. (2023). *Artificial Intelligence in English Language Teaching: Applications and Implications*. Routledge.
4. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (3rd ed.). Cambridge University Press.
5. Zou, B., & Thomas, M. (2022). *Handbook of CALL Teacher Education and Professional Development*. Routledge.

World Englishes

BS- English

Course Code: ENG-414

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course aims to provide students with an overview of the historical, social, political and linguistic development of varieties of English and introduce them to the frameworks of power and ideology that identify rhetorical tools and ideological strategies used by different groups.

Learning Outcomes

- Analyze and critically discuss some of the main characteristics of the international varieties of English, including non-standard varieties.
- Demonstrate that they have developed an ability to critically assess the materials and themes discussed in the course.
- Demonstrate the ability to carry out an investigative study of any of the topics regarding global English and report their findings.

Course Outline

Unit 1. Introduction

Theories and models of World Englishes, the Kachruvian paradigm. Schneider's dynamic model of postcolonial Englishes. World English or World Englishes. English as a Lingua Franca.

- Unit 2. World Englishes Studies by Region**
British and American Englishes. English in Europe. English in Asia (South Asian varieties). English in North America and Caribbean.
- Unit 3. World English Domains**
World Englishes in Literature. World Englishes in Newspapers. World English in Advertisement.
- Unit 4. World English Implications**
World Englishes implications for Policy/Planning. World Englishes implications for Teaching. Globalization and Global English(es), Standards and norms in Global Englishes.
- Unit 5. Future of English**
Which English and Why? Future of English: One or Many. Current Debates and Issues in World Englishes.

Recommended Books/ Reference Material

1. Cenoz, J., & Gorter, D. (2020). Teaching English through pedagogical translanguaging. *World Englishes*, 39(2), 300-311.
2. Davis, R. and Nelson, L. (2019) *The Handbook of World Englishes*. Wiley and Sons Inc.
3. Jenkins, J. (2014). *Global Englishes: A resource book for students*. Routledge.
4. Kachru, B.& Nelson, C. (2006). *World Englishes in Asian contexts* (Vol. 1). Hong Kong University Press.
5. Kirkpatrick, A. (Ed.). (2020). *The Routledge handbook of world Englishes*. Routledge.
6. Phillipson, R. (2009). *Linguistic imperialism continued*. Routledge.
7. Schneider, E. (2011). *English around the world: An introduction*. Cambridge University Press.
8. Tupas, R. (2022). *World Englishes Volume 2: Ideologies* Bloomsbury

Introduction to Systemic Functional Linguistics

Course Code: ENG - 423

Introduction to Systemic Functional Linguistics

Credit Hours: 03

Pre-requisite: Nill

Course Objectives

This course aims to familiarize students with Michael Halliday's Systemic Functional Linguistics (SFL) as a theory of language that views language as a social semiotic system. It introduces the fundamental concepts of the SFL framework, including the three metafunctions of language—ideational, interpersonal, and textual. Students will learn how meaning is constructed and interpreted within social contexts through grammar, and how linguistic choices reflect the speaker's purpose,

relationship, and context. The course emphasizes practical analysis of texts using SFL tools to understand how language operates in real communicative situations.

Learning Outcomes

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

- Explain the theoretical foundations and key concepts of Systemic Functional Linguistics.
- Understand the relationship between language, meaning, and social context.
- Identify and analyze the three metafunctions of language in texts.
- Apply SFL principles to analyze spoken and written discourse.
- Evaluate how linguistic choices shape meaning and reflect context.

Course Contents

- Unit 1. Introduction to Systemic Functional Linguistics**
Language as a social semiotic system, The systemic and functional dimensions of language, Overview of Halliday's model.
- Unit 2. Language, Context, and Meaning**
The concept of register: field, tenor, and mode, Context of culture and context of situation, Language and social meaning.
- Unit 3. Metafunctions of Language**
Ideational metafunction: experiential and logical meanings, Interpersonal metafunction: mood, modality, and appraisal, Textual metafunction: theme and cohesion
- Unit 4. Transitivity and Clause as Representation**
Processes, participants, and circumstances, Transitivity analysis in different text types, Representing experience through grammar
- Unit 5. Mood and Modality: Clause as Exchange**
Types of clauses and mood structures, Modality and its role in expressing attitudes, Interpersonal meaning in conversation and narrative.
- Unit 6. Theme and Information Structure: Clause as Message**
Theme–rheme structure, Given–new information, Textual organization and cohesion.
- Unit 7. Applications of SFL**
SFL in discourse analysis, Educational linguistics and literacy studies, SFL in media and literary analysis.
- Unit 8. Recent Developments and Critiques**
Contemporary adaptations of SFL, Comparison with other linguistic models
Limitations and future directions.

Recommended Readings / References

1. Eggins, S. (2021). *An Introduction to Systemic Functional Linguistics* (3rd ed.). Bloomsbury Academic.
2. Fontaine, L. (2013). *Analysing English Grammar: A Systemic Functional Introduction*. Cambridge University Press.
3. Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's Introduction to Functional Grammar* (4th ed.). Routledge.
4. Martin, J. R., & Rose, D. (2012). *Working with Discourse: Meaning Beyond the Clause* (2nd ed.). Bloomsbury.
5. Matthiessen, C. M. I. M., & Halliday, M. A. K. (2021). *Systemic Functional Grammar: A First Step into the Theory*. Equinox Publishing.
6. Thompson, G. (2014). *Introducing Functional Grammar* (3rd ed.). Routledge.

Natural Language Processing

BS-English

Course Code: ENG 424

Credit Hours: 03

Pre-requisite: Nill

Course Objectives

This course introduces students of English to the fundamental concepts and applications of Natural Language Processing (NLP). It focuses on how computers process and analyze human language for various linguistic and communicative purposes. Students will explore how NLP supports language learning, translation, text analysis, and research in linguistics and literature. The course also aims to help learners understand key NLP tools, analyze language data computationally, and apply digital methods in English language and literary studies.

Learning Outcomes

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

- Explain key concepts and terms used in Natural Language Processing.
- Understand how computers represent and process human language.
- Identify major tools and applications of NLP in linguistics and digital humanities.
- Perform basic text analysis tasks using NLP tools.
- Apply NLP knowledge to language learning and research contexts.

Course Contents

Unit 1. Introduction to NLP

Definition, history, and interdisciplinary nature of NLP, Relevance of NLP to linguistics and language studies.

Unit 2. Language and Computers

Human language vs. computer language, Corpus, annotation, tagging, and tokenization, Applications of NLP in text and speech processing.

- Unit 3.** Text Representation and Processing
Words, sentences, and syntactic structures, Lemmatization and stemming, Part-of-speech tagging and parsing
- Unit 4.** Corpora and Language Data
Types and uses of corpora, Building and exploring simple corpora, Concordancers and frequency analysis.
- Unit 5.** NLP Tools and Software
Overview of NLP tools: AntConc, NLTK, Voyant Tools, Keyword, collocation, and sentiment analysis.
- Unit 6.** NLP in Translation and Language Learning
Machine translation and bilingual corpora, Speech recognition and text-to-speech applications. AI-assisted language learning
- Unit 7.** NLP in Literary and Linguistic Research
Stylometry and authorship attribution, Computational stylistics, Discourse and sentiment analysis in literary texts
- Unit 8.** Ethical and Practical Considerations
Data ethics and bias in NLP, Limitations of NLP, Future directions in human–AI language interaction

Recommended Readings / References

1. Bird, S., Klein, E., & Loper, E. (2019). *Natural Language Processing with Python: Analyzing Text with the Natural Language Toolkit*. O'Reilly Media.
2. Haverinen, K., & Ojala, J. (2021). *Natural Language Processing for Linguistics*. Routledge.
3. Hoover, D. L., & Culpeper, J. (2023). *Digital Stylistics: Corpus Methods for Literature*. Cambridge University Press.
4. Jurafsky, D., & Martin, J. H. (2023). *Speech and Language Processing* (3rd ed.). Draft version.
5. Underwood, T. (2022). *Distant Horizons: Digital Evidence and Literary Change*. University of Chicago Press.

11. List of Mandatory Courses

Sr. No.	Course Code	Course Title	Pre-Requisite	Credit Hours
1.	UHQ-101/ ETH-103	Understanding of Holy Quran-I/ Ethics-I	Nil	1
2.	UHQ-102/ ETH-104	Understanding of Holy Quran-II/ Ethics-II	Nil	1
3.	INT-499	Internship	Nil	3
4.	CP-498	Capstone Project	Nil	3

12. Course Outlines for Mandatory Courses

Understanding of Quran/ Fehm e Quran

Course Title: Understanding of Quran - I

Course Code: UHQ-101

Credit Hours: 1

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Pre-Requisites: Nil

Course Objectives:

This course will enable the students to understand the Holy Quran by learning Arabic in a simple and easy way. Through relating their basic Urdu vocabulary with Quran, and without engaging them in complex Arabic Grammar, Sarf or Balagha. Students will gradually build the skills to read and understand Quranic verses directly—without needing translation. The course focuses on making Arabic accessible for everyone, even those with no prior background.

Learning Outcomes:

This course will enable the students to:

1. Develop the ability to understand basic words of the Quran, phrases and sentences that do not contain verbs (unit 1 to 5 of Muallim ul Quran Book) and then sentences having present tense (first half of unit 6 of Muallim ul Quran Book).
2. Acquire a strong foundation for understanding long verses of the Quran with clarity.
3. Comprehend Quranic vocabulary, particles (operative & non operative particles), compounds (Adjective & Possessive compound), pronouns (singular & plural) and types of plurals through hundreds of Quranic sentences.
4. Recognize and understand different styles of Quranic sentences, including nominal sentence, emphatic sentence, double emphatic sentence, negative sentence, interrogative sentence, oath –based sentences.
5. Strengthen understanding of fundamental Quranic linguistic styles, expressions and idioms.
6. Understand at least 30 to 40 % of each page of the Holy Quran.

Course Outline:

Unit 1. Simple Quranic Words

Muallim ul Quran: Book 1: Unit: Lesson 1-19

Unit 2. Words that comes before (The simple Quranic words)

Muallim ul Quran: Book 1: Unit#2: Lesson 1-13

Unit 3. Quranic words in terms of their relationship and characteristics

Muallim ul Quran: Book 1: Unit#3: Lesson 1-10

Unit 4. Singular Pronouns

Muallim ul Quran: Book 2: Unit#4: Lesson 1-17

Unit 5. Singular pronouns & Demonstrative Pronouns

Muallim ul Quran: Book 2: Unit#5: Lesson 1-23

Unit 6. Present Tense

Muallim ul Quran: Book 3: Unit#6: Lesson 1-5

Reference Books:

1- بشير، دكتور. عبید الرحمن - معلم القرآن - اسلام آباد: دار العلم، ۲۰۲۴. جلد ۱، ۲ & ۳

Ethics (in lieu of Understanding of Quran)

Course Title: Ethics-I

Course Code: ETH-103

Credit hours: 1

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Pre-Requisites: Nil

Objectives

Upon successful completion of the course, students will be able to know the basics of ethics, & know how to develop an ethical approach. Also, analyze the importance of ethical and ethical values for a human being. And identify the Semitic & Non-Semitic Religions. Moreover, develop the concept of ethics in Semitic & Non-Semitic religions. Also, analyze the similarities and differences between ethical teachings of various religions.

Learning Outcomes:

- Students will be able to demonstrate their understanding about the concept of ethics & ethical approach.
- Analyze the difference between the concept of ethics in Semitic and Non-Semitic religions.

Course Outline:

Unit 1. Introduction and Importance of Ethics & Basic Ethical Principles

Definition of Ethics, Importance of Ethics, Beneficence, Non-maleficence, Autonomy, Justice as basic ethical behaviors.

Unit 2. Theories of Moral Standards

Moral Standards as Law, Moral Standards as Pleasure, Moral standards as Perfection. (Theories of various philosophers such as Kant, Spencer, John S. Mackenzie etc)

Unit 3. The concept of Ethics in Major Religions- Christianity, Judaism

Introduction of the Religion, Its Basic Concepts and major ethical teachings.

Unit 4. The concept of Ethics in Major Religions- Hinduism & Buddhism

Introduction of the Religion, Its Basic Concepts and major ethical teachings.

Unit 5. The concept of Ethics in Major Religions- Islam

Introduction of the Religion, Its Basic Concepts and major ethical teachings.

References/Recommended Books:

Books

1. Davis, N.K. (2023). *Elements of Ethics*, Legare Street Press.
2. Edmonds, D. (2019). *Ethics and the Contemporary World*, Taylor & Francis,
3. Hastings, J. Alexander, J. Gray S.L. (2023). *The Encyclopedia of Religion and Ethics*, Creative Media Partners, LLC
4. Robinson, D. Garratt C. (2008). *Introducing Ethics-a Graphic Guide*, Icon Books Ltd.Uk.
5. اخلاق اور فلسفہ اخلاق، سیویاروی، حفظ الرحمن، ندوة المصنفین، دہلی، ۱۹۷۶
6. دنیا کے بڑے مذاہب، فاروقی، عماد الحسن، مکتبہ جامعہ لمیٹڈ، دہلی، ۱۹۸۶

Websites & Articles

1. Articles on Ethics www.infotrac-college.com
2. Brown. (2017). The ethical dimensions of Global Environmental Issues. American Academy of Arts and Sciences. Retrieved July 7 ,2017 from amacad.org
3. Business Ethics Magazine www.business-ethics.com/annual.htm
4. Bussmann, J. (2016). Top 9 ethical Issues in artificial intelligence. Retrieved 7 July 2017 from world Economic Forum weforum.org
5. Ethics and Religion, Shefali Narange <http://www.paperpublications.org/>
6. <http://www.jstor.com/stable/resrep12025.7>
7. <http://www.learnwell.org/ethicalproblems.htm>
8. Institute for Global Ethics www.globalethics.org
9. Klimes, Rudolf e. (2000). Ethical Problems.
10. Ten Ethical Problems of the Present World <https://www.lifepersona.com/10-ethical-problems-of-the-present-world>
11. Ward, Stephen J.A (March 2005). "Philosophical Foundations for Global Journalism Ethics" *Journal of Mass Media Ethics*:20(1)

Understanding of Quran/ Fehm e Quran

Course Title: Understanding of Quran - II

Course Code: UHQ-102

Credit Hours: 1

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Pre-Requisites: Nill

Course Objectives:

This course will enable the students to understand the Holy Quran by learning Arabic in a simple and easy way. Through relating their basic Urdu vocabulary with Quran, and without engaging them in complex Arabic Grammar, Sarf or Balagha. Students will gradually build the skills to read and understand Quranic verses directly—without needing translation. The course focuses on making Arabic accessible for everyone, even those with no prior background.

Learning Outcomes:

This course will enable the students to:

1. Directly comprehend hundreds of Quranic sentences & verses.
2. Understand at least 80 to 85 % of each page of the holy Quran.
3. Understand common verses across different Quranic topics.
4. Achieve proficiency in the basic and advance linguistic aspects of the Arabic language.
5. Understand the difference between Quranic verbs in various forms, such as present, past and imperative.
6. Develop the ability to understand long verses of the holy Quran independently and then comprehend their interpretation.

Course Outline:

Unit 1. Past Tense

Muallim ul Quran: Book 4: Unit#7: Chapter 1: Lesson 1-9

Unit 2. Past Tense

Muallim ul Quran: Book 4: Unit#7: Chapter 2: Lesson 1-7

Unit 3. Past Tense

Muallim ul Quran: Book 4: Unit#7: Chapter 3: Lesson 1-9

Unit 4. Past Tense

Muallim ul Quran: Book 5: Unit#7: Chapter 4: Lesson 1-5

Unit 5. Past Tense & Passive Voice

Muallim ul Quran: Book 5: Unit#7: Chapter 5 - 9

Unit 6. imperative Verbs for Singulars

Muallim ul Quran: Book 6: Unit#8: Lesson 1-8

Reference Books:

Ethics (in lieu of Understanding of Quran)

Course Title: Ethics-II

Course Code: ETH-104

Credit hours: 1

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)

Pre-Requisites: Nil

Objectives

Upon successful completion of the course, students will be able to have better understanding of ethics in various walks of life like in workplace, in business, journalism etc. Moreover, they will be able to be familiarize with Contemporary World's Ethical Issues. And, try to develop answers about them.

Learning Outcomes:

- Students will be able to demonstrate their understanding about the importance of ethics in their lives today.
- Identify Contemporary World's Ethical Issues.
- Create problem solving for these contemporary Ethical issues.

Course Outline:

Unit 1. Professional Ethics & Bioethics

Meaning of Work/Professional Ethics, Professional Ethics and Human Values, Elements of professional Ethics:

Person attitude, Beliefs about work, Positive Attributes (honesty, integrity, dedication, commitment, responsibility, interpersonal relationship)

Genetic engineering, Organ Donation, Cloning, Head Transplant

Unit 2. Ethical Conduct in Business Ethics & it's important

Types of Business Ethics, Common Business Ethical Challenges

Conflict of interest, honesty & integrity, whistle blowing, loyalty vs truth

Unit 3. Journalism

Principles of Ethical Journalism: Truth & Accuracy, Independence, Fairness & Impartiality, Humanity, Public Accountability

Unit 4. Environmental Ethics

Core Principles of environmental ethics:

Justice & sustainability, Sufficiency & compassion, Solidarity & public participation, Pollution prevention.

Current issues of environmental ethics:

Pollution, The depletion of natural resources, Loss of biodiversity, Destruction of ecosystem, Global climate change

Unit 5 Social Inequalities

Meaning of Social Inequalities, Issues related to social inequality

Difference in source of income, Health care, Freedom of speech, Gender inequality, Toxic workplace culture, Education, Political representation & participation

Unit 6. Social Media Ethics

Facebook, YouTube, WhatsApp, Instagram, TikTok, Snapchat, LinkedIn, X

Current Ethical issues in social media:

Plagiarism, Fake news, Harassment, Photo ethics, Post without caution, inappropriate behavior privacy

References/Recommended Books:

Books

1. Davis, N.K. (2023). *Elements of Ethics*, Legare Street Press.
2. Edmonds, D. (2019). *Ethics and the Contemporary World*, Taylor & Francis,
3. Hastings, J. Alexander, J. Gray S.L. (2023). *The Encyclopedia of Religion and Ethics*, Creative Media Partners, LLC
4. Robinson, D. Garratt C. (2008). *Introducing Ethics-a Graphic Guide*, Icon Books Ltd. UK.
5. اخلاق اور فلسفہ اخلاق، سیوہاروی، حفظ الرحمن، ندوة المصنفین، دہلی، ۱۹۷۶
6. دنیا کے بڑے مذاہب، فاروقی، عماد الحسن، مکتبہ جامعہ لمیٹڈ، دہلی، ۱۹۸۶

Websites & Articles

1. Articles on Ethics www.infotrac-college.com
2. Brown. (2017). The ethical dimensions of Global Environmental Issues. American Academy of Arts and Sciences. Retrieved July 7, 2017 from amacad.org
3. Business Ethics Magazine www.business-ethics.com/annual.htm
4. Bussmann, J. (2016). Top 9 ethical Issues in artificial intelligence. Retrieved 7 July 2017 from world Economic Forum weforum.org
5. Ethics and Religion, Shefali Narange <http://www.paperpublications.org/>
6. <http://www.jstor.com/stable/resrep12025.7>
7. <http://www.learnwell.org/ethicalproblems.htm>
8. Institute for Global Ethics www.globalethics.org
9. Klimes, Rudolf e. (2000). Ethical Problems.
10. Ten Ethical Problems of the Present World <https://www.lifepersona.com/10-ethical-problems-of-the-present-world>
11. Ward, Stephen J.A (March 2005). "Philosophical Foundations for Global Journalism Ethics" *Journal of Mass Media Ethics*:20(1)

Internship

Course Code: INT-499

Credit Hours: 06

Pre-requisite: Nil

Objectives

Internships for students of English literature and linguistics can provide valuable opportunities to apply academic knowledge in a real-world setting, gain practical skills, and explore potential career paths. It will help students enhance written and oral communication skills through tasks such as drafting reports, creating content, or conducting presentations. This is especially crucial for students studying linguistics. Provide opportunities to conduct research, analyze data, and draw conclusions. This can be particularly relevant for students of linguistics who may be involved in language research or language-related projects. It will hone skills in editing and proofreading by working on actual documents. This could include editing written content, proofreading manuscripts, or reviewing language-related materials.

Learning outcomes

- The internship opportunity allows students to engage in content creation, such as writing articles, blog posts, or social media content. This can help them develop a writing style suited for different audiences and platforms.
- The practical experience in a professional setting encourages exposure to diverse perspectives and cultures, which can be particularly beneficial for students of literature. This might involve working on projects that require an understanding of various cultural contexts.
- It will build a professional network by connecting with professionals in the field. Attend industry events, workshops, or seminars to meet professionals who can offer insights and potential career guidance.

Ultimately, the goal of an internship for students of English literature and linguistics is to bridge the gap between academic knowledge and practical application, preparing them for successful careers in various fields related to language and literature.

Capstone Project

Course Code: CP-498

Credit Hours: 03

Pre-requisite: Nil

Objectives

In the realm of BS-English Literature and Linguistics, a capstone project represents a comprehensive body of work that functions as a culmination of academic and intellectual endeavors for students. Ideally pursued after the sixth semester, the capstone project requires supervision and evaluation by a faculty member in accordance with the established protocols of the department. This undertaking is an obligatory requirement for the attainment of a degree in BS-English, encompassing 6 credit hours.

13. List of General Education Courses

Sr. No.	Course Code	Course Title	Pre-Requisite	Credit Hours
1.	MTH-110	Quantitative Reasoning-I	Nil	3
2.	STA-112	Quantitative Reasoning-II	Nil	3
3.	ENG-110	Functional English	Nil	3
4.	ENG-111	Expository Writing	Nil	3
5.	PAK-103	Ideology and Constitution of Pakistan	Nil	2
6.	ISL-101/ ETH-101	Islamic Studies / Ethics	Nil	2
7.	CS-107	Application of Information and Communication Technologies	Nil	2
8.	CS-107L	Application of Information and Communication Technologies (Lab)	Nil	1
9.	MGT-303	Entrepreneurship	Nil	3
10	CCE-497	Civic and Community Engagement	Nil	3
11	PAK-104	Pakistan Studies	Nil	2
Social Sciences				
Department of Management Sciences				
1.	MGT-105	Introduction to Digital Marketing	Nil	3
2.	MGT-104	Introduction to Management	Nil	3
Department of Media and Communication Studies				
3.	MCM-121	Introduction to Mass Communication	Nil	3
4.	MCM-209	Introduction to Digital Media	Nil	3
Department of Political Science				
5.	POL-101	Citizenship and Human Rights	Nil	3
6.	POL-102	Introduction to Political Science	Nil	3
7.	POL-202	Introduction to Human Rights	Nil	3
8.	POL 203	Introduction to International Relations (IR)	Nil	3
Department of Psychology				
9.	PSY-103	Introduction to Psychology	Nil	3
Department of Sociology				

10.	SOC-101	Introduction to Sociology	Nil	3
11.	ANT-101	Fundamentals of Anthropology	Nil	3
12.	LAW-101	Introduction to Law	Nil	3
Arts and Humanities				
13.	BFA-124	History of Ancient Civilizations	Nil	3
14.	BFA-128	Photography	Nil	3
15.	BFA-318	Digital Art-I	Nil	3
16.	BFA-328	Digital Art-II	Nil	3
Natural Sciences				
17.	ZOO-123	Cell Biology	Nil	2
18.	ZOO-123L	Cell Biology (Lab)	Nil	1
19.	ZOO-201	Animal Diversity I	Nil	3
20.	ZOO-201L	Animal Diversity I (Lab)	Nil	1
21.	PHY-103	Applied Physics	Nil	2
22.	PHY-103L	Applied Physics (Lab)	Nil	1

14. Course Outlines for General Education Courses

Quantitative Reasoning-I

Course Code: MTH-110

Pre-requisite: Nil

Credit Hours: 03

Objectives

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

Learning Outcomes

By the end of this course,

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

Course Outline

Unit1. Numerical Literacy

Number system and basic arithmetic operations. Units and their conversions, dimensions, area, perimeter and volume. Rates, ratios, proportions and percentages. Types and sources of data; Measurement scales. Tabular and graphical presentation of data. Quantitative reasoning exercises using number knowledge.

Unit 2. Fundamental Mathematical Concepts

Basics of geometry (lines, angles, circles, polygons etc. Relations, functions, and their graphs. Exponents, factoring and simplifying algebraic expressions. Algebraic and graphical solutions of linear and quadratic equations and inequalities. Quantitative reasoning exercises using fundamental mathematical concepts.

Unit 3. Mathematical Modeling and Analyses

Introduction to deterministic models. Use of linear functions for modeling in real-world situations. Modeling with the system of linear equations and their solutions. Elementary introduction to derivatives in mathematical modeling. Linear and exponential growth and decay models. Quantitative reasoning exercises using mathematical modeling.

Unit 4. Introduction to Logic

Introduction and importance of logic. Inductive, deductive and abductive approaches of reasoning. Propositions, arguments (valid, invalid), logical connectives.

Unit 5. Truth Tables and Logical Reasoning Concepts

Truth tables and propositional equivalences. Logical fallacies. Venn Diagrams. Predicates and quantifiers. Quantitative reasoning exercises using logical reasoning concepts and techniques.

Recommended Books/Reference Books

1. Bennett, J., & Briggs, W.L and Badalamenti. A. (2019). *Using and understanding mathematics: A quantitative reasoning approach*. Pearson.
2. Mesquita, E.B., and Fowler, A. (2021). *Thinking Clearly with Data: A Guide to Quantitative Reasoning and Analysis*. Princeton University Press.
3. Rosen, K. H. (2007). *Discrete mathematics and its applications*. The McGraw Hill Companies.
4. Schröder, B. (2010). *Fundamentals of Mathematics*. Wiley.
5. Zaslow, E. (2020). *Quantitative Reasoning: Thinking in Numbers*. Cambridge University Press.

Quantitative Reasoning-II

Course Code: STA-112

Credit Hours: 03

Pre-requisite: Nil

Objectives

The main purpose of the course is to enable students to understand the significance of statistics in the real world, particularly in the field of other sciences. The course focuses on the methods of collection presentation and analysis of data using measures of central tendency and measures of dispersion. The course also focuses on basic principles of probability and distributions, regression and correlation analysis, estimation and testing of hypothesis. It will prepare students to apply the quantitative reasoning skills in solving quantitative problems which they will experience in their practical lives.

Learning Outcomes

- Student will understand the basic statistical concepts and have basic ability to interpret data presented in various formats including but not limited to tables, graphs, charts and equation etc.
- Understand basic quantitative modeling and analyses.
- Ability to critically evaluate quantitative information to make evidence based decision through appropriate statistical tools.

Course Outline

Unit 1. Introduction of Statistic and Data Condensation

Types and sources of data. Measurement scales. Population and sample. Tabular and graphical presentation of data. Quantitative reasoning exercises using fundamental statistical concepts.

Unit 2. Measure of Central Tendency and Dispersion

Measure of central tendency. Measure of dispersion. Data interpretation. Quantitative reasoning exercises using statistical concepts.

Unit 3. Probability and Probability Distributions

Basic probability theory. Rules of counting (multiplicative, permutation, combinations). Introduction to random variables and their probability distributions. Quantitative reasoning exercises using probability theories and distribution concepts.

Unit 4. Regression and Correlation Analysis

Introduction to probabilistic models. Bivariate analysis. Scatter plots. Simple linear regression model. Correlation analysis. Quantitative reasoning exercises using statistical modelling.

Unit 5. Estimation and Testing of Hypothesis

Basics of estimation and confidence interval. Testing of Hypothesis (z-test; t-test). Statistical inference in decision making. Quantitative reasoning exercises using estimation and Statistical inference concepts and techniques.

Recommended Books/Reference Material

1. Chaudhry S.M., & Kamal. S. (2018). *Introduction to statistical theory part I*. Lahore, Pakistan: Ilmi Kitab Khana.
2. Chaudhry S.M., & Kamal. S. (2018). *Introduction to statistical theory part II*. Lahore, Pakistan: Ilmi Kitab Khana.
3. Hogg, R., McKean, J., & Craig, A. (2021). *Introduction to mathematical statistics*, (8th ed.). Boston: Pearson Education.
4. Mendenhall, W., Beaver, R. J., & Beaver, B. M. (2012). *Introduction to probability and statistics*. Cengage Learning.
5. Mood, A.M., Graybill, F.A., & Boes, D.C. (1974). *Introduction to the theory of statistics*, (3rd ed.). New York: McGraw Hill.
6. Moore, D. S., McCabe, G.P., & Craig, B. A. (2021). *Introduction to the practice of statistics*, (10th ed.). New York: WH Freeman.
7. Walpole, R. E. (2002). *Introduction to statistics*, (7th ed.). New York: Macmillan publishing company.
8. Walpole, R.E., Myers, R.H., & Myers, S.L. (1998). *probability and statistics for engineers and scientist*, (6th ed.). New York: Prentice Hall.

Functional English

General Education Courses

Course Code: ENG-110

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course is designed to equip students with essential language skills for effective communication in diverse real-world scenarios. It focuses on developing proficiency in

English language usage: word choices, grammar and sentence structure. In addition, the course will enable students to grasp nuanced messages and tailor their communication effectively through application of comprehension and communication aspects including professional writing, public speaking, and everyday conversation. Ensuring that students are equipped in both academic and professional spheres. An integral part of the course is fostering a deeper understanding of the impact of language on diverse audiences. Students will learn to communicate inclusively and display a strong commitment to cultural awareness in their language use. Additionally, the course will enable them to navigate the globalized world with ease and efficacy, making a positive impact in their functional interactions.

Learning Outcomes

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

Course Outline

- Unit 1. Introduction**
Ice breaking Activities. Types and modes of Communication. Intrapersonal, Intra-personal and group Communication.
- Unit 2. Rules for Structure of Sentences**
Types of sentences on the basis of function (Declarative, Interrogative, Imperative, Exclamatory and structure (simple, compound, complex). Synthesis of sentences. Punctuation and Spellings. Vocabulary, lexical and functional categories.
- Unit 3. Concept of Time and Tense (present, past, future).**
Discussion: General topics and everyday conversation. Concept of Voice: active and passive voice. Functional use of Voice in different situations.
- Unit 4. Direct and Indirect Reporting.**
Discussion regarding description of things persons, places, pictures, events etc. Salutation & Greeting, Introduction, asking and answering questions.
- Unit 5. Practicing Everyday Conversation**
Request and Permission, Agreement and Disagreement. Apologizing, Expressing likes and Dislikes, expressing opinion. Expressing approval, Disapproval.
- Unit 6. Articulating Expression**
Expressing appreciation, regret, and indifference. Expressing certainty, uncertainty, and obligation. Expressing suggestion, warning, Expressing possibility, impossibility & logical conclusion.

- Unit 7. Art of Inviting**
Accepting, declining invitation. Expressing & inquiring about preferences. Stating intentions and Making Plans. Giving directions. Instructing people how to do things.
- Unit 8. Discussing Past and Present**
Future prospects. Talking about the past.

Recommended books/ Reference material

1. Azar, B. S. (2003). *Fundamentals of English grammar*. Longman.
2. Beebe, S. A., Beebe, S. J., & Ivy, D. K. (2010). *Communication: Principles for a lifetime* (p. 483). Boston, MA: Allyn & Bacon.
3. Eastwood, J. (1994). *Oxford guide to English grammar*. Oxford University Press.
4. Floyd, K., & Cardon, P. (2023). *Business and Professional Communication*. McGraw-Hill US Higher Ed USE.)
5. Kortmann, B. (2020). *English linguistics: essentials*. Springer Nature.
6. Langan, J. (2001). *College writing skills with readings*. New York.
7. Murphy, R. (2003). *English grammar in use*. Cambridge: Cambridge University Press.
8. Sharma, Gajendra Dutt (2023) *A Comprehensive Resource Book of Functional English*, OEP, New Delhi.
9. Thomson, A. J., & Martinet, A. V. (2015). *A practical English grammar*. New York: Oxford University Press.
10. Wren, P. C., & Martin, H. (2000). *English grammar and Composition*. New Delhi: S Chand Company Ltd & .

Expository Writing

General Education Course
Course Code: ENG-111
Credit Hours: 03
Pre-requisite: Nil

Objectives

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

Learning Outcomes

- Understand the essentials of the writing process integrating pre-working, drafting, editing and proofreading to produce well-structured essays.
- Uphold ethical practices to maintain originality in expository writing.

Course Outline

- Unit 1. Introduction to Expository Writing**
Understanding expository writing (definition, types, purpose and applications).
Characteristics of effective expository writing (clarity, coherence and organization).
Introduction to paragraph writing.
- Unit 2. The Writing Process**
Pre-writing techniques (brainstorming, free-writing, mind-mapping, listing, questioning and outlining etc.). Drafting (three stage process of drafting techniques).
Revising and editing (ensuring correct grammar, Clarity, coherence, conciseness etc.).
Proofreading (fine-tuning of the draft). Peer review and feedback (providing and receiving critique).
- Unit 3. Essay Organization and Structure**
Introduction and hook (engaging readers and introducing the topic). Thesis statement (crafting a clear and focused central idea). Body Paragraphs (topic sentences, supporting evidence and transitional devices). Conclusion (types of concluding paragraphs and leaving an impact). Ensuring cohesion and coherence (creating seamless connections between paragraphs
- Unit 4. Types of Expository Writing**
Description, Illustration, Classification. Cause and effect (exploring causal relationships and outcomes). Process analysis (explaining step-by-step procedures).
Comparative analysis (analyzing similarities and differences
- Unit 5. Writing for Specific Purposes and Audiences**
Different types of purposes (to inform, to analyze, to persuade, to entertain etc.).
Writing for academic audiences (formality, objectivity, and academic conventions).
Writing for public audiences (engaging, informative and persuasive language).
Different tones and styles for specific purposes and audiences.
- Unit 6. Ethical Considerations**
Ensuring original writing (finding credible sources, evaluating information etc.).
Proper citation and referencing (APA, MLA, or other citation styles)
Integrating quotes and evidences (quoting, paraphrasing, and summarizing)
Avoiding plagiarism (ethical considerations and best practices)

Recommended books/ Reference material

1. Axelrod, R. B., & Cooper, C. R. (2010). *The St. Martin's guide to writing*. Macmillan.
2. Faigley, L., Selzer, J., Enoch, J., & Wible, S. (2009). *Good reasons with contemporary arguments*. Pearson Longman.
3. Floyd, K., & Cardon, P. (2023). *Business and Professional Communication*. McGraw-Hill US Higher Ed USE.
4. Graff, G., Birkenstein, C., & Maxwell, C. (2014). *They say, I say: The moves that matter in academic writing* (p. 245). Gildan Media Corp Book Publisher.
5. Johnson-Sheehan, R., Paine, C., & Paine, C. (2010). *Writing today*. Pearson Education India.
6. Keizer, E. (2015). *A functional discourse grammar for English*. Oxford University Press.

7. Rosenwasser, D., & Stephen, J. (2011). *Writing analytically*. Cengage Learning Press.
8. Straaijer, R. (2018). Modern English usage from Britain to America: Bryan Garner follows Henry Fowler from A Dictionary of Modern American English Usage to Garner's Modern English Usage. *English Today*, 34(4), 39-47.
9. Wachal, R. S. (2000). The Elements of Style, by William Strunk, Jr., and EB White; and A Dictionary of Modern American Usage, by Bryan A. Garner. *American speech*, 75(2), 199-207.
10. Williams, J. M., & Bizup, J. (2022). *Lessons in clarity and grace*. Pearson.

Ideology and Constitution of Pakistan

Course Code: PAK-103

Credit Hours: 02

Pre-requisite: NIL

Objectives

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

Learning Outcomes

Demonstrate enhanced knowledge of the basis of the ideology of Pakistan with special reference to the contributions of the founding fathers of Pakistan.

Demonstrate fundamental knowledge about the Constitution of Pakistan 1973 and its evolution with special reference to state structure.

Explain about the guiding principles on rights and responsibilities of Pakistani citizens are enshrined in the Constitution of Pakistan 1973.

Course Outline

Unit 1. Introduction to the Ideology of Pakistan:

Definition and significance of ideology. Historical context of the creation of Pakistan (with emphasis on socio-political. Religious and cultural dynamics of British India between 1857 till 1947). Contributions of founding fathers of Pakistan in the freedom movement including but not limited to Allama Muhammad Iqbal, Muhammad Ali Jinnah etc. Contributions of women and students in the freedom movement or separate homeland.

Unit 2. Two-Nation Theory:

Evolution of the Two-Nation Theory (Urdu-Hindi controversy. Partition of Bengal. Simla Deputation 1906, Allama Iqbal Presidential Address 1930, Congress Ministries 1937 Lahore Resolution 1940). Role of communalism and religious differences.

Unit 3. Introduction to the Constitution of Pakistan:

Definition and importance of a constitution. Ideological factors that shaped the Constitution(s) of Pakistan. Overview of constitutional developments in Pakistan.

Unit 4. Constitution and State Structure

Structure of government (executive, legislature, and judiciary). Distribution of powers between federal and provincial governments. Eighteenth Amendment and its impact of federalism.

Unit 5. Fundamental Rights, Principles of Policy and Responsibilities

Overview of fundamental rights guaranteed to citizens by the Constitution of Pakistan 1973 (Articles R-28). Overview of Principles of Policy (Articles 29-40). Responsibilities of the Pakistani citizen.

Unit 6. Constitutional Amendments:

Procedures for amending the Constitution. Notable constitutional amendments and their implications

Recommended Books/Reference Material

1. Ahmed, A. S. (1997). *Jinnah, Pakistan and Islamic Identity: The Search for Saladin*. Routledge.
2. Aziz, K. K. (2002). *The Making of Pakistan: A Study of Nationalism*. Sang-e-Meel Publishers.
3. Choudhury, G. W. (1969). *Constitution-Making in Pakistan: The Dynamics of Political*. Columbia: University of British.
4. Cohen, S. P. (2004). *The Idea of Pakistan*. Washington: Brookings Institution Press.
5. Hussain, M. (2020). *The Parliament of Pakistan*. London: Oxford University press.
6. Iqbal, J. (2005). *Ideology of Pakistan*. Sang-e-Meel.
7. Jalal, A. (2014). *The Struggle for Pakistan: A Muslim Homeland and Global Politics*. Belknap Press: An Imprint of Harvard University Press.
8. Khan, H. (2020). *Constitutional and Political Development of Pakistan*. London: Oxford University Press.
9. Mahmood, S. (2003). *Pakistan: Political Roots and Development*. Sterling: University of Michigan.
10. Mujahid, S. u. (2001). *Ideology of Pakistan*. Progressive Publishers.
11. Qureshi, I. H. (1965). *The Struggle for Pakistan*. Karachi: University of Karachi Press.
12. Sayeed, K. B. (1960). *Pakistan: The Formative Phase*. London: Oxford University Press
13. Talbot, I. (2015). *Pakistan: A New History*. London: Oxford University Press.
14. *The Constitution of Pakistan 1973*. Original text. Retrieved from website: National Assembly: https://na.gov.pk/uploads/documents/1333523681_951.pdf
15. Ziring, L. (2000). *Pakistan in the Twentieth Century: A Political History*. London: Oxford University Press.

Islamic Studies

Course Code: ISL-101

Credit Hours: 02

Pre-Requisites: Nil

Objectives

Students will be able to demonstrate enhanced knowledge of Islamic Fundamentals, beliefs, practices, historical development, spiritual values and Ethical Principles. Describe Basic sources of Islamic Law and their application in daily life. Also, Identify and discuss

contemporary issues being faced by the Muslim world Including Social Challenges, Gender Role and Interfaith dialogue.

Learning Outcomes

- Evaluate and discuss their understanding about the beliefs, history and Ethical values of Islam.
- Be able to apply and relate the Articles of faith in their life according to present world.
- Be able to analyze the importance of Quran and Sunnah in their life and also to refute many relating misconceptions
- Engage in Discussions and write about Contemporary issues specifically related to Women.

Course Outline:

Unit 1. Introduction to Islam

Definition of Islam and its core Beliefs (Tawheed, Akhirat and Risalat), Pillars of Islam and their significance (Tawheed, Prayers, Fasting, Zakat & Hajj), The Holy Quran (Introduction, Revelation & Compilation), Sunnah & Hadith (Introduction, Revelation & Compilation)

Unit 2. Seerah of the Holy Prophet pbuh

Life of Prophet pbuh in Makkah, Life of Holy Prophet pbuh in Medina, Diverse roles of Holy Prophet pbuh (individual, leader, peacemaker, educator etc.)

Unit 3. Islamic History and Civilization

World before Islam, The Rashidun Caliphate and its expansion, Contributions of Muslim Scientists and Philosophers.

Unit 4. Islamic Jurisprudence

Fundamental sources of Islamic Jurisprudence, Major Schools of Islamic Jurisprudence, Significance & principle of Ijtihad

Unit 5. Family & Society in Islam

Status and Rights of Women in Islam, Marriage, Family & Gender roles in Muslim Society, Family values and Structure in Muslim Society

Unit 6. Islam & Modern world

Relevance of Islam in Modern World. (Islamophobia, Interfaith dialogue & Multiculturalism), Islamic viewpoint towards socio-cultural and technological changes.

Recommended Books/Reference Material

1. Ahmed, Dr. A. (1996). *Women & Social Justice: An Islamic Paradigm*, The Islamic Foundation UK
2. Ahmed, K. (1971) *Islami Nazria e Hayat*, Karachi University press.
3. Ahmed, K. (1980). *Islam, Its meaning & message*, The Islamic Foundation UK.
4. Al-Mubarikpuri, M. S. (2002), *Al Raheeq ul Makhtoom (The Sealed Nector)*, Dar ul Salam.

5. Al-Suhaym, Dr. M.B., A. (2006) *Islam, Its foundation & concepts*, Darussalam
6. An Introduction to Islamic Theology by John Renard.
7. Bokhari, A.S, Zafar, M.D., Prof. Shakir, A.S. (2021). *A textbook of Islamic Education*, Akram Printing Press, Lahore.
8. Hussain, M. *The Five Pillars of Islam: A Framework for Islamic Values and Character building*, Kube Publishing, The Islamic Foundation UK
9. Maududi, Abul A. (2008). *Islamic Civilization Foundations, Beliefs & Principles*, Kube Publishing, Islamic Foundation UK
10. Maududi, Abul. A. (2007). *Towards understanding Islam*, The Islamic foundation UK
11. Phillip, Dr. A. A., B. (2018) *Islamic Studies*, International Islamic Publishing House.
12. Prof. Dr. Chaudary, M.N., Prof. Malik, M.A (2022). *Tafheem e Islamiyat*, Qureshi Brothers Publishers, Lahore.

Ethics (in lieu of Islamic Studies)

Course Code: ETH-101

Course Title: Ethics

Credit Hours: 2

Pre-Requisite: Nil

Objectives:

Upon successful completion of the course, students will be able to know the basics of Ethics & Morality and develop Ethical approach, Identify the concept of Ethics in Different Religions & Relate the ethical values with their lives business ethics, journalism ethics etc.

Learning Outcomes:

- Students will be able to demonstrate their understanding about the meaning of Ethics and Morality.
- Analyze the Similarities and Differences between ethical teachings of various religions.
- Develop sense of belongingness to the ethical values as a student, being member of the society etc

Course Outline:

Unit 1. Meaning and Scope of Ethics

Meaning and Definition of Ethics and Morality, Difference between Ethics and Morality, Relation of Ethics with: Religion, Science, Law.

Unit 2. Historical development of Morality

Instinctive Moral Life, Customary Morality, Reflective Morality.

Unit 3. Moral Theories, Moral Ethics and Society

Hedonism (Mill), Intuitionism (Butler), Kant's Moral Theory, Freedom and Responsibility, Tolerance, Justice, Punishment.

Unit 4. Moral Teaching of Major Religions

Judaism, Christianity, Islam, Islam and Minorities.

Unit 5. Professional Ethics

Medical Ethics, Ethics of Student, Ethics of Teacher, Business Ethics.

Recommended Books/ Reference Material:

1. R. Shafer-Landau. (2020). *The Fundamentals of Ethics*, 5th Edition.
2. S. Blackburn. (2021). *Ethics: A Very Short Introduction (Very Short Introductions)* 2nd Edition.
3. S. Liataud, L. Sweetingham. (2022). *The Power of Ethics: How to Make Good Choices in a Complicated World*.
4. S. M. Cahn, P. Markie. (2019). *Ethics: History, Theory, and Contemporary Issues*, 7th Edition.

Application of Information and Communication Technologies

Course Code: CS-107

Credit Hours: 2

Pre-requisite: Nil

Objectives

This course provides a very broad range of topics and prepares the students for various DOMAINS in computing that they will face in upcoming semesters. This course is very comprehensive as it provides every student a set of productivity tools that they will be able to use for the rest of their lives. It provides knowledge and skills for use of computing and communication technologies to solve real life problems. This is an introductory course about Information and Communication Technologies that includes ICT terminologies, hardware and software components, the internet and World Wide Web, and ICT based applications.

Learning Outcomes

- **Define** various types and components of computer including input/output devices, memory, and storage media.
- **Describe** different types of software from operating systems to system utilities and productivity apps.
- **Describe** the basic concepts of computer networks, database management and computer security from a user point of view, components of a computer including input/output devices, memory, and storage media.

Course Outline

Unit 1. Technology

Types of Computers, Mobile & Game Devices, Data and Information, The Web, Web Searching, Online Social Networks, Internet Communications. Digital Security and Privacy, Viruses and Other Malware, Privacy, Health Concerns, Environmental Issues, Programs and Apps, Operating Systems, Applications, Installing and Running Programs, Developing Programs and Apps, Communications and Networks, Wired and Wireless Communications, Networks, Technology Uses, Government, Finance, Retail, Entertainment, Health Care, Science, Travel, Publishing, Manufacturing, Technology Users.

Unit 2. Online Web

The Internet, Websites and Media, The Internet, Evolution of the Internet, connecting to the Internet, Internet Service Providers, How Data Travels the Internet, IP & MAC Addresses and Domain Names, The World Wide Web, Navigating the Web, Web Addresses, Web Apps and Mobile Apps. Types of Websites, Digital Media on the Web, Graphics, Audio, Video, Plug-Ins, Other Internet Services, Email, Email Lists, Internet Messaging, Chat Rooms, Online Discussions, VoIP, FTP, Netiquette.

Unit 3. Evaluating Computers and Mobile Devices

Mobile Computers and Desktops, Laptops, Tab and Other Mobile Computers, Handheld Computers, Desktops and All-in-Ones, Servers, Terminals, Point-of-Sale Terminals, Wearable Devices, Game Devices, Embedded Computers, Inside the Case, The Motherboard, Processors, The Control Unit, The Arithmetic Logic Unit, Machine Cycle, Registers, The System Clock, Personal Computer and Mobile Device Processors, Processor Cooling, The Internet of Things, Cloud Computing, Cloud Computing Services. Memory, Bytes and Addressable Memory, Types of Memory, RAM, Cache, ROM, Flash Memory, CMOS, Memory Access Times, Adapters, Adapter Cards, USB Adapters, Buses, Bus Width, Types of Buses, Power Supply and Batteries, Data Representation & Number System.

Unit 4. Programs and Apps

Role of the Operating System, Obtaining Software, Installing Software, Categories of Programs and Apps, Multimedia and Interest Applications, Communications Applications, File, Disk, and System Management Tools.

Unit 5. Digital Security Ethics, and Privacy: Threats, Issues, and Defenses

Digital Security Risks, Cybercrime, Internet and Network Attacks Malware, Botnets, Encryption, Digital Signatures and Certificates, Hardware Theft, Vandalism, and Failure, Backing Up — The Ultimate Safeguard, Wireless Security, Ethics and Society, information Accuracy, Intellectual Property Rights, Codes of Conduct, Cookies, Phishing, Spyware and Adware, Social Engineering, Privacy Laws, Employee Monitoring, Content Filtering, What is data base and data base management system, Evolution of database management, Data Concepts and Characteristics, Data Organization. Operating Systems, Operating System Functions, Starting Computers and Mobile Devices, Shutting Down Computers and Mobile Devices, providing a User Interface, Managing Programs, Managing Memory.

Recommended Books/Reference Material:

1. Campbell, J. T., Freund, S. M., Frydenberg, M., Last, M. Z., & Pratt, P. J. (2016). Shelly Cashman Series Discovering Computers & Microsoft Office 365 & Office 2016: A Fundamental Combined Approach. Cengage Learning.
2. Hafez, K., Skinner, A., & Grüne, A. (2022). Foundations of Global Communication: A Conceptual Handbook. Routledge.
3. Hawkrigde, D. (2022). New information technology in education. Taylor & Francis.
4. Pearlson, K. E., Saunders, C. S., & Galletta, D. F. (2016). Managing and using information systems: A strategic approach. John Wiley & Sons.
5. Pearlson, K. E., Saunders, C. S., & Galletta, D. F. (2024). Managing and using information systems: A strategic approach. John Wiley & Sons.

Application of Information and Communication Technologies (Lab)

Course Code: CS-107L

Credit Hours: 1

Pre-requisite: Nil

Objectives

This course provides a very broad range of topics and prepares the students for various DOMAINS in computing that they will face in upcoming semesters. This course is very comprehensive as it provides every student a set of productivity tools that they will be able to use for the rest of their lives. It provides knowledge and skills for use of computing and communication technologies to solve real life problems. This is an introductory course about Information and Communication Technologies that includes ICT terminologies, hardware and software components, the internet and World Wide Web, and ICT based applications.

Learning Outcomes

- **Define** various types and components of computer including input/output devices, memory, and storage media.
- **Describe** different types of software from operating systems to system utilities and productivity apps.
- **Describe** the basic concepts of computer networks, database management and computer security from a user point of view, components of a computer including input/output devices, memory, and storage media.

Course Outline

Unit 1. Technology

Introduction to the lab equipment and SOPs of the labs. Introduction to computer hardware and system information. Introduction to the Web, Web Searching, Online Social Networks, Internet Communications. Digital Security and Privacy, Viruses and Other Malware, Privacy.

Unit 2. Online Web

IP & MAC Addresses and Domain Names, The World Wide Web, Navigating the Web, Web Addresses, Web Apps and Mobile Apps. Types of Websites, Digital Media on the Web, Graphics, Audio, Video, Plug-Ins, Other Internet Services, Email, Email Lists, Internet Messaging, Chat Rooms, Online Discussions, VoIP, FTP, Netiquette.

Unit 3. Evaluating Computers and Mobile Devices

Inside world: The Motherboard, Processors, The Control Unit, The Arithmetic Logic Unit, Machine Cycle, Registers, The System Clock, Personal Computer and Mobile Device Processors, Processor Cooling, The Internet of Things, Cloud Computing, Cloud Computing Services. Memory, Bytes and Addressable Memory, Types of Memory, RAM, Cache, ROM, Flash Memory, CMOS, Memory Access Times, Adapters, Adapter Cards, USB Adapters, Buses, Bus Width, Types of Buses, Power Supply and Batteries, Data Representation & Number System.

Unit 4. Programs and Apps

File, Disk, and System Management Tools. MS office

Unit 5. Digital Security Ethics, and Privacy: Threats, Issues, and Defenses

Digital Security Risks, Cybercrime, Internet and Network Attacks Malware, Botnets, Encryption, Digital Signatures and Certificates, Hardware Theft, Vandalism, and Failure. Backing Up — The Ultimate Safeguard, Wireless Security, Ethics and Society, information Accuracy, Intellectual Property Rights, Codes of Conduct, Cookies, Phishing, Spyware and Adware, Social Engineering, Privacy Laws, Employee Monitoring, Content Filtering. What is data base and data base management system, Evolution of database management, Data Concepts and Characteristics, Data Organization. Operating Systems, Operating System Functions, Starting Computers and Mobile Devices, Shutting Down Computers and Mobile Devices, providing a User Interface, Managing Programs, Managing Memory.

Recommended Books/Reference Material:

1. Campbell, J. T., Freund, S. M., Frydenberg, M., Last, M. Z., & Pratt, P. J. (2016). Shelly Cashman Series Discovering Computers & Microsoft Office 365 & Office 2016: A Fundamental Combined Approach. Cengage Learning.
2. Hafez, K., Skinner, A., & Grüne, A. (2022). Foundations of Global Communication: A Conceptual Handbook. Routledge.
3. Hawkrigde, D. (2022). New information technology in education. Taylor & Francis.
4. Pearlson, K. E., Saunders, C. S., & Galletta, D. F. (2016). Managing and using information systems: A strategic approach. John Wiley & Sons.
5. Pearlson, K. E., Saunders, C. S., & Galletta, D. F. (2024). Managing and using information systems: A strategic approach. John Wiley & Sons.

Entrepreneurship

General Education

Course Code: MGT-108

Credit Hours: 02

Pre-requisite: Nil

Description

This course is designed to promote entrepreneurial spirit and outlook among students, encouraging them to think critically, identify opportunities, and transform their ideas into successful ventures. It aims at imparting them with the requisite knowledge, skills, abilities, enabling them to seize the identified opportunities for initiating ventures and successfully navigating the challenges that come with starting a business and managing it. The course covers topics relevant to entrepreneurship including setting up and initiation of business, market research, opportunity identification, business planning, financial literacy for managing finances and securing funding, marketing and sales, team building and innovation.

Learning Outcomes

By the end of this course, students shall have:

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

Course Outline

Unit 1. Introduction to Entrepreneurship:

Definition and concept of entrepreneurship. Why to become an entrepreneur? Entrepreneurial process. Role of entrepreneurship in economic development.

Unit 2. Entrepreneurial Skills:

Characteristics and qualities of successful entrepreneurs (including stories of successes and failures). Areas of essential entrepreneurial skill and ability such as creative and critical thinking, innovation and risk taking abilities etc.

Unit 3. Opportunity Recognition and Idea Generation:

Opportunity identification, evaluation and exploitation. Innovative idea generation techniques for entrepreneurial ventures.

Unit 4. Marketing and Sales

Target market identification and segmentation. Four P's of Marketing. Developing a marketing strategy. Branding.

Unit 5. Financial Literacy:

Basic concepts of income, savings and investments. Basic concepts of assets, liabilities and equity. Basic concepts of revenue and expenses. Overview of cash-flows. Overview of banking products including Islamic modes of financing. Sources of funding for startups (angel financing, debt financing, equity financing etc.).

Unit 6. Team Building for Startups:

Characteristics and features of effective teams. Team building and effective leadership for startups.

Unit 7. Regulatory Requirements to Establish Enterprises in Pakistan:

Types of enterprises (e.g., sole proprietorship; partnership; private limited companies etc.). Intellectual property rights and protection. Regulatory requirements to register an enterprise in Pakistan, with special emphasis on export firms. Taxation and financial reporting obligation.

Suggested Practical Activities (Optional)

As part of the overall learning requirements, students shall be tasked with creating and presenting a comprehensive business plan at the end of the course for a hypothetical or real business idea. This practical exercise shall allow them to apply the knowledge, skills and competencies acquired in the course to develop a feasible business plan.

Recommended Books/ Reference Material

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

Civic and Community Engagement

Course Code: CCE-497

Credit Hours: 02

Pre-requisite: Nil

Objectives

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

Learning Outcomes

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

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

Course Outline

Unit 1. Civics and Citizenship

Concepts of civics, citizenship, and civic engagement. Foundations of modern society and citizenship. Types of citizenship: active, participatory, digital etc.

Unit 2. State, Government and Civil Society

Structure and function of government in Pakistan. The relationship between democracy and civil society. Right to vote and importance of political participation and representation.

Unit 3. Rights and Responsibilities

Overview of fundamental rights and liberties of citizens under constitution of Pakistan 1973. Civic responsibilities and duties. Ethical consideration in civic engagement (accountability, non-violence, peaceful dialogue, civility etc.).

Unit 4. Community Engagement

Concept, nature and characteristics of community. Community development and social cohesion. Approaches to effective community engagement. Case studies of successful community driven initiatives.

Unit 5. Advocacy and Activism

Public discourse and public opinion. Role of advocacy in addressing social issues. Social action movements.

Unit 6. Digital Citizenship and Technology

The use of digital platform for civic engagement. Cyber ethics and responsible use of social media. Digital divides and disparities (access, usage, socio-economic, geographic etc.) and their impact on citizenship.

Unit 7. Diversity, Inclusion and Social Justice

Understanding diversity in society (ethnic, cultural, economic, political etc.). Youth, women and minorities engagement in social development. Addressing social inequalities and injustices in Pakistan. Promoting inclusive citizenship and equal rights for social harmony and peaceful co-existence.

Suggested Practical Activities (Optional)

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

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

Recommended Books/Reference Material

1. Džankić, J., & VINK, M. P. (2022). Citizenship & migration.
2. Kymlicka, W. and Norman, W. (2010). *Citizenship in Diverse Societies*. University Press, United Kingdom.
3. Mackert, J., & Turner, B. S. (2017). The Transformation of Citizenship, Volume 2. Boundaries of Inclusion and Exclusion.
4. Mattson, K. (2017). *Digital Citizenship in Action: Empowering Students to Engage in Online Communities*. : International Society for Technology in Education, United Kingdom.
5. McGraw-Hill Education, (2009). *Civics Today: Citizenship, Economics, & You*, Student Edition. United States.
6. Weinstock, D. (2017). Citizenship and Cultural Diversity. The Oxford Handbook of Citizenship.
7. Youniss, J. and Levine, J. (2009). *Engaging Young People in Civic Life*. Vanderbilt University Press, Ukraine.

Pakistan Studies

Course Code: PAK-104

Credit Hours: 02

Pre-requisite: Nil

Objectives

This course is designed to provide students with a comprehensive exploration of Pakistan's identity, spanning geographical, historical, and cultural dimensions. It delves into the diverse landscapes, ancient civilizations, and rich cultural heritage that define Pakistan. Moreover, it examines the socio-cultural and political transformations in Pakistan over time including democratic transitions and military interventions. The aim of this course is to inculcate in students a nuanced understanding of Pakistan's past, present, and potential future trajectories, enabling them to critically evaluate the complex dynamics shaping the nation's development.

Learning Outcomes

After studying this course, the student will be able to:

- Have enhanced knowledge of the geographical, historical, and political aspects of Pakistan.
- Understand the society and culture of Pakistan.
- Understand and explain the socio-economic developments in Pakistan.
- Explore contemporary issues and challenges faced by Pakistan and their implications for the future.

Course Outline

Unit 1. Introduction to Pakistan

Geographical location and significance. Historical background: Ancient civilizations in the region. Factors leading to the creation of Pakistan.

Unit 2. Political History of Pakistan

Formative phase. Military interventions and democratic transitions.

Unit 3. Geography of Pakistan

Physiography: Mountains, plains, plateaus, deserts, valleys and coastal areas.
River systems: Indus River and its tributaries. Climatic regions of Pakistan.

Unit 4. Society and Culture of Pakistan

Socio-cultural diversity. Languages and literature of Pakistan.

Unit 5. Economic Development of Pakistan

Agriculture and industrial sectors of Pakistan. Economic challenges of Pakistan

Unit 6. Contemporary Issues

Foreign relations of Pakistan. Security challenges: terrorism, extremism, and regional conflicts. Environmental problems and sustainable development (SDGs). Media and social change.

Recommended Books/Reference Material

1. Burke, S. M. (1973). *Pakistan's foreign policy: An historical analysis*. Oxford University Press.
2. Hayat, S. (2008). *Pakistan studies: A book of readings*. Oxford University Press.
3. Horton, P. B., & Hunt, C. L. (1984). *Sociology* (6th ed.). McGraw-Hill.
4. Husain, I. (2003). *Economic development of Pakistan*. Oxford University Press.
5. Jahangir, U. (2004). *Physical geography of Pakistan*. Caravan Book House.
6. Jalal, A. (1985). *The sole spokesman: Jinnah, the Muslim League, and the demand for Pakistan*. Cambridge University Press.
7. Khan, A. J. (Ed.). (2005). *Pakistan's cultural heritage: Socio-economic and technological aspects*. Lok Virsa Publishing House.
8. Khan, F. K. (2001). *A geography of Pakistan: Environment, people, and economy*. Oxford University Press.
9. Khan, H. (2001). *Constitutional and political history of Pakistan* (2nd ed.). Oxford University Press.
10. Kokab, R. U. (2014). *Separatism in East Pakistan: A study of failed leadership*. Lahore: Fiction House.
11. Qureshi, I. H. (1965). *The struggle for Pakistan*. University of Karachi.
12. Rahman, T. (1996). *Language and politics in Pakistan*. Oxford University Press.
13. Rumi, R. (2016). *Being Pakistani: Society, culture and the arts*. HarperCollins India.
14. Saeed, A., & Sarwar, K. M. (1947). *Trek to Pakistan*. Ferozsons.
15. Sayeed, K. B. (1968). *Pakistan: The formative phase, 1857–1948*. Oxford University Press.
16. Sayeed, K. B. (1980). *Politics in Pakistan: The nature and direction of change*. Praeger.
17. Talbot, I. (2009). *Pakistan: A modern history* (2nd ed.). Hurst & Company.
18. Wolpert, S. (1984). *Jinnah of Pakistan*. Oxford University Press.
19. Zaidi, S. A. (2005). *Issues in Pakistan's economy* (2nd ed.). Oxford University Press.
20. Ziring, L. (1997). *Pakistan in the twentieth century: A political history*. Oxford University Press.

Course Outlines of Courses (Social Sciences - Offered by other Departments)

Introduction to Digital Marketing

BBA – Business Administration

Course Code: MGT-105

Credit Hours: 03

Pre-requisite:

Objectives

The aim of this course is to provide students with the knowledge about business advantages of the digital marketing and its importance for marketing success; to develop a digital marketing plan; to make SWOT analysis; to define a target group; to get introduced to various digital channels, their advantages and ways of integration; how to integrate different digital media and create marketing content; how to optimize a Web site and SEO optimization; how to create Google AdWords campaigns; social media planning; to get basic knowledge of Google Analytics for measuring effects of digital marketing and getting insight of future trends that will affect the future development of the digital marketing. The application of the gained knowledge, skills and competences will help future managers in forming digital marketing plan in order to manage a digital marketing performance efficiently.

Learning Outcomes

- Develop and implement Internet marketing strategies.
- Critically appraise the application of the Internet in marketing.
- Apply the marketing concepts in an online environment.

Course Outline

Unit 1. Introduction of the digital marketing, Creating initial digital marketing plan

Digital vs. real marketing, Digital marketing channels, The Opportunity-Mega trends, Content management, SWOT analysis, Target group analysis

Unit 2. Strategic E-marketing and SEO Optimization

Writing the SEO content, E-business models, Consumers online characteristics

Unit 3. Site design basics

Four cornerstone approaches, Personas and scenarios, how to write project briefs, Site design usability, Usability Best Practices, Domain name management.

Unit 4. Introduction to CRM

CRM platform, CRM models, CRM strategy

Unit 5. Introduction to Web analytics and marketing communications

Web analytics – levels, Introduction of Social Media Marketing, Social Media Marketing plan, Online advertising methods, online promotional tools.

Unit 6. Business opportunities and social media

Instagram options, Optimization of Instagram profiles, Integrating Instagram with a Web Site and other social networks, keeping up with posts, Linked-in options, creating campaigns on LinkedIn, analyzing visitation on LinkedIn, YouTube Advertising, YouTube Analytics, Facebook Ads, Creating Facebook Ads, Ads Visibility, E-mail marketing

Unit 7. Digital marketing impact on society

Its impact and way forward in society.

Recommended Books/Reference Material

1. Chaffey, D., & Smith, P. R. (2022). *Digital marketing excellence: planning, optimizing and integrating online marketing*. Taylor & Francis.
2. Deiss, R., & Henneberry, R. (2020). *Digital marketing for dummies*. John Wiley & Sons.
3. Hall, S. (2023). *B2B digital marketing strategy: how to use new frameworks and models to achieve growth*. Kogan Page Publishers.
4. Kingsnorth, S. (2022). *Digital marketing strategy: an integrated approach to online marketing*. Kogan Page Publishers.
5. Zahay, D. (2020). *Digital marketing management: A handbook for the current (or future) CEO*. business expert press.

Introduction to Management

Course Code: MGT-104

Credit Hours: 03

Pre-requisite: Nil

Objectives

This is an introductory course about the management of organizations. It provides instructions on principles of management that have general applicability to all types of enterprises; basic management philosophy and decision making; principles involved in planning, organizing, leading, and controlling; and recent concepts in management. The principles learned in this course will allow the student to effectively work with and through others in an organization. The course will also encourage the students to explore and inquire the applicability of western management principles and theories in local settings. Besides, the course will discuss the Islamic perspective of managing businesses and organizations.

Learning Outcomes

By the end of this course, students will:

- Be able to enhance their expertise in managing organizations.
- Be able to understand the relevance of the management principles and theories, for local settings.
- Be able to comprehend knowledge on the reality regarding management.

Course Outline

Unit 1. Introduction to Management

Organization, The management Process.

Unit 2. The History and Evolution of Management

Organizational theories and different approaches to management.

Unit 3. The Organizational Culture and the Manager, Motivation Its Theories

The internal/external environment and the Manager. Current issues in Motivation

Unit 4. Foundations and Basic Elements of Planning

Process of planning and MBO. SWOT Analysis Effective strategic planning. Strategic management process

Unit 5. Organizational Structure, Team Work and Group Behaviour

Types of organizational structures. Case Decision-making. The process of Control, The Control Standards. Case of Controlling, Case of team and teamwork

Unit 6. Decision Making Process, Leadership and Its Characteristics

The manager's role as decision maker. Leadership styles and behaviors

Unit 7. Managing Change and Basics of Strategic Management

Define the importance of change management and explain where it fits in the four management functions. Explain the steps managers can take to implement planned change. Explain why people resist change. Apply attitude change strategies. HRM and staffing

Unit 8. Nature and Importance of Communication

Recognize the part communication plays in the 4 management functions • Assess basic communication skills.

Recommended Books/ Reference Material

1. Gupta, M. J., Chaturvedi, S., Prasad, R., & Ananthi, N. (2022). *Principles and practice of management*. (AGPH Books).
2. Jones, G. R., & George, J. M. (2019). *Essentials of contemporary management*. McGraw-hill.
3. Prasad, L. M. (2020). *Principles and practice of management*. Sultan Chand & Sons.
4. Robbins, S. P., DeCenzo, D., Coutler, M., & Woods, M. (2022). *Management: the essentials*. University Of Tasmania.
5. Singh, C., & Khatri, A. (2024). *Principles and Practices of Management and Organizational Behavior*. Taylor & Francis.

Introduction to Mass Communication

Course Code: MCM-121

Credit Hours: 03

Pre-requisite: NIL

Objectives

Students will acquire understanding about the basic concepts of communication and mass communication. This course further enables the students to understand the communication process and distinguish among various forms of mass media.

Learning Outcomes

- Learn basics of Communication and Mass Communication.
- Differentiate different dimensions and the processes behind communication.

Course Outline

- Unit 1. Basic Concepts of Communication**
Definitions, Types and Significance. Process of Communication, i.e., Source, Message, Channel, Noise, Destination, Encoding, Decoding and Feedback. Barriers in Communication.
- Unit 2. Communication Models**
Lasswel's Formula of Communication. Shannon and Weaver's Model. SMCR. Osgood & Schramm's Model. Westley & Maclean's Model.
- Unit 3. Basics of Mass Communication**
Mass Communication definition. Difference between Communication and Mass Communication. Functions of Mass Communication. Introduction to Dimensions of Mass Communication i.e., Print, Electronic, PR and Advertising.
- Unit 4. Dimensions of Mass Communication-I**
Print Media: History, Type (Newspapers, Books and Magazines etc.), Functions. Electronic Media: History, Type (TV, Radio, Film), Functions. PR and Advertising: History, Difference, Functions. New Media: Online Journalism.
- Unit 5. Dimensions of Mass Communication-II**
Folk and Traditional Media. Effects of Mass Communication.

Recommended Books/Reference Material

1. Baran, S. J. (2020). Introduction to Mass Communication: Media Literacy and Culture. McGraw-Hill Education.
2. Hanson, R. E. (2021). Mass Communication: Living in a Media World. SAGE Publications.
3. Stanley, J. B. (2020). Introduction to Mass Communication. McGraw-Hill US Higher Ed.

Citizenship and Human Rights

Course Code: POL-101

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course provides a comprehensive exploration of the intersection between active citizenship and human rights within the unique socio-political context of Pakistan. Participants will delve into the historical evolution of human rights, examining the constitutional framework, legal mechanisms, and

institutional structures designed to safeguard these rights. The course also investigates the role of active citizenship as a catalyst for positive change and the promotion of human rights.

Learning outcomes

- Students will be able to demonstrate a deep understanding of the historical, legal, and conceptual foundations of human rights and active citizenship in Pakistan.
- It will acquaint students to critically analyze and evaluate the legal and institutional frameworks for human rights in Pakistan, identifying strengths and weaknesses.
- Students will be able to apply principles of active citizenship to address real-world human rights challenges in the Pakistani context.

Course Outline

- Unit 1. Introduction to Active Citizenship and Human Rights**
Definition and significance of active citizenship. Evolution and development of human rights concepts. Overview of international human rights instruments and treaties. Relevance of active citizenship in promoting human rights.
- Unit 2. Historical Context of Human Rights in Pakistan**
Historical overview of human rights in Pakistan. Impact of colonial history on human rights discourse. Constitutional developments related to human rights. Case studies on significant human rights events in Pakistan.
- Unit 3. Legal Framework for Human Rights in Pakistan**
Examination of constitutional provisions related to human rights. Analysis of key human rights laws and regulations in Pakistan. Role of judiciary in upholding human rights Human rights institutions and their functions.
- Unit 4. Civil and Political Rights in Pakistan**
Freedom of expression and media rights. Right to assembly and association. Right to privacy and protection against arbitrary arrest. Electoral rights and political participation.
- Unit 5. Economic, Social, and Cultural Rights in Pakistan**
Right to education and healthcare. Labor rights and workers' protections. Cultural rights and minority rights. Gender equality and women's rights.
- Unit 6. Active Citizenship and Grassroots Movements**
Understanding the role of active citizens in promoting human rights. Grassroots movements and their impact on policy change. Case studies of successful active citizenship initiatives in Pakistan. Strategies for effective advocacy and community mobilization.
- Unit 7. International Perspectives on Active Citizenship and Human Rights**
Comparative analysis of active citizenship models worldwide. Collaboration with international organizations and NGOs. Global human rights challenges and collective efforts for solutions. Lessons learned from international experiences.
- Unit 8: Capstone Project and Practical Applications**
Students will undertake a capstone project applying the knowledge and skills acquired during the course. Fieldwork, research, or community engagement to address a specific human rights issue in Pakistan. Presentation of findings and recommendations.

Recommended Books/Reference Material

1. Burki, S. J., & Baxter, C. (Eds.). (2019). *Pakistan's democratic transition: change and persistence*. Routledge.
2. Choudhry, S. (2021). *Constitutional design for divided societies: integration or accommodation?*. Oxford University Press.
3. Hoodbhoy, P. (2003). *Islam and science: religious orthodoxy and the battle for rationality*. Zed Books.
4. Kamran, T. (2015). *The role of civil society in the democratization of Pakistan*. Lexington Books.
5. Mahmood, C. K. (2021). *Citizenship and the challenge of global governance: The Carnegie Council Series*. Routledge.
6. Malik, H. (2017). *Islam, nationalism, and democracy: a political biography of Maududi*. Oxford University Press.
7. Malik, I. A. (2022). *Human rights in pakistan: past, present, and future*. Oxford University Press.
8. Sen, A. (2022). *The idea of justice*. Harvard University Press.

Introduction to Political Science

Course Code: POL-102

Credit Hours: 03

Pre-requisite: Nil

Objectives

Introduction to Political Science is an entry-level course designed to provide students with a foundational understanding of the discipline of political science. The course typically covers a broad range of topics related to political systems, government structures, political behavior, and key concepts in political theory at basic level.

Learning Outcomes

- Students will be able to understand fundamental concepts, theories, and methodologies in political science.
- It will acquaint students to analyze political events, structures, and behaviors from a political science perspective.
- Students will be in position to comprehend the roles and functions of various political institutions.

Course Outline

Unit 1. Meaning and Scope

Meaning and definition of politics. Making sense of politics and political science. Politics as an art, science or both?. Individual, local, national and international scope.

Unit 2. Multidisciplinary Nature of Political Science

Relationship of political science with other social sciences fields. Relationship with sociology. Psychology. Mass communication. History. Arts. Anthropology.

Unit 3. Concept of State and Government

Meaning and definition of state. Origin of state/ theories of state. Elements of state: boundary, sovereignty, population and government. Significance of state. Contemporary challenges to state. Branches of government: legislature—unicameralism and bicameralism, executive—Presidential and parliamentary and judiciary—lower and higher. Media as a fourth branch of government.

Unit 4. Forms of State and Government and Political Ideologies

Dictatorship. Authoritarian. Monarchial. Federal. Unitary. Fascism. Liberalism. Conservatism. Socialism. Anarchism.

Unit 5. Basic Concepts in Political Science: Power and Authority

Meaning and definition of Power. Types of power—hard power and soft power. Meaning and definition of authority. Difference between power and authority. Significance of power and authority.

Unit 6. Basic Concepts in Political Science: Sovereignty and Justice

Meaning and definition of sovereignty. Origin of sovereignty. Types of sovereignty. Challenges to sovereignty in contemporary world. Meaning and definition of justice. Importance of justice. Features of justice. Types of justice

Unit 7. Basic concepts in Political Science: Law and Liberty

Meaning and definition of Law. Features of law. Importance of law. Types of law. Meaning and definition of liberty. Importance of liberty. Features of liberty. Types of liberty. Challenges to liberty in present times

Unit 8. Basic concepts in Political Science: Constitution and Democracy

Meaning and definition of constitution. Importance of constitution. Features of constitution. Types of constitution. Meaning and definition of Democracy. Origin of democracy. Features of democracy. Types of democracy. Challenges to democracy in contemporary world.

Recommended Books/Reference Material

1. Goodin, K. (2022). *A new handbook of political science*. Oxford University Press.
2. Haq, M. u. (1996). *Introduction to political science*. Lahore Book land.
3. Heywood, A. (2021). *Political ideologies: an introduction*. Red Globe Press.
4. Heywood, A. (2022). *Politics* (5th ed.). Macmillan International Higher Education/Red Globe Press.
5. Rom, M. C., Hidaka, M., & Walker. (2022). *Introduction to political science* (1st ed.). XanEdu Publishing Inc.

Introduction to Human Rights

Course Code: POL-202

Credit Hours: 03

Pre-requisite: Nil

Objectives

Understand and define the concept of human rights. Explore the historical evolution of human rights and its philosophical foundations. Examine the role of international organizations, such as the United Nations, in promoting and protecting human rights. Familiarize students with the fundamental human rights in the constitution of Pakistan.

Learning outcomes

- It will provide familiarity with major international human rights treaties and declarations, such as the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social and Cultural Rights.
- Students will be able to understand the historical development of human rights and the social, political, and cultural contexts that have shaped their evolution.
- It will make able students to apply human rights principles to contemporary issues and challenges, both at the national and international levels.

Course outline

- Unit 1. Meaning, Features and Nature of Rights and Human Rights**
Definitions of rights and human rights. Various features of human rights. Political and moral nature of rights and human rights. Differences between rights, duties and obligations
- Unit 2. History of Human Rights**
Magna Carta 1215. Bill of Rights. Universal Declaration on Human Rights (UNDHR) 1948.
- Unit 3. Types/ Generations of Human Rights**
First generation of human rights/ civil and political rights. Second generation of human rights/ socio-economic and cultural human rights. Third generation of human rights/ self-determination human rights.
- Unit 4. Philosophy of Human Rights/ Concept of Natural Right**
Human rights as natural rights according to Western Philosophers: Thomas Hobbes, John Locke, Jean Jacques Rousseau, Immanuel Kant and J.S Mill.
- Unit 5. Islamic Concept of Human Rights**
Human rights in the Quran, Hadith and Sunnah. The Last Sermon of Holy Prophet Muhammad (SAW). Human rights in Islam in the contemporary state system. Comparison between the Islamic and Western concept of human rights.
- Unit 6. Challenges to Human Rights in Modern World**
Cultural relativism. Political realism. Identity politics.
- Unit 7. Fundamental Human Rights in Pakistan**
Fundamental human rights in the 1973 Constitution of Pakistan. State of fundamental human rights in Pakistan. Remedies against the violation of human rights in Pakistan.
- Unit 8. Role of International Organizations in the Protection of Fundamental Human Rights**
The role of UNO. Human Rights Watch. International Community. Case studies of: Palestine, Kashmir, Syria, Yemen and Rohingya.

Recommended Books/Reference Material

1. Bolsover, C. (n.d.). *Lib guides: human rights: books & ebooks*.
2. Clapham, A., & Proquest (Firme. (2022). *Human rights: a very short introduction*. Oxford University Press.
3. Girija M. Pushpavalli K. & Subasree P. (2019). *Human rights: an overview*. S. Chand Publishing.

4. Haas, M. (2020). *International human rights*. Oxford University Press.
5. Libguides.shu.ac.uk. <https://libguides.shu.ac.uk/c.php?g=706765&p=5092374>
6. Robertson, J. G., & Merrills, A. H. (2022). *Human rights in the world: an introduction to the study of the international protection of human rights*. Manchester University Press.

Introduction to International Relations

Course Code: POL-203

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course provides an introduction to the field of International Relations (IR), exploring the key theories, actors, institutions, and issues shaping the global political landscape. Students will analyze historical and contemporary events to understand the dynamics of international politics and develop critical thinking skills for engaging with global challenges.

Learning Outcomes

- Students will be able to understand and comprehend the meaning, scope and daily life utility of International Relations.
- It will enhance students' knowledge about historical events of International Relations.
- Students will be able to understand the theories of International Relations
- Students will be able to analyze the role of Pakistan in international system.

Course Outline

- Unit 1. Meaning, Nature and Scope of International Relations**
Meaning and definitions. Individual, national and international scope. Impacts of international events on our daily lives. Difference between Global Politics and International Relations.
- Unit 2. Multidisciplinary Nature of IR**
Relationship of IR with other social sciences fields. Relationship with sociology. Psychology. Mass communication. History. Arts. Anthropology. Political Science.
- Unit 3. History of IR**
Greek city states empires. Kingdoms to Civil War. Treaty of Westphalia 1648. Modern nation-state system.
- Unit 4. World Wars**
World War-I. WW-II, Cold War: Causes. Impacts. Results.
- Unit 5. Post-Cold War and IR**
Unipolarity. End of history. Clash of civilization. Rise of the USA. War on terror. Rise of China
- Unit 6. Theories of IR**
Realism, liberalism, Marxism and social constructivism: Meaning and definition. Types. Assumptions. Critiques. Case study.
- Unit 7. Basic Concepts in IR**
Balance of power (characteristics and methods). Deterrence Balance of Power and Deterrence between India and Pakistan. Armaments and disarmament. Arms control regimes (NPT, CTBT). Diplomacy. International law.

Unit 8. Basic Concepts in IR

State as an actor in International Relations. Non-state actors (MNCs, IGOs). National Power and its elements. Foreign policy: meaning, types. Foreign policy-making process. Objectives and determinants. Foreign policy of Pakistan. Introduction to International Institutions: UNO, IMF, WB, SCO, SAARC, OIC.

Recommended Books/Reference Material

1. Baylis, J., Smith, S., & Owens, P. (2019). *The globalization of world politics: an introduction to international relations*. Oxford University Press.
2. Chattarjee, A. (2022). *International relations today*. New Delhi: Logman Pearson
3. Dunne, T., Milja Kurki, & Smith, S. (2016). *Theories of international relations: discipline and diversity*. Oxford University Press.
4. Goldstein, J. S., & Pevehouse, J. C. (2011). *International relations, brief + my polisci kit*. pearson college division.
5. Heywood, A. (2022). *Global politics* . United Kingdom: Palgrave macmillan
6. Kegly, C. (2021). *Global politics trends and transformation* . Oxford: Oxford University Press.

Introduction to Psychology

Course Code: PSY-103

Credit Hours: 03

Pre-requisite: Nil

Objectives

The main aim is to familiarize students with history, main concepts, methods, and theoretical frameworks in psychology. The course will help students appreciate human nature and its related concepts, thereby will gain insight into human behavior and human relationships. Have a grasp over basic concepts and theoretical perspectives explaining human behavior. They will be able to appreciate the complexity of human behavior and relationships.

Learning Outcomes

- Students will be able to describe psychology with major areas in the field and identify the parameters of this discipline.
- Students will be able to distinguish between the major perspectives on human thought and behavior.
- Students will appreciate the variety of ways psychological data are gathered and evaluated.
- Students will be able to explore the ways that psychological theories are used to describe, understand, predict, and control or modify behavior.

Unit 1. Introduction to Psychology

Nature and application of psychology with special reference to Pakistan. Methods of psychology: Observation, case history method, experimental method, survey method, correlational method, interviewing techniques.

Unit 2. Neurological Basis of Behavior

Neuron: Structure and functions. Central nervous system and peripheral nervous system. Endocrine glands.

Recommended Books/Reference Material

Unit 3.**Sensation and Perception**

Characteristics and major functions of different sensations. Vision: Structure and functions of the eye. Audition: Structure and functions of the ear. Nature & factors of perception: Subjective, objective and social. Gestalt laws of perceptual organization. Attention. Conditions/ factors of attention: Subjective and objective. Kinds of attention: Active attention, passive attention, secondary passive attention, span of attention.

Unit 4.**Motives and Emotions**

Motives: Definition and nature. Primary (biogenic) motives: Hunger, thirst, defecation and urination, fatigue, sleep, pain, temperature, regulation, maternal behavior, sex. Secondary (sociogenic) motives: Play and manipulation, exploration and curiosity, affiliation, achievement and power, competition, cooperation, social approval and self-actualization. Emotions. Definition and nature: Physiological changes during emotions. Theories of emotion.

Unit 5.**Learning**

Definition of learning. Types of learning: Classical and operant conditioning. Methods of learning: Trial and error, Learning by insight, Observational learning.

Unit 6.**Memory and Thinking**

Definition and nature. Memory processes: Retention, recall and recognition. Forgetting: Nature and causes. Thinking: Definition and nature. Tools of thinking: Imagery, language, concepts. Kinds of thinking. Problem solving, decision making, reasoning.

1. Atkinson, R. L., Atkinson, R. C., & Smith, E. E. (2000). *Introduction to psychology* (Vol. 2). Interaction.
2. Fernald, L. D., & Fernald, P. S. (2005). *Introduction to psychology*. WMC Brown Publishers.
3. Gray, P. O., & Bjorklund, D. F. (2018). *Psychology*. Macmillan Education
4. Hayes, N. (2000). *Foundation of psychology* (3rd ed.). Thomson Learning.
5. Kalat, J. W. (2020). *Introduction to psychology*. Wadsworth.
6. Lahey, B. B. (2004). *Psychology: An introduction* (8th ed.). McGraw-Hill Companies, Inc.
7. Myers, D. G., & Dewall, C. N. (2016). *Psychology in everyday life*. Worth Publishers.
8. Rathus, S. (2011). *Psychology: Concepts and connections* (10th ed.). Wadsworth Cengage Learning.
9. Roth, I. (Ed.). (2021). *Introduction to psychology* (Vol. 1) Psychology Press.

Positive Psychology

BS-Psychology

Course Code: PSY-405

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course offers students a comprehensive history and perspectives of Positive Psychology. Moreover, to gain a greater understanding of how Positive Psychology can develop and be promoted over one's lifetime. Positive Psychology focuses on how to live a meaningful and fulfilling life, cultivate

what is best within people, and enhance people's experiences of love, work, and play. This course aims to orient students with the scientific study of the strengths that enable individuals and communities to thrive.

Learning Outcomes

- Student will be able to understand the value of personal experiences in the past, in the present and for the future contributing to personal satisfaction and happiness.
- Students will understand the importance of emotional and cognitive states as well as positive interpersonal behavior which could make one's life more meaningful. Bring positive changes in one's life by thinking and behaving positively at various levels and situations– schools, work, and communities.
- Students will identify and use positive emotions and strengths to spark personal growth.

Course Outline

Unit 1. Introduction to Positive Psychology

An introduction. Applications and theoretical approaches.

Unit 2. Positive Emotional States and Processes

Principles of pleasure: Understanding positive affect, positive emotions, happiness, and wellbeing. Making the most emotional experiences: Emotion-focused coping, emotional intelligence, and emotional storytelling.

Unit 3. Positive Cognitive States and Processes

Self-efficacy, optimism and hope. Wisdom and courage. Mindfulness, flow and spirituality.

Unit 4. Positive Psychology across Lifespan

Positive psychology for children and adolescents: development, prevention, and promotion. Positive youth development perspective. Aging well: Challenges and opportunities.

Unit 5. Positive Environments

Positive schooling. Positive home environment. Positive work environment.

Recommended Books/Reference Material

1. Frisch, M. B. (2005). *Quality of life therapy: Applying a life satisfaction approach to positive psychology and cognitive therapy*. John Wiley & Sons.
2. Hefferon, K., & Boniwell, I. (2011). *Positive psychology: Theory, research and applications*. McGraw-Hill Education (UK).
3. Ivtzan, I., Lomas, T., Hefferon, K., & Worth, P. (2015). *Second wave positive psychology: Embracing the dark side of life*. Routledge.
4. Lopez, S. J. (Ed.). (2011). *The encyclopedia of positive psychology*. John Wiley & Sons.
5. Pasha-Zaidi, N. (2021). *Toward a positive psychology of Islam and Muslims*. Springer International Publishing.
6. Peterson, C. (2006). *A primer in positive psychology*. Oxford university press.

7. Snyder, C. R., & Lopez, S. J. (Eds.). (2001). *Handbook of positive psychology*. Oxford university press.
8. Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology*. Oxford university press.
9. Zelenski, J. (2020). *Positive psychology: The science of well-being*. India: SAGE Publications.

Introduction to Sociology

Course Code: SOC-101

Credit Hours: 03

Pre-Requisite: Nil

Objectives

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

Learning Outcome

- Students will gain deeper understanding of the core sociological concepts.
- Students will be able to analyze the social problems prevailing in society from the lens of sociological perspectives.

Course Outline

- Unit 1. Introduction**
Definitions. Scope and Subject Matter. Sociology as a Science. History of Sociology. Relationship of Sociology with other Social Sciences
- Unit 2. Basic Concepts**
Group, Community, Society. Social Interaction. Levels of Social Interaction. Process of Social Interaction, Cooperation, Competition, Conflict
- Unit 3. Social Groups**
Definition and Functions. Types of social groups. In and out groups, Primary and Secondary group, Reference groups, Informal and Formal groups, Pressure groups
- Unit 4. Culture**
Definition, aspects and characteristics of Culture, Material and non-material culture, Ideal and real culture. Elements of culture, Beliefs, Values, Norms and social sanctions
- Unit 5. Socialization and Personality**
Personality. Factors in Personality Formation. Socialization. Agencies of Socialization (Family, Peer Group, School, Mass Media). Role and Status
- Unit 6. Social institutions**
Nature, types and functions of institutions. Family. Education. Economy. Politics. Religion

Recommended Book/ Reference Materials

1. Adkins, L., Bryant, G., & Konings, M. (2023). Asset-Based Futures: A Sociology for the 21st Century. *Sociology*, 57(2), 348-365.
2. Anderson, Margaret and Howard F. Taylor. 2001. *Sociology the Essentials*. Australia: Wadsworth.
3. Frank N Magill. 2003. *International Encyclopedia of Sociology*. U.S.A: Fitzroy Dearborn Publishers
4. Giddens, Anthony 2002. *Introduction to Sociology*. UK: Polity Press.
5. James M. Henslin. 2004. *Sociology: A Down to Earth Approach*. Toronto: Allen and Bacon.

6. Jeanne H. Ballantine and Keith A. Roberts. *Our Social World: Introduction to Sociology*. 2006. Pine Forge Press. <http://www.pineforge.com/>
7. Lee, Alfred Mclung and Lee, Elizabeth Briant 1961. *Marriage and The family*. New York: Barnes and Noble, Inc.
8. Macionis, John J. 2005. *Sociology* 10th ed. South Asia: Pearson Education
9. Macionis, John J. 2006. 10th Edition *Sociology* New Jersey: Prentice-Hall
10. Manza, J. (2023). Sociology for Beginners. *Annual Review of Sociology*, 49.
11. Tischler, Henry L. 2002. *Introduction to Sociology* 7th ed. New York: The Harcourt Press.

Fundamentals of Anthropology

Course Code: ANT-101

Credit Hours: 3

Pre-Requisite: Nil

Objectives

The course aims to introduce the pertinent concepts and theories about evolution of humans and culture. The course will dilate branches of anthropology including physical anthropology, archaeology, socio-cultural anthropology, and linguistic anthropology.

Learning Outcome

After reading this course, students will gain deeper

- Understanding of the diverse cultural practices.
- Understand theories and methods used in socio-cultural anthropology
- Apply these approaches to contemporary social situations / cultural contexts

Course Outline

Unit 1. Introduction

Meaning and Definition of Anthropology. Nature of Anthropology. Sub-Fields in Anthropology. Scope of Anthropology.

Unit 2. Culture

Definition, Properties and Taxonomy. Evolution and Growth of Culture. Evolution of Man. Evolution of Culture

Unit 3. Social Stratification in Simple Societies

Egalitarian Societies. Ranked Societies. Class and Caste ridden Societies

Unit 4. Food Getting

Food Collection, Food Production. The Origin and Spread of Food Production

Unit 5. Marriage and Family Institution

Introduction to family and Marriage system, Functions of family in rural areas. Universality of Marriage, Ways of Marriage, Forms of Marriage.

Unit 6. Kinship Structure

Variation in Marital Residence. Major Systems in Kinship Terminology, Omaha System, Crow System, Iroquois System, Eskimo System.

Unit 7. Religion Institution

Universality of Religion, Variation in Beliefs Religious, Variation in Practice Religious, Religion and Magic,

Unit 8. Cultural Change

Process of Cultural Change, Cultural Change in the Modern World, Problems of Cultural Change in Pakistani society.

Recommended Book/ Reference Materials

1. Beck, S. (2009). Introduction: public anthropology. *Anthropology in Action*, 16(2), 1-14.
2. D'Agostino, G., & Matera, V. (Eds.). (2023). *Histories of Anthropology*. Springer Nature.

3. Hays, H. R. (2023). *From ape to angel: an informal history of social anthropology*. Taylor & Francis.
4. Henslin James M. (2010) *Sociology: A Down to Earth Approach* Pg 35-49
5. Kottak Phillip C. (2002). *Anthropology: The Exploration to Human Diversity*. Pg 1-30
6. MacionisJonh J. (2008) *Sociology* Pg 57-88
7. Samida, S. (2023). Teaching Anthropology: Remarks from a German Perspective. *EAZ–Ethnographisch-Archaeologische Zeitschrift*, 57(1).
8. Weisgrau, M., Rosman, A., & Rubel, P. G. (2023). *The tapestry of culture: An introduction to cultural anthropology*. Rowman & Littlefield.

Introduction to Law

Course Code: LAW-101

Credit Hours: 03

Pre-requisite: Nil

Course Objectives

Students should be able to understand classification of law and its application to ensure human rights. They will understand the importance of integrity, honesty, diligence, civility, accountability, and commitment to excellence in interactions with other lawyers, governing bodies, clients, and the public.

Learning Outcomes

- Students will demonstrate knowledge of basic concepts of the law
- Students will be able to recognize the most common ethical and professional liability dilemmas and will know methods for resolving them with the highest professional standards

Course Outline

Unit 1. Introduction

Introduction to the subject and methods of assessment. Definitions and scope of law. Relation of law with other social sciences. Importance of law in civilizations

Unit 2. History of Law

Functions and purposes of Law. State and law

Unit 3. Source of law

Legislation. Precedent. Custom. Legal theories. Religion

Unit 4. Classification of law

Public and private law. Substantive and procedural law. Constitutional law
Classification of law: Civil law. Criminal law. Law of contract. Law of torts.
Family laws. Classification of law: Law of property. Corporate law

Unit 5. Legal institutions

Courts and Tribunals; Alternative Dispute Resolution. Informal institutions of Justice

Unit 6. Introduction to common law, civil law and Islamic law as legal systems

Law and morality. Law and reasoning. Law and religion. Law and ecology. Law and psychology. Criminal behavior. Correction services. Interpretation of law

Unit 7. Introduction to the legal system of Pakistan

Unit 8. Rule of law, its significance and Applicability, Human Rights

Recommended books/reference material

1. Askin, K. D., & Koenig, D. (2022). Women and International Human Rights Law: Volume 2. In *Women and International Human Rights Law*. Brill Nijhoff.

2. Churchill, R., Lowe, V., & Sander, A. (2022). The law of the sea. In *The law of the sea*. Manchester University Press.
3. Fenwick, H. and G. Phillipson (2010): *Text, Cases and Materials on Public Law and Human Rights*, 3rd edition, Routledge, London
4. Friedmann, W. (2023). *Law in a changing society*. Univ of California Press.
5. Slapper, G. (2010): *How the Law Works: A Friendly Guide*, Routledge, London
6. Trägårdh, L. (Ed.). (2022). *State and civil society in Northern Europe: The Swedish model reconsidered*. Berghahn books.

Course Outlines of Arts and Humanities Offered by other Departments

History of Ancient Civilizations

Course Code: BFA-124

Credit Hours: 03

Pre-requisite: Nil

Objectives

Students will compare and analyse how the accomplishments made by ancient civilizations during their transition still affect our world today. They will also develop understanding about how geography played a role in the development of early civilizations.

Learning Outcomes

- Through understanding, students will be equipped to respect the diversity of contemporary society.
- Upon learning that the environment was a deciding element in the emergence of ancient complex societies, students will be able to realize and uphold a sense of communal, environmental responsibility.

Course Outline

Unit 1. Man, Aesthetic Culture & Civilization

History, Art, Evolution of man: from prehistoric to civilized stance: definition of history, evolution, and civilization. Aesthetic culture of man that differentiates him from all other living beings (Story of ornamentation and anthropology of art). Primitive & Prehistoric culture: Upper, Middle, and Lower eras. 1st civilized stance on the earthen globe (Indus Valley Civilization).

Unit 2. Civilizations (An Overview)

Mesopotamian & Egyptian (An overview of their art and architecture, defining general characteristics and important artifacts). Assignment: Egyptian themed pot painting.

Unit 3. Advanced Civilizations

Greek (Innovations in architecture, sculpture, and painting). Assignment: Geometric designs in 3D forms.

Unit 4. Advanced Civilizations Continued

Roman (Innovations in architecture, sculpture, and painting). Assignment: Mosaic work.

Unit 5. Sub-Continent

Buddhist Art (sculpture and painting; Sanchi, Bharut, Gandhara, and Ajanta. People and their cultural values. Assignment: Study of Signs and Symbols in Buddhist Art.

Recommended Books/Reference Material

2. Blattner. (2012). *World Civilizations and Cultures*, Mark Twain Media,
3. Brown. (2023). *Indian Architecture*. Palmer Press, United States.
4. Edwards. (2023). *Ancient Civilizations of History - Trivia Adventures*. United States.
5. Kleiner, S. (2016). *Gardner's Art Through the Ages, 15th Edition*. Thomson Wadsworth, United States.

Photography

Course Code: BFA-128

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course will help students to understand camera and its functions for a variety of effects. To produce picturesque impacts the role of light and its manipulations through functions of camera is to be comprehended.

Learning Outcomes

- Students will learn to understand basics of light and how their eye fixes light effects.
- Use of camera to catch what a photographer's eye sees to produce better pictures.
- Students will also learn features of camera and how to utilize its various functions.

Course Outline

Unit 1. Know Your Camera

Learning camera features by taking shoots. Learning three things that effect proper exposure (Aperture, Shutter Speed, ISO) by taking shoots.

Unit 2. Composition

Depth of field (landscape photography). Fill your frame (choosing some subject for shoots). The rule of third and other rules and guidelines (choosing some subject for shoots).

Unit 3. On Matters of Light (Directions of Light)

Front lighting (studio photography) 2. Side lighting (studio photography. Top and bottom lighting (studio photography). Back lighting (studio photography). Bulb photography.

Unit 4. On Matters of Light (The Quality of Light)

Artificial light, tungsten, florescent light (studio photography). Morning, midday and evening light (landscape photography) Cloudy day (landscape photography).

Unit 5. On Matters of Light

Direct sunlight (landscape photography). Morning, midday and evening light (landscape photography) Cloudy day (landscape photography).

Recommended Books/Reference Material

1. Parashar, L. G. Exploring The World Through The Lens: A Journey Into Photography. *Worldwide International Inter Disciplinary Research*, 10.
2. Ross, E. S. (2023). *Insects Close Up: A Pictorial Guide for the Photographer and Collector Featuring 125 Photographs and Drawings*. Univ of California Press.
3. Safori, A., & Ananbey, A. (2023). The Photo Manipulation from the Perspective of Photographers: Study from Jordan. *Mutah Journal of Humanities and Social Sciences (MJHSS)*, 38(2).
4. Shaw, M. (2023). *The Beginner's Guide to Astrophotography: How to Capture the Cosmos with Any Camera*. Bruce Birnbaum.
5. Stillman, W. (2023). *The Amateur's Photographic Guide Book*. BoD–Books on Demand.

Digital Art-I

Course Code: BFA-318

Credit Hours: 03

Pre-requisite: Nil

Objectives

Amongst the general objectives of this course are to introduce Adobe Photoshop, design software and provide a thorough grounding in tools and skills for students. Students will be able to produce impressive professional-standard images.

Learning Outcomes

This course teaches the essential knowledge needed to create and edit images in Photoshop. It will cover all of Photoshop's tools and features including

- Color correction.
- Working with layers.
- Compositing images.
- Preparing images for use on the electronic media.

Course Outline

Unit 1. Introduction to Adobe Photoshop

A: File types, B: The Photoshop environment, C: Tool options and presets. Exploring the Menu Bar. Introducing the Toolbox. Understanding the Options Bar. Using Palettes. Opening and Navigating Images. Overview of the Selection Tools. Using the Marquee Tools. Exploring the Lasso Tools.

Unit 2. Basic Selection Techniques

Creating selections using the Magic Wand. Transforming a Selection- Sizing: transforming, skew, distort, perspective, warp. Copying Pasting and Moving a Selection. Using Pen Tool.

Unit 3. Working with Layers

Understanding Layers. Working with Layers. Applying Layer Styles. Fill and Adjustment Layers. What are Masks? Using Layer Masks. Merging and Flattening Layers. Understanding Color Modes. Color Theory. Specifying Color. Understanding Color Adjustment. Using the Adjustment Tools. Replacing Color. Introduction to the Drawing Tools. Creating Paths. Digital Manipulation.

Unit 4. Visual and Graphics

Logo Sketching

Unit 5. Typography

Type Formatting – Character and Paragraph. Exploring Type Effects. Introduction to the Painting Tools. Using the Painting Tools – brushes, creating brushes.

Recommended Books/Reference Material

1. Cetinic, E., & She, J. (2022). Understanding and creating art with AI: Review and outlook. *ACM Transactions on Multimedia Computing, Communications, and Applications (TOMM)*, 18(2), 1-22.
2. Kelby, S. (2023). *How Do I Do That In Photoshop?*. Rocky Nook, Inc..
3. Pattinson. (2018). *A Beginners Guide for Adobe Photoshop, Adobe Illustrator, Adobe In-Design Basics*. Amazon Digital Services.
4. Paul, C. (2023). *Digital art*. Thames & Hudson.

Digital Art-II

Course Code: BFA-328

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course introduces the students to the skills and concepts that enable them to create documents for both print and interactivity. Using Adobe Illustrator, the students will apply their knowledge of color, type, layout, and design to create a portfolio project. While Illustrator permits several possible workflows, this course will focus on those that most readily translate into digital art and design.

Learning Outcomes

- The student will be able to demonstrate effective communication strategies graphically.
- The students will be able to show they work effectively in a team.
- The students will demonstrate knowledge of the principles, tools and processes related to visual and interactive media.
- Digital media students will be able demonstrate they think critically to solve technical and aesthetic challenges, in their work and the work of others.

Course Outline

Unit 1. Introduction to Adobe Illustrator

Understanding Vector Art. Customizing File Size. Exploring tools.

- Unit 2. Digital Media**
Exploring tools. Composing functional design using vector graphics.
- Unit 3. Electronic and Print Media Designing**
Design management. Designing a creative Advertisement
- Unit 4. Visual and Graphics**
Logo Sketching
- Unit 5. Digital Marketing**
Research. Communication art and media. Branding. Creating and Marketing a brand from a scratch using aesthetics of design and art.

Recommended Books/Reference Material

1. Bakhromovna, K. Z. (2023). Innovative Process of Computer Graphics. *EUROPEAN JOURNAL OF INNOVATION IN NONFORMAL EDUCATION*, 3(4), 45-49.
2. Chaffey, D., & Smith, P. R. (2022). *Digital marketing excellence: planning, optimizing and integrating online marketing*. Taylor & Francis.
3. Pattinson. (2018). *A Beginners Guide for Adobe Photoshop, Adobe Illustrator, Adobe In-Design Basics*. Amazon Digital Services.
4. Paul, C. (2023). *Digital art*. Thames & Hudson.

Course Outlines of Natural Sciences Offered by other Departments

Cell Biology

Course Code: ZOO-123

Credit Hours: 02

Pre-requisite: Nil

Objectives

Students will acquire knowledge about the basic concepts of cell biology. They will learn about the cellular structure, composition of the organelles, cell growth and cellular division. They will know about how macromolecules and organelles govern the dynamic organization, function of living cells.

Learning Outcomes

- Students will acquire the basic concepts of cell biology.
- Students will understand the metabolic processes of cells in terms of cellular organelles, membranes, and biological molecules.
- Students will have the ability to understand the role of macromolecules regulating cellular processes.

Course Outline

Unit 1. Cell Structure and Function

Cell theory. Comparison of plant and animal cells. Comparison of prokaryotic and eukaryotic cells. Structural models of cell membrane. Chemical composition of cell membrane and its function

Unit 2. Cell Organelles

Endoplasmic reticulum. Golgi Bodies. Mitochondria. Lysosomes. Peroxisomes. Ribosome

Unit 3. Nucleus

Structure and function. Nuclear membrane. Chromatin

Unit 4. Cytoskeleton

Structure and types. Functions of cytoskeleton

Unit 5. Cellular Transport

Diffusion and osmosis. Facilitated and active transport. Endocytosis and exocytosis

Unit 6. Cellular Reproduction

Cell cycle. Mitosis. Meiosis

Recommended Books/Reference Material

1. Alberts. (2023). *Essential Cell Biology*. W. W. Norton & Company.
2. Alberts, B., Bray, D., Lewis, J., Raff, M., Roberts, K., Watson, J.D. (2017). *Molecular biology of the cell*. 6th Edition. Garland science.
3. Chandar D.N., Viselli, D.S.M. (2020). *Cell and Molecular Biology*. 2nd Edition. LWW.
4. De Robertis, E. D. P. (2017). *Cell and Molecular Biology*. 8th edition, Lea & Febiger, New York.
5. Geoffrey M.C., Robert E.H. (2007). *The cell: A Molecular Approach*. Sinauer Associates, INC.
6. Karp, J. (2005). *Cell and Molecular Biology, Concepts and Experiments*. Jhon Wiley and Sons, INC.
7. Lodish, H., Berk, A., Kaiser, C. A., Krieger, M., Bretscher, A., Ploegh, H., & Martin, K. C. (2016). *Molecular Cell Biology*. Macmillan Higher Education.
8. Miller, S.A. and Harley, J.B. (2014). *Zoology*. 12th Ed. (International), Singapore: McGraw-Hill
9. Stanger B. (2023). *From One Cell: A Journey into Life's Origins and the Future of Medicine*. W. W. Norton & Company. UK

Cell Biology Lab

BS-Zoology

Course Code: ZOO-123L

Credit Hours: 01

Pre-requisite: Nil

Objectives

Students will acquire knowledge about the basic staining techniques. They will learn about the identification of cell organelles. They will know about the different stages of mitosis and meiosis.

Learning Outcomes

- Students will be able to identify the prepared slides of different cell organelles.
- Students will be able to know the techniques of preparation of whole mount.

- Students will understand the different stages of cell cycle

Course Outline

1. Study of microscope.
2. Study of staining techniques (Gram staining).
3. Study of prepared slides of cell organelles.
4. Preparation of temporary whole mount.
5. Preparation of permanent whole mount.
6. Squash preparation of onion root tip for mitotic stages.
7. Study of mitotic and meiotic stages with the help of prepared slides.

Recommended Books/Reference Material

1. Alberts. (2023). *Essential Cell Biology*. W. W. Norton & Company.
2. Alberts, B., Bray, D., Lewis, J., Raff, M., Roberts, K., Watson, J.D. (2017). *Molecular biology of the cell*. 6th Edition. Garland science.
3. Chandar D.N., Viselli, D.S.M. (2020). *Cell and Molecular Biology*. 2nd Edition. LWW.
4. De Robertis, E. D. P. (2017). *Cell and Molecular Biology*. 8th edition, Lea & Febiger, New York.
5. Geoffrey M.C., Robert E.H. (2007). *The cell: A Molecular Approach*. Sinauer Associates, INC.
6. Karp, J. (2005). *Cell and Molecular Biology, Concepts and Experiments*. Jhon Wiley and Sons, INC.
7. Lodish, H., Berk, A., Kaiser, C. A., Krieger, M., Bretscher, A., Ploegh, H., & Martin, K. C. (2016). *Molecular Cell Biology*. Macmillan Higher Education.
8. Miller, S.A. and Harley, J.B. (2014). *Zoology*. 12th Ed. (International), Singapore: McGraw-Hill.
9. Stanger B. (2023). *From One Cell: A Journey into Life's Origins and the Future of Medicine*. W. W. Norton & Company. UK.

Animal Diversity-I

Course Code: ZOO-201

Credit Hours: 03

Pre-requisite: Nil

Objectives

Students will acquire the knowledge of evolutionary/phylogenetic relationships (from simple to the complex organisms). Students will be able to know the basic taxonomic characteristics and classification of all the invertebrate phyla.

Learning Outcomes

- Students will acquire the basic concepts of invertebrates with explanation of evolutionary origin and diversification.
- Students will be able to know the major evolutionary innovations for invertebrates with functional importance.
- Students will know the economic and ecological importance of invertebrates.

Course Outline

Unit 1. Animal-Like Protists

Patterns of organization, Animal-Like Protists, The Protozoa. Evolutionary perspective, Life within a single plasma membrane, Protozoon Taxonomy; (up to Phyla, subphyla and super Classes, wherever applicable), Locomotion; Cilia and other pellicular structure, Nutrition; Genetic Control and Reproduction; Multicellular and tissue levels of organization: Evolutionary Perspective.

Unit 2. Classification of Organisms

Classification of Organisms, Evolutionary Relationships and Tree Diagrams.

Unit 3. Animal Phylums

Phylum Porifera, Phylum Cnidaria (Coelenterate), Phylum Ctenophore: Phylum Platyhelminthes: Phylum Nemertea, Phylum Gastrotricha, Pseudocoelomate body plan; Aschelminths: Evolutionary perspective; General Characteristics, Phylum Rotifera, Phylum Nematoda and Phylum Kinorhyncha.: Some Important Nematode Parasites of Humans; Phylum Mollusca, Phylum Annelida.

Unit 4. Phylum Arthropoda

Evolutionary Perspective: Classification and Relationship to other Animals; Metamerism and Tagmatization. The Exoskeleton; Metamorphosis. Classification up to Class.

Unit 5. The Hexapods and Myriapods

Evolutionary Perspective: Classification up to class. External Structure and Locomotion. Nutrition and the Digestive system, Gas Exchange, Circulation and Temperature Regulation. Nervous and Sensory Functions, Excretion, Chemical Regulation. Reproduction and Development in Hexapoda. Insects Behavior, Insect and Human.

Unit 6. Phylum Echinoderms

Evolutionary Perspective: Relationship to other Animals; Echinoderm Characteristics; Classification up to class. Maintenance Functions, Regeneration. Reproduction, and Development in Asteroidea, Ophiuroidea, Echinoidea, Holothuridea and Crinoidea.

Unit 7. Some Lesser-Known Invertebrates

The Lophophorates, Entoprocts, Cyclophores, and Cheatognaths.

Recommended Books/Reference Material

1. Hanson E.D., (2021). *Animal Diversity*. Hassell Street Press.
2. Hickman, C.P., Roberts, L.C., and Larson, A. (2018). *Integrated Principles of Zoology*, 15th Edition (International), Singapore: McGRAW-Hill.
3. Hickman, C.P., Roberts, L.C/, and Larson, A.. (2007). *Integrated Principles of Zoology*, 12th& 13th Edition (International). Singapore: McGraw-Hill.
4. Hickman, C.P. and Kats, H.L. (2000). *Laboratory Studies in Integrated Principal of Zoology*. Singapore : McGraw-Hill.

5. Hickman, C.P., Larson, S.K.A., Eisenhour D., and Roberts, L., (2021). *Animal Diversity*. 9th Edition. McGraw-Hill.
6. Kent, G. C. and Miller, S. (2001). *Comparative Anatomy of Vertebrates*. New York: McGraw-Hill.
7. Miller, A.S. and Harley, J.B. (2016). *Zoology*. 10th Edition (International), Singapore: McGraw Hill. Z.
8. Pechenik, J.A. (2015). *Biology of Invertebrates*. 7th Edition, (International), Singapore: McGraw-Hill.
9. Piper R., (2015). *Animal Earth: The Amazing Diversity of Living Creatures*. Thames & Hudson.

Animal Diversity-I Lab

Course Code: ZOO-201L

Credit Hours: 01

Pre-requisite: Nil

Objectives

Students will know about the evolutionary/phylogenetic relationships (from simple to the complex organisms). They will know the basic taxonomic characteristics and classification of all the invertebrate phyla. They will be equipped with the understanding of body organization, Feeding and Digestive system; Other Organ System.

Learning Outcomes

- This course will be based on following outcomes:
- Understand invertebrate organismal concepts in laboratory and field.
- Understand how reproduction and development occurred and able to breed animal in the laboratory/field
- Analyze economic and ecological importance of invertebrates

Course Outline

1. Study of Euglena, Amoeba, Endameba, Plasmodium, Trypanosome, Paramecium as representative of animal like Protists.
2. Study of prepared slides of sponges, spicules of sponges, and their various body forms. Study of representatives of classes of Phylum Porifera.
3. Study of principal representatives of classes of Phylum Coelenterate.
4. Study of principal representatives of classes of Phylum Platyhelminthes.
5. Study of representatives of phylum Rotifer, Phylum Nematode.
6. Study of principal representatives of classes of Phylum Mollusca.
7. Study of principal representatives of classes of Phylum Annelida.
8. Study of principal representatives of classes of groups of Phylum Arthropoda

9. Study of representatives of classes of phylum Echinodermata.
10. Preparation of permanent mount of Leucosolenia, Obelia, Hydra, Proglottid of Tapeworm, Parapodia of Nereis and Daphnia. Drawing and labeling.
11. Preparation of permanent slide of mouthpart of insects (after dissection). Drawing and labeling.
12. How to make grade-wise series for preparation of temporary and permanent slides.
13. Drawing and labeling. How to make grade-wise series for preparation of temporary and permanent slides.

Recommended Books/Reference Material

1. Hanson E.D. (2021). *Animal Diversity*. Hassell Street Press.
2. Hickman, C.P., Roberts, L.C., and Larson, A. (2018). *Integrated Principles of Zoology*, 15th Edition (International), Singapore: McGraw-Hill.
3. Hickman, C.P., Larson, S.K.A., Eisenhour D., and Roberts, L., (2021). *Animal Diversity*. 9th Edition. McGraw-Hill.
4. Hickman, C.P., Roberts, L.C., and Larson, A.. (2007). *Integrated Principles of Zoology*, 12th & 13th Edition (International). Singapore: McGraw-Hill.
5. Hickman, C.P. and Kats, H.L. (2000). *Laboratory Studies in Integrated Principles of Zoology*. Singapore : McGraw-Hill.
6. Kent, G. C. and Miller, S. (2001). *Comparative Anatomy of Vertebrates*. New York: McGraw-Hill.
7. Miller, A.S. and Harley, J.B. (2016). *Zoology*. 10th Edition (International), Singapore: McGraw Hill.
8. Miller, S.A. (2002). *General Zoology Laboratory Manual*. 5th Edition (International), Singapore: McGraw-Hill.
9. Pechenik, J.A. (2015). *Biology of Invertebrates*. 7th Edition, (International), Singapore: McGraw-Hill.
10. Piper, R. (2015). *Animal Earth: The Amazing Diversity of Living Creatures*. Thames & Hudson.

Applied Physics

BS-Physics

Course code: PHY-103

Credit Hours: 02

Pre-requisite: Nil

Objectives

The main objective of the course is to provide basic information about Mechanics, Electricity, Magnetism, Electromagnetism, Waves and oscillations, optics, Electronics to the technology students. The course gives the students a sound knowledge of Physics with its applications to problems of practical nature

Learning Outcomes

- Understanding basic concepts of units, vectors, and scalars, along with measurements and uncertainties.

- Application of Newton's laws of motion, work, kinetic energy, and gravitation in various scenarios.
- Exploring electricity concepts, including conductors, insulators, electrostatic force, capacitors, dielectrics, and DC circuits.
- Study of magnetism, covering magnetic fields, force, energy, inductors, and magnetic materials. Additionally, an introduction to semiconductors, including energy levels, hole concept, and PNP/NPN junction transistors and LEDs.

Course Outline

Unit 1. Physics Fundamentals

Basic concept of units, vectors and scalars, measurements and uncertainties, Addition of vectors by graphical and component method. Multiplication of vectors, vectors in three dimensions,

Unit 2. Newton's Laws and Relativity

Newton's laws of motion and their applications, Work and Kinetic Energy, Gravitation, Circular motion, projectile motion, orbits of planets, linear and angular momenta, basic concepts of general and special theory of relativity.

Unit 3. Electricity

Conductors and Insulators, Electrostatic Force, Capacitors and Dielectrics, Capacitance, Energy store in capacitor (Capacitor as memory device), DC Circuits, Measuring V, I, R, RC Circuits.

Unit 4. Magnetism

Magnetic Fields, , Magnetic Force, Magnetic Field, Magnetic Field Energy, inductors and inductance, energy stored in inductor (inductor as memory device) magnetic materials.

Unit 5. Semiconductors

Semi-Conductors Energy levels in a semi-conductor, Hole concept, Intrinsic and Extrinsic regions, PNP, NPN junction Transistor, LEDs.

Recommended Books/Reference Material

1. Beiser A. & Hademenos G. J. (2012). *Applied physics*. McGraw Hill.
2. Giambattista A. Richardson B. M. C. & Richardson R. C. (2020). *Physics*. McGraw-Hill Education.
3. Halliday, D., Resnick, R., & Walker, J. (2021). *Fundamentals of physics*, Extended (12th ed.). Wiley.
4. Hecht E. (2021). *College physics*. McGraw Hill Education.
5. Serway, R. A., & Jewett, J. W. (2018). *Physics for scientists and engineers* (10th ed.). Cengage Learning.

Applied Physics Lab

BS-Physics

Course code: PHY-103L

Credit Hours: 01

Pre-requisite: Nil

Objectives

The course objectives are to enable students to comprehend and apply fundamental principles of measurement, elasticity, electrical circuits, and logic gates. They should develop the ability to conduct experiments, analyze data, and manipulate instruments for various measurement and electrical applications, fostering a solid foundation in experimental physics and electronics.

Learning Outcomes

- Demonstrate a solid understanding of fundamental principles in applied physics, including mechanics, thermodynamics, and electromagnetism.
- Apply mathematical and computational techniques to analyze and solve real-world problems in various branches of applied physics.
- Develop practical skills in laboratory experiments, data acquisition, and analysis, enhancing the ability to apply theoretical concepts to hands-on situations.
- Communicate effectively, both orally and in writing, about complex physics concepts, experimental results, and their applications in practical scenarios.

Course Outline

1. Study and understand the working principle of Vernier caliper and Screw Gauge.
2. Study Hooke's Law using the mass-spring system, determining the stiffness (k -value) of the spring.
3. Investigate the relationship between the length of a pendulum and its period of oscillation.
4. Determine the internal resistance of a galvanometer using the half deflection method.
5. Experiment with various resistors and voltage sources to verify Ohm's law ($V = IR$) by measuring voltage, current, and resistance in a circuit.
6. Convert a galvanometer into a voltmeter.
7. Convert a galvanometer into an ammeter.
8. Study the series and parallel configurations of capacitors and resistors and verify binary truth tables using logic gates.

Recommended Books/Reference Material

1. Giambattista A. Richardson B. M. C. & Richardson R. C. (2020). *Physics*. McGraw-Hill Education.
2. Halliday, D., Resnick, R., & Walker, J. (2021). *Fundamentals of physics*, Extended (12th ed.). Wiley.
3. Hecht E. (2021). *College physics*. McGraw Hill Education.
4. Loyd, D. H. (2008). *Physics laboratory manual*. Thomson Higher Education.
5. Smith, W. F. (2020). *Experimental physics: principles and practice for the laboratory*. Taylor and Francis.
6. Wilson, J. D., & Hernández-Hall, C. A. (2014). *Physics laboratory experiments*. Cengage Learning.

15. List of Interdisciplinary Courses (Offered by other departments)

Sr. No.	Course Code	Course Title	Pre-Requisite	Credit Hours
1.	ENG 421	Language and Technology in the Digital Age (Mandatory)	Nil	3
2.	CS-206	Artificial Intelligence	Nil	3
3.	IT 301	Web Technologies	Nil	3
4.	CS-414	Introduction to Data Science	Artificial Intelligence	2
5.	CS-414L	Introduction to Data Science (Lab)	Artificial Intelligence	1
6.	CS-322	HCI and Computer Graphics	Nil	3
7.	MGT-311	E-commerce	Nil	3
6.	HRM-436	Leadership and Team Management	Nil	3
7.	MCM-203	Media Ethics and Laws	Nil	3
8.	MCM-204	Introduction to Broadcast Media	Nil	3
9.	MCM-207	Mass Media and Society	Nil	3
10.	MCM-315	Opinion Writing	Nil	3
11.	MCM-318	Introduction to Conflict Reporting	Nil	3
12.	BOT-406	Environmental Biology	Nil	3
13.	PSY-405	Positive Psychology	Nil	3
14.	PSY-409	Social Psychology	Nil	3

16. Course Outlines for Interdisciplinary

Language and Technology in the Digital Age (Mandatory)

BS-English

Course Code: ENG 421

Credit Hours: 03

Pre-requisite:

Objectives

This course explores the intersection of language and technology in the digital age. It introduces students to the ways technology reshapes communication, literacy, discourse, and identity. Students will examine both opportunities and challenges posed by digital technologies, focusing on social media, online discourse, artificial intelligence, and multimodal communication.

Learning Outcomes

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

- Understand how digital technologies influence language use, literacy, and communication
- Analyze discourse across digital platforms (social media, blogs, chats, etc.).
- Evaluate the role of algorithms, AI and digital tools in shaping linguistic practices.
- Apply linguistic theories to study emerging digital communication forms.
- Critically reflect on the impact of digital media on identity, culture, and society.

Course Outline

- Unit 1. Introduction to Language and Technology**
The evolution of communication technologies. From print to digital. shifts in literacy. Key concepts. digital literacy, computer-mediated communication (CMC).
- Unit 2. Language in Online Spaces**
Social media discourse (Twitter, Facebook, TikTok, Instagram). Memes, hashtags, and emojis as new linguistic forms. Code-switching, identity, and multilingualism online.
- Unit 3. Digital Discourse Analysis**
Methods for analyzing online texts. Multimodal discourse analysis in digital environments. Ethics of researching online communication.
- Unit 4. Technology, Power, and Ideology**
Algorithms and echo chambers. Language, surveillance, and digital politics. Cyber-activism and resistance discourses.
- Unit 5. Artificial Intelligence and Language**
AI in language processing (translation, chatbots, virtual assistants). Generative AI and creativity in language. The future of authorship and originality in the digital age.
- Unit 6. Language, Identity, and Society in the Digital Age**
Online identity construction. Gender, race, and representation in digital discourse.

Globalization and the spread of English through digital platforms.

Recommended Books/Reference Material

1. Crystal, D. (2011). *Internet Linguistics: A Student Guide*. Routledge.
3. Georgakopoulou, A., & Tovaes, A. (2022). *The Routledge Handbook of Language and Digital Communication*. Routledge.
2. Herring, S. C. (2013). *Discourse in Web 2.0: Familiar, Reconfigured, and Emergent*. Georgetown University Press.
4. Seargeant, P., & Tagg, C. (2020). *The Language of Social Media: Identity and Community on the Internet*. Routledge.
5. Tagg, C., & Evans, M. (Eds.). (2020). *Message and Medium: English Language Practices Across Old and New Media*. De Gruyter.

Artificial Intelligence

Course Code: CS-206

Credit Hours: 03

Pre-requisite: Nil

Objectives

Artificial Intelligence (AI) is a constantly and actively growing and changing field. In this course, students will learn the basics of modern AI as well as some of the representative applications of AI. This course introduces students to the basic knowledge representation, problem solving, and learning methods of artificial intelligence. Upon completion, students should be able to develop intelligent systems by assembling solutions to concrete computational problems; understand the role of knowledge representation, problem solving, and learning in intelligent-system engineering; and appreciate the role of problem solving, vision, and language in understanding human intelligence from a computational perspective

Learning Outcomes

- Know various AI search algorithms (tree search, uninformed, informed, and heuristic), understand different types of AI agents, and know how to build simple knowledge-based systems.
- Ability to apply knowledge representation, reasoning, and machine learning techniques to real-world problems.

Course Outline

Unit 1. Introduction

What is AI, Major AI areas, Intelligent Agents: Agents and environments, Rationality? PEAS (Performance measure, Environment, Actuators, Sensors), Environment types, Agent Types, Problem solving through uninformed search: Breadth First Search, Depth First Search, Iterative DFS, Comparison of Search Algorithms.

Unit 2. Problem Solving Through Informed Search, Expert Systems

Problem solving through informed search: Heuristically Informed Methods, Hill Climbing, Beam Search, Best First Search, A*Procedure, Adversarial Search, Min-

Max Procedure, Static Evaluation Function, Alpha Beta Pruning, Expert Systems: Knowledge Base Expert System Their Types and Application, Working of Expert Systems with its different components.

Unit 3. Neural Networks, Back Prop Algorithms

Binary Expert Systems: Developing an Expert System, Identifying the problem, forward and Backward Chaining. Neural Network: Introduction to Artificial Neural Networks (ANN), ANN Applications, Topologies of ANN, Single Layer perception (SLP).

Unit 4. Genetic Algorithm, Fuzzy System, Classification

Genetic Algorithm: Introduction to Evolutionary Computing, Genetic Algorithm (GA), Genetic operators (Crossover and Mutation) and its applications. Fuzzy System: Fuzzy Set Theory, Fuzzy Inference, And Classification: Decision Tree, Bayes Classification

Unit 5. Machine Learning, Introduction to Computer Vision, Mining Frequent Patterns

Machine Learning: Introduction to Learning, Supervised Machine Learning: Unsupervised Learning, K-means Clustering Algorithm, and Introduction to Computer Vision (CV), Pattern Recognition, Mining Frequent Patterns, Association and Correlation.

Recommended Books/Reference Material

1. Finlay, J. (2020). An introduction to artificial intelligence. Crc Press.
2. Joshi, P. (2017). Artificial intelligence with python. Packt Publishing Ltd.
3. Le, D., Chung, K., Quach, S., & Thaichon, P. (2022). Introduction to artificial intelligence (AI). Artificial Intelligence for Marketing Management.
4. Luger, G. F. (2005). Artificial intelligence: structures and strategies for complex problem solving. Pearson education.
5. Mehrotra, D. (2019). Basics of artificial intelligence & machine learning. Notion Press.
6. Miller, B. N., Ranum, D. L., & Anderson, J. (2019). Python programming in context. Jones & Bartlett Learning.

Artificial Intelligence LAB

Course Code: CS-206L

Credit Hours: 01

Pre-requisite: Nil

Objectives

Study the applications of AI and agent-based approach to AI and First-order predicate calculus, logical reasoning and problem-solving using Prolog language. To study and discuss various techniques and algorithms of AI used in general problem solving, optimization problems, constraint satisfaction problems, and game programming. Familiarize students with various sub-areas of AI, such as expert systems, natural language processing and machine learning.

Learning Outcomes

- Explain artificial intelligence, its characteristics and its application areas
- Formulate real-world problems as state space problems, optimization problems or constraint satisfaction problems.
- Select and apply appropriate algorithms and AI techniques to solve complex problems.
- Design and develop an expert system by using appropriate tools and techniques.

Course Outline

Unit 1. Problem Solving

Problem solving (2 jug puzzles, 3 jug puzzles, lion man puzzles, vacuum cleaner puzzle. Implementation of 2 jug puzzles, 3 jug puzzles, lion man puzzles, vacuum cleaner puzzle using DFS and BFS.

Unit 2. Cost Search Algorithm Implementation

Implementation of A* and Uniform cost search algorithms to solve problems. Implementation of different games using game search tree algorithms

Unit 3. Game Search Algorithm Implementation

Implementation of different games using game search tree algorithm Solution of 8 queen problem using genetic algorithm.

Unit 4. 8 Queen Problem And Prolog Language

Solution of 8 queen problem using genetic algorithm. Learning Prolog language for Logic Practice of Prolog and Lisp.

Unit 5. K Means Clustering Algorithm and Neural Networks

Implementation of K mean clustering algorithm. Implementation of single layer neural network.

Recommended Books/Reference Material

1. Finlay, J. (2020). An introduction to artificial intelligence. Crc Press.
2. Joshi, P. (2017). Artificial intelligence with python. Packt Publishing Ltd.
3. Le, D., Chung, K., Quach, S., & Thaichon, P. (2022). Introduction to artificial intelligence (AI). Artificial Intelligence for Marketing Management.
4. Luger, G. F. (2005). Artificial intelligence: structures and strategies for complex problem solving. Pearson education.
5. Mehrotra, D. (2019). Basics of artificial intelligence & machine learning. Notion Press.
6. Miller, B. N., Ranum, D. L., & Anderson, J. (2019). Python programming in context. Jones & Bartlett Learning.

Web Technologies

Course Code: IT-310

Credit Hours: 2

Pre-requisite: Nil

Objectives

This course is designed to provide the student with foundational web programming knowledge and skills for interactive and dynamic website building. The student will learn about the web programming as a development platform through the use of popular front-end technologies: HTML, CSS, JavaScript, Bootstrap, jQuery and ReactJs. Moreover, the student will learn to plan, design, construct, and integrate server-side components of modern web applications. For back-end the students will learn PHP with MVC based framework such as Laravel. This will allow students to create websites that store, access, and use data which is stored in the database by exploring SQL queries and Object–relational mapping (ORM). By the end of this course a strong foundation will be laid for full-stack development in the carrier of the student.

Course Learning Outcomes

- Design interactive and responsive website using front-end technologies.
- Integrate server-side technologies for handling information.
- Utilize modern frameworks to increasethe efficient and productivity.

Course Outline

Unit 1. HTML

Introduction to Web Applications, TCP/IP Application Services. Web Servers: Basic Operation, Virtual hosting, Chunked transfers, Caching support, Extensibility. SGML, HTML5, CSS3. XML Languages and Applications: Core XML, XHTML, XHTML MP. Web Service: SOAP, REST, WML, XSL. Web Services: Operations, Processing HTTP Requests, Processing HTTP Responses, Cooki Coordination, Privacy and P3P, Complex HTTP Interactions, Dynamic Content Delivery. Server Configuration. Server Security. Web Browsers Architecture and Processes.

Unit 2. CSS and Javascript

Active Browser Pages: JavaScript, DHTML, AJAX. JSON, Approaches to Web Application Development. Programing in any Scripting language. Search Technologies. Search Engine Optimization. XML Query Language, Semantic Web, Future Web Application Framework.

Unit 3. PHP

Introduction to Bootstrap.

Unit 4. Bootstrap

Introduction to Bootstrap.

Unit 5. Laravel and ReactJs

Introduction to Laravel, Routes and Controllers. Views in Laravel and Blade templating engine. Databases, Eloquent, Models, Migrations, Seeders and Faker Factory. User authentication and authorization. Laravel - RESTful APIs authentication. React Basics, ReactDOM and JSX. Props, States and Components. Redux. React Router. Consuming RESTful APIs created in Laravel.

Recommended Books/Reference Material:

1. Meloni, J. C. (2016). Sams teach yourself HTML, CSS, and JavaScript all in one. Pearson Education India.
2. Stauffer, M. (2023). Laravel: Up & Running. " O'Reilly Media, Inc.".
3. Tatroe, K., & MacIntyre, P. (2020). Programming PHP: Creating dynamic web pages. O'Reilly Media.

Web Technologies (Lab)

Course Code: IT-310L

Credit Hours: 1

Pre-requisite: Nil

Objectives

This course is designed to provide the student with foundational web programming knowledge and skills for interactive and dynamic website building. The student will learn about the web programming as a development platform through the use of popular front-end technologies: HTML, CSS, JavaScript, Bootstrap, jQuery and ReactJs. Moreover, the student will learn to plan, design, construct, and integrate server-side components of modern web applications. For back-end the students will learn PHP with MVC based framework such as Laravel. This will allow students to create websites that store, access, and use data which is stored in the database by exploring SQL queries and Object–relational mapping (ORM). By the end of this course a strong foundation will be laid for full-stack development in the carrier of the student.

Course Learning Outcomes

- Designs a fully functional frontend for a web page based on a given scenario.
- Construct a fully functional backend for a web page based on a given scenario
- Integrate the front and backend with the restful APIs using any advance framework.

Course Outline

Unit 1. HTML

Creating development environment setup. Learning the following HTML tags for web pages required for front-end. HTML5 page structure. HTML headings. Anchor link, Line break Paragraph Image Div. Ordered and unordered list tags. Learn to create tables using HTML. Designing registration form using HTML.

Unit 2. CSS and Javascript

Designing first page of website using HTML and CSS. Design the navigation bar using CSS property display: flex. Enhance the cosmetic look of HTML table using CSS. Design a contact form by customizing HTML form with input controls. Add alignment of form: In center vertically and horizontally regard less of screen size.

Unit 3. PHP

Create a PHP MySQL CRUD application using MySQLi. Create an Object-Oriented Programming based PHP MySQL CRUD application using PDOs.

Unit 4. Bootstrap

Design responsive layout using Bootstrap grid, card, and helper classes. Design a pop-up contact us form using Bootstrap form controls, modal, and helper classes. Use Bootstrap carousel with controls, indicators and captions to display a company's portfolio in shape of images and text on them.

Unit 5. Laravel and ReactJs

Use Laravel code first approach to create CRUD application using MySQL and Blade templating engine. Use Laravel code first approach to create CRUD application using MySQL and Blade templating engine. Create RESTful APIs for tasks table having columns id, text, day and reminder using Laravel. Consuming GET API to display data in React application. Using POST and DELETE APIs in React application

Recommended Books/Reference Material:

1. Meloni, J. C. (2016). Sams teach yourself HTML, CSS, and JavaScript all in one. Pearson Education India.
2. Stauffer, M. (2023). Laravel: Up & Running. " O'Reilly Media, Inc.".
3. Tatroe, K., & MacIntyre, P. (2020). Programming PHP: Creating dynamic web pages. O'Reilly Media.

Introduction to Data Science

BS-Computer Science

Course Code: CS-414

Credit Hours: 02

Pre-requisite: Artificial Intelligence

Objectives

The objective of Data Science is to generalize knowledge from data and integrate integrated skill set spanning mathematics, statistics, machine learning, databases and other branches of computer science along with a good understanding of the craft of problem formulation to engineer effective solutions. Similarly introduce students to this rapidly growing field and equip them with some of its basic principles and tools as well as its general mindset. Explain the significance of exploratory data analysis in data science. Identify common approaches used for Feature Generation as well as Feature Selection, and finally discuss the Ethical and Privacy issues. Programming language Python has been proposed for the practical work of this course.

Learning Outcomes

- Describe what Data Science is and the skill sets needed to be a data scientist.
- Apply EDA and the Data Science process in a case study.
- Comprehend the fundamental constructs of Python programming language.
- Apply basic machine learning algorithms to solve real world problems of moderate complexity.

Course Outline

Unit 1. Introduction to Data science

What is Data Science? Big Data and Data Science hype, Datafication, Current landscape of perspectives, Skill sets needed.

Unit 2. Statistical Inference

Populations and samples, Statistical modeling, probability distributions, fitting a model.

Unit 3. Intro to Python

Exploratory Data Analysis and the Data Science Process; Basic Machine Learning Algorithms: Linear Regression, k-Nearest Neighbors (k-NN), k-means, Naive Bayes; Feature Generation and Feature Selection.

Unit 4. Machine learning Algorithms

Dimensionality Reduction: Singular Value Decomposition, Principal Component Analysis; Mining Social-Network Graphs: Social networks as graphs, Clustering of graphs, Direct discovery of communities in graphs, Partitioning of graphs, Neighborhood properties in graphs

Unit 5. Data Visualization

Data Visualization: Basic principles, ideas and tools for data visualization; Data Science and Ethical Issues: Discussions on privacy, security, ethics, Next-generation data scientists.

Recommended books/reference material

1. Blum, A., Hopcroft, J., & Kannan, R. (2020). Foundations of data science. Cambridge University Press.
2. Efron, B., & Hastie, T. (2021). Computer age statistical inference, student edition: algorithms, evidence, and data science (Vol. 6). Cambridge University Press.
3. Grus, J. (2019). Data science from scratch: first principles with python. O'Reilly Media.

Introduction to Data Science (Lab)

BS-Computer Science

Course Code: CS-414L

Credit Hours: 01

Pre-requisite: Artificial Intelligence

Objectives

The objective of Data Science is to generalize knowledge from data and integrate integrated skill set spanning mathematics, statistics, machine learning, databases and other branches of computer science along with a good understanding of the craft of problem formulation to engineer effective solutions. Similarly introduce students to this rapidly growing field and equip them with some of its basic principles and tools as well as its general mindset. Explain the significance of exploratory data analysis in data science. Identify common approaches used for Feature Generation as well as Feature Selection, and finally discuss the Ethical and Privacy issues. Programming language Python has been proposed for the practical work of this course.

Learning Outcomes

- Learn in-demand skills from market and industry experts.
- Master a subject or tool with hands-on projects.
- Develop a deep understanding of key concepts.

Course Outline

Unit 1. Introduction to Data science

What is Data Science? Big Data and Data Science hype, Datafication, Current landscape of perspectives, Skill sets needed.

Unit 2. Statistical Inference

Tools for data science, Describe the Data Scientist's tool kit which includes: Libraries & Packages, Data sets, Machine learning models, and Big Data tools. Utilize languages commonly used by data scientists like Python, R, and SQL.

Unit 3. Intro to Python

Demonstrate working knowledge of tools such as Jupyter notebooks and RStudio and utilize their various features. Create and manage source code for data science using Git repositories and GitHub.

Unit 4. Machine learning Algorithms

Dimensionality Reduction: Singular Value Decomposition, Principal Component Analysis; Mining Social-Network Graphs: Social networks as graphs, Clustering of graphs, Direct discovery of communities in graphs, Partitioning of graphs, Neighborhood properties in graphs

Unit 5. Data Visualization

Data Visualization: Basic principles, ideas and tools for data visualization; Data Science and Ethical Issues: Discussions on privacy, security, ethics, Next-generation data scientists.

Recommended books/reference material

1. Blum, A., Hopcroft, J., & Kannan, R. (2020). Foundations of data science. Cambridge University Press.
2. Efron, B., & Hastie, T. (2021). Computer age statistical inference, student edition: algorithms, evidence, and data science (Vol. 6). Cambridge University Press.
3. Grus, J. (2019). Data science from scratch: first principles with python. O'Reilly Media.

HCI and Computer Graphics

Course Code: CS-322

Credit Hours: 02

Pre-requisite: Nil

Objectives

In this course, students will learn about some of the advanced and emerging topics in 3D graphics along with the classic graphics algorithms and the standard phases in the graphics pipeline. This course covers 3D graphics concepts like transformation, projections and rendering. Course topics include both the mathematical as well as technical aspects of developing graphics.

Learning Outcomes

- Understand and be familiar with current concepts in 3d graphics, along with the basic workflow of the graphics pipeline.
- Learn and implement basic graphics related Algorithms and techniques to create and manipulate 3d graphics.
- Be able to create a simple 3D game in Unit 3d and be familiar with the basics of game development.

Course Outline

Unit 1. Introduction to HCI and Color Models

Introduction to HCI. History and Usages CRT (Cathode Ray Tube) devices: DVST. Color Models: Pseudo Colors, True Colors, High colors and Deep colors. Human Cognition, Importance of Color models in visual perception. Color Modes: Additive and Subtractive. Metrics and Measures for Evaluation of the Interface.

Unit 2. Transformations and Projections

Transformations: 2D, 3D, HCS and Composite Transformations. Projection: Affine and Solid Body. Usability heuristics and principles of Usability testing. World window to Viewport Transformations. Principles of good interaction design

Unit 3. Line Drawing and Clipping Algorithms

Line Drawing Algorithms: DDA (Digital differential algorithm). Bresenham's Line Drawing Algorithm. Clipping Algorithms: Cohen Sutherland Clipping Algorithm. Sutherland Hodgeman Clipping Algorithm.

Unit 4. Filling Algorithms

Filling Algorithms: Scanline Filling Algorithm. 8-point filling Algorithm & 4-Point Filling Algorithm

Unit 5. Rendering, Lighting and Shading

Rendering: Forward and Backward Rendering and rendering in Nature, Vectors and 3d Geometry. Usability inspection methods, Usability testing methods. Lighting and Shading Interaction Technologies, Usability in practice.

Unit 6. Polynomial Curves And Surfaces

Polynomial curves and surfaces, approximation techniques such as polynomial curves, bezier curves, spline curves and surfaces, animation as a sequence of still images. Visual Design and Typography, Icon Design. Ellipse and other Curves.

Recommended Books/Reference Material

1. Akenine-Moller, T., Haines, E., & Hoffman, N. (2019). Real-time rendering. AK Peters/crc Press.
2. Clevenger, J. L., & Gordon, V. S. (2021). Computer Graphics Programming in OpenGL with C+. Mercury Learning.

3. Gordon, V. S., & Clevenger, J. L. (2020). Computer graphics programming in OpenGL with C++. Mercury Learning and Information.
4. Kosarevsky, S., & Latypov, V. (2021). 3D Graphics Rendering Cookbook: A comprehensive guide to exploring rendering algorithms in modern OpenGL and Vulkan. Packt Publishing Ltd.

HCI and Computer Graphics-(Lab)

Course Code: CS-322L

Credit Hours: 01

Pre-requisite: Nil

Objectives

In this course, students will learn about some of the advanced and emerging topics in 3D graphics along with the classic graphics algorithms and the standard phases in the graphics pipeline. This course covers 3D graphics concepts like transformation, projections and rendering. Course topics include both the mathematical as well as technical aspects of developing graphics.

Learning Outcomes

- The students will be able
- Create a 3D model in any modelling tool, light and shade it, add texture to it etc. and create a photorealistic scene.
- Be able to create programs in OpenGL using any library.
- The student should be able to Create work based on the HCI guidelines.

Course Outline

Unit 1. Introduction to HCI and Color Models

Introduction to HCI. History and Usages CRT (Cathode Ray Tube) devices: DVST. Color Models: Pseudo Colors, True Colors, High colors and Deep colors. Human Cognition, Importance of Color models in visual perception. Color Modes: Additive and Subtractive. Metrics and Measures for Evaluation of the Interface.

Unit 2. Transformations and Projections

Transformations: 2D, 3D, HCS and Composite Transformations. Projection: Affine and Solid Body. Usability heuristics and principles of Usability testing. World window to Viewport Transformations. Principles of good interaction design

Unit 3. Line Drawing and Clipping Algorithms

Line Drawing Algorithms: DDA (Digital differential algorithm). Bresenham's Line Drawing Algorithm. Clipping Algorithms: Cohen Sutherland Clipping Algorithm. Sutherland Hodgeman Clipping Algorithm.

Unit 4. Filling Algorithms

Filling Algorithms: Scanline Filling Algorithm. 8-point filling Algorithm & 4-Point Filling Algorithm

Unit 5. Rendering, Lighting and Shading

Basic rendering: rendering in nature, i.e., the emission and scattering of light and its relation to numerical integration, affine and coordinate system transformations, ray tracing, visibility and occlusion, including solutions to this problem such as depth buffering, painter's algorithm, and ray tracing, the forward and backward rendering equation. Usability inspection methods, Usability testing methods. Lighting and Shading Interaction Technologies, Usability in practice.

Unit 6. Polynomial Curves and Surfaces

Polynomial curves and surfaces, approximation techniques such as polynomial curves, bezier curves, spline curves and surfaces, animation as a sequence of still images. Visual Design and Typography, Icon Design. Ellipse and other Curves.

Recommended Books/Reference Material

1. Akenine-Moller, T., Haines, E., & Hoffman, N. (2019). Real-time rendering. AK Peters/crc Press.
2. Clevenger, J. L., & Gordon, V. S. (2021). Computer Graphics Programming in OpenGL with C+. Mercury Learning.
3. Gordon, V. S., & Clevenger, J. L. (2020). Computer graphics programming in OpenGL with C++. Mercury Learning and Information.
4. Kosarevsky, S., & Latypov, V. (2021). 3D Graphics Rendering Cookbook: A comprehensive guide to exploring rendering algorithms in modern OpenGL and Vulkan. Packt Publishing Ltd.

E-Commerce

Course Code: MGT-311

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course covers everything required to know about starting an e-commerce store in Pakistan and run it smoothly. The participants will learn in depth about effective business strategies for e-commerce. The instructor will take the participants step-by-step through all the aspects of starting their own e-commerce business. First, the participants will learn how to choose winning products and how to import them or source them from local manufacturers. Afterwards, they will learn how to set up their online e-commerce store and optimize the customer buying experience. Participants will then setup their brands on social media and learn how to run targeted ads. At the end, the course will cover logistics and payment gateways which are required to sell products in Pakistan and internationally. After learning about e-commerce, three e-commerce founders will join the class to share their learnings with the students. The students will have the opportunity to learn more about specific industries and ask questions from the experts.

Learning Outcomes

After studying this course, the student will be able:

- To understand the nature of e-Commerce
- To analyse the critical success factors in implementing an e-commerce system;
- To know how to plan and how to manage e-commerce solutions

Course Outline

Unit 1. Ecommerce Fundamentals

What is E-commerce? Online intermediates. Location of trading in the E-commerce marketplace. Marketplace channel structure. Types of online intermediates. What is e-auction? Types of e-auction. Business model for e-commerce

Unit 2 Business Models and Ecommerce

Electronic Tailing/ E-tailing. Primary e-tailing business model. Channel Conflict and Personalization in e-tailing. Online Stock Trading Service. Online demand delivery

Unit 3 E-Commerce Strategy

What is strategy. What is e-commerce strategy. Forms of organization structure □ E-channel strategies. A Generic Strategy Process Model. Strategic Analysis □ Strategic Objectives. Strategic definition. Strategic Implementation

Unit 4 E-Supply Chain

Definition of SCM. Types of SCM. Members of SCM. Electronic consumer relationship (ECR). Model of SCM. E-procurement. E-invoicing. What is logistics, Push and pull supply chain model. Deise et al. (2000) adapted a new model. Benefits of SCM. Responsibilities of SCM Manager. E-collaborative tools workflow software and groupware

Unit 5 E-Procurement

What is e-procurement. Drivers of e-procurement. Risks and impacts of procurement. Implementing e-procurement. Future of e-procurement

Unit 6 E-Marketing

What is E-marketing. E-marketing planning. Situation analysis. Demand analysis. Competitor analysis. Intermediary analysis. SOSTAC. Objective setting □ SMART e-marketing objectives. Online branding

Unit 7 Principle Of E-Marketing

Understand customer value perceptions when setting prices. Understand the importance of Awareness about pricing. Advantages. Types of marketing. Strategic Advantages. Old 4Ps Paradigm. New 4Ps Paradigm. Developing a Marketing Strategy. Marketing Research and Information Systems. The Marketing Environment. The Marketing Mix and strategies. Promotion Mix

Unit 8. E-Advertising and Online Consumer Behavior, Mobile Commerce and Pervasive Computing

Types of e-advertising. Types of e-advertising on the basis of Cost. Affiliate marketing. What is consumer? What is behavior? Comprehend the role that promotion plays in creating an image of the product as well as the company in mind of the consumer. Identify promotional tools. Awareness about promotion. Definition of consumer behavior. Definition of online consumer behavior. Types of market. Consumer buying behavior. Consumer behavior model. Influences on consumer behavior. Aspects of information search Types of perception. Maslow's Hierarchy of Needs. Types of online shoppers. Online purchase decision aids. Generic Purchasing-Decision Model. Online Buyer Decision Support Model. Online versus traditional consumer. Consumer buying decision process. Model of consumer buying process. Mobile commerce and its relationship to e-commerce. Mobile computing environment that supports m-commerce. Value-added attributes and fundamental drivers of commerce. Application of m-commerce within organizations. B2B and supply chain management applications of commerce. Technologies and potential application of location-based commerce. Major inhibitors and barriers of commerce

Recommended Books/ Reference Material

1. Bîrjoveanu, C. V., & Bîrjoveanu, M. (2022). *Secure Multi-Party E-Commerce Protocols*. Springer.
2. Cao, J. (2023). *E-Commerce Big Data Mining and Analytics*. Springer Nature.
3. Gao, H., Kim, J. Y., Hussain, W., Iqbal, M., & Duan, Y. (2022). *Intelligent processing practices and tools for E-commerce data, information, and knowledge*. Springer.
4. Joseph, P. T. (2023). *E-commerce: An Indian perspective*. PHI Learning Pvt. Ltd..
5. Qin, Z., Shuai, Q., Wang, G., Zhang, P., Cao, M., & Chen, M. (2022). *E-Commerce: Concepts, Principles, and Application*. Springer.

Leadership and Team Management

Course Code: HRM-436

Credit Hours: 03

Pre-requisite: Nil

Objectives

Good leaders have always been expected to be able to solve new problems, capitalize on new opportunities and navigate through the ever-changing landscape of business. Leadership is a complex process by which the leader influences others to perform and achieve. The leadership attributes – belief, values, ethics, character, knowledge, and skills – are all traits, which can be learned. This course provides the basis for understanding what leadership is and what leaders do to be successful.

Learning Outcomes

After studying this course, the student will be able to understand:

- To apply and influence with passion and empower others to act
- To comprehend the performance of your team by setting objectives, expectations and goals
- To deal with Management of Change as a leader in dynamic organizations

Course Outline

Unit 1. Leadership – Role, skills and styles

Introduction. Definition and the leadership Grid. Leadership theories, styles and Models Collaborative leadership. Transitional leadership. Visionary leadership. Situational leadership

Unit 2. Leadership, Communication, Cross-cultural leadership and Conflict

Basics of effective Communication. Barriers to communications. Verbal & non-verbal communication. The art of listening. Conducting effective meetings

Unit 3. Leadership, Personality and Problem-Solving

Problem solving steps. Identifying the problem. Techniques for developing alternatives. Getting consensus. The leader as a problem solver

Unit 4. Leadership and Management

Authority vs. Responsibility. Delegation and Acceptance. Roles and relationships. The manager as a leader. Being a leader: Bridging the gap

Unit 5. Leadership and Coaching

The coaching cycle. Pre-requisites for coaching & mentoring. Coaching for performance. The Leader's role in coaching. Managing people issues

Unit 6. Leadership Team Building and Team Leader

Team building process. Essential building blocks for teams. The POPCI (purpose, organization, process, culture & influence). fundamentals for effective teams. Dealing with internal and external politics. The Team Leader as a facilitator, mediator & negotiator. Leadership life cycle. Continuum of leadership. Leadership for virtual teams. Developing high performance teams. Checklist – team maturity & leader behavior. Types of teams. High performing teams

Unit 7. Leadership Motivation and Ethics

Principles of motivation. Motivation theories and their application. Motivation through goal setting. Guidelines for setting SMART goals. Self-actualization in the team. Character and integrity. Ethics and Values. Building excellence. Emotional intelligence. Influencing team/organizational culture

Unit 8. Leadership Management of Change and Decision-making

The need for change, Psychology of resistance to change. Implementing the change model. Developing the change management plan. Communicating for change. Common Pitfalls in Decision-making. Thinking and Decision-making processes. Decision-making matrix – Focus & Impact. The 3D Model – Debate, Discussion & Dialogue

Recommended Books/ Reference Material

1. Belbin, R. M., & Brown, V. (2022). *Team roles at work*. Routledge.
2. Bolden, R., Hawkins, B., & Gosling, J. (2023). *Exploring Leadership 2e*. Oxford University Press.

3. Brent, M., & Dent, F. E. (2017). *The leadership of teams: How to develop and inspire high-performance teamwork*. Bloomsbury Publishing
4. Cardona, P., & Rey, C. (2022). *Management by Missions: Connecting People to Strategy through Purpose* (p. 156). Springer Nature.
5. Hawkins, P. (2021). *Leadership team coaching: Developing collective transformational leadership*. Kogan Page Publishers.
6. Kouzes, J. M., & Posner, B. Z. (2023). *The leadership challenge workbook*. John Wiley & Sons.
7. Lee, M. R. (2021). *Leading virtual project teams: Adapting leadership theories and communications techniques to 21st century organizations*. CRC press.
8. Yukl, G. (2013). *Leadership in Organizations, 9/e*. Pearson Education India

Media Ethics and Laws

Course Code: MCM-203

Credit Hours: 03

Pre-requisite: NIL

Objectives

The course seeks to apprise the students about the codes of ethics, the laws and regulations which govern and regulate media in Pakistan. It aims at developing a sense of norms, values and responsibilities in the students. They will be able to analyze government media relationship and press freedom in Pakistan.

Learning Outcomes

- Learn different laws devised for the regulation of media in Pakistan.
- Acquire knowledge of ethical problems in Pakistan.

Course Outline

Unit 1. Media Ethics

Ethics: Introduction, Need and Nature, Sources of Ethics in Pakistan's Society. Media Ethics: Need and Scope, Ethics in Media Profession, Social Responsibility Theory, Islamic Code of Ethics & Islamic Concept of Communication, Ethical Problems, External and Internal Pressures on Media. The Violation Acts of Media Ethics in Pakistan: Privacy, Corruption, Personal Interests & Violation of Professional Values: Problems and Consequences.

Unit 2. Code of Ethics and Application

International Code of Ethics (Print, Electronic and Social Media). Pakistan's Code of Ethics: Ethical Code of Practice (17 Points in Press Council Ordinance, 2002), PFUJ, APNS, CPNE & Other Code of Ethics and their Applications. Press Council of Pakistan: Evolution, Need, Establishment and Code of Ethics.

Unit 3. Media Laws-I

Introduction, Need and Nature. Evolution of Press Laws in the Sub-Continent and Pakistan. Salient Features of Current Press Ordinance. PEMRA Ordinance: Establishment, Salient Features and Clauses of Ordinance. Defamation Ordinance.

Unit 4. Media Ethics-II

Copy Right Act. Constitutional Provisions on Freedom of Speech and Expression. Cyber Laws and PTA. Social Media as an Emerging Check on Traditional Media and Vice Versa.

Unit 5. Case Studies

Case Studies I & II (Violation Laws and Ethics in Pakistan's Media). Case Studies III (Deformation).

Recommended Books/Reference Material

1. Moore, R. L., Murray, M. D., & Youm, K. H. (2022). Media Law and Ethics (6th ed.). Publisher.
2. Neelamalar, M. (2009). Media law and ethics. PHI Learning Pvt. Ltd.
3. Patterson, P., Wilkins, L., & Painter, C. (2018). Media ethics: Issues and cases. Rowman & Littlefield.
4. Ziauddin, M. (2000). State of media ethics in Pakistan Al Mujahid, S.(1986). Media laws and regulations in Pakistan.

Introduction to Broadcast Media

Course Code: MCM-204

Credit Hours: 03

Pre-requisite: NIL

Objectives

The course is designed to introduce the students to the concept of broadcasting and its various aspects. The course focuses on the nature of broadcasting, its merits and demerits, as well as various world broadcast systems. It will also introduce students to the basics of programme production. They will learn how to create quality audio and video using current and evolving technologies, while learning the production process for radio and television.

Learning Outcomes

- Basics of Electronic Media News Writing and Production.
- Different Program Formats.
- Audio and Video Editing Skills.

Course Outline

Unit 1. Radio as Broadcast Medium

Type of radio programmes: News, Feature, Documentary, Voxpops and Interviews.

Unit 2. Radio Script Writing

Basics of writing for radio. Script writing for News, Feature and Documentary.

Unit 3. Radio Program Production

Basics of recording, Using audio variety and sound bites. Audio editing with the help of Adobe Audition. Importance of sound for visuals.

Unit 4. Television as Visual Medium

Structure of Television. Basics of writing for Television (Documentary, Interviews, Talk shows). Elements of Television News Bulletin (Package, Beeper, Ticker and Voxpops).

Unit 5. Television Program Production

Basics of camera use. Basics of video production: shooting, recording, lighting and set designing. Phases of Television production. Video Editing: basics and working with Software (Editing Practice)

Recommended Books/Reference Material

1. Carver, R. (2021). Writing Broadcast News Shorter, Sharper, Stronger: A Professional Handbook. Routledge.
2. Chion, M. (2022). Audio-Vision: Sound on Screen. Columbia University Press.
3. Herb, J. (2021). Television Production: A Classroom Approach. Routledge.
4. McLeish, R. (2022). Introduction to Radio Production and Programming. Routledge.
5. Millerson, G. (2021). Video Production Handbook. Routledge.
6. Rabiger, M., & Hurbis-Cherrier, M. (2020). Directing: Film Techniques and Aesthetics. Routledge.
7. Rubin, M., & Rubin, R. (2020). Soundscapes: Exploring Music in a Changing World. Routledge.
8. Zettl, H. (2022). Television Production Handbook. Cengage Learning.

Mass Media and Society

Course Code: MCM-207

Credit Hours: 03

Pre-requisite: NIL

Objectives

This course explores the dynamic relationship between media and society. Students will analyze how media shapes and reflects societal values, examining its roles in informing, socializing, and entertaining. The impact of society on media content, including cultural influences and economic structures, will be discussed. The course also covers the trend of media conglomeration and its implications on diversity and content creation. Through critical analysis, students will gain a concise yet comprehensive understanding of the intricate interplay between media and society.

Learning Outcomes

- Acquire the basic knowledge of relationship of media and society and understand the basic concepts of media conglomeration.
- To analyze and evaluate the role of media in society.

Course Outline**Unit 1. Foundations of Media and Society**

Concept of the society and Mass Society. Institutions of Society. Functions of Mass Media for Individual and Society.

- Unit 2. Digital Transformation in Media**
Era of digital media. Media conglomeration. Social control on media content. Media and Social Change.
- Unit 3. Media and Social Dynamics**
Media and social change. Role of media in society. Media and public opinion building.
- Unit 4. Media and Diversity**
Media and democracy. Media and Minorities. Media and Health, Agriculture, Education and Violence.
- Unit 5. Cultural Dimensions of Media**
Media and culture. Analyzing role of media content on society and impact of social setup on media content (print, broadcast, web).

Recommended Books/Reference Material

1. Couldry, N. (2021). Media, Society, World: Social Theory and Digital Media Practice. Polity Press.
2. Croteau, D., Hoynes, W., & Milan, S. (2020). Media & Society: Production, Content and Participation. SAGE Publications.
3. Hesmondhalgh, D., & Baker, S. (2021). Creative Labour: Media Work in Three Cultural Industries. Routledge.

Introduction to Digital Media

Course Code: MCM-209

Credit Hours: 03

Pre-requisite: NIL

Objectives

This course aims equip students with a thorough understanding of social media's dynamic role in news dissemination and opinion shaping. Objectives include developing students' ability to craft tailored messages for specific audiences on relevant social media platforms. The course also focuses on exploring the evolution of social media platforms, ensuring students gain the skills to navigate and leverage these digital landscapes effectively for impactful communication.

Learning Outcomes

- To engage social media users with content that they are looking for and to produce that content as well.
- To execute actionable social media strategies for different organizations/businesses and brands.
- To develop the command over social media management and social media advertising tools.
- To do audience research through social media.

Course Outline

- Unit 1. Foundations of Digital Journalism**
Introduction to digital journalism. Working of digital newsrooms.

- Unit 2. News and Feature Writing for Digital Newsroom**
Content Management Systems of Digital Media: WordPress and Other Platforms. Digital Newsroom Tools: Understanding Web Analytics (Google Analytics, Chartbeat), Search Engine Optimization (SEO), and Engagement Strategies to enhance news reach on digital platforms.
- Unit 3. Social Media Foundations and Usage for Journalism**
Foundations and importance of social media platforms (Facebook, Twitter, LinkedIn, Instagram, Pinterest, YouTube, Google+, Snapchat). Using social media to find and spread news. Photo and video editing for digital journalism.
- Unit 4. Blogs, Data Journalism, and Mobile Journalism (MoJo)**
Blog writing and editing. Data journalism. Mobile journalism (MoJo).
- Unit 5. Advanced Digital Journalism Skills**
Understanding news website design and basic coding. Programming for digital and live shows.

Recommended Books/Reference Material

1. Bradshaw, P. (2020). HTML and CSS for Journalists: A Basic Guide. SAGE Publications.
2. Briggs, M. (2021). Journalism Next: A Practical Guide to Digital Reporting and Publishing. CQ Press.
3. Hermida, A. (2020). Tell Everyone: Why We Share and Why It Matters. Doubleday Canada.
4. Kovach, B., & Rosenstiel, T. (2020). The Elements of Journalism: What Newspeople Should Know and the Public Should Expect. Three Rivers Press.

Opinion Writing

Course Code: MCM-315

Credit Hours: 03

Pre-requisite: NIL

Objectives

This course will describe the importance and complexity of opinion pages and explain the significance of different pieces of opinion writings. It also developing critical knowledge about contemporary issues to write editorials, columns and political diaries.

Learning Outcomes

- Understand the importance and complexity of opinion pages.
- Differentiate between News, Feature, Column, and Editorial.
- Demonstrate high skills to write Feature, Column, Editorial and Book Review.
- Choose and evaluate public issues for opinion writing.
- Critically analyze the contemporary issues for public opinion formulation.

Course Outline

- Unit 1. Feature Writing-I**
Definition, Concept, Characteristics. Scope of Feature writings. Types of Feature. Difference between News and Feature. Sources for the material.

Unit 2. Feature Writing-II

Language of feature writing. Feature Writing Technique. The importance of Pictorial Display in feature.

Unit 3. Column Writing

Definition and Concept. Significance and importance. Functions of a Column. Types of Column. Role of Columnist in society. Difference between News, column and feature. Structure of a column.

Unit 4. Editorial Writing

Definition of Editorial. Purpose, importance and forms. Functions of Editorial. Techniques of Editorial writing. Contents of editorial page. Editorial page in Pakistan and its standard. Analysis of contemporary news for editorial writing.

Unit 5. Review Writing

What is review. Difference between review and criticism. The purpose of Review writing. The techniques of review writing. Practice of reviewing books, Film, Drama, Theatre, Radio and Television Programs etc.

Recommended Books/Reference Material

1. Blundell, W. E. (1988). The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide. Penguin Group.
2. Harry W. Stonecipher. 1979. Editorial & Persuasive Writing: Opinion Functions of the News Media: Humanistic Studies in the Communication Arts. Hastings House Publishing.
3. Kovach, B., & Rosenstiel, T. (2022). The Elements of Journalism: What Newspeople Should Know and the Public Should Expect. Publisher.
4. Stranding, S. M. (2008). The Art of Column Writing: Insider Secrets from Art Buchwald, Dave Barry. Marion Street Press, Inc.

Introduction to Conflict Reporting

Course Code: MCM-318

Credit Hours: 03

Pre-requisite: NIL

Objectives

The objective of this course is to help in developing a holistic view of reporting conflicts and to educate the students on means and methods to reflect the same through various mediums of communication including formal media. It would expectantly provide the students with the national and international perspective on the conflict and its coverage. With this conceptual framework, the students will be taught that how language, representation and framing of conflict play a key role when they write, edit or produce their reports in a conflict situation.

Learning Outcomes

- Acquire the basic knowledge of conflict reporting and understand the concepts of conflict resolution through journalism
- Solve, analyze and evaluate the problems and hurdles a journalist face in conflict reporting
- Demonstrate individually the dynamics of conflict reporting in Pakistan

- Conflict Reporting and its History

Course Outline

- Unit 1. Understanding Conflict: History and Dynamics**
What is Conflict? Intra-State Conflicts, Inter-State Conflicts. Global Conflicts Levels/Intensity of Conflicts. Conflict and Media: Historical perspectives of media about conflicts (Pre-20th Century to Present), Narratives of victors vs. narratives of victims: The differing perspectives of chronicling conflict. Dynamics of Conflict and Media: How conflict leads to crises? (Ethnic, linguistic, regional, sectarian, etc.). Role of media in escalating or de-escalating crises.
- Unit 2. Evolution of Technology and Conflict Reporting**
From printing press to photography to video. Embedded journalism and war reporting. Social media and citizen journalism. Case studies: World War I & II, Vietnam, Gulf War, ISIS, Kashmir, and Arab Spring.
- Unit 3. Mass Media Coverage of Conflicts in Pakistan**
History of Conflicts and Role of Media in Pakistan. Intra-state, Inter-state, and Global involvement. History of Conflict Reporting in Pakistan. Evolution of Broadcast media in Pakistan. Rise of extremism, terrorism, and conflict reporting. Narrative and discourse analysis (with case studies). Understanding Intercultural and Interfaith Conflicts; challenges for the media. NAP (National Action Plan) as a Counter-Extremism and Counter-Conflict Strategy. Lack of competing narratives. Censorship and self-censorship. Misinformation. Gatekeeping on conflict issues. No-go areas (e.g., anti-minority violence). Gender violence and sensitivity. Contextualizing the conflict and media coverage.
- Unit 4. Application of Communication Theories in Conflict Perspective**
Galtung's theory of War & Peace Journalism – Peace Centric. Agenda Setting Theory – State Centric. Popular Journalism Theory – Market Centric. Social Responsibility Theory – Public Centric. Cultivation Theory – Media Centric.
- Unit 5. Perspectives on Reporting Conflicts**
The Meaning of Meaning Model by Charles Kay Ogden and Ivor Armstrong Richards. Narrating Conflict for Masses - Labeling, Language, Vocabulary, Framing, Grammar. Use and misuse of adjectives and Non-verbal Communication (Visuals/Audio). Labeling of conflict victims: language usage and potential impact. Interviewing Techniques in conflict (victim, victor, oppressor). Live reporting limitations, stakeholder identification, etc. Media guidelines on reporting conflicts. Risk Assessment of all stakeholders in conflict-prone areas.
- Unit 6. Other Concepts Related to Conflict Reporting**
Objectivity vs. Subjectivity in Conflict Reporting. Media coverage: Electronic vs. Print vs. Social Media. The principle of moral equivalence. Identification of stakeholders in any conflict. Reporting on Perpetrators and Victims
Context and sensitivity (social, cultural, etc.). Nature of Conflict and Overall Context (Information, Propaganda, Incitement). Defining “Glorification” and “Sensationalism”. Sensitivities in Conflict Coverage.

Unit 7. Practical Applications

Reading Material: PEMRA Code of Conduct, ICJ Code of Conduct, Anti-Terrorism Laws of Pakistan, UN Resolutions on Terrorism, National Action Plan 24 December 2014. Practical: Mock Exercises of reporting on conflict issues, News Packages production on conflict reporting.

Recommended Books/Reference Material

1. Baker, E. (2020). Conflict, Memory, and the Media: A Study of News Discourse. Publisher.
2. Lindner, E. G. (Ed.). (2021). Media and Conflict: Framing Issues, Making Policy, Shaping Opinions. Publisher.
3. Singer, P. W. (2020). LikeWar: The Weaponization of Social Media. Publisher.
4. Tumber, H., & Waisbord, S. (Eds.). (2020). The Routledge Companion to Media and Human Rights. Routledge.
5. Ward, S. J. A., & Wasserman, H. (2021). Fake News and Africa: The Politics of Disinformation. Oxford University Press.

Environmental Biology

Course Code: BOT-406

Credit Hours: 03

Pre-requisite: Nill

Objectives

Course will help to update knowledge of environmental problems and solutions for sustainable environmental management.

Learning Outcomes

- Students will be able to understand the scientific method and quantitative techniques to describe, monitor and understand environmental systems.
- Students can learn interdisciplinary approaches such as ecology, ethics and policy to devise solutions to environmental problems.
- Students will learn how to use plants in industrial field and how they exploit their knowledge to develop a healthy environment by replacing chemicals with plants from their daily life

Course Outline:

Unit 1. The Environment

Introduction and scope. Pollution: definition, classification and impact on habitats. Air pollution: sources and effect of various pollutants (inorganic, organic) on plants, prevention, control, remediation. Photochemical smog. Smog. Acid rain: (i) theory of acid rain, (ii) adverse effects of acid rains. Chlorofluorocarbons and its effects. Water pollution: major sources of water pollution and its products. Impact on vegetation, prevention, control remediation, eutrophication, thermal pollution. Sediments pollution: fungicide, pesticides, herbicide, major sources of soil pollution and its impact, prevention, control remediation. Heavy metal pollution. Tanneries. Hospital waste. Treatments of sewage, sludge, and polluted waters, Noise pollution, radiation pollution (including nuclear): Measurement, classification and effects, principle of radiation protection, waste disposal, chlorides, carbonate, and nitrates.

Unit 2. Forest, Ozone layer, Greenhouse Effect and Global Warming

Importance of forests, deforestation, desertification and conservation. Ozone: i. formation ii. Mechanism of depletion iii. Effects of ozone depletion. Greenhouse effect and global warming: causes, impacts.

Unit 3. Human Population Explosion, Impact Assessment and National Conservation Strategy

Human population explosion: impact on environment. Industrial urban, civil developments. Brief review of major problems of Pakistan and their solutions. Sustainable environmental management. Types of rangelands, potential threats, sustainable management.

Unit 4. Wetlands and Sanctuaries

Protection. The pressures, problems and solutions. Major wetlands and sanctuaries of Pakistan. Major wetlands and sanctuaries of world.

Unit 5. Aerobiology

Pollen allergy & dust allergy. Causes and Effects. Treatments and preventive measures.

Recommended Books/Reference Material

1. Bank M. S. (2022). *Microplastic in the environment: pattern and process*. Springer Nature.
2. Fahad S., Hasanuzzaman, M., Alam, M., Ullah, H. & Saeed, M. (2020). *Environment, Climate, Plant and Vegetation Growth*. Springer.
3. Robson M. G., Toscano, W. A., Meng, Q., & Kaden, D. A. (Eds.). (2022). *Risk assessment for environmental health*. CRC Press.
4. Sher A. (2022). *An introduction to conservation biology*. Oxford University Press.
5. Wang, W. W., Gorsuch, J. W. & Hughes, J. S. (Eds.). (2020). *Plants for environmental studies*. CRC Press.

Positive Psychology

BS-Psychology

Course Code: PSY-405

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course offers students a comprehensive history and perspectives of Positive Psychology. Moreover, to gain a greater understanding of how Positive Psychology can develop and be promoted over one's lifetime. Positive Psychology focuses on how to live a meaningful and fulfilling life, cultivate what is best within people, and enhance people's experiences of love, work, and play. This course aims to orient students with the scientific study of the strengths that enable individuals and communities to thrive.

Learning Outcomes

- Student will be able to understand the value of personal experiences in the past, in the present and for the future contributing to personal satisfaction and happiness.
- Students will understand the importance of emotional and cognitive states as well as positive interpersonal behavior which could make one's life more meaningful. Bring positive changes in one's life by thinking and behaving positively at various levels and situations– schools, work, and communities.
- Students will identify and use positive emotions and strengths to spark personal growth.

Course Outline

Unit 1. Introduction to Positive Psychology

An introduction. Applications and theoretical approaches.

Unit 2. Positive Emotional States and Processes

Principles of pleasure: Understanding positive affect, positive emotions, happiness, and wellbeing. Making the most emotional experiences: Emotion-focused coping, emotional intelligence, and emotional storytelling.

Unit 3. Positive Cognitive States and Processes

Self-efficacy, optimism and hope. Wisdom and courage. Mindfulness, flow and spirituality.

Unit 4. Positive Psychology Across Lifespan

Positive psychology for children and adolescents: development, prevention, and promotion. Positive youth development perspective. Aging well: Challenges and opportunities.

Unit 5. Positive Environments

Positive schooling. Positive home environment. Positive work environment.

Recommended Books/Reference Material

10. Frisch, M. B. (2005). *Quality of life therapy: Applying a life satisfaction approach to positive psychology and cognitive therapy*. John Wiley & Sons.
11. Hefferon, K., & Boniwell, I. (2011). *Positive psychology: Theory, research and applications*. McGraw-Hill Education (UK).
12. Ivtzan, I., Lomas, T., Hefferon, K., & Worth, P. (2015). *Second wave positive psychology: Embracing the dark side of life*. Routledge.
13. Lopez, S. J. (Ed.). (2011). *The encyclopedia of positive psychology*. John Wiley & Sons.
14. Pasha-Zaidi, N. (2021). *Toward a positive psychology of Islam and Muslims*. Springer International Publishing.
15. Peterson, C. (2006). *A primer in positive psychology*. Oxford university press.
16. Snyder, C. R., & Lopez, S. J. (Eds.). (2001). *Handbook of positive psychology*. Oxford university press.
17. Snyder, C. R., Lopez, S. J., Edwards, L. M., & Marques, S. C. (Eds.). (2020). *The Oxford handbook of positive psychology*. Oxford university press.
18. Zelenski, J. (2020). *Positive psychology: The science of well-being*. India: SAGE Publications.

Social Psychology

Course Code: PSY-409

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course will develop an insight in students into how people think, perceive and relate to others. This will help in developing an understanding of the concepts related to self and how self-functions in

the social world. This will also enable students to think critically about social processes, influences, relations, and attitudes.

Learning Outcomes

- Student will be able to think critically about social processes, influences, relations and attitudes understand the application of Social Psychology concepts in the real world.
- Students will understand the application of Social Psychology concepts in the real-life settings.

Course Outline

- Unit 1. Nature and Scope of Social Psychology**
What is social psychology? Social psychology and allied disciplines. Brief history of social psychology. Current trends in social psychology
- Unit 2. Self in a Social World**
Concept of self in social psychology. Components of self: Why they are essential and its relationship to other personality constructs. Self-esteem, Self-presentation, Self-awareness, Self-efficacy, Self-conscious emotions, guilt, shame, and embarrassment.
- Unit 3. Social Perception**
Social cognition; person schemas, roles and scripts. Impression formation; Stereotypes. Attribution; Bias in attribution, Research in attribution.
- Unit 4. Altruism and Aggression**
Altruism: The motivation to help. Factors, rewards and costs of helping. Aggression: The motivation to harm. Frustration and aggression: Other views. Threatened self-esteem and aggression. Controlling and socializing for non-aggressive ways of conflict resolution.
- Unit 5. Behavior and Attitudes**
Attitude formation. Prejudice, stereotypes, and discrimination. Attitude change. Cognitive dissonance. Persuasive communication. Measurement of attitudes
- Unit 6. Social Influence and Group Behavior**
Nature of groups, group polarization. De-individuation, group cohesiveness, productivity and decision making. Conformity, obedience and deviance, cultural and social norms. Leadership: Effective leadership. Theories of leadership.
- Unit 7. Social Psychology in Action**
Social psychology entering: Health Psychology, Environmental Psychology, Legal Affairs. Organizational Psychology, Peace and conflict.

Recommended Books/Reference Material

1. Baumeister, R. F., & Bushman, B. J. (2020). *Social psychology and human nature*. Cengage Learning.
2. Burke, P. J. (2006). *Contemporary social psychological theories*. Stanford University Press.
3. Chadee, D. (Ed.). (2022). *Theories in social psychology*. John Wiley & Sons.
4. Crisp, R. J., & Turner, R. N. (2020). *Essential social psychology*. Sage.
5. Gergen, K. J., & Gergen, M. M. (2012). *Social psychology*. Springer Science & Business Media.
6. Hewstone, M., & Stroebe, W. (Eds.). (2021). *An introduction to social psychology*. John Wiley & Sons.
7. Hogg, M. A., & Vaughan, G. M. (2008). *Social psychology*. Pearson Education.

8. Potter, J., Stringer, P., & Wetherell, M. (2023). *Social texts and context: Literature and social psychology*. Taylor & Francis.

List of Courses Offered by the Department of English to the Other Departments under the head Interdisciplinary

Sr. No.	Course Code	Course Title	Pre-Requisite	Credit Hours
Interdisciplinary				
1.	ENG-122	Introduction to Literature	Nil	3
2.	ENG-127	Fables, Wisdom Literature, and Epic	Nil	3
3.	ENG-209	Short Fictional Narratives	Nil	3
4.	ENG-214	Creative Writing	Nil	3
5.	ENG-215	Composition and Rhetoric	Nil	3
6.	ENG-216	Science Fiction and Dystopian Literature	Nil	3
7.	ENG-410	Women's Writing	Nil	3
8.	ENG-104	Business and Technical Writing	Nil	3
9.	ENG-123	Introduction to Linguistics	Nil	3
10.	ENG-130	English Language	Nil	3
11.	ENG-206	Introduction to Gender Studies	Nil	3
12.	ENG-308	Introduction to Psycholinguistics	Nil	3

Course Outlines of Courses Offered by the Department of English to the Other Departments Under the head Interdisciplinary

Introduction to Literature

Interdisciplinary

Course Code: ENG-122

Credit Hours: 03

Pre-requisite: Nil

Objectives

The students will receive an insight into the basics of English Literature, its history and literary genres. They will understand the significance of literature in life and its impact on society.

Learning Outcomes

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

- understand and analyze literary pieces
- differentiate fiction from non-fiction
- associate literary trends of an era with pieces of literature

Course Outline

Unit 1. Introduction to Literature

Introduction to Literature and different forms of Literature. Importance of literature in society.

Unit 2. Poetry as a Form of Literature

What is poetry? Types of poetry, Form of poetry, Examples from Literature.

Unit 3. Drama as a Form of Literature

What is drama? Elements of drama. Reading and discussion on *Something to Talk About*.

Unit 4. Fiction and Non-fiction as Forms of Literature

Novel and types of novels. Impact of novel on society, Significance of novel for the middle-class.

Unit 5. Different Literary Movements

Brief history and features of the Old English period, Middle English period, Renaissance, Reformation, Puritan age and Restoration period.

Unit 6. Brief Introduction to Literary Periods

Distinctive features of Classical Age, Romanticism, Victorian Age, Modernism and Post-modernism.

Recommended Books/ Suggested Readings

5. Hudson, W. H. (2015). *Introduction to the study of Literature*. Rupa Printing Press.
6. Blamires, H. (1984). *A short history of English Literature*. Routledge.
7. Fletcher, R. H. (1919). *A history of English Literature*. R. G. Badger.
8. Kennedy, X. J., & Gioia, D. (2007). *An introduction to fiction, poetry, drama, and writing*. Pearson Longman Press.

Fables, Wisdom Literature, and Epic

Interdisciplinary

Course Code ENG-127

Credit Hours: 03

Pre-requisite: Nil

Objectives

In this course on Fables, Wisdom Literature, and Epic, students will delve into the nuanced characteristics and structures of each literary form. They will develop critical analysis skills to interpret narrative techniques, moral lessons, and symbolic elements present in fables, wisdom literature, and epics. Through comparative analysis, students will identify common themes and motifs, fostering an understanding of the cultural and historical contexts that shape these genres. The course aims to cultivate an appreciation for the diversity of cultural expressions and enhance communication skills through written and oral analyses. Students will apply the lessons and wisdom derived from these literary forms to contemporary ethical dilemmas, recognizing the enduring relevance of fables, wisdom literature, and epics. Interdisciplinary connections will be explored, fostering a holistic understanding of the intersections between these genres and fields such as philosophy, ethics, and cultural studies. Ultimately, the course

seeks to nurture critical thinking skills and reflective engagement with the moral, ethical, and cultural implications inherent in fables, wisdom literature, and epic poetry. This course aims to provide students with a comprehensive understanding of fables, wisdom literature, and epics while fostering critical thinking, cultural appreciation, and the application of moral and ethical lessons to contemporary contexts.

Learning Outcomes

Upon completion of the course on Fables, Wisdom Literature, and Epic, students can expect to achieve the following learning outcomes:

- Develop a nuanced understanding of the characteristics, structures, and cultural variations of fables, wisdom literature, and epic poetry.
- Refine the ability to critically analyze and interpret the narrative techniques, moral lessons, and symbolic elements present in these literary forms.
- Compare and contrast the thematic content, common motifs, and moral teachings across fables, wisdom literature, and epics.
- Apply lessons and wisdom derived from these literary forms to contemporary ethical dilemmas, demonstrating an understanding of their enduring relevance.
- Enhance written and oral communication skills through the analysis and discussion of fables, wisdom literature, and epic works.
- Develop an appreciation for the diversity of cultural expressions and understand how fables, wisdom literature, and epics contribute to the cultural heritage of different societies.
- Recognize and explore interdisciplinary connections between these literary genres and other fields, such as philosophy, ethics, and cultural studies.

Unit 1. Fables

Kalīla wa Dimna (Sansikrat) or The Fables of Bidpai (English) is a collection of fables in Arabic dating back to the 8th century CE.

Chapter V – The Lion and the Bull, or the emblem of two friends whom a liar contrives to disunite. Chapter VI – Investigation of the conduct together with the defence of Dimna. Chapter VII – The Ring-dove, or the emblem of sincere friends. Chapter VIII – The Owls and the Crows, or the danger of being deceived by an enemy. From *Kalīla wa Dimna (Sansikrat) or The Fables of Bidpai (English)*

Unit 2. Poems

Selected poems from *Bāng-i Darā* or The Call of the Marching Bell. *Asrar-e-Khudi* or Secrets of the Self. *Payam-i-Mashriq* or Message of the East. *Rumuz-i-Bekhudi* or The Secrets of Selflessness. *Bal-e-Jibril* or Gabriel's Wing. *Armughan-e-Hijaz* or Gift from the Hijaz.

Unit 3. Short Narratives and Anecdotes (Gulistān-e- Sa'dī)

Five *ḥikāyāt* from: John T. Platts, *The Gulistan*; or, *Rose Garden of Shaikh Muslihu'd- Dīn Sa'dī of Shīrāz* (London: Wm. II. Allen, 1876). 1. Those who make an effort to display their virtues, do the same to conceal their vices. 2. The foundation of injustice in the world began with small unjust deeds. 3. Burden bearing oxen and asses are better than oppressors. 4. The pain you give to others

eventually finds its way back to you. 5. Power and riches cannot exalt one in status.

Unit 4. Short Narratives and Anecdotes (*Gulistān-e- Sa'dī*)

Five hikāyāt from: John T. Platts, *The Gulistan; or, Rose Garden of Shaikh Muslihu'd- Dīn Sa'dī of Shīrāz* (London: Wm. II. Allen, 1876). 6. The fleeting moment of an angry decision has everlasting consequences. 7. A pair of hands working at one's will are better than those clasped in obedience, waiting for orders. 8. It is fruitless to celebrate the death of an enemy as one will never be spared from it either. 9. Destruction of the good names of the departed cannot protect your own. 10. Do not turn away from knowledge even if one has to get it from the teachings of the ignorant.

Unit 5. Epic

The *Shāhnāma* of Firdausi (Persian) or Arthur J. Arberry, titled "The Epic of Kings (English Translation)

Recommended Books/ Suggested Readings

1. Arberry, A. J. (2006). *Classical Persian literature*. Routledge.
2. Arberry, A. J. (2013). *Tales from the Masnavi*. Routledge.
3. Arberry, A. J. (Ed.). (2008). *Persian Poems: An Anthology of Verse Translations*. Alhoda UK.
4. Gould, Rebecca Ruth. "Hard translation: Persian poetry and post-national literary form." In *Forum for Modern Language Studies*, vol. 54, no. 2, pp. 191-206. Oxford University Press, 2018.
5. Mehmood, N. (2022). A Critique of Miscellaneous English Translations of Selections from Iqbal's Urdu and Persian Poetry. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 19(1), 821-831.
6. Shabani, E. A. (2021). Investigating Four English Translations of Selected Poems from the *Bustan* of Saadi Using Catford's theory of Shifts. Routledge.
7. Shīrāzī, S., & Platts, J. T. (1876). *The Gulistān, or, Rose Garden of Shaikh Muslihu'd-Dīn Sa'dī of Shīrāz*, Allen Books
8. Thackston, W. M. (1994). *A millennium of classical Persian poetry: a guide to the reading & understanding of Persian poetry from the tenth to the twentieth century*. Ibex Publishers, Inc.

Short Fictional Narratives

Interdisciplinary

Course Code: ENG-209

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course aims to enable students to develop a thorough understanding of the short story medium (its origin and the different types of short prose). Students would understand how short story differs from other prose genres and would also be able to identify, explore and evaluate elements of a short

story. Students would be expected to engage with a variety of works of shorter fictions published in different eras written by prominent authors belonging to different cultural and geographical backgrounds. This would then help them to identify the signature styles of prominent short story writers and understand their significant contributions to the genre.

Learning Outcomes

The course will enable students to;

- Students will learn to engage critically with works of shorter fiction and apply these developed critical skills to larger pieces of literature.
- Students will learn the basic rules of literary analysis which will help them in future Literature courses.

Course Outline

Unit 1. Introduction to Short Stories

Definition of a short story, Difference between short story and other prose mediums of literature, Origin of the short story with reference to oral tradition and precedents in classical literature (*The Canterbury Tales*), Different types of shorter fiction.

Unit 2. 19th Century Prominent Works of Shorter Fiction

Thomas Hardy's *The Three Strangers*, masterfully constructed characters, and the problems of working-class. Oscar Wilde's *The Nightingale and the Rose*, A satirist depicting English classist society. Edgar Allan Poe's *The Cask of Amontillado*, a pioneer of gothic fiction, unreliable narrator technique. O'Henry's *Hearts and Hands*, use of wit, humor and surprise endings to shed a light on human existence. Kate Chopin's *The Story of an Hour* (and/or) *Desiree's Baby*, American women and their experiences, Themes of race. Anton Chekhov's *The Darling*, use of internal conflict as opposed to external conflict, Russian realism. Leo Tolstoy's *The Three Questions*- Tolstoy's literary realism. Guy de Maupassant's *The Necklace*, dilemma of French working-class.

Unit 3. 20th Century Prominent Works of Shorter Fiction

Latin American short story- *The Very Old Man with the Enormous Wings*, Garcia Marquez's use of magical realism. Isabel Allende's *Two Words*, Isabel Allende as a representative of the Latin American female voice. Indian short story- Rabindranath Tagore's *A Kingdom of Cards*, Postcolonial implications. Pakistani short story- Saadat Hasan Manto's *The Assignment* as a representative of partition literature. New Zealand short story- Katherine Mansfield's *A Cup of Tea*, a modernist feminist short story writer. Modernist short fiction- James Joyce's *Eveline*, Political / social implications of the story.

Unit 4. 20th Century Prominent Works of Shorter Fiction

Czech fiction- Franz Kafka's *A Hunger Artist*, Kafka's unique writing style. South African short fiction- Bessie Head's *The Prisoner Who Wore Glasses*, Political implications and the apartheid. Roald Dahl's *Lambs to the Slaughter*, use of dark humour. Kenyan short fiction, Ngũgĩ wa Thiong'o's *The Martyr*, the colonial

experience. African American short fiction- Dorothy West's *The Richer The Poorer*, a Harlem Renaissance writer. Southern Gothic short fiction - Flannery O'Connor's *Everything that Rises Must Converge*, Themes of race. Exploring the grotesque in shorter fiction. William Faulkner's *A Rose for Emily*.

Unit 5. 21st Century Prominent Works of Shorter Fiction

Pakistani diasporic short fiction- Daniyal Mueenuddin's *Nawabdin Electrician*. Pastiche - Susanna Clarke's *The Duke of Wellington Misplaces his Horse*. Microfiction- Mimi Lok's *Accident*.

Recommended Books/ Reference Material

1. Amigoni, D. (2020). *The English novel and prose narrative*. Edinburgh University Press.
2. Charters, A. (2018). *The Story and Its Writer: An Introduction to Short Fiction*. St. Martin's Press.
3. Einhaus, A.M. (2016). *The Cambridge Companion to the English Short Story*. Cambridge University Press.
4. Head, D. (2016). *The Cambridge History of the English Short Story*. Cambridge University Press.
5. Hunter, A. (2007). *The Cambridge Introduction to the Short Story in English*. Cambridge University Press.
6. Kahn, A. (2021). *The Short Story: A Very Short Introduction*. Oxford University Press.
7. Kay, J., & Gelshenen R. (2012). *Discovering Fiction Level 2 Student's Book: A Reader of North American Short Stories*. Cambridge University Press.
8. Wilson, K. (1997). *Short Stories for Students: Presenting Analysis, Context, and Criticism on Commonly Studied Short Stories*. Gale Research Inc.

Creative Writing

Interdisciplinary
Course code ENG-214
Credit Hours: 03
Pre-requisite: Nil

Objectives

This course provides an opportunity for students to pursue advanced creative writing work. The purpose of this course is three-fold: 1) to engage students in the careful reading and critical analysis of imaginative/creative literature, thus deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers, 2) to enable students to create works of literature in various genres, including, but not limited to: short story/fiction, creative nonfiction, drama, and poetry, and 3) to prepare students with the reading, analytical, and writing skills necessary for success in this course.

Learning Outcomes

After completion of this course, students will be able to

- Develop the ability to express ideas, emotions, and narratives creatively through various forms of writing.
- Hone language skills, including vocabulary, syntax, and style, to craft compelling and evocative prose and poetry.

- Gain proficiency in multiple creative writing genres, including fiction, poetry, and creative nonfiction, fostering versatility as a writer.
- Learn to give and receive constructive feedback, fostering the ability to revise and improve one's own work.
- Cultivate a vivid imagination and the ability to think innovatively, generating original and imaginative ideas for creative writing projects.
- Understand and apply principles of narrative structure, character development, and plot dynamics to create engaging and well-structured stories.
- Develop editing skills to refine and polish written work, emphasizing attention to detail and precision in language.
- Explore and develop a distinctive writer's voice and experiment with different narrative perspectives to enhance storytelling techniques.
- Engage in collaborative exercises and discussions to foster a creative community, gaining insights from peers and expanding creative perspectives.

Course Outline

Unit 1. Narrative Writing

Focus on creative fiction. Characteristics of Good Writing. How to raise timeless voices and timeless themes? Use of narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines. Unit culminates in students producing a ten-page original short story/novella.

Unit 2. Poetic Versification

Figurative language, imagery, sensory details, point of view, rhyme, meter. Symbols Personification. Working with similes. The Magic of Metaphors. Expanding Metaphors. Generating Fresh Imagery.

Unit 3. Argumentative and Information writing

Focus on creative nonfiction. Humor. Using Structure to reflect theme. Descriptive writing and persuasive writing. Commercial news story.

Unit 4. Memoir and Autobiography

Reflective Writing, literature by doing. Students create a personal memoir of a unique and memorable event or time in their lives.

Unit 5. Literary Critique (Film/Novel review)

Word Choices. Precise language. Poetic forms Adventure story character, setting, plot, style and playwriting.

Recommended Books/Reference Material

1. Dawson, P. (2004). *Creative writing and the new humanities*. Routledge.
2. Demirbaş, İ., & Şahin, A. (2023). The effect of digital stories on primary school students' creative writing skills. *Education and Information Technologies*, 28(7), 7997-8025.
3. Earnshaw, S. (Ed.). (2014). *Handbook of creative writing*. Edinburgh University Press.
4. Harper, G. (2010). *On creative writing* (Vol. 4). Multilingual Matters.
5. Kaufman, S. B., & Kaufman, J. C. (Eds.). (2009). *The psychology of creative writing*. Cambridge University Press.

6. Maitlo, S. K., Soomro, A. R., & Lashari, A. A. (2023). The Impact of Picture Series Learning on the Creative Writing Skills of ESL Learners. *Global Digital & Print Media Review*, VI, 211-223.
7. May, S. (2007). *Doing creative writing*. Routledge.
8. Morley, D. (2007). *The Cambridge introduction to creative writing*. Cambridge University Press.
9. Syrewicz, C. C. (2023). The motivations that improve the creative writing process: what they might be and why we should study them. *New Writing*, 20(2), 178-200.

Composition and Rhetoric

Course Codes ENG-215

Interdisciplinary

Credit Hours: 03

Pre-requisite: Nil

Objectives

Composition & Rhetoric is an advanced level communications course which focuses on the art of argument and persuasion. Students shall explore the function and strategies of argument through reading, writing and oral presentations. In this course, students examine different theoretical models for organizing arguments and presenting evidence, employ primary and secondary sources in research, and construct their own arguments. The course supports the development of analysis, evaluation and the use of logic as required in other academic and professional areas.

Learning Outcomes

- The students will develop proficiency in written and oral communication, with a focus on clarity, coherence, and persuasion.
- The course will hone the ability to analyze and deconstruct rhetorical strategies used in various texts, speeches, and compositions.
- It will foster critical thinking skills by evaluating arguments, evidence, and rhetorical techniques, enabling students to engage thoughtfully with diverse perspectives.
- It will enhance writing skills across different genres and styles, emphasizing organization, coherence, and adherence to conventions.
- It will develop proficiency in research and information literacy, enabling students to locate, evaluate, and integrate credible sources into their compositions.
- Completing this course will cultivate an awareness of audience expectations and adapt communication strategies to effectively reach different audiences.
- Students will explore the ethical considerations of persuasive communication, emphasizing responsible and ethical use of language and rhetoric.

Course Outline

Unit 1. Introduction to Rhetoric and Composition

Overview of Rhetoric: Definitions, historical context, and its relevance in contemporary communication. Introduction to the Writing Process: Pre-writing, drafting, revising, editing, and publishing. Basic principles of composition: Audience awareness, purpose, and context.

Unit 2. Rhetorical Analysis

Understanding rhetorical appeals: Ethos, pathos, and logos. Analyzing rhetorical strategies in texts, speeches, and visual compositions. Practice in rhetorical analysis through written assignments. Analysing and evaluating arguments from different historical periods and genres: e.g. essays, speeches, film. Self-editing of one's own work.

Unit 3. Critical Thinking and Argumentation

Developing critical thinking skills for effective argumentation. Logical fallacies and avoiding them in argumentative writing. Constructing and defending arguments with evidence. Strategies for developing arguments and awareness of logical fallacies. Understanding of context in interpretation of arguments.

Unit 4. Academic Writing and Research

Introduction to academic writing conventions and styles. Research skills and information literacy. Use of both primary and secondary sources of information. Incorporating sources and citing references using a specific citation style (e.g., APA, MLA).

Unit 5. Audience and Adaptation

Understanding diverse audiences and their expectations. Adapting writing style and tone for different purposes and audiences. Practicing audience-centered communication through various writing exercises.

Unit 6. Multimodal Composition

Exploring various modes of composition, including visual, digital, and oral communication. Creating and analyzing multimodal compositions. The impact of technology on contemporary communication.

Unit 7 Revision, Editing, and Reflective Writing

The importance of revision and multiple drafts in the writing process. Editing techniques for clarity, coherence, and style. Reflective writing practices: self-assessment and goal setting for continued improvement. Willingness to view opposing arguments with flexibility and open-mindedness. Willingness to become a self-directed learner.

Recommended Books/Reference Material

1. Connors, R. (1997). *Composition-rhetoric: Backgrounds, theory, and pedagogy*. University of Pittsburgh Pre.
2. Harris, R. A., & Fahnestock, J. (2022). Rhetoric, Linguistics, and the Study of Persuasion: An Overview and an Introduction 1. *The Routledge Handbook of Language and Persuasion*. Routledge
3. Huckin, T., Andrus, J., & Clary-Lemon, J. (2012). Critical discourse analysis and rhetoric and composition. *College composition and communication*, 107-129.
4. Lauer, J. M. (2003). *Invention in rhetoric and composition*. Parlor Press LLC.
5. Lynn, S. (2010). *Rhetoric and composition: An introduction*. Cambridge University Press.
6. Palmer, K. (2020). *Basics of Rhetoric - The Rough Writer's Guide*. Routledge

7. Ramsey, A. E., Sharer, W. B., & L'Eplattenier, B. (Eds.). (2009). *Working in the archives: Practical research methods for rhetoric and composition*. SIU Press.

Science Fiction and Dystopian Literature

Interdisciplinary

Course Code: ENG-216

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course aims at developing an understanding of the cultural commentary by examine how these genres comment on societal issues. The course aims at exploring interdisciplinary Connections especially intersections with science, philosophy, ethics, and politics. Studying canonical works by influential authors in the genres help to understand the contemporary perspectives and analyze recent contributions to science fiction and dystopian literature. Media adaptations into film, TV, and other media will become familiar to the students. The course aims at fostering class discussions on ethical, philosophical, and social issues.

Learning Outcomes

Upon completion of the Science Fiction and Dystopian Literature course,

- Students will have acquired a comprehensive understanding of the defining elements characterizing these genres. They will have honed critical analysis skills, enabling them to interpret themes, symbolism, and narrative techniques present in various works.
- Additionally, students will develop historical awareness, recognizing the evolution of science fiction and dystopian literature within distinct historical contexts.
- The course will help students to appreciate how these genres serve as platforms for commentary on contemporary issues. Through creative writing exercises, students will express themselves within the thematic realms of science fiction and dystopia. Furthermore, an exploration of interdisciplinary connections will deepen their understanding of how these genres intersect with fields such as science, philosophy, ethics, and politics.
- Students will gain an appreciation for both classic and contemporary works, cultivating literary discernment. Ultimately, students will be equipped to apply these learned concepts to analyze the impact of these genres on societal perceptions and discussions.

Course Outline

- Unit 1.** **Introduction to the Era of Science Fiction and Dystopian Literature**
Characteristics of Postmodern Literature, specifically with regards to fiction.
Postmodern literary techniques. What Is Postmodernity?
- Unit 2.** **Birth of Science Fictions & their Types**
Philip K. Dick - *Do Androids Dream of Electric Sheep*, Apocalyptic and post-apocalyptic, Cyberpunk, Time travel, Space opera
- Unit 3.** **Birth of Speculative Fiction**
Ray Bradbury - *Fahrenheit 451*, Alternative forms, genres and social expression

Antiestablishment questioning, Identity, Pastiche.

Unit 4. Science Fiction as Social Thought Experiment / Alternate history
Brave New World by Aldous Huxley. *Neuromancer* by William Gibson. *The Handmaid's Tale* by Margaret Atwood.

Unit 5. Introduction to New Literary Genre – Graphic Novel
Art Spiegelman – *MAUS* Vols. 1 & 2, Birth of the Graphic Novel, The visual and the Written, The personal as political, Historiographic fictions.

Recommended Books/Reference Material

1. Adeniyi, E. (2020). *Paratactic Narrative Mode and Taxonomic Conundrum of a Postmodern Verse Novel: Reading from Bernardine Evaristo's Lara*. *Critique: Studies in Contemporary Fiction*, 61(2), 157-170.
2. Bertens, H. (2022). World Literature and Postmodernism. In *The Routledge Companion to World Literature* (pp. 157-164). Routledge.
3. ÇELİKEL, M. A. (2021). Was there A Postmodernism? *Journal of Modernism And Postmodernism Studies (JOMOPS)*, 2(1), 80-95.
4. Haffenreffer, T. (2019). *Revised Version of Thoughts on Jill Galvan's Interpretation of the Relationship between Government and Technology in Philip K. Dick's Do Androids Dream of Electric Sheep?*. *Prologue: A First-Year Writing Journal*, 10(1), 4.
5. Hutcheon, L. (2003). *A poetics of postmodernism: History, theory, fiction*. Routledge. NY
6. McHale, B. (2003). *Postmodernist fiction*. Routledge. NY
7. McHale, B. (2022). Some Varieties of Anti-Novel. *The Routledge Companion to Narrative Theory*. Routledge, NY.
8. McHale, Brian, and Len Platt, Ed. *The Cambridge history of Postmodern Literature*. New York: Cambridge University Press, 2016
9. Ottó, B. (2021). *Ray Bradbury: Fahrenheit 451*. A technodiktatúra aktuális víziója. *Szabad Piac*, 3(1), 23-30.
10. Stephan, M., & Stephan, M. (2019). Characteristically Postmodern. *Defining Literary Postmodernism for the Twenty-First Century*, 33-51.

Women's Writings

Interdisciplinary

Course Code ENG-410

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course on Women's Writing aims to explore and analyze literature produced by women, offering insights into their unique perspectives, experiences, and contributions within the literary landscape. Objectives include the examination of diverse genres and themes in women's writing, understanding the socio-cultural contexts that shape these works, and fostering critical analysis skills to appreciate the complexity and significance of women-authored literature. Additionally, the course seeks to promote discussions on gender, identity, and representation, encouraging students to engage with feminist literary theories and recognize the broader societal implications of women's narratives. Through this exploration, students are expected to gain a deeper understanding of the rich and varied voices within women's literature and contribute to ongoing conversations surrounding gender, literature, and cultural representation.

Learning Outcomes

- Students will develop skills to critically analyze and interpret literature written by women, exploring themes, styles, and literary techniques.
- The students will gain insights into the socio-cultural contexts that influence women's writing, fostering an appreciation for diverse perspectives and experiences.
- Students will engage with feminist literary theories to understand the intersectionality of gender, race, class, and other factors in women's narratives.
- The students will explore the ways in which women authors navigate and express issues of identity, selfhood, and agency in their writing.
- Students will be able to appreciate the diversity of women's voices in literature, recognizing the richness and significance of their contributions to the literary canon.
- One outcome is to cultivate empathy and a deeper understanding of the varied experiences and challenges faced by women, as reflected in their literary works.

Course Outline

- Unit 1.** **Poetry**
 1. “No Coward Soul is Mine” by Emily Bronte. 2. “When I am Dead-My Dearest” by Christina Rossetti. 3. “This is a Photograph of Me” by Margaret Atwood. 4. “Be Nobody’s Darling” by Alice Walker
- Unit 2.** **Novels**
 1. Their Eyes were watching God (1937) by Zora Neale Hurston 2. Little Women (1868) by Louisa May Alcott 3. How it Happened (2012) by Shazaf Fatima Haidar
- Unit 3.** **Drama**
 Trifles by Susan Glaspell
- Unit 4.** **Short Stories**
 1. “The Yellow Wallpaper” by Charlotte Perkins Gilman. 2. “I Stand Here Ironing” by Tillie Olsen. 3. “The Gatekeeper’s Wife” by Rukhsana Ahmed. 4. “A Pair of Jeans” by Qaisra Shahraz. 5. “The Optimist” by Bina Shah.
- Unit 5.** **MEMOIRS**
 Non-fiction - Laila Ahmed’s A Border Passage

Recommended books/reference material

1. Boland, E. (1996). *Object lessons: The life of the woman and the poet in our time*. WW Norton & Company.
2. Boland, E. (2001). *Outside history: Selected poems, 1980-1990*. WW Norton & Company.
3. Davidson, C. N., Wagner-Martin, L., Ammons, E., Harris, T., Kibbey, A., Ling, A., & Radway, J. A. (2005). *The Oxford Companion to Women's Writing in the United States* (pp. 1-1021). Oxford University Press.
4. Dicker, R., & Piepmeier, A. (Eds.). (2016). *Catching a wave: Reclaiming feminism for the 21st century*. Northeastern University Press.
5. Eagleton, M. (Ed.). (2010). *Feminist literary theory: A reader*. John Wiley & Sons.
6. Gilbert, S. M., & Gubar, S. (2020). *The madwoman in the attic: The woman writer and the nineteenth-century literary imagination*. Yale University Press.
7. Hooks, B. (2000). *Feminist theory: From margin to center*. Pluto Press.
8. Kaplan, C. (1986). Sea changes. *Culture and Feminism (Questions for Feminism.)* New York-London: Verso Books.
9. Ling, A. (1987). *I'm here: An Asian American woman's response*. *New Literary History*, 19(1), 151-160.
10. Robbins, R. (2000). The Woman as Writer: Forging Female Traditions. In *Literary Feminisms* (pp. 70-102). Palgrave, London.
11. Virginia, W. (1929). A room of one's own. *New York*, 47. Penguin.

Business and Technical Writing

Interdisciplinary

Course Code: ENG-104

Credit Hours: 03

Pre-requisite: Nil

Objectives

The objective of the Business and Technical Writing course is to equip participants with the essential skills needed to communicate effectively in professional settings. Through this course, individuals learn to convey complex technical information in a clear, concise, and reader-friendly manner. Emphasis is placed on developing proficiency in various business writing formats, such as reports, proposals, and emails, as well as mastering the art of creating user-friendly technical documentation. The goal is to empower participants with the ability to produce high-quality written communication that enhances clarity, professionalism, and overall effectiveness in both business and technical contexts.

Learning Outcomes

- Mastering the art of crafting clear and concise business documents.
- Developing proficiency in various business writing formats, including reports, proposals, and emails.
- Acquiring skills to communicate complex technical information in a reader-friendly manner.
- Creating effective and user-friendly technical documentation.

- Enhancing professionalism in written communication for business and technical contexts.
- Gaining the ability to tailor messages to diverse audiences and purposes.
- Practicing critical editing and revision techniques for polished and error-free documents.

Course Outline

Unit 1. Introduction to Business and Technical Writing

Overview of the importance of effective communication in professional settings. Understanding the audience and purpose in business and technical contexts. Key principles of clarity, conciseness, and professionalism in writing. Employment interviews (types of interviews, preparation for interviews, follow up communication in interviews) Communication in team (group work business project)

Unit 2. Business Writing Fundamentals

Exploring various business writing formats: memos, emails, and reports. Crafting professional and persuasive messages for different purposes. Techniques for organizing and structuring business documents effectively. Memoranda and Proposal Writing.

Unit 3. Technical Writing Essentials

Introduction to technical writing principles and conventions. Conveying complex technical information in a clear and accessible manner. Creating user-friendly technical documentation, including manuals and guides. Business Correspondence, Formal Letters (Letters of inquiry, order, complaint, invitation, business request, Replies to queries and requests)

Unit 4. Document Design and Visual Elements

Importance of document design in enhancing readability and user experience. Incorporating visual elements such as graphs, charts, and images. Balancing text and visuals for optimal communication impact.

Unit 5. Editing and Revision Techniques

Strategies for proofreading and editing written content. Addressing common errors and improving overall writing quality. Peer review and collaborative editing for constructive feedback.

Unit 6. Tailoring Messages to Diverse Audiences

Adapting communication style for different audiences and purposes. Consideration of cultural and contextual factors in business and technical writing. Final project: Applying learned skills to create a comprehensive business or technical document tailored for a specific audience. Presentations, how to present a business proposal. Presentations, Do's and don'ts of a good presentation.

Recommended Books/Reference Material

1. Bailey Jr, E. P. (1997). *The plain English approach to business writing*. Oxford University Press.
2. Bargiela-Chiappini, F., & Nickerson, C. (2014). Business writing as social action. In *Writing Business* (pp. 1-32). Routledge.
3. Canavor, N. (2021). *Business writing for dummies*. John Wiley & Sons.
4. Dwyer, J., & Hopwood, N. (2019). *The business communication handbook*. Cengage AU.
5. Hollis-Turner, S., & Scholtz, D. (2010). Business writing in academic and workplace contexts. *Southern African Linguistics and Applied Language Studies*.
6. Jenkins, S., & Hinds, J. (1987). Business letter writing: English, French, and Japanese. *TESOL quarterly*, 21(2), 327-349.
7. Van Laan, K. (2022). *The insider's guide to technical writing*. XML Press.

Introduction to Linguistics

Interdisciplinary

Course Code: ENG-123

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course aims to provide knowledge of major concepts in language study, give understanding of different areas of micro- and macro linguistics defined by the linguists and introduce students to major branches of linguistics.

Learning Outcomes

- Understand the basic concepts of linguistics.
- Demonstrate their knowledge of different areas of micro- and macro-linguistics.
- Distinguish and define branches of linguistics.

Course Outline

- Unit 1. Understanding Language**
Features of Language Human Language system vs. Animal Communication.
- Unit 2. Introduction to Linguistics**
Scope of Linguistics. Micro and Macro Functions of Language. Micro: how language works on a smaller scale. Macro: Broad purposes of Language.
- Unit 3. Theoretical Branches of Linguistics**
Phonetics and Phonology. Morphology and Syntax. Semantics and Pragmatics.
- Unit 4. Applied Linguistics**
Sociolinguistics: Language in Society. Psycholinguistics: Brain and Language Connection.
- Unit 5. Discourse Analysis and Stylistics**
Conversational Structure and Strategies. Introduction to Stylistics: Analyzing Language in Literature.

Recommended Books/ Reference Material

1. Bruce, M. (2019). *A Concise Introduction to Linguistics*. Routledge.
2. Crystal, D., & Alan, C. L. (Eds.). (2023). *A dictionary of linguistics and phonetics*. John Wiley & Sons.
3. Finch, G. & Peck, J. (2017). *How to study linguistics: A guide to understanding language*. Bloomsbury Publishing.
4. Kortmann, B. (2020). *English linguistics: essentials*. Springer Nature.
5. Strazny, P. (Ed.). (2013). *Encyclopedia of linguistics*. Taylor & Francis.
6. Yule, G. (2022). *The study of language*. Cambridge university press.

English Language

Interdisciplinary

Course Code: ENG-130

Credit Hours: 03

Pre-requisite: Nil

Objectives

This course is designed for students to introduce them with the evolution of English language over time. This course surveys the development of the English language from its Indo-European past to the present day. It offers a historical study of the English language with particular focus on Old, Middle, and Modern English. It helps understanding the change in English language over time as well as social, political, and other historical conditions related to such changes. Familiarization with the concepts of Language typology and language families will help students understanding the common ancestry of world languages in general and develop their interest in the study of languages in particular. Objective of this course include a comprehension of the mechanisms of language change and an acceptance of the inevitable nature of language change. It aims to gain a knowledge of the origins of English and its place in respect to other languages of the world. It helps an understanding of how the current state of the English language has resulted from historical change

Learning Outcomes

Students who successfully complete this course will demonstrate

- Knowledge of the relationship among languages
- knowledge of general features of Old, Middle and modern English
- knowledge of the principles of etymology and semantic change as well
- an understanding of the social contexts and mechanisms of language change
- awareness of several problems in the origin and nature of language

Course outline,

Unit 1. Introduction

Basic of language, what is Language? The Origin of Language, The divine source, the natural sound source, Oral gesture source. Physiological Adaptations. The Functions of Language. The properties of Language

Unit 2. Language Typology and Language families

Indo-European, Sino-Tibetan, Niger-Congo, Afroasiatic, Austronesian, Altaic, Japonic, Austroasiatic, Tai-Kada. Main Divisions of the Indo-European Group. Indo-Iranian. Armenian and Albanian. Tocharian. Anatolian. Balto-Slavic. Hellenic. Italic. Celtic. Germanic. Cognate words in Indo European Languages. Inflections in Indo European Languages, Verb inflections. Noun inflections, Word Order in Indo European Languages.

Unit 3. The Old English Period (449–1100)

Some Key Events in the Old English Period, History of the Anglo-Saxons, Arrival of Germanic Tribes to the British Isles, Britain before the English, The Coming of the English, The English in Britain, The First Viking Conquest, The Second Viking Conquest, The Scandinavians Become English, The Golden Age of Old English, Dialects of Old English.

Pronunciation and Spelling, Vowels, Consonants, Handwriting, Stress. Vocabulary, the Germanic Word Stock, Gender in Old English. Grammar, Concord, Inflection. Nouns, Umlaut, Modern Survivals of Case and Number. Modifiers, Demonstratives, Adjectives, Adverbs. Pronouns, Personal Pronouns, Interrogative and Relative Pronouns. Verbs, Indicative Forms of Verbs, weak verbs, strong verbs.

Unit 4. The Middle English Period (1100–1500)

Some Key Events in the Middle English Period. The Background of the Norman Conquest. Foreign Influences on Vocabulary. Middle English Spelling, Consonants, Vowels. The Rise of a London Standard, Middle English Vowels, Lengthening and Shortening of Vowels, Leveling of Unstressed Vowels

Changes in Grammar, Reduction of Inflections, Loss of Grammatical Gender Nouns, Pronouns, and Adjectives, The Inflection of Nouns, Personal Pronouns, Demonstrative Pronouns, Interrogative and Relative Pronouns, Comparative and Superlative Adjectives. Verbs, Personal Endings, Participles. Word Order.

Unit 5. The Early Modern English Period (1500–1800)

The Transition from Middle to Modern English. Some Key Events in the Early Modern Period, The Renaissance, The Industrial Revolution, British colonialism, Shakespeare's writing (1592-1616) and Elizabethan Era, Coinage of new words

Unit 6. Expansion of the English Vocabulary

Innovation of Pronunciation and Conservation of Spelling. The Orthography of Early Modern English. The Great Vowel Shift. Early Dictionaries. Eighteenth-Century Attitudes toward Grammar and Usage, Nouns, Pronoun, adjective, adverb, verb, preposition.

Unit 7. Late Modern English (1800–Present)

Some Key Events in the Late Modern Period. The National Varieties of English,

Conservatism and Innovation in American English, National Differences in Word Choice, American Infiltration of the British Word Stock, Variation within National Varieties. Kinds of Variation, Regional Dialects, Ethnic and Social Dialects, Stylistic Variation, Variation within British English. Varieties of English around the world. The Essential Oneness of All English

Recommended Books/Reference Material

1. Barber C., Beal, J. C., & Shaw, P. A. (2009). *The English language, A historical introduction*. Cambridge University Press.
2. Baugh, A. C., & Cable, T. (2002). *A history of the English language*. Routledge.
3. Blake, N. F. (1996). *A history of the English language* (Vol. 258). London, Macmillan.
4. Brinton, L. J., & Aronovick, L. K. (2006). *The English language, A linguistic history*. Oxford University Press, USA.
5. Bryson, B., Fromkin, V., Rodman, R., Hyams, N., Thorne, S., Trask, R. L., ... & Cran, W. (1991). *The English Language*. Penguin.
6. Daniel, M. (2010). Linguistic typology and the study of language. In *The Oxford handbook of linguistic typology* (pp. 43-68). Oxford University Press.
7. Leith, D., & Jackson, L. (2020). *The origins of English*. In *Changing English* (pp. 39-77). Routledge.
8. Ortiz Colina, R. (2022). *English neologisms in modern times*. Sage.

Introduction to Gender Studies

Course Code ENG-206

Interdisciplinary

Credit Hours: 03

Pre-requisite: Nil

Objectives

The course introduction to gender studies aims to provide students with a comprehensive understanding of key concepts related to gender. It introduces fundamental ideas, such as the social construction of gender, intersectionality, and the distinction between sex and gender. Emphasizing critical analysis, the course encourages students to examine societal structures and power dynamics that shape and are shaped by gender roles. By exploring historical and cultural contexts, students gain insights into the fluidity and diversity of gender experiences. The curriculum delves into feminist perspectives, promoting the evaluation and application of feminist theories to analyze various aspects of society. It underscores the intersectionality of gender with other social categories, fostering an appreciation for the interconnectedness of social identities. Additionally, the course explores global perspectives on gender, examines media representations, and addresses issues of gender-based violence and discrimination.

Learning Outcomes

After completion of the course, students will be able to

- Develop a solid grasp of key gender concepts, including the social construction of gender, intersectionality, and feminist perspectives.
- Hone the ability to critically analyze societal structures and power dynamics that influence and are influenced by gender.
- Gain insights into global perspectives on gender, fostering an understanding of cultural variations and international issues related to gender equality.
- Cultivate a commitment to social justice and advocacy, preparing students to address issues such as gender-based violence and discrimination.
- Recognize and appreciate the intersectionality of gender with other social categories, fostering a nuanced understanding of diverse social identities.
- To introduce students to a wide range of linguistic analyses of language used by and about women and men

Course Outline

Unit 1. Introduction

Introduction to the relationship between language, gender and society, Introduction to the Historical Perspective, Introduction to the Relationship between Language Gender and Society.

Unit 2. Feminism and Feminist Linguistics

Influence of Feminism and Feminist Linguistics, Language and Gender, Sexism in Language, Word-order, Generics, Marking gender

Unit 3. Research Models and Approaches to Gender and Language

Research Models to the topic of Language and Gender. Social Construction of Gender Stereotypes. Linguistic Approaches to the topic of Language and Gender, i. Deficit Approach ii. Dominance Approach iii. Difference Approach. Gender and Representation.

Unit 4. Role of Media and Education in Gender Representation

Media and Gender representation, Role of Print and Electronic Media in the construction of Gender Roles, Gender and Language in Education, Gender and language in foreign language classroom.

Unit 5. Gender and Identity

Colonial and Capitalistic Perspectives of Gender. Construction of gender identity at work place.

Recommended books/reference material

1. Fleischner, J. B. (2022). Mastering slavery: Memory, family, and identity in women's slave narratives. In *Mastering Slavery*. New York University Press.
2. Helgeson, V. S. (2020). *Psychology of gender*. Routledge.
3. Marchbank, J., & Letherby, G. (2014). Introduction to gender: Social science perspectives. Routledge.
4. Martinsson, L. (2020). When gender studies becomes a threatening religion. *European Journal of Women's Studies*, 27(3), 293-300.

5. Orr, C. M., & Braithwaite, A. (Eds.). (2012). *Rethinking women's and gender studies*. Routledge.
6. Oyewumi, O. (Ed.). (2016). *African gender studies: A reader*. Springer.
7. Pilcher, J., & Whelehan, I. (2016). *Key concepts in gender studies*. Sage.
8. Richardson, D., & Robinson, V. (Eds.). (2020). *Introducing gender and women's studies*. Bloomsbury Publishing.
9. Rushton, A., Gray, L., Canty, J., & Blanchard, K. (2019). Beyond binary:(re) defining “gender” for 21st century disaster risk reduction research, policy, and practice. *International journal of environmental research and public health*, 16(20), 3984.
10. Sabbe, E., & Aelterman, A. (2007). Gender in teaching: A literature review. *Teachers and Teaching: theory and practice*, 13(5), 521-538.

Introduction to Psycholinguistics

Interdisciplinary

Course Code: ENG-308

Credit Hours: 03

Pre-requisite: Nil

Objectives

The objectives teaching Psycholinguistics revolve around exploring the intricate relationship between language and the human mind. This field seeks to unravel the cognitive processes involved in language acquisition, comprehension, and production. By investigating how individuals perceive, store, and recall linguistic information, Psycholinguistics aims to shed light on the mental mechanisms underlying language use. Additionally, the subject aims to contribute valuable insights to fields such as education and communication, enhancing our understanding of how psychological factors influence language development and communication skills.

Learning Outcomes

- Understanding of the relationship of language and mind.
- Understanding of different variables that interact with and upon the teaching and learning of language.
- Their skills in dealing the contemporary theoretical issues in language learning and teaching.

Course Outline

Unit 1. Relationship of Language and Brain.

Relation and difference between Psycholinguistics and neurolinguistics; Psychology of learning, Language and the animal, Language and human mind, Stages of Linguistic Development; Biological Bases of Language; Modularity of Brain, Aphasias (Broca's Aphasia, Wernicke's Aphasia, Conduction Aphasia), Memory Dominance/ Lateralization

Unit 2. Theories of Linguistic Abilities

Critical Period Hypothesis, Word-Association Theory, Word-Class Association Theory, Sentence Frame Theory, Transformational and Generative Grammar, Language Acquisition Theories: Behaviorism, Mentalism, Interactionism

- Unit 3. Language Acquisition**
Acquisition Schedule, Acquisition Stages, Child-Directed Speech, Phonological Development, Grammatical Development, Lexical/Semantic Development, Pragmatic Development, Factors that Affect Linguistic Development; age, affective and personality factors, motivation, cognitive styles, learner strategies
- Unit 4. Language Production**
Conceptualization, Formulation, Articulation, Self-Monitoring
- Unit 5. Language Comprehension**
Auditory word recognition, Visual word recognition, Semantic priming

Recommended Books/ Reference Material

1. Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of psycholinguistics*. John Wiley & Sons.
2. Gass, S. M., Behney, J., & Plonsky, L. (2020). *Second language acquisition: An introductory course*. Routledge.
3. Khazratkulova, E. I. K. (2022). The Importance of Psycholinguistic Aspects in Teaching English. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(5-2), 194-197.
4. Mitchell, R., Myles, F., & Marsden, E. (2004). *Second language acquisition theories*. London: Hodder Arnold.
5. Oktovianry, R., Arianto, M. A., & Arni, R. (2023). Developing Virtual Reality-Based Learning Media in Introduction to Psycholinguistics Class. *Journal of English Language Teaching*, 12(2), 361-371.
6. Steinberg, D. D., & Sciarini, N. V. (2013). *An introduction to psycholinguistics*. Routledge.
7. Tatlıhoglu, K., & Senchylo-Tatlıhoglu, N. (2020). A Theoretical Perspective on Psycholinguistics. *Psycholinguistics in a Modern World*, 15, 241-245.

List of Courses Offered by the Department of English to the other Departments under the head Arts and Humanities + Social Sciences (2 credit hrs)

Introduction to Literature

Arts and Humanities
Course Code: ENG-131
Credit Hours: 02
Pre-requisite: Nil

Objectives

Arts and Humanities				
1.	ENG-131	Introduction to Literature	Nil	2
2.	ENG-132	Fables, Wisdom Literature, and Epic	Nil	2
3.	ENG-217	Short Fictional Narratives	Nil	2
4.	ENG-218	Creative Writing	Nil	2
5.	ENG-219	Composition and Rhetoric	Nil	2
Social Sciences				
6.	ENG-133	Business and Technical Writing	Nil	2
7.	ENG-134	Introduction to Linguistics	Nil	2
8.	ENG-135	English Language	Nil	2

The students will receive an insight into the basics of English Literature, its history and literary genres. They will understand the significance of literature in life and its impact on society.

Learning Outcomes

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

- understand and analyze literary pieces
- differentiate fiction from non-fiction
- associate literary trends of an era with pieces of literature

Course Outline

Unit 1. Introduction to Literature

Introduction to Literature and different forms of Literature. Importance of literature in society.

Unit 2. Poetry as a Form of Literature

What is poetry? Types of poetry, Form of poetry, Examples from Literature.

Unit 3. Fiction and Non-fiction as Forms of Literature

Novels and types of novels. Impact of novels on society, Significance of novels for the middle-class. Drama and Elements of drama. Reading and discussion on *Something to Talk About*

Unit 4. Different Literary Movements and Literary Periods

Basic features of the Old English period, Middle English period, Renaissance, Reformation, Puritan age and Restoration period. Distinctive features of Classical Age, Romanticism, Victorian Age, Modernism and Post-modernism.

Recommended Books/ Suggested Readings

9. Hudson, W. H. (2015). *Introduction to the study of Literature*. Rupa Printing Press.
10. Blamires, H. (1984). *A short history of English Literature*. Routledge.
11. Fletcher, R. H. (1919). *A history of English Literature*. R. G. Badger.
12. Kennedy, X. J., & Gioia, D. (2007). *An introduction to fiction, poetry, drama, and writing*. Pearson Longman Press.

Fables, Wisdom Literature, and Epic

Arts and Humanities

Course Code ENG-132

Credit Hours: 02

Pre-requisite: Nil

Objectives

In this course on Fables, Wisdom Literature, and Epic, students will delve into the nuanced characteristics and structures of each literary form. They will develop critical analysis skills to interpret narrative techniques, moral lessons, and symbolic elements present in fables, wisdom literature, and epics. Through comparative analysis, students will identify common themes and motifs, fostering an understanding of the cultural and historical contexts that shape these genres. The course aims to cultivate an appreciation for the diversity of cultural expressions and enhance communication skills through written and oral analyses. Students will apply the lessons and wisdom derived from these literary forms to contemporary ethical dilemmas, recognizing the enduring relevance of fables, wisdom literature, and epics. Interdisciplinary connections will be explored, fostering a holistic understanding of the intersections between these genres and fields such as philosophy, ethics, and cultural studies. Ultimately, the course seeks to nurture critical thinking skills and reflective engagement with the moral, ethical, and cultural implications inherent in fables, wisdom literature, and epic poetry. This course aims to provide students with a comprehensive understanding of fables, wisdom literature, and epics while fostering critical thinking, cultural appreciation, and the application of moral and ethical lessons to contemporary contexts.

Learning Outcomes

Upon completion of the course on Fables, Wisdom Literature, and Epic, students can expect to achieve the following learning outcomes:

- Develop a nuanced understanding of the characteristics, structures, and cultural variations of fables, wisdom literature, and epic poetry.
- Refine the ability to critically analyze and interpret the narrative techniques, moral lessons, and symbolic elements present in these literary forms.
- Compare and contrast the thematic content, common motifs, and moral teachings across fables, wisdom literature, and epics.
- Recognize and explore interdisciplinary connections between these literary genres and other fields, such as philosophy, ethics, and cultural studies.

Unit 1. Fables

Kalīla wa Dimna (Sansikrat) or The Fables of Bidpai (English) is a collection of fables in Arabic dating back to the 8th century CE.

Chapter V – The Lion and the Bull, or the emblem of two friends whom a liar contrives to disunite. Chapter VI – Investigation of the conduct together with the defence of Dimna. Chapter VII – The Ring-dove, or the emblem of sincere friends. Chapter VIII – The Owls and the Crows, or the danger of being deceived by an enemy. From *Kalīla wa Dimna (Sansikrat) or The Fables of Bidpai (English)*

Unit 2. Poems

Selected poems from Bāng-i Darā or The Call of the Marching Bell. Asrar-e-Khudi or Secrets of the Self. Payam-i-Mashriq or Message of the East. Rumuz-i-Bekhudi or The Secrets of Selflessness. Bal-e-Jibril" or Gabriel's Wing. Armughan-e-Hijaz or Gift from the Hijaz.

Unit 3. Short Narratives and Anecdotes (*Gulistān-e- Sa'dī*)

Five ḥikāyāt from: John T. Platts, The Gulistan; or, Rose Garden of Shaikh Muslihu'd- Dīn Sa'dī of Shīrāz (London: Wm. II. Allen, 1876). 1. Those who make an effort to display their virtues, do the same to conceal their vices. 2. The foundation of injustice in the world began with small unjust deeds. 3. Burden bearing oxen and asses are better than oppressors. 4. The pain you give to others eventually finds its way back to you. 5. Power and riches cannot exalt one in status.

Unit 4. Epic

The Shāhnāma of Firdausi (Persian) or Arthur J. Arberry, titled "The Epic of Kings (English Translation)

Recommended Books/ Suggested Readings

1. Arberry, A. J. (2006). *Classical Persian literature*. Routledge.
2. Arberry, A. J. (2013). *Tales from the Masnavi*. Routledge.
3. Arberry, A. J. (Ed.). (2008). *Persian Poems: An Anthology of Verse Translations*. Alhoda UK.
4. Gould, Rebecca Ruth. "Hard translation: Persian poetry and post-national literary form." In *Forum for Modern Language Studies*, vol. 54, no. 2, pp. 191-206. Oxford University Press, 2018.
5. Mehmood, N. (2022). A Critique of Miscellaneous English Translations of Selections from Iqbal's Urdu and Persian Poetry. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 19(1), 821-831.
6. Shabani, E. A. (2021). Investigating Four English Translations of Selected Poems from the Bustan of Saadi Using Catford's theory of Shifts. Routledge.
7. Shīrāzī, S., & Platts, J. T. (1876). *The Gulistān, or, Rose Garden of Shaikh Muslihu'd-Dīn Sa'dī of Shīrāz*, Allen Books
8. Thackston, W. M. (1994). *A millennium of classical Persian poetry: a guide to the reading & understanding of Persian poetry from the tenth to the twentieth century*. Ibex Publishers, Inc.

Short Fictional Narratives

Arts and Humanities

Course Code: ENG-217

Credit Hours: 02

Pre-requisite: Nil

Objectives

This course aims to enable students to develop a thorough understanding of the short story medium (its origin and the different types of short prose). Students would understand how short story differs

from other prose genres and would also be able to identify, explore and evaluate elements of a short story. Students would be expected to engage with a variety of works of shorter fictions published in different eras written by prominent authors belonging to different cultural and geographical backgrounds. This would them to identify the signature styles of prominent short story writers and understand their significant contributions to the genre.

Learning Outcomes

The course will enable students to;

- Students will learn to engage critically with works of shorter fiction and apply thesedevloped critical skills to larger pieces of literature.
- Students will learn the basic rules of literary analysis which will help them in future Literature courses.

Course Outline

Unit 1. Introduction to Short Stories

Definition of a short story, Difference between short story and other prose mediums of literature, Origin of the short story with reference to oral tradition and precedents in classical literature (*The Canterbury Tales*), Different types of shorter fiction.

Unit 2. 19th Century Prominent Works of Shorter Fiction

Thomas Hardy's *The Three Strangers*, masterfully constructed characters, and the problems of working-class. Oscar Wilde's *The Nightingale and the Rose*, A satirist depicting English classist society. Edgar Allan Poe's *The Cask of Amontillado*, a pioneer of gothic fiction, unreliable narrator technique. O'Henry's *Hearts and Hands*, use of wit, humor and surprise endings to shed a light on human existence. Kate Chopin's *The Story of an Hour* (and/or) *Desiree's Baby*, American women and their experiences, Themes of race. Anton Chekhov's *The Darling*, use of internal conflict as opposed to external conflict, Russian realism. Leo Tolstoy's *The Three Questions*-Tolstoy's literary realism. Guy de Maupassant's *The Necklace*, dilemma of French working-class.

Unit 3. 20th Century Prominent Works of Shorter Fiction

Czechfiction- Franz Kafka's *A Hunger Artist*, Kafka's unique writing style. South African short fiction- Bessie Head's *The Prisoner Who Wore Glasses*, Political implications and the apartheid. Roald Dahl's *Lambs to the Slaughter*, use of dark humour. Kenyan short fiction, Ngũgĩ wa Thiong'o's *The Martyr*, the colonial experience. African American short fiction- Dorothy West's *The Richer The Poorer*, a Harlem Renaissance writer. Southern Gothic short fiction - Flannery O'Connor's *Everything that Rises Must Converge*, Themes of race.

Unit 4. 21st Century Prominent Works of Shorter Fiction

Pakistani diasporic short fiction- Daniyal Mueenuddin's *Nawabdin Electrician*. Pastiche - Susanna Clarke's *The Duke of Wellington Misplaces his Horse*. Microfiction- Mimi Lok's *Accident*.

Recommended Books/ Reference Material

1. Amigoni, D. (2020). *The English novel and prose narrative*. Edinburgh University Press.
2. Charters, A. (2018). *The Story and Its Writer: An Introduction to Short Fiction*. St. Martin's Press.
3. Einhaus, A.M. (2016). *The Cambridge Companion to the English Short Story*. Cambridge University Press.
4. Head, D. (2016). *The Cambridge History of the English Short Story*. Cambridge University Press.
5. Hunter, A. (2007). *The Cambridge Introduction to the Short Story in English*. Cambridge University Press.
6. Kahn, A. (2021). *The Short Story: A Very Short Introduction*. Oxford University Press.
7. Kay, J., & Gelshenen R. (2012). *Discovering Fiction Level 2 Student's Book: A Reader of North American Short Stories*. Cambridge University Press.
8. Wilson, K. (1997). *Short Stories for Students: Presenting Analysis, Context, and Criticism on Commonly Studied Short Stories*. Gale Research Inc.

Creative Writing

Arts and Humanities

Course code ENG-218

Credit Hours: 02

Pre-requisite: Nil

Objectives

This course provides an opportunity for students to pursue advanced creative writing work. The purpose of this course is three-fold: 1) to engage students in the careful reading and critical analysis of imaginative/creative literature, thus deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers, 2) to enable students to create works of literature in various genres, including, but not limited to: short story/fiction, creative nonfiction, drama, and poetry, and 3) to prepare students with the reading, analytical, and writing skills necessary for success in this course.

Learning Outcomes

After completion of this course, students will be able to

- Develop the ability to express ideas, emotions, and narratives creatively through various forms of writing.
- Hone language skills, including vocabulary, syntax, and style, to craft compelling and evocative prose and poetry.
- Develop editing skills to refine and polish written work, emphasizing attention to detail and precision in language.
- Explore and develop a distinctive writer's voice and experiment with different narrative perspectives to enhance storytelling techniques.
- Engage in collaborative exercises and discussions to foster a creative community, gaining insights from peers and expanding creative perspectives.

Course Outline

Unit 1. Narrative Writing

Focus on creative fiction. Characteristics of Good Writing. How to raise timeless voices and timeless themes? Use of narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines. Unit culminates in students producing a ten-page original short story/novella.

Unit 2. Poetic Versification

Figurative language, imagery, sensory details, point of view, rhyme, meter. Symbols Personification. Working with similes. The Magic of Metaphors. Expanding Metaphors. Generating Fresh Imagery.

Unit 3. Memoir and Autobiography

Reflective Writing, literature by doing. Students create a personal memoir of a unique and memorable event or time in their lives.

Unit 4. Literary Critique (Film/Novel review)

Word Choices. Precise language. Poetic forms Adventure story character, setting, plot, style and playwriting.

Recommended Books/Reference Material

1. Dawson, P. (2004). *Creative writing and the new humanities*. Routledge.
2. Demirbaş, İ., & Şahin, A. (2023). The effect of digital stories on primary school students' creative writing skills. *Education and Information Technologies*, 28(7), 7997-8025.
3. Earnshaw, S. (Ed.). (2014). *Handbook of creative writing*. Edinburgh University Press.
4. Harper, G. (2010). *On creative writing* (Vol. 4). Multilingual Matters.
5. Kaufman, S. B., & Kaufman, J. C. (Eds.). (2009). *The psychology of creative writing*. Cambridge University Press.
6. Maitlo, S. K., Soomro, A. R., & Lashari, A. A. (2023). The Impact of Picture Series Learning on the Creative Writing Skills of ESL Learners. *Global Digital & Print Media Review*, VI, 211-223.
7. May, S. (2007). *Doing creative writing*. Routledge.
8. Morley, D. (2007). *The Cambridge introduction to creative writing*. Cambridge University Press.
9. Syrewicz, C. C. (2023). The motivations that improve the creative writing process: what they might be and why we should study them. *New Writing*, 20(2), 178-200.

Composition and Rhetoric

Course Codes ENG-219

Arts and Humanities

Credit Hours: 02

Pre-requisite: Nil

Objectives

Composition & Rhetoric is an advanced level communications course which focuses on the art of argument and persuasion. Students shall explore the function and strategies of argument through reading, writing and oral presentations. In this course, students examine different theoretical models for organizing arguments and presenting evidence, employ primary and secondary sources in research, and construct their own arguments. The course supports the development of analysis, evaluation and the use of logic as required in other academic and professional areas.

Learning Outcomes

- The students will develop proficiency in written and oral communication, with a focus on clarity, coherence, and persuasion.
- The course will hone the ability to analyze and deconstruct rhetorical strategies used in various texts, speeches, and compositions.
- Completing this course will cultivate an awareness of audience expectations and adapt communication strategies to effectively reach different audiences.
- Students will explore the ethical considerations of persuasive communication, emphasizing responsible and ethical use of language and rhetoric.

Course Outline

Unit 1. Rhetorical Analysis

Understanding rhetorical appeals: Ethos, pathos, and logos. Analyzing rhetorical strategies in texts, speeches, and visual compositions. Practice in rhetorical analysis through written assignments. Analysing and evaluating arguments from different historical periods and genres: e.g. essays, speeches, film. Self-editing of one's own work.

Unit 2. Critical Thinking and Argumentation

Developing critical thinking skills for effective argumentation. Logical fallacies and avoiding them in argumentative writing. Constructing and defending arguments with evidence. Strategies for developing arguments and awareness of logical fallacies. Understanding of context in interpretation of arguments.

Unit 3. Academic Writing and Research

Introduction to academic writing conventions and styles. Research skills and information literacy. Use of both primary and secondary sources of information. Incorporating sources and citing references using a specific citation style (e.g., APA, MLA).

Unit 4. Audience and Adaptation

Understanding diverse audiences and their expectations. Adapting writing style and tone for different purposes and audiences. Practicing audience-centered communication through various writing exercises.

Unit 5. Multimodal Composition

Exploring various modes of composition, including visual, digital, and oral communication. Creating and analyzing multimodal compositions. The impact of technology on contemporary communication.

Recommended Books/Reference Material

1. Connors, R. (1997). *Composition-rhetoric: Backgrounds, theory, and pedagogy*. University of Pittsburgh Pre.
2. Harris, R. A., & Fahnestock, J. (2022). Rhetoric, Linguistics, and the Study of Persuasion: An Overview and an Introduction 1. *The Routledge Handbook of Language and Persuasion*. Routledge
3. Huckin, T., Andrus, J., & Clary-Lemon, J. (2012). Critical discourse analysis and rhetoric and composition. *College composition and communication*, 107-129.
4. Lauer, J. M. (2003). *Invention in rhetoric and composition*. Parlor Press LLC.

5. Lynn, S. (2010). *Rhetoric and composition: An introduction*. Cambridge University Press.
6. Palmer, K. (2020). *Basics of Rhetoric - The Rough Writer's Guide*. Routledge
7. Ramsey, A. E., Sharer, W. B., & L'Eplattenier, B. (Eds.). (2009). *Working in the archives: Practical research methods for rhetoric and composition*. SIU Press.

Social Sciences 2 credit hours

Business and Technical Writing

Social Sciences

Course Code: ENG-133

Credit Hours: 02

Pre-requisite: Nil

Objectives

The objective of the Business and Technical Writing course is to equip participants with the essential skills needed to communicate effectively in professional settings. Through this course, individuals learn to convey complex technical information in a clear, concise, and reader-friendly manner. Emphasis is placed on developing proficiency in various business writing formats, such as reports, proposals, and emails, as well as mastering the art of creating user-friendly technical documentation. The goal is to empower participants with the ability to produce high-quality written communication that enhances clarity, professionalism, and overall effectiveness in both business and technical contexts.

Learning Outcomes

- Mastering the art of crafting clear and concise business documents.
- Developing proficiency in various business writing formats, including reports, proposals, and emails.
- Enhancing professionalism in written communication for business and technical contexts.
- Gaining the ability to tailor messages to diverse audiences and purposes.
- Practicing critical editing and revision techniques for polished and error-free documents.

Course Outline

Unit 1. Introduction to Business and Technical Writing

Overview of the importance of effective communication in professional settings. Understanding the audience and purpose in business and technical contexts. Key principles of clarity, conciseness, and professionalism in writing. Employment interviews (types of interviews, preparation for interviews, follow up communication in interviews)

Unit 2. Business Writing Fundamentals

Exploring various business writing formats: memos, emails, and reports. Crafting professional and persuasive messages for different purposes. Techniques for organizing and structuring business documents effectively. Memoranda and Proposal Writing.

Unit 3. Technical Writing Essentials

Introduction to technical writing principles and conventions. Conveying complex technical information in a clear and accessible manner. Creating user-friendly technical documentation, including manuals and guides. Business Correspondence, Formal Letters (Letters of inquiry, order, complaint, invitation, business request, Replies to queries and requests)

Unit 4. Document Design and Visual Elements

Importance of document design in enhancing readability and user experience. Incorporating visual elements such as graphs, charts, and images. Balancing text and visuals for optimal communication impact.

Unit 5. Tailoring Messages to Diverse Audiences

Adapting communication style for different audiences and purposes. Consideration of cultural and contextual factors in business and technical writing. Final project: Applying learned skills to create a comprehensive business or technical document tailored for a specific audience.

Recommended Books/Reference Material

1. Bailey Jr, E. P. (1997). *The plain English approach to business writing*. Oxford University Press.
2. Bargiela-Chiappini, F., & Nickerson, C. (2014). Business writing as social action. In *Writing Business* (pp. 1-32). Routledge.
3. Canavor, N. (2021). *Business writing for dummies*. John Wiley & Sons.
4. Dwyer, J., & Hopwood, N. (2019). *The business communication handbook*. Cengage AU.
5. Hollis-Turner, S., & Scholtz, D. (2010). Business writing in academic and workplace contexts. *Southern African Linguistics and Applied Language Studies*.
6. Jenkins, S., & Hinds, J. (1987). Business letter writing: English, French, and Japanese. *TESOL quarterly*, 21(2), 327-349.
7. Van Laan, K. (2022). *The insider's guide to technical writing*. XML Press.

Introduction to Linguistics

Social Sciences

Course Code: ENG-134

Credit Hours: 02

Pre-requisite: Nil

Objectives

The course aims to provide knowledge of major concepts in language study, give understanding of different areas of micro- and macro linguistics defined by the linguists and introduce students to major branches of linguistics.

Learning Outcomes

- Understand the basic concepts of linguistics.

- Demonstrate their knowledge of different areas of micro- and macro-linguistics.
- Distinguish and define branches of linguistics.

Course Outline

- Unit 1. Understanding Language**
Features of Language Human Language system vs. Animal Communication.
- Unit 2. Theoretical Branches of Linguistics**
Phonetics and Phonology. Morphology and Syntax. Semantics and Pragmatics.
- Unit 3. Applied Linguistics**
Sociolinguistics: Language in Society. Psycholinguistics: Brain and Language Connection.
- Unit 4. Discourse Analysis and Stylistics**
Conversational Structure and Strategies. Introduction to Stylistics: Analyzing Language in Literature.

Recommended Books/ Reference Material

1. Bruce, M. (2019). *A Concise Introduction to Linguistics*. Routledge.
2. Crystal, D., & Alan, C. L. (Eds.). (2023). *A dictionary of linguistics and phonetics*. John Wiley & Sons.
3. Finch, G. & Peck, J. (2017). *How to study linguistics: A guide to understanding language*. Bloomsbury Publishing.
4. Kortmann, B. (2020). *English linguistics: essentials*. Springer Nature.
5. Strazny, P. (Ed.). (2013). *Encyclopedia of linguistics*. Taylor & Francis.
6. Yule, G. (2022). *The study of language*. Cambridge university press.

English Language

Social Sciences

Course Code: ENG-135

Credit Hours: 02

Pre-requisite: Nil

Objectives

This course is designed for students to introduce them with the evolution of English language over time. This course surveys the development of the English language from its Indo-European past to the present day. It offers a historical study of the English language with particular focus on Old, Middle, and Modern English. The objectives of this course include a comprehension of the mechanisms of language change and an acceptance of the inevitable nature of language change. It aims to gain a knowledge of the origins of English and its place in respect to other languages of the world. It helps an understanding of how the current state of the English language has resulted from historical change

Learning Outcomes

Students who successfully complete this course will demonstrate

- Knowledge of the relationship among languages

- knowledge of general features of Old, Middle and modern English
- knowledge of the principles of etymology and semantic change as well
- an understanding of the social contexts and mechanisms of language change
- awareness of several problems in the origin and nature of language

Course outline.

Unit 1. Introduction to Language Typology and Language families

Basic of language, what is Language? The Origin of Language, The divine source, the natural sound source, Oral gesture source. Physiological Adaptations. The Functions of Language. The properties of Language Indo-European, Sino-Tibetan, Niger-Congo, Afroasiatic, Austronesian, Altaic, Japonic, Austroasiatic, Tai-Kada. Main Divisions of the Indo-European Group. Indo-Iranian. Armenian and Albanian. Tocharian. Anatolian. Balto-Slavic. Hellenic. Italic. Celtic. Germanic. Cognate words in Indo European Languages. Inflections in Indo European Languages, Verb inflections. Noun inflections, Word Order in Indo European Languages.

Unit 2. The Old English Period (449–1100)

Some Key Events in the Old English Period, History of the Anglo-Saxons, Arrival of Germanic Tribes to the British Isles, Britain before the English, The Coming of the English, The English in Britain, The First Viking Conquest, The Second Viking Conquest, The Scandinavians Become English, The Golden Age of Old English, Dialects of Old English.

Unit 3. The Middle English Period (1100–1500)

Some Key Events in the Middle English Period. The Background of the Norman Conquest. Foreign Influences on Vocabulary. Middle English Spelling, Consonants, Vowels. The Rise of a London Standard, Middle English Vowels, Lengthening and Shortening of Vowels, Leveling of Unstressed Vowels

Unit 4. The Early Modern English Period (1500–1800)

The Transition from Middle to Modern English. Some Key Events in the Early Modern Period, The Renaissance, The Industrial Revolution, British colonialism, Shakespeare's writing (1592-1616) and Elizabethan Era, Coinage of new words

Unit 5. Late Modern English (1800–Present)

Some Key Events in the Late Modern Period. The National Varieties of English, Conservatism and Innovation in American English, National Differences in Word Choice, American Infiltration of the British Word Stock, Variation within National Varieties. Kinds of Variation, Regional Dialects, Ethnic and Social Dialects, Stylistic Variation, Variation within British English. Varieties of English around the world. The Essential Oneness of All English

Recommended Books/Reference Material

1. Barber C., Beal, J. C., & Shaw, P. A. (2009). *The English language, A historical introduction*. Cambridge University Press.
2. Baugh, A. C., & Cable, T. (2002). *A history of the English language*. Routledge.
3. Blake, N. F. (1996). *A history of the English language* (Vol. 258). London, Macmillan.
4. Brinton, L. J., & Arnovick, L. K. (2006). *The English language, A linguistic history*. Oxford University Press, USA.
5. Bryson, B., Fromkin, V., Rodman, R., Hyams, N., Thorne, S., Trask, R. L., ... & Cran, W. (1991). *The English Language*. Penguin.
6. Daniel, M. (2010). Linguistic typology and the study of language. In *The Oxford handbook of linguistic typology* (pp. 43-68). Oxford University Press.
7. Leith, D., & Jackson, L. (2020). *The origins of English*. In *Changing English* (pp. 39-77). Routledge.
8. Ortiz Colina, R. (2022). *English neologisms in modern times*. Sage.