



UNIVERSITY OF SARGODHA
OFFICE OF THE REGISTRAR
(ACAD BRANCH)

NOTIFICATION

On the recommendations of Board of Studies in its meeting held on 25.09.2025 and subsequent recommendations of Board of Faculty of Arts & Humanities made in its 2/2025 meeting held on 09.12.2025, the Vice Chancellor is pleased to implement curriculum of BS-English (Literature) 5th Semester Intake w.e.f. **Fall 2025** provisionally, in anticipation of recommendations of the Academic Council and approval by the Syndicate.

(WAQAR AHMAD)

Additional/Registrar (General)

Dated: 01.01.2026

No. SU/Acad/26/ 05

Distribution:

- Chairperson Department of English
- Controller of Examinations
- Director Academics

C.C:

- Director, QEC
- Additional Registrar (A & R) *{with the request to forward the curriculum of BS in English (Literature) 5th Semester Intake to all Principals of affiliated colleges concerned}*
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification File

Curriculum

BS in English (Literature) 5th Semester Intake



Department of English
UNIVERSITY OF SARGODHA


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Objectives of the Program:

The BS English program is designed to provide students with a comprehensive foundation in English language, literature, and linguistics. It aims to develop critical thinking, analytical, and communication skills through the study of classical and modern texts, literary theory, and applied linguistics. The program seeks to cultivate intellectual curiosity, cultural awareness, and academic competence so that students can engage with diverse literary traditions while also relating it to contemporary social, cultural, and global contexts.

Learning Outcomes:

Graduates of the program will demonstrate proficiency in reading, interpreting, and critically analyzing a wide range of texts. They will be equipped with strong research, writing, and presentation skills applicable to academic, professional, and creative fields. The program outcomes also emphasize the ability to apply theoretical knowledge to practical contexts, foster independent and collaborative learning, and develop an appreciation of cultural diversity and ethical responsibility. Ultimately, students will be prepared for advanced studies, teaching, research, or careers requiring strong analytical and communication abilities.



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BS in English (Literature) 5th Semester Intake

Program Structure:


Duration	Minimum 2-Years (4-Semesters), Maximum 3-Years (06-Semesters)
Admission Requirements:	At least CGPA 2.00 out of 4.00 in AD Programs in English or related under the semester system. OR At least 45% marks in BA/BSc/ADA/ADS/ADC in annual system and AD programmes other than AD English or equivalent in semester system. <i>(They will be offered deficiency courses to fulfill the admission criteria set by HEC for the BS English 5th Semester Intake Program)</i>
Degree Completion Requirements:	74-89 Credit Hours

Single Major Courses

Course Code	Course Title	Cr. Hours	Prerequisite <i>(mention course code only)</i>
ENGL-6414	Modern English Novel	3(3-0)	Nil
ENGL-6415	20 th Century Poetry	3(3-0)	Nil
ENGL-6416	Modern Drama-I	3(3-0)	Nil
ENGL-6417	Literary Stylistics	3(3-0)	Nil
ENGL-6418	Modern Critical Theories and Practices	3(3-0)	Nil
ENGL-6419	American Literature	3(3-0)	Nil
ENGL-6420	20 th Century Prose	3(3-0)	Nil
ENGL-6421	Research Methodology	3(3-0)	Nil
ENGL-6422	Narratology	3(3-0)	Nil
ENGL-6423	Modern Drama-II	3(3-0)	Nil
ENGL-6424	Pakistani Literature in English	3(3-0)	Nil
ENGL-6425	Islam and Modern English Prose	3(3-0)	Nil
ENGL-6426	Post-Colonial Novel	3(3-0)	Nil
ENGL-6428	Creative Writing	3(3-0)	Nil
ENGL-6429	Literature in Language Classroom	3(3-0)	Nil
ENGL-6430	Contemporary Language Teaching Methods and Practices	3(3-0)	Nil
ENGL-6431	South Asian Literature	3(3-0)	Nil
ENGL-6432	Literary Discourse Analysis	3(3-0)	Nil
Major Courses Credit Hours Total		54	

Interdisciplinary/Allied courses: minimum 12 credit hours:

Course Code	Course Title	Cr. Hours	Prerequisite <i>(mention course code only)</i>
ENGL-6449	Introduction to Linguistics	3(3-0)	Nil
ENGL-6450	Literature and Philosophy	3(3-0)	Nil
ENGL-6451	Introduction to Psychology	3(3-0)	Nil
ENGL-6452	Applied Linguistics	3(3-0)	Nil
Interdisciplinary Courses Credit Hours Total		12	


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Summer Semester*

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Compulsory	ENGL-5213	Internship	3(0-3)	

Compulsory: Capstone project: Minimum 03 credit hours:

This project, after the 2nd semester, requires faculty supervision and evaluation following department guidelines

ENGL-6427	Capstone Project*	3(0-3)	
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Summary:


Sr. No.	Category	No. of Courses	Credit hours
1.	Subject Major Courses	18	54
2.	Allied/ Interdisciplinary Courses	04	12
3.	Internship	01	03
4.	General Courses	02	02
5.	Capstone Project	01	03
4.	Deficiency Courses	05	15
	Total	26-31	74-89

Deficiency Courses

The students will be offered deficiency courses to fulfill the admission criteria set by HEC for the BS English 5th Semester Intake Program for those candidates who have completed BA/BSc or ADP degree or equivalent (14-year qualification) and AD Programmes other than AD English or equivalent in semester system.

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
DEF-1	ENGL-5214	18 th Century and Victorian Novel	3(3-0)	Semester-I
DEF-2	ENGL-5206	Literary Criticism-I	3(3-0)	Semester-II
DEF-3	ENGL-5215	Classical and Shakespearean Drama	3(3-0)	Semester-III
DEF-4	ENGL-5204	Early English Prose	3(3-0)	Semester-IV
DEF-5	ENGL-5216	Classical and Romantic Poetry	3(3-0)	Semester-IV

Semester Total Credit Hours: 15


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Scheme of Studies

BS in English (Literature) 5th Semester Intake

Semester-I

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
ID-1	ENGL-6449	Introduction to Linguistics	3(3-0)	Nil
ID-2	ENGL-6450	Literature & Philosophy	3(3-0)	Nil
Major-1	ENGL-6414	Modern English Novel	3(3-0)	Nil
Major-2	ENGL-6415	20 th Century Poetry	3(3-0)	Nil
Major-3	ENGL-6416	Modern Drama-I	3(3-0)	Nil
Major-4	ENGL-6417	Literary Stylistics	3(3-0)	Nil
GE-1	URCG-5129	Understanding of Holy Quran-I / Fehm-e-Quran-I*	1(0-1)	Nil
DEF-1	ENGL-5214	18 th Century and Victorian Novel	3(3-0)	Nil

Semester Total Credit Hours: 19+3

Semester-II

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
ID-3	ENGL-6451	Introduction to Psychology	3(3-0)	Nil
Major-5	ENGL-6418	Modern Critical Theories and Practices	3(3-0)	Nil
Major-6	ENGL-6419	American Literature	3(3-0)	Nil
Major-7	ENGL-6420	20 th Century Prose	3(3-0)	Nil
Major-8	ENGL-6421	Research Methodology	3(3-0)	Nil
Major-9	ENGL-6422	Narratology	3(3-0)	Nil
DEF-2	ENGL-5206	Literary Criticism-I	3(3-0)	Nil

Semester Total Credit Hours: 18+3


Summer Semester**

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Compulsory	ENGL-5213	Internship	3(0-3)	

Semester-III

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
ID-4	ENGL-6452	Applied Linguistics	3(3-0)	Nil
Major-10	ENGL-6423	Modern Drama-II	3(3-0)	Nil
Major-11	ENGL-6424	Pakistani Literature in English	3(3-0)	Nil
Major-12	ENGL-6425	Islam and Modern English Prose	3(3-0)	Nil
Major-13	ENGL-6426	Post-Colonial Novel	3(3-0)	Nil
GE-2	URCG-5130	Understanding of Holy Quran-II / Fehm-e-Quran-II*	1(0-1)	Nil
Compulsory	ENGL-6427	Capstone Project ***	3(0-3)	
DEF-3	ENGL-5215	Classical and Shakespearean Drama	3(3-0)	Nil

Semester Total Credit Hours: 19+3


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Semester-IV

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Major-14	ENGL-6428	Creative Writing	3(3-0)	Nil
Major-15	ENGL-6429	Literature in Language Classroom	3(3-0)	Nil
Major-16	ENGL-6430	Contemporary Language Teaching Methods and Practices	3(3-0)	Nil
Major-17	ENGL-6431	South Asian Literature	3(3-0)	Nil
Major-18	ENGL-6432	Literary Discourse Analysis	3(3-0)	Nil
DEF-4	ENGL-5204	Early English Prose	3(3-0)	Nil
DEF-5	ENGL-5216	Classical and Romantic Poetry	3(3-0)	Nil


Semester Total Credit Hours: 15+6

Degree Program Total: 74-89

* Understanding of Holy Quran / Fehm-e-Quran is compulsory for Muslim Students only.


** Internship shall be offered after 2nd semester for fall intake and after 1st semester for spring intake programmes in summer break only.

*** Capstone Project shall be offered in 3rd or 4th semester depending upon availability of the relevant faculty.



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Semester-I


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This is an introductory level course that aims at providing a general introduction to linguistics. After a brief history of the field and a general introduction to the area of language systems and theories, the core components of linguistics like, phonology, morphology, syntax, semantics, discourse, and pragmatics are introduced. The course focuses on natural language phenomena and the methods used to describe them scientifically. Theoretical and applied issues shall be discussed through the analysis of fragments of language. The general goal of the course is to provide initial exposure to linguistics and it will help the learner to get a sense of the nature of linguistic phenomena. The course also provides conceptual foundations for learners to undergo advanced and specialized courses on different levels of language. The learner, after undergoing this course, shall be able to recognize basic concepts in linguistics and apply the knowledge of language to analyze different levels of language.

Contents

1. What is language?
2. Characteristics of human language
3. Origin of language
4. Language universals and typology
5. Functions of language
6. What is linguistics?
7. Phonetics and phonology
8. Syntax
9. Morphology
10. Semantics
11. Sociolinguistics
12. Psycholinguistics
13. Literary Linguistics
14. Historical Linguistics
15. Computational Linguistics

Recommended Texts

1. Crystal, D. (1990). *What is linguistics?* London: Arnold.
2. Yule, G. (2016). *The study of language* (6th ed.). Cambridge: Cambridge University Press.

Suggested Readings

1. Crystal, D. (2010). *The Cambridge encyclopedia of language* (3rd ed.). Cambridge: Cambridge University Press
2. Lyon, J. (2002). *Language and linguistics: An introduction*. Cambridge: Cambridge University Press.
3. Parker, F., and Riley, K. (1994). *Linguistics for non-linguists*. Needham Heights: Allyn and Bacon.
4. Radford, A, et al. (2012) *Linguistics: An introduction*. Cambridge: Cambridge University Press.

The course is designed to introduce the students with philosophical concepts and the discipline. It also provides them a deep understanding about nature and structure of philosophical thoughts in various eras of history like Greek philosophy, Ionics philosophers, Muslim theology, and modern philosophical theories. The course aims at enabling learners to develop a mature and in-depth understanding of linguistic and literary concepts, also the origins of those ideas and concepts that are our common intellectual vocabulary. The special focus is given to famous philosophers Socrates, Plato, Aristotle, Pythagoras, Anaximenes, Muslim rationalist, social thinkers and their thoughts, and consequently their contribution to today's world. Significant concepts of Mu'tazilites and Asharites school of thought are also included to enhance student's understanding and critical thinking. The course will provide due foundation for other fields and careers. At the time of completion, students would be able to demonstrate advanced knowledge of philosophy, so as they can apply a hands on approach of philosophical principles & practicing tools for being an individual indulged in an ever changing human society.

Contents


1. Literature and Philosophy
2. Philosophy as a source of inspiration for Literature
3. Introduction of Greek philosophy
4. Philosophical thoughts of Socrates, Plato, Aristotle
5. The Ionics philosophers: Anaximenes, Pythagoras, Heraclitus's basic philosophy
6. The school of Muslim theology
7. Mu'tazilites and Asharites school of thought
8. Muslim Rationalist and social thinkers
9. Modern philosophical theories
10. Analysis of literary works that have been inspired by philosophical ideas

Recommended Texts

1. Stace, W. T. (2010). *A critical history of Greek philosophy*. London: Macmillan & Co.
2. Sharif, M. M. (1963). *History of Muslim philosophy*. Kempten: Allgauer Hematver Lag.

Suggested Readings

1. Russell, B. (2013). *History of western philosophy* (Collectors ed.). London: Rutledge.
2. Sharif, M. M. (2013). *Muslim thought: Its origin and achievements* (Master's thesis, Boston University, Boston, USA). Retrieved from <https://pdfs.semanticscholar.org/b701/5bf4998a0e52ea26b5d0277213242b67e50f.pdf>.
3. Cahan, M. S. (2015). *The World of philosophy*. Cambridge: Cambridge University Press.
4. Durant, W. (1991). *The story of philosophy: The lives and opinions of greater philosophers*. New York: Pocket Books.


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This course features modern novels in English literature. This course aims at imparting the interpretative skills in students by modes of close reading, interpretation and evaluation of selected works of fiction, with attention to authors' contexts and their creative processes, narrative elements, and reader responses. Students will explore varied topics and themes from diverse viewpoints, backgrounds, and perspectives. The students will also be able to recognize the development of characters and plot in the novel and will be able to identify specific connections between characters and other elements such as setting, plot and characterization. Students will also learn to understand the fictional nuances of the selected English novels by contrasting with other fictional writings. Along the way, they will also learn to examine the interplay between romantic, realist, modernist, and postcolonial conceptions of what literature is and what it can do, enabling them to map theories of the novel alongside other genres of literature.

Contents


1. D.H. Lawrence, *Sons and Lovers*
2. Virginia Woolf, *To the Lighthouse*
3. Joseph Conrad, *Heart of Darkness*
4. William Golding, *Lord of the Flies*

Recommended Texts

1. Kemp, S. (Ed.). (1994). *To the Lighthouse*. London: Routledge.
2. King, S., & Lowry, L. (Eds.). (2016). *Lord of the flies*. New York: Penguin Books.
3. Parker, P. M. (Ed.). (2005). *Heart of Darkness (Webster's German thesaurus ed.)*. San Diego: Icon Group International, Inc.
4. Trotter, D. (Ed.). (1995). *Sons and Lovers*. Cambridge: Cambridge University Press.

Suggested Readings

1. Becket, F. (2002). *D. H. Lawrence: A sourcebook (Complete critical guide to English literature)*. New York: Taylor & Francis Group.
2. Bloom, H. (Ed.). (2009). *Joseph Conrad's heart of darkness*. New York: Bloom's Literary Criticism.
3. Leech, G. N., & Short, M. (2007). *Style in fiction: A linguistic introduction to English fictional prose (revised 2nd ed.)*. Harlow: Pearson.
4. McIntire, G. (2008). *Modernism, memory, and desire: T. S. Eliot and Virginia Woolf*. Cambridge: Cambridge university press.


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This course in literature aims at providing the students an opportunity to read representative works of 20th century poets. It would enhance their understanding of the emerging trends in 20th Century poetry emphasizing specifically on the period between post-World War I disillusionment and early World War II internationalism and how the concept of 'the image' evolved through this period. It will also examine the tension between established forms of poetry and the efforts of modern poets to "make it new", to reinvent poetry. The students would get an exposure to well-recognized poets from different backgrounds. In addition to close reading of the poems, the theoretical and historical issues will also be taken into consideration. The learners, upon completion of this course, shall be able to identify the characteristics of this period as reflected through the poetry of the selected representative poets, understand and explain the major movements of the 20th century poetry, analyze poetry through close reading of texts, have a sophisticated understanding of the relationship between literary texts and social structures, know the cultural, political and stylistic protocols of modernism and its various literary movements, and know how to read both formal and thematic aspects of texts as part of larger cultural and historical movements.

Contents

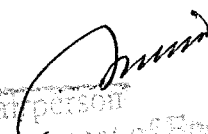
1. T. S. Eliot: "The Love Song of J. Alfred Prufrock", "The Wasteland"
2. W. B. Yeats: "Wild Swans at Coole", "When You Are Old", "No Second Troy", "The Second Coming"
3. Philip Larkin: "Mr. Bleaney", "Church Going", "Ambulances", "MCMXIV"
4. Seamus Heaney: "Digging", "Death of a Naturalist", "Follower"
5. Ted Hughes: "The Thought-Fox", "Hawk Roosting", "The Horse"

Recommended Texts

1. Amis, M. (Ed.). (2012). *Philip Larkin poems*. London: Faber & Faber.
2. Eliot, T. S. (2010). *The Waste Land and other poems*. Broadview Press.
3. Fineman, J. R. (Ed.). (2010). *The collected works of W.B Yeats: The poems* (Vol. 1, 2nd ed.). New York: Simon & Schuster.
4. Heaney, S. (2009). *New selected poems 1966-1987*. Faber & Faber.

Suggested Readings

1. Brooks, C. (2018). *Modern poetry and the tradition*. Chapel Hill: University of North Carolina Press.
2. Bruns, G. L. (2001). *Modern poetry and the idea of language: A critical and historical study*. Chicago: Dalkey Archive Press.
3. Longley, E. (2013). *Yeats and modern poetry*. Cambridge: Cambridge University Press.
4. Swarbrick, A. (1986). *Larkin: The Whitsun weddings and the less deceived*. London: Macmillan International Higher Education.


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This course will introduce students to a broad variety of modern dramatists from across Europe foregrounding issues of form and technique alongside textual and thematic analysis. In this course we will sample a wide range of the fascinating dramas that have been composed during the past century. Many of these plays are now deemed as 'classics' of modern drama. Students will be able to understand major thematic trends which characterized the drama of the 20th century. The aim is that by the end of the course, the students will have a good sense of the historic development of the modern drama in its many manifestations. The students will learn to share and defend their own interpretations of the texts through their discussions in class and exams they will be required to take during the semester. This will help them hone their skills of close reading and critical evaluation

Contents


1. Oscar Wilde, *The Importance of Being Earnest*
2. T. S. Eliot, *Murder in the Cathedral*
3. Henrik Ibsen, *A Doll's House*
4. Anton Chekhov, *The Cherry Orchard*

Recommended Texts

1. Chekhov, A. (2018). *The Cherry Orchard*. Theatre Communications Group.
2. Eliot, T. S. (2014). *Murder in the Cathedral* (reprinted). London: Houghton Mifflin Harcourt.
3. Meyer, M., Worrall, N., & Worrall, N. (Eds.). (2008). *A doll's house*. London: A & C Black.
4. Mattox, B. M. (Ed.). (2000). *The Importance of Being Earnest*. London: Courier Corporation

Suggested Readings

1. Krasner, D. (2011). *A history of modern drama* (vol. 2). Chichester: Wiley-Blackwell.
2. Kiernan, P. (1996). *The politics of performance: Radical theatre as cultural intervention*. London: Routledge.
3. McFarlane, J. (Ed.). (1994). *The Cambridge companion to Ibsen*. Cambridge: Cambridge University Press.
4. Moody, A. D. (Ed.). (1994). *The Cambridge companion to T. S. Eliot*. Cambridge: Cambridge University Press.


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The course introduces the students to the modern concepts of style as distinguished from the traditional one. The course will introduce the notion of style to the student, both in literary and non-literary discourses from a purely linguistic perspective. This also includes a comparison of style in literary and non-literary discourses in the context of genre leading to the identification of different registers. Additionally, it involves examining the language of literary texts in the three genres of poetry, prose and drama, with a view to helping students arrive at a fuller understanding and appreciation of these texts. By studying the language of the text, the course aims to help students describe in precise terms such things as the literary achievement of a particular literary text and the communicative strategies employed in it. Furthermore, the course introduces a number of important principles according to which the language of literary texts tends to communicate, such as foregrounding as demonstrated in the various forms of deviation and of parallelism that occur typically in each of the three genres under consideration.

Contents


1. What is style?
2. Style as Choice, Style as Grammar
3. What is stylistics? Branches of stylistics
4. Levels of Analysis: Phonological Level, sounds of Poetry, meter in poetry, rhythm in Prose
5. Syntactical Level: Nouns, Verbs, Adjectives, Adverbs, Phrases and clauses
6. Clause complexing
7. Mood and Modality
8. Theme and Rheme
9. Transitivity and meaning
10. Figurative language
11. Foregrounding: Repetition, Parallelism, Norms and Deviations
12. Point of view
13. Speech and thought presentation
14. Discourse: Cohesion, Textuality, Clause relations
15. Pragmatic Analysis of Literature: Speech Acts, Deixes, Implicatures

Recommended Texts

1. Leech, G. N., & Short, M. (2015). *Style in fiction: A linguistic introduction to English fictional prose*. London: Routledge.
2. Norgaard, N., Busse, B., & Montoro, R. (2010). *Key terms in stylistics*. London: Continuum.
3. Simpson, P. (2014). *Stylistics: A resource book for students*. Abingdon: Routledge.

Suggested Readings

1. Burke, M. (2018). *The Routledge handbook of stylistics*. London: Routledge
2. Crystal, D., & Davy, D. (1997). *Investigating English style*. Harlow: Longman.
3. Verdonk, P. (2002). *Stylistics*. London: Arnold.
4. Widdowson, H. G. (2014). *Practical stylistics: An approach to poetry*. Oxford: Oxford University Press.


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Annex - A

URCG-5129

Model Course Outline for the Course Understanding of Quran – I

Course Title: Understanding of Quran – I

Course Book: Muallim ul Quran (Volume 1, 2 & 3) by Dr Ubald ur Rahman

Credit Hours: 1 (0-1)

Contact Hours: 3 per week

Weeks: 15-16 (45-48 hours)


Course Learning Outcomes:

By the end of this course, students will be able 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 plural 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.

Provision of material, content and books:

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.



Signature of the Course Coordinator

Course Outline:


Weeks	Lectures (1.5 hrs)	Units	Lessons	Assignments/Home Task	Linguistic Rules
1.	1.	1	1-6	Writing the meaning of Quranic words Lesson 1-8	Proper Noun Masculine & Feminine
	2.	1	9-14	Writing the meaning of Quranic words 9-14	Two kinds of plural Concept of (و) "And" Common Noun
2.	1.	1	15-17	Writing the meaning of Quranic words, phrases & translation of Sentences 15-17	Demonstrative Noun (This & That for Masculine (هذه) Demonstrative Noun (This & That for Feminine) (ذالك- تلك)
	2.	1	18-19 & Revision (Unit 1)	Writing the meaning of Quranic words, phrases & translation of Sentences 17-19 Quiz	Laam for emphasis (لام التأكيد) Superlative Degree like أكبر Revision of all Quranic Sentences
3.	1.	Unit 2	1-3	Writing the meaning of Quranic words, phrases & translation of Sentences 1-3	Emphatic Particle (إن) Preposition "For" (للام) (في) Preposition (في)
	2.	2	4-6	Writing the meaning of Quranic words, phrases & translation of Sentences 4-6	Preposition (على- من- إلى)
4.	1.	2	7-9	Writing the meaning of Quranic words & translation of Sentences 7-9	Preposition (الباء) Absolute Negation Particle Exeptive Particle (لا النافية) (لا) (ما النافية) (للجنس)
	2.	2	10-13 & Revision (Unit 2)	Writing the meaning of Quranic words, phrases & translation of Sentences 10-13 Quiz	Subordinating Conjunction(أن), Was (كان), Vocative Particle(حرف النداء)

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5.	1.	Unit 3	1-2	Writing the meaning of Quranic phrases 1-2	Quranic Adjective Compounds (صفة وموصوف)
	2.	3	3-5	Writing the meaning of Quranic phrases & translation of sentences 3-5	Quranic Possessive Construction (مضاف ومضاف إليه)
6.	1.	3	6-7	Writing the meaning of Quranic phrase translation of sentences 6-7	Quranic Possessive Construction (مضاف ومضاف إليه)
	2.	3	8-10 & Revision (Unit 3)	Writing the meaning of Quranic phrase & translation of sentences 8-10 Quiz	Active Participle (اسم الفاعل), Passive Participle (اسم المفعول), Dual (مثنى)
7.	1.	Unit 4	1-2	Writing the meaning of Quranic phrase & translation of sentences 1-2	Personal Pronoun He (هو) (المتصل) Possessive Pronoun His (له) (المتصل)
	2.	4	3-4	Writing the meaning of Quranic phrase & translation of sentences 3-4	Possessive Pronoun with prepositions like في بيته Pronoun "His" with prepositions like له، منه، فيه
8.	1.	4	5-8	Writing the meaning of Quranic sentences 5-8	Personal Pronoun You (أنت) (المتصل) Possessive Pronoun Your (لك) (المتصل) Possessive Pronoun with prepositions like في بيتك Pronoun "your" with prepositions like لك، ملك، فيك
	2.	Mid Term			


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9.	1.	4	9-12	Writing the meaning of Quranic phrases & sentences 9-12	Personal Pronoun She (هي المنفصل) Possessive Pronoun Her (ها المتصل) Possessive Pronoun with prepositions like في بيتها Pronoun "Her" with prepositions like لها
	2.	4	13-16	Writing the meaning of Quranic phrases & sentences 13-16	Personal Pronoun I (انا المنفصل) Possessive Pronoun Her (ي المتصل) Possessive Pronoun with prepositions like في بيتي Pronoun "My" with prepositions like لي
10.	1.	4	17 & Revision Unit 4	Revision of all Quranic sentences of Unit 4 Quiz	Adverb (حال)
	2.	Unit 5	1-2	Writing the meaning of Quranic phrases & sentences 1-2	Masculine Plural جمع المذكر السالم و جمع المذكر السالم الممبوق بحرف الجر
11.	1.	5	3-4	Writing the meaning of Quranic phrases & sentences 3-4	Possessive Construction with Plurals جمع المذكر السالم الممبوق بالإضافة
	2.	5	5-6	Writing the meaning of Quranic phrases, sentences & verses 5-6	Personal Pronoun They (هم المنفصل) Possessive Pronoun Their (هم المتصل)
12.	1.	5	7-8	Writing the meaning of Quranic phrases, sentences & verses 7-8	Possessive Pronoun with prepositions like في بيتهم Pronoun "Their" with prepositions like لهم
	2.	5	9-11	Writing the meaning of Quranic phrases, sentences & verses 9-11	Personal Pronoun You (اتم المنفصل) Possessive Pronoun Your (كم المتصل) Possessive Pronoun with prepositions


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					في بيتكم like
13.	1.	5	12-14	Writing the meaning of Quranic phrases & sentences & verses 12-14	Pronoun "Your" with prepositions like لكم Personal Pronoun We (نحن المنفصل) Possessive Pronoun Our نا المتصل
	2.	5	15-16	Writing the meaning of Quranic sentences & verses 15-16	Possessive Pronoun with prepositions like في بيتنا Pronoun "Our" with prepositions like لنا
14.	1.	5	17-18	Writing the meaning of Quranic sentences & Verses 17-18	Demonstrative Pronoun These, Those (هؤلاء- أولئك)
	2.	5	19-23	Writing the meaning of Quranic sentences & Verses 19-23	ما / إلا، إن / إلا، إنما، ليس، ما، (/إلا، أن، بل، كان) (إلا، ليس، اليوم، يومئذ، سبحانه، ما بينهما، قل، إذن، بنس، نعم، كلا، ما أدراك، حسب، أعلم ب، مصير، مرجع، ديلا(تمييز)
15.	1.	5	Revision Unit 5	Quiz	
	2.	5	1-3 (till Page 16)	Writing the meaning of Quranic Verbs & Translation of Quranic Sentences & Verses (1-3)	Introduction of Present Tense(فعل مضارع) & Verbal Sentence (جملة فعلية) Present Tense الفعل المضارع صيغة المفرد يعلم
16.	1.	6	3 (From Page 17) & 4-5	Translation of Quranic Sentences & Verses 3-5	Present Tense الفعل المضارع صيغة المفرد يعلم
	2.	6	6	Translation of Quranic Sentences & Verses	Present Tense الفعل المضارع صيغة الجمع يعلمون


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The course traces the history of literary criticism from Greek critics to the time of romanticism in English literature. The study of Aristotle and Longinus who came to second life in 16th century England would help the learners see and realize that the roots of critical thought in English literature lie in ancient Greece. The views of English critics like Philip Sidney and Wordsworth would provide the landmarks in the development of critical ideas about art and literature. This course aims at equipping the students with the tools of literary criticism and providing them the skill to evaluate literary works critically. The implied aim is to develop critical thinking among the students. At the end of the course, the students will be able to explain the term literary criticism, its certain types and schools of thought explain the theories and canons expounded by Aristotle, Longinus, Philip Sidney and Wordsworth in the discourse of literary criticism and apply the critical tools/ theories/ canons to evaluate literary works.

Contents


1. Aristotle, *Poetics*
2. Longinus, *On the Sublime*
3. Philip Sidney, *An Apology for Poetry*
4. William Wordsworth, *Preface to Lyrical Ballads*
5. S.T. Coleridge, *Biographia Literaria*

Recommended Texts


1. Butcher, S. H. (Ed.). (1907). *Poetics of Aristotle*. New York: MacMillan.
2. Maslen, R. W. (Ed.). (2002). *An apology for poetry (revised 2nd ed.)*. Manchester: Manchester University Press.
3. Roberts, W. R. (Ed.). (2011). *Longinus on the Sublime: The Greek text edited after the Paris manuscript*. Cambridge: Cambridge University Press.
4. Stafford, F. (Ed.). (2013). *Lyrical ballads*. Oxford: Oxford University Press.

Suggested Readings

1. Golban, P., & Ciobanu, E. A. (2008). *A short history of literary criticism*. New York: New York University Press.
2. Laird, A. (Ed.). (2006). *Ancient literary criticism*. Oxford: Oxford University Press.


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Semester-II



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This course has been designed to ensure an effective orientation of students towards the discipline of psychology so that they may come to appreciate the diversity of the subject and its pragmatic significance. This course provides an introduction to the concepts and theories of psychology and to their application to real life situations. Topics include history, research methods, sensation, perception, consciousness, stress and coping, learning, memory, motivation and emotions. Main objectives are; to inculcate a sense of personal relevance of Psychology as a subject with the potential of gaining better insight into one's own self and others. Upon the successful completion of course students will have an introductory knowledge of selected areas of basic psychological enquiry and they will be able to: differentiate between scientific and non-scientific information about human behaviors and mental processes; Explain psychological processes involved in sensation, perception, learning, memory, motivation, emotion, states of consciousness and health; Analyze the variety of factors affecting sensation, perception, consciousness, learning, memory, motivation, emotion, and health; and can apply psychological concepts and principles to situations in everyday life.

Contents

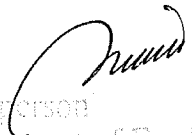
1. Introduction to Psychology: Definition of psychology, Goals of psychology, Major schools of thought in psychology, Major fields of psychology
2. Research Methods in Psychology: Survey research, Experimental research, Case study method
3. Biological Basis of Behaviour: Brain and nervous system, Structure and function of major brain areas, Neurotransmitters and their functions
4. Sensation and Perception: Difference between sensation and perception, Principles of perception, Role of perception in human cognition
5. Motivation and Emotion: Concept & Theories of motivation and emotion
6. Learning: Definition of Learning, Types of Learning (i) Classical Conditioning (ii) Operant Conditioning, (iii) Observational Learning
7. Memory and Intelligence: Definition and stages of human memory, Types of memory, Concept of intelligence, Basic theories of intelligence
8. Personality development: Concept & Theories; Tips to improve personality
9. Health and Stress, Stress and Coping, Stress, Health, and Coping in the workplace, Effective measures to deal with stress and ways to cope.
10. Application of Psychology in our social lives

Recommended Texts

1. Nolen-Hoeksema, S., & Hilgard, E. R. (2015). *Atkinson and Hilgard's introduction to psychology* (16th ed.). New Dehli: Cengage Learning.
2. Weiten, W. (2017). *Psychology: Themes and variations* (10th ed.). Boston: Cengage Learning.

Suggested Readings

1. Coon, D., Mitterer, J. O., & Martini, T. S. (2018). *Introduction to psychology: Gateways to mind and behaviour* (15th ed.). Boston: Cengage Learning.
2. Flanagan, C., Berry, D., Jarvis, M., & Liddle, R. (2015). *AQA psychology*. London: Illuminate Publishing - Cheltenham.


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 Department of English
 University of Sargodha
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The fundamental principle of teaching Modern Critical Theories as a course is to make students capable of learning theoretical as well as practical aspects of Critical Theories that emerged in the 19th and 20th century. The interface between literature and theoretical undercurrents opens up vistas of knowledge to understand the interrelatedness of literature with diverse human endeavours. The multitude of literary theories emerging from different schools of thoughts, provide a strong base for the systematic study of literature. Sense making and meaning making of the world is one of the finest human features to define and establish our relationship with the world. This course aims at tracing those theoretical developments made in the literary, social, philosophical, economic and linguistics realms, which have greatly shaped up the modern critical praxis, including; sociology and philosophy of literature, interdisciplinary and moral philosophy. This course will also enhance the analytical skills of students regarding theoretical foundations of knowledge and this will lead to better understanding of theory building and conceptual frameworks, needed to embark upon research pursuits in higher levels of studies.

Contents


1. Structuralism
2. Post Structuralism
3. Psychoanalytic Criticism
4. Russian Formalism
5. Reader Response Theory
6. New Historicism
7. Post Colonialism
8. Modernism
9. Feminism and Post Feminism
10. Postmodernism

Recommended Texts

1. Daring, S. (Ed.). (1999). *The cultural studies reader*. London: Routledge.
2. Eagleton, T. (1996). *Literary theory: An introduction*. Basil: Blackwell.
3. Frye, N. (1957). *Anatomy of criticism*. New Jersey: Princeton University Press.
4. Tyson, L. (2014). *Critical theory today* (3rd ed.). New York: Taylor and Francis

Suggested Readings

1. Castle, G. (2007). *The Blackwell guide to literary theory*. London: Blackwell Publishing House.
2. Lane, R. J. (2006). *Fifty key literary theorists*. New York: Routledge.
3. Lodge, D., & Wood, N. (2008). *Modern criticism and theory: A reader*. Harlow: Longman.
4. Selden, R., Widdowson, P., & Brooker, P. (2013). *A reader's guide to contemporary literary theory* (2nd ed.). New York: Longman.


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Department of English
University of Paryodha
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American literature has traversed and extended from pre-colonial days to contemporary times. Historical, Political, societal and technological changes—all had telling impacts on it. This course is designed to give an in-depth study of the American experience as portrayed in the works of major writers of American literature. The course focuses on both historico-political literary themes. Furthermore, it also emphasizes connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, etc. as they influence multiple trends in American literary heritage and nationalism with reference to the representative writers chosen. It considers a range of texts - including, novels, short stories, essays, and poetry - and their efforts to define the notion of American identity. There may be several ways to access American literature---by either following simple chronology or connecting through themes and genres. This course aims at exposing the students to various literary trends in American literature by grouping them under different genres.

Contents

1. Essays and Short Stories

- Walt Whitman, Excerpts from Preface to Leaves of Grass
- Nathaniel Hawthorne, My kinsman, Major Molineux, Young Goodman Brown
- Edgar Allan Poe, The Fall of the House of Usher

2. Poetry

- Emily Dickinson, "Success is counted sweetest", and "Because I could not stop for death"
- Ezra Pound, "In a Station of the Metro", and "The River's Merchant Wife"
- Robert Frost, "Mending Wall", "The Road not Taken", "After Apple Picking", "Stopping by Woods on a Snowy Evening"
- Edward Estlin Cummings, "O Sweet spontaneous", and "The Cambridge ladies who live in Furnished Souls"

3. Novel

- Earnest Hemingway: *A Farewell to Arms*
- Tony Morrison: *Jazz*

4. Drama

- Arthur Miller, *The Crucible*
- Eugene O'Neill, *Long Day's Journey into Night*

Recommended Readings

1. Hawthorne, N. (1835). *Young Goodman Brown*.
2. Hemingway, E. (1929). *A Farewell to Arms*.
3. Poe, E. A. (1839). *The Fall of the House of Usher*.
4. Whitman, W. (1855). Excerpts from Preface to *Leaves of Grass*.

Suggested Readings

1. Miller, A. (1953). *The Crucible*. NY: Viking Press.
2. O'Neill, E. (1956). *Long day's journey into night*. New Haven, CT: Yale University Press.

The aim of the course is to educate readers on significant literary expressions found in prose works beyond just short stories and novels. The goal of the study is to provide students with a comprehensive understanding of various functional and non-functional styles in English prose, and to familiarize them with the works of prominent authors such as Mill, Russell, Said, etc. and their relation to contemporary philosophy and thought. This program of study will help young learners to strengthen their argumentative thinking and comprehension of controversial political, cultural, and social issues discussed in selected prose works. It will improve their critical understanding of both factual and analytical perspectives. Additionally, this course not only enables students to understand the elements of style and theme in prose texts but also helps to enhance their academic productivity and creativity.

Contents


1. John Stuart Mill: *On Liberty*
2. Bertrand Russell: *Philosophy of Politics, The Future of Mankind, Philosophy for laymen, Functions of a Teacher, Ideas that have helped mankind, Ideas that have harmed mankind*, "The Psychological Basis of Happiness" from *The Conquest of Happiness*
3. Edward Said: *Introduction to Culture and Imperialism*
4. Lytton Strachey: *End of Gen. Gordon, Florence Nightingale*

Recommended Text

1. Mill, J. S. (1966). *On Liberty*. London: Palgrave.
2. Russell, B. (1995). *Unpopular Essays*. New York: Routledge.
3. Said, E.W. (1993). *Culture and Imperialism*. New York: Vintage Books.
4. Sutherland, J. (Ed.). (2003). *Eminent Victorians*. New York: Oxford University Press.

Suggested Readings

1. Buchanan, I. (2010). *Oxford dictionary of critical theory* (1st ed.). New York: Oxford University Press.
2. Gray, J. (2008). *John Stuart Mill: On liberty and other essays*. New York: Oxford University Press.
3. Rehman, T. (2010). *Language policy, identity, and religion*. Islamabad: Quaid-e-Azam University.
4. Said, E. W. (1995). *Orientalism*. London: Penguin books.


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University of Sargodha
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The primary goals of this course are to educate BS students on the fundamental concepts of language and their relevance in both their daily and academic lives. The course aims to increase students' sensitivity and understanding of the various nuances of language and how it can be analyzed in depth. The course will also focus on core concepts of linguistics research, including citation and online research techniques. Additionally, the course aims to cultivate a research-oriented mindset among students and familiarize them with the basics of research methods. The students will be introduced to key concepts used in research, as well as the principles of social research methods and their applications. Throughout the course, students will gain an understanding of various research designs and techniques, and be equipped to identify sources of information for literature reviews and data collection. Finally, the course aims to raise awareness about the ethical considerations in conducting applied research. By the end of the course, students will have a comprehensive understanding of the fundamental concepts, techniques, and ethical implications of language research.

Contents


1. Introduction to Qualitative methods in applied linguistic research.
2. Action research and Case study
3. Generic qualitative researches, tools for research
4. Grounded theory
5. Content analysis
6. Definitions and approaches surrounding quantitative research
7. Experimental design
8. Introduction to statistics
9. The logic of qualitative research
10. Methods and tools for data management and analysis
11. Sampling and survey design
12. Ethical issues in qualitative research, Generic qualitative research
13. Quantitative analysis with descriptive statistics

Recommended Texts

1. Best, J. W., & Kahn, J. V. (2016). *Research in education*. Noida: Pearson Education India.
2. Gay, L. R., Mills, G. E., & Airasian, P. W. (2012). *Educational research: Competencies for analysis and applications, student value edition* (10th ed.). London: Pearson.

Suggested Readings

1. Bell, J., & Waters, S. (2014). *Doing your research project: A guide for first-time researchers in education and social Science* (6th ed.). New York: McGraw-Hill Education.
2. Flick, U. (2015). *Introducing research methodology: A beginner's guide to doing a research project* (2nd ed). New York: Sage.
3. O'Leary, Z. (2017). *The essential guide to doing your research project*. New York: Sage.


Chairperson
Department of English
University of Sargodha
Sargodha

The course is designed to introduce students to the basic and fundamental concepts of narrative theory, and other relevant ideas such as author, reader, plot, setting, character, and point of view. The course focuses on the classic narratological theories of Boris Tomashevsky, Gerard Genette, Seymour Chatman and others. It also highlights the recent and exciting innovations in narrative theory, connected to the rise of the Internet, the changing media landscape, and the influence of cognitive and evolutionary science. The aim of the course is to equip students with the necessary analytical tools for understanding both literary and non-literary narratives. Upon completion of the course, students will be able to develop familiarity with major theoretical approaches to narrative and form an understanding about the application of the theoretical tools provided by the course to a variety of narrative texts.

Contents


1. What is narrative?
2. Narrative genres
3. Fairy Tales
4. Fictional and non-fictional narratives
5. Story and plot
6. Fictional Worlds
7. Characterization
8. Focalization and Point of View
9. Life stories
10. Conversational narratives
11. Cognitive Approaches to Narrative
12. The Narrative Construction of Reality
13. Transmedial Concept of Fictionality

Recommended Texts

1. Garrett, M. (2018). *The Cambridge companion to narrative theory*. Cambridge University Press.
2. Langan, J., & Winstanley, S. (2002). *English skills with readings*. New York: McGraw-Hill.
3. Wallace, M. J. (2004). *Study skills in an English student's book: A course in reading skills for academic purposes*. Cambridge: Cambridge University Press.

Suggested Readings

1. Cottrell, S. (2019). *The study skills handbook*. London: Red Glob Press.
2. O'Brien, T., & Jordan, R. R. (1985). *Developing reference skills*. London: Collins ELT.
3. Price-Machado, D. (1998). *Skills for success student's book: Working and studying in English (Vol. 1)*. Cambridge: Cambridge University Press.


Chiranjeev
Department of English
University of Sargodha
Sargodha

The course aims to introduce the students to Prose as a genre of literature by drawing comparison with poetry. This course is helpful in providing the students with highly philosophical ideas and literary perspectives on a diversified field of topics ranging from social, political, academic, historical and cultural using pithy style. The course content also provides insight about contemporary philosophical theories such as Machiavellianism and rationalism. The students will not only acquire a wide range of knowledge, but working with the course will also enable them to engage with the writing style of different writers, subject matter, content and point of view that they may integrate in their writing or everyday use. After studying this course, students would be able to use the language efficiently in academic and real life situations. The course is helpful for the beginners studying literature to get insight into how they can attempt writing creatively.

Contents

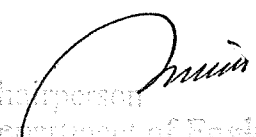
1. Introduction to Prose
2. Francis Bacon: Of Truth
3. Francis Bacon: Of Study
4. Francis Bacon: Of Revenge
5. Francis Bacon: Of Friendship
6. Francis Bacon: Of Great Place
7. Jonathan Swift: Gulliver's Travels
8. Charles Lamb: Dream Children
9. Charles Lamb: Poor Relations
10. John Ruskin: Essay on Work
11. John Ruskin: Essay on War
12. Thomas Carlyle: The Hero as Poet
13. Aldous Huxley: The Doors of Perception

Recommended Texts


1. Lamb, C. (1903). *Essays of Elia*. London: G. Bells & Sons, Ltd.
2. Pitcher, J. (1985). *The essays* (1st ed.). London: Penguin Books.
3. Rawson, C., & Higgins, I. (Eds.) (2005). *Gulliver's travels* (New ed.). New York: Oxford University Press.
4. Ruskin, J. (1907). *The crown of wild olives*. Edinburgh: Ballantyne Press.

Suggested Readings

1. Bloom, H. (Ed.). (2009). Jonathan Swift's *Gulliver's travels* (New ed.). New York: InfoBase Publishing.
2. Carlyle, T. (1841). *On Heroes, Hero-Worship, and the Heroic in History*. London, England: James Fraser
3. Donoghue, D. (2010). *Jonathan Swift: A critical introduction*. New York: CUP.
4. Huxley, A. (1954). *The Doors of Perception*. New York, NY: Harper & Brothers.


 Christopher
 Department of English
 University of Sargodha
 Sargodha

Semester-III


Department of English
University of Jammu
Sargolam

This course provides a general introduction to applied linguistics. Theoretical and applied issues will be discussed through the analysis of fragments of how language is structured and used. The course will enable the students to understand the application of linguistic knowledge to solve real life problems like language teaching and learning, syllabus design, language planning etc. So, this course is a gateway to the field of applied linguistics. It will introduce students to different methods adopted throughout the tradition of language teaching to teach language at the same time probing into the approaches, linguistic or psychological, that backed them. Moreover, with the help of the applied contents of language teaching, the students will be able to practice the contents like analysis of errors and make them prepare for the students. The students will be able to know the existing syllabuses being practiced and they will be able to experiment with the current syllabus through the course.

Contents


1. Applied linguistics: an introduction
2. Language learning theories in Psycholinguistics
3. Methods and approaches
4. The nature of approaches and methods in language learning, GTM & CLT
5. The Direct method
6. The audio-lingual method
7. The natural approach
8. The eclectic approach
9. Error analysis
10. Syllabus design
11. Grammatical syllabus, procedural syllabus, Selecting and grading contents
12. Notional functional syllabus, Selecting and grading contents
13. Process syllabus, Selecting and grading contents
14. Needs analysis for syllabus designing
15. Testing and Evaluation
16. Teacher Training

Recommended Texts

1. Aronoff, M., & Rees-Miller, J. (Eds.). (2001). *The handbook of linguistics*. Chichester: Wiley-Blackwell.
2. Zoltán, D. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. New York: Oxford University Press.

Suggested Readings

1. Ungerer, F., & Schmid, H. J. (2013). *An introduction to cognitive linguistics* (2nd ed.). London: Routledge.
2. Widdowson, H. G. (2000). *On the limitations of linguistics applied*. *Applied Linguistics*, 21(1), 3-25.
3. Yule, G. (2010). *The study of language* (4th ed.). New York: Cambridge University Press.


Dr. Armin
Department of Applied Linguistics
University of Illinois at Chicago
Chicago, IL

The course objective is to acquaint the students with selected trends and movements in the modern English drama. Moving from drawing-room comedy to absurdism, we will sample a wide range of the fascinating drama that has been composed during the past century. The course focuses on the representative works of the prominent 20th century playwrights. The students will clearly differentiate between the techniques, structural and thematic aspects of earlier plays and the modern drama. In the classroom students will be able to critically read and analyse dramatic texts, with particular attention given to conditions of performance. The students will also be able to identify and discuss the theoretical and practical elements of drama. For purposes of this course, it will not be assumed that the students have a prior understanding of the literary movement called Modernism. Hence, the significant concerns of this movement as well as the historical, intellectual, artistic and cultural influences that birthed it, will be discussed in broad terms at the outset and then in specific terms and greater depth with reference to the genre of drama.

Contents


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

Recommended Texts

1. Bryden, M. (Ed.). (2012). *Waiting for Godot: A tragicomedy in two acts*. London: Faber & Faber.
2. O'Casey, S. (2011). *Juno and the Paycock*. London: D'arts Publishing.
3. Pinter, H. (1991). *The Caretaker*. London: Faber & Faber.
4. Shaw, G. B. (2019). *Arms and the Man* (reprinted version). London: The Floating Press.

Suggested Readings

1. Bennett, M. (2011). *Reassessing the theatre of the absurd: Camus, Beckett, Ionesco, Genet, and Pinter*. New York: Palgrave Macmillan.
2. Flynn, T. (2006). *Existentialism: A very short introduction*. New York: Oxford University Press.
3. Innes, C. (Ed.). (1998). *The Cambridge companion to George Bernard Shaw*. Cambridge: Cambridge University Press.
4. Pinter, H. (Ed.). (2009). *The Cambridge companion to Harold Pinter*. Cambridge: Cambridge University Press.


Chairperson
Department of English
University of Sargodha
Sargodha

The primary objectives of this course are to introduce BS students to the rich literary tradition of Pakistan and to familiarize them with the diverse forms of literature produced in the country. The course will examine the historical and cultural context of Pakistani literature, including the pre-partition era and the post-partition era. Students will be exposed to the works of major writers and poets from various literary genres, including Urdu, Sindhi, Punjabi, and Pashto literature. The course will also focus on the role of literature in Pakistani society and its representation of social, political, and cultural issues. Through critical analysis and discussion, students will develop their skills in literary interpretation and gain an understanding of the relationship between literature and identity in Pakistan. Additionally, the course aims to foster a research orientation among students and equip them with the knowledge and skills needed to conduct independent research on Pakistani literature.

Contents

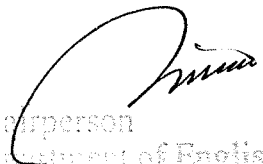
1. Mulk Raj Anand, *Untouchable*
2. Saadat Hasan Manto, Toba Tek Sengh
3. Faiz Ahmed Faiz, "Hum Dekhenge", "Mujh sy Pehli si Muhabbat"
4. Habib Jalib, "Dastoor", "Mujhy Kia Howa"
5. Kishwar Naheed, *We Sinful Women* (1981)
6. Bapsi Sidhwa, *Ice Candy Man*
7. Mohammed Hanif, *A Case of Exploding Mangoes*
8. Kamila Shamsie, *Salt and Saffron*

Recommended Texts

1. Ali, A. (2011). *Contemporary Pakistani literature: An overview*. Lahore: Vanguard Books.
2. Azmi, F. (2009). *Pakistani literature: An overview*. Karachi: Oxford University Press.
3. Tariq, A. (1999). *A history of Pakistani literature in English*. Lahore: Oxford University Press.

Suggested Readings

1. Ahmed, S. (2015). *Punjabi literature in Pakistan*. Lahore: Vanguard Books.
2. Farooqi, M. R. (2010). *A critical study of Urdu literature in Pakistan*. Lahore: Vanguard Books.
3. Khan, S. (2010). *Pashto literature: A study*. Karachi: Oxford University Press.
4. Qureshi, M. (2012). *A study of Sindhi literature*. Karachi: Oxford University Press.


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The course aims to introduce students to the very basic comparison of Western and Islamic world view of religion in terms of epistemology which have immediate relation to their ordinary as well as academic life. It provides the students with a handful of knowledge and critical approach to interpret the modern aspects of socio-political and religious ideas, not only of Islam but also its comparison to other major religions of the world. It helps students be trained in critical skills and interpretation of some fundamental teachings of religion in relation to their everyday life. The contents of the course are designed in such a manner so that the students may get benefits in their understanding of religious scholarship in relation to symmetrical flow of ideas. To sensitize students to the various shades and aspects of Islam, to show that it is not a monolithic whole but something that can be looked at in detail. The core concepts of all revealed religions will particularly be discussed.

Contents


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

Recommended Texts

1. Armstrong, K. (2011). *Twelve steps to a compassionate life*. New York: Anchor Books.
2. Asad, M. (2013). *Road to Makkah*. Delhi: Adam Publishers & Distributors.
3. Esposito, J. L., & Ansari, Z. I. (2009). *Muslims and the west: Encounter and dialogue*. Richmond: Legacy Pub.
4. Hamidullah, M., & Iqbal, A. (2010). *The emergence of Islam: Bahawalpur lectures on the development of Islamic world-view, intellectual tradition and polity*. Islamabad: Islamic Research Institute.

Suggested Readings

1. Ali, S. A. (2010). *The spirit of Islam: A history of the evolution and ideals of Islam*. New York: Cosimo Classics.
2. Huntington, S. P. (1997). *The clash of civilizations and the remaking of world order*. New York: Touchstone.
3. Iqbal, M. (2017). *The reconstruction of religious thought in Islam*. Lahore: Sang-e-Meel Publication.
4. Izetbegovic, A. A. (1984). *Islam between east and west*. USA: American Trust



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This course aims to introduce students to a selection of literature and criticism generated by the colonizers and the colonized. Students will be able to participate meaningfully in the debate inaugurated by the Post-Colonial literary studies. They will also be able to identify the common thematic concerns and stylistic features in the cross continental voices of the empire. The course will enable them to recognize Post-colonial literature and criticism as a distinct and significant addition to English literary studies. The students will study literature from the former 'white Dominions' such as Australia and Canada, as well as literature from Asia and Africa and work produced by the various diaspora of Commonwealth origin within contemporary western societies such as Britain. The course will provide a range of themes to be explored including representations of 'the metropolitan centre' and 'the periphery'; postcolonial interactions with the metropolitan centre through British colonial novels; disillusion with independence; problems of identity and cultural identification; exile and diaspora; neo-colonialism; the role of the intellectual and the artist; the subversion of western literary form; the usages of the English language; problems and opportunities of the postcolonial woman. At the end of the course, the students will possess a coherent knowledge and a critical understanding of postcolonial literature and its key historical, cultural and theoretical developments. Moreover, they will be able to compare, discuss and explain interconnections and functions of postcolonial literature and its contexts, including comparative and interdisciplinary issues. Additionally, they will be trained in critical evaluation of arguments and assumptions about postcolonial literature, texts, and modes of interpretation.

Contents

1. Chinua Achebe: *Things Fall Apart*
2. Ahmad Ali: *Twilight in Delhi*
3. Buchi Emecheta, *The Joys of Motherhood*
4. Mohsin Hamid - *The Reluctant Fundamentalist*
5. Qurratul Ain Hyder – *Fireflies in the Mist*

Recommended Texts

1. Ali, A. (1966). *Twilight in Delhi*. Bombay: Oxford University Press.
2. Coelho, P. (2018). *Alchemist*. New York: Harpercollins Publishers.
3. Ghose, Z. (2017). *Murder of Aziz Khan*. North Aston: Peach Publishing.
4. Knopf, A. A. (2010). *The African trilogy: Things fall apart; Arrow of God; No longer at ease*. London: Penguin Books.

Suggested Readings

1. Boehmer, E. (1995). *Colonial and post-colonial literature: Migrant metaphor* (2nd ed.). Oxford: Oxford University Press.
2. McLeod, J. (2000). *Beginning postcolonialism*. Manchester: Manchester University Press.
3. Ogede, O. (2007). *Achebe's things fall apart*. London: Continuum
4. Okpewho, I. (Ed.). (2003). *Chinua Achebe's things fall apart: A casebook*. New York: Oxford University Press.



Dr. Amin
 Lecturer
 Department of English
 Faculty of Arts
 University of Lagos

Annex - B

URCG-5130

**Model Course Outline
for the Course Understanding of Quran – II**

Course Title: Understanding of Quran – II
Course Book: Muallim ul Quran (Volume 3, 4 & 5) by Dr Ubald ur Rahman
Credit Hours: 1 (0-1)
Contact Hours: 3 per week
Weeks: 15-16 (45-48 hours)

Course Learning Outcomes:

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

Provision of material, content and books:

- **Paper book:** All volumes are available in printed book form.
- **Tutorial videos:** Teaching video of each lesson available on YouTube.
- **Confirmation Videos:** A complete series of confirmation videos of all lessons is available in which the student can confirm his answers.
- **A flipbook:** A flipbook edition is also accessible.
- **Helping material:** Helping material for the teachers like quizzes, question papers and images is available on website.

Course Outline:

Weeks	Lectures	Units	Lessons	Assignments/Home Task	
1.	1.	6	6	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يعبدون
	2.	6	7-8	Understanding & Translation of Verses	Present Tense صيغة جمع منكر غائب مثل يعبدون
2.	1.	6	9-10	Understanding & Translation of Verses	Present Tense صيغة مفرد منكر مخاطب (تعبد) وجمع منكر مخاطب (تعبدون)
	2.	6	11-12	Understanding & Translation of Verses	Present Tense صيغة جمع منكر مخاطب (تعبدون)


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					صيغة المتكلم (أعبد)
3.	1.	6	13	Understanding & Translation of Verses	Present Tense صيغة جمع المتكلم (نعبد)
	2.	6	14-15	Understanding & Translation of Verses	Negative Imperative صيغة المفرد وصيغة الجمع , لا تعبد، لا تعبدا
4.	1.	6	16-17	Understanding & Translation of Verses	Conditional Sentences & masdar moawal (مصدر مؤول)
	2.	6	18-19	Understanding & Translation of Verses	Laam uttaleel (لام التعليل) & Laam ul jhood (لام الجود)
5.	1.	6	20-21	Understanding & Translation of Verses	Present with object pronouns & Passive Voice
	2.	6	Revision (Unit 6)	Quiz	
6.	1.	Unit 7	1 (sec 1-3)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
	2.	6	1 (Sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
7.	1.	6	1 (Sec 5-6)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
	2.	6	1 (Sec 7-9)	Understanding & Translation of Verses	Past Tense صيغة المفرد للغائب
8.	1.	7	Revision	Understanding & Translation of Verses QUIZ	Past Tense صيغة المارء للغائب
	2.	MID-TERM			
9.	1.	7	2 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
	2.	7	2 (sec 3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
10.	1.	7	2 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
	2.	7	2 (sec 6-7)	Understanding & Translation of Verses	Past Tense صيغة الجمع للغائب عبدا
11.	1.	7	3 (sec 1-2)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم عبدا

	2.	7	3 (sec 2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم علينا
12.	1.	7	3 (sec 3-4)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم علينا
	2.	7	3 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمتكلم علينا
13.	1.	7	4 (sec 1-2-3)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عديتم
	2.	7	4 (sec 4-5)	Understanding & Translation of Verses	Past Tense صيغة الجمع للمخاطب عديتم
14.	1.	7	5-6	Understanding & Translation of Verses Quiz	Past Tense صيغة المتكلم والمخاطب عديت ، عديت
	2.	7	7	Understanding & Translation of Verses	Past Tense صيغة المزلت للفاتب عديت
15.	1.	7	8	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للمفرد
	2.	7	9	Understanding & Translation of Verses	Passive Voice (Past Tense) فعل مجهول للجمع
16.	1.	8	1-4	Understanding & Translation of Verses	Imperative Verb for singular فعل الأمر للمفرد
	2.	7	5-8	Understanding & Translation of Verses	Imperative Verb for plural فعل الأمر للجمع

ENGL-6427

Capstone Project

3(0-3)

A handwritten signature in black ink, appearing to read "Mund".

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Department of English
University of Sargodha
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Course Objectives

This course introduces students to the development of the English novel from the 18th century to the Victorian era. It aims to familiarize students with the rise of prose fiction, the role of the novel as a social, moral, and artistic form, and the transition from early comic and satiric narratives to the realist and socially engaged Victorian novel. By engaging with selected texts, students will be encouraged to understand narrative technique, thematic concerns, and historical contexts shaping English fiction.

Learning Outcomes

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

- Demonstrate knowledge of the evolution of the English novel from the 18th century to the Victorian period.
- Critically analyze narrative styles, character development, and thematic structures in selected novels.
- Connect the novels to their cultural, social, and historical contexts.
- Identify the continuities and contrasts between early English novels and Victorian fiction.
- Develop critical reading, comparative analysis, and academic writing skills in literary studies.

Contents


1. Henry Fielding: *Joseph Andrews*
2. Jane Austen: *Pride & Prejudice*
3. Charles Dickens: *A Tale of Two Cities*
4. George Eliot: *Mill on the Floss*
5. Thomas Hardy: *Tess of the D'Urbervilles*

Recommended Texts

1. Hedge, T. (Ed.). (2008). *Pride and prejudice*. Oxford: Oxford University Press.
2. John, J. (Ed.). (2019). *A tale of two cities*. London: Flame Tree Publishing.
3. Potkay, A. (Ed.). (2008). *The adventures of Joseph Andrews*. London: Longman.
4. Palmer, B., & Sayer, K. (Eds.). (2017). *Tess of the D'Urbervilles*. Harlow: Pearson Education.
5. Wheeler, H. (Ed.). (2016). *The mill on the floss by George Eliot*. London: Macmillan Education Ltd.

Suggested Readings

1. Bacscheider, P. R., & Ingrassia, C. (2005). *A companion to the eighteenth-century English novel and culture*. Hoboken: Blackwell Publishers.
2. Bloom, H. (Ed.). (2004). *The eighteenth-century English novel*. Philadelphia: Chelsea House Publishers.
3. Hardy, B. (2000). *A reading of Jane Austen*. London: Bloomsbury.
4. Todd, J. (2015). *The Cambridge introduction to Jane Austen* (2nd ed.). Cambridge: Cambridge University Press.
5. Allen, W. E. (1982). *The English Novel, a short critical history*. London: Penguin Books Limited.
6. Allott, M. F. (Ed.). (1959). *Novelists on the novel*. Columbia: Columbia University Press.


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 Department of English
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Semester-IV



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This is an introductory level course that provides students practical guidance to engage with different forms of creative expression such as prose (fiction and nonfiction), poetry, stories and writing for stage. It focuses on the practices of writing including brainstorming, revision and editing. Based on the concepts of creative understanding of expression and the phases of its development, it stimulates critical awareness through discussion of creativity and a wide range of readings. The course aims to familiarize the students with a variety of creative forms and styles. It also includes exercises and assignments to guide learners about the craft of writing, and its processes. At the end of this course, students will be able to develop the understanding of creative expression, construct practical engagement with creative ideas, and demonstrate their understanding of creative expression through practical work.

Contents


1. Creativity and Creative Writing Pedagogy
2. Literary Genres
3. Role of art and writer in society
4. How language lives through humans
5. Reading, Writing Short Story
6. Writing the Memoir
7. Writing Fiction
8. Writing Political Fiction
9. Introduction to Poetry and Form
10. Scriptwriting
11. Writing for Theatre
12. Writing Street Literature
13. Creative writing and social media
14. Content writing
15. Copyright and plagiarism

Recommended Texts

1. Anderson, L. (2005). *Creative writing: A workbook with Readings*. Routledge.
2. Earnshaw, S. (2007). *The handbook of creative writing*. Edinburgh University Press.

Suggested Readings

1. Casterton, J. (1998). *Creative writing: A practical guide*. Macmillan Education UK.
2. Mills, P. (2006). *The Routledge creative writing coursebook*. Routledge.
3. Singleton, J. (2001). *The creative writing workbook*. Palgrave.


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This course offers an introduction to teaching language through the medium of literature. The focus of this course is on teaching of the English language through literature in English; however, the students shall also be given orientation to the approaches to exploiting linguistic resources of a literary text produced in any language. It will enable students to perceive language through the prism of literature, which is a rich source and resource of linguistic and critical concepts. This course is foundational and aims to develop the necessary linguistic and literary competence that will prepare students for further studies in linguistics and literature. It goes without saying that language competence is required before a literary text can be read whether in breadth or in depth. Therefore, language difficulty has to be considered and addressed because access is restricted and limited if students cannot attain a basic level of comprehension (reading skills and vocabulary). In addition, it will enable students to engage with texts in a way that will impart a sense of pleasure in reading and a deep satisfaction in a continuing growth of understanding, which students can carry with them beyond the walls of their classroom.

Contents


1. Literary Language
2. Role of Literature in Language Learning
3. Literature as Text
4. Diction in Poetry
5. Words and Meanings in Literary Texts
6. Patterns of Cohesion in a Short Story
7. Dialogue and Discourse in a Dramatic Text

Recommended Texts

1. Gilroy, M., & Parkinson, B. (1996). Teaching literature in a foreign language. *Language teaching*, 29(4), 213-225.
2. Simpson, P. (1996). *Language through Literature: An Introduction*. London: Routledge.

Suggested Readings

1. Ronald, C., & Michael N. L. (1987). *The web of words: Exploring literature through language*. Cambridge: Cambridge University Press.
2. Reading, A. (1989). *Teaching literature*. Longman.
3. Teranishi, M., Saito, Y., & Wales, K. (2015). *Literature and language learning in the EFL classroom*. Palgrave.
4. Widdowson, H. G. (2017). *Stylistics and the Teaching of Literature*. Routledge.


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The course is designed for those who intend to pursue language teaching careers. We explore different approaches to the teaching and learning of English and study the close relationship between language teaching theory and practice. The program encourages using the concepts and theories that the students encounter during their course of study in their own classrooms. We aim to equip students with the linguistic and pedagogic knowledge, the research and analytic skills, and the confidence necessary to begin a career in English language teaching. They will correlate the knowledge and analytical skills in objective with the four skills of reading, writing, listening, and speaking with sufficient precision to teach and assess proficiency in English as a non-native language. The course will enable the students to combine language description, theory, practice and real life experience in order to improve their learning of English as foreign language.

Contents

1. Difference between ESL and EFL teaching and factors affecting foreign language learning
2. Teaching of English in Pakistan: general principles
3. Grammar translation method Direct Method, Audio-lingual approach, Task-based approach, CA and Eclectic approach
4. Teaching Oral Skills – Listening and Speaking
5. Teaching Reading Skills - Nature of Reading, Theories of Reading and Lesson Planning
6. Teaching Writing Skills – Nature of Writing, Theories of Writing and Lesson Planning
7. Syllabus & Curriculum, Needs analysis, Syllabus design
8. Process Vs. Product syllabuses, Analytic Vs. Synthetic syllabuses
9. Types of Syllabus: Structural and Notional Functional syllabuses
10. Lesson planning criteria and use of CALL
11. Testing & Evaluation
12. Teaching of literature through Language

Recommended Texts

1. Harmer, J. (2015). *The practice of English language teaching* (5th ed.). New York: Pearson Education Limited.
2. Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge: Cambridge University Press.

Suggested Readings

1. Larsen-Freeman, D. (2000). *Techniques and principles in language teaching* (2nd ed.). London: Oxford University Press.
2. Nunan, D. (1988). *Syllabus design*. New York: Oxford University press.
3. Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.



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Department of English
University of Sargodha
Sargodha

The course aims to provide a comprehensive understanding of the literary works of some of the prominent writers from South Asia, including Girish Karnad, Mohsin Hamid, Arundhati Roy, Taufiq Rafat, Zulfiqar Ghose, Nesim Ezekiel, Maki Kureshi, Sujata Bhatt, among others. The course objectives are to enable students to explore the themes, styles, and techniques used by the writers in their works, to analyze the representation of cultural, historical, and political contexts in the works of the writers, to understand the role of the state, arts, and popular culture in South Asia and to engage with contemporary literary critical theories and interpretation.

Contents

Drama

- Girish Karnad- *Naag Mandala*

Fiction

- Bina Shah – *Slum Child*
- Arundhati Roy - *The God of Small Things*
- Mohsin Hamid- *The Reluctant Fundamentalist*

Poetry

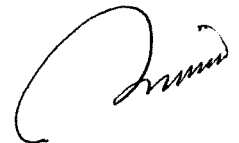
- Taufiq Rafat - *The Stone Chat, Flood Wedding*
- Zulfiqar Ghose - *Attack on Sialkot, A Dragonfly in the Sun*
- Nesim Ezekiel - *Goodbye Party for Ms Pushpa*
- Maki Kureshi - *The Far Thing, Christmas Letter to My Sister*
- Sujata Bhatt - *A Different History Genealogy*

Recommended Texts

1. Hamid, M. (2007). *The Reluctant Fundamentalist*. Hamish Hamilton.
2. Roy, A. (1997). *The God of Small Things*. HarperCollins Publishers.

Suggested Readings

1. Devy, G. N. (Ed.). (2002). *Indian literary criticism theory and interpretation*. Hyderabad Press: Orient Longman.
2. Hanaway, W. (Ed.). (1996). *Studies in Pakistani popular culture*. Lahore: Lok Virsa Publishing House.
3. Singh, B. P. (1998). *The state, the arts and beyond*. Delhi: Oxford University Press.
4. Tanveer, M. S. (1992). *Resistance themes in Punjabi literature*. Lahore: Sang-e-meel.



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

Contents


1. What is discourse? Levels of discourse in a language, transactional vs. interactional view
2. Linguistic forms and functions
3. Literature as Discourse
4. Sentence vs. utterance; Product vs. process approach to discourse, Text, Context, and Co-text
5. Given & New: Halliday's account of information structure
6. Cohesion and coherence in a text
7. Register and Genre analysis
8. Critical discourse analysis
9. Norman Fairclough (Three dimensional model)
10. Teun Van Dijk (Socio-cognitive model)
11. Ruth Wodak (Discourse historical model)
12. Positive Discourse Analysis
13. A cultural Approach to Discourse Analysis
14. Language and Ideology
15. Language and Culture
16. Language and Gender
17. Language and Identity
18. Language and Power

Recommended Texts

1. Gee, J. P. (2014). *How to do discourse analysis*. Abingdon, Oxon: Routledge.
2. Rose, D., & Martin, J. R. (2012). *Learning to write/reading to learn*. London: Equinox Publishing.

Suggested Readings

1. Fairclough, N. (2005). *Critical discourse analysis*. London. Longman.
2. Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. London: Equinox.
3. Swales, J. (2004). *Research genres. Explorations and applications*. Cambridge: Cambridge University Press.
4. Van Dijk, T. (1997). *Discourse as social interaction*. New York: Sage.


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Department of English
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Course Objectives

This course aims to provide students with a foundational understanding of classical Greek tragedy and the development of Elizabethan drama, with a special focus on Shakespeare. It introduces students to key dramatic traditions, themes, and structures, enabling them to appreciate drama as a literary and performative art form. The course emphasizes issues of fate, free will, morality, human psychology, and power as explored in ancient and Renaissance stages.

Learning Outcomes

- By the end of this course, students will be able to:
- Understand the evolution of Western drama from classical Greek tragedy to Renaissance/Shakespearean drama.
- Analyze dramatic structures, language, and character development in selected plays.
- Explore universal themes such as fate, ambition, power, morality, and human suffering.
- Compare and contrast classical and Shakespearean dramatic traditions.
- Engage in close reading, critical discussion, and academic writing on dramatic texts.

Contents

1. Sophocles: *Oedipus Rex*
2. Christopher Marlowe: *Dr. Faustus*
3. Hamlet
4. King Lear

Recommended Texts

1. Cheney, P. (Eds.). (2006). *The Cambridge companion to Christopher Marlowe*. Cambridge: Cambridge University Press.
2. Watling, E. F. (Ed.). (2003). *The Theban plays: King Oedipus, Oedipus at Colonus, Antigone*. London: Penguin.
3. Craig, W. J. (Ed.). (1966). *The complete works of Shakespeare*. London: Longman.
4. Moston, D. (1998). *Mr. William Shakespeare's Comedies, Histories, & Tragedies: A Facsimile of the First Folio, 1623*. Routledge.

Suggested Readings

1. Bloom, H. (2003). *Sophocles*. Philadelphia: Chelsea House Publishers.
2. Deats, S. M. & Logan, R. A. (2016). *Placing the plays of Christopher Marlowe: Fresh Cultural Contexts*. London: Taylor and Francis.
3. Sheppard, J. T. (2016). *Greek tragedy*. Sydney: Wentworth Press.
4. Greenblatt, S. (2004). *Will in the world: How Shakespeare became Shakespeare*. London: Bodley Head.
5. Wells, S. (2015). *William Shakespeare: A very short introduction*. Oxford: Oxford University Press.



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Department of English
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Course Objectives

This course introduces students to major classical and Romantic poets in English literature. It explores the evolution of poetic form and style, the interplay of tradition and innovation, and the changing concept of poetry from medieval narrative and Renaissance epic to Romantic lyricism. The course emphasizes themes of nature, imagination, spirituality, and human experience as represented in selected poems.

Learning Outcomes

- By the end of this course, students will be able to:
- Recognize key features of classical, Renaissance, and Romantic poetry.
- Analyze poetic language, imagery, and symbolism in major texts.
- Understand the shift from religious/heroic narratives to Romantic subjectivity and nature worship.
- Critically evaluate the role of imagination, individuality, and revolution in Romantic poetry.
- Engage in close reading, interpretation, and comparative analysis of selected poems.

Contents


1. Geoffrey Chaucer, The Prologue to the Canterbury Tales
2. John Milton, Book-I (line 1-100 & 5 Speeches of Satan)
3. William Shakespeare (Sonnets), Shall I compare thee to a summer's day? (Sonnet 18), Let me not to the marriage of true minds (Sonnet 116),
4. Alexander Pope, Rape of the Lock (Canto I, II, V)
5. William Wordsworth: "Ode on Intimations", "Tintern Abbey"
6. Percy Bysshe Shelley: "Ode to the West Wind", "The Cloud"
7. John Keats: "Ode to a Nightingale", "Ode on a Grecian Urn"

Recommended Texts

1. Bowden, M. (1967). *A commentary on the prologue*. Macmillan.
2. Kermode, F. (1971). *Shakespeare, Spenser, Donne: An introduction*. Routledge & Kegan Paul.
3. Schmidt, M. (Ed.). (2007). *Lyrical ballads*. London: Penguin Classics.
4. Woodcock, B. (Ed.). (1998). *The selected poetry and prose of Shelley*. Hertfordshire: Wordsworth Editions Ltd.
5. West, D., & Croft, S. (Eds.). (2006). *John Keats: selected poems* (Oxford Student Texts). New York: Oxford University Press.

Suggested Readings

1. Fraser, G. (1978). *Alexander Pope*. London, UK: Routledge & Kegan Paul.
2. Rudrum, A. (1968). *Milton*. London, UK: McMillan.
3. Blades, J. (2004). *Wordsworth and Coleridge: Lyrical ballads*. New York: Palgrave Macmillan.
4. Zucchi, J. E. (2007). *Romantics, Rebels and Reactionaries: English Literature and Its Background 1760-1830*. Oxford, England: Oxford University Press.


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