



No. UOSICE

Dated:

UNIVERSITY OF SARGODHA  
OFFICE OF THE REGISTRAR  
(ACAD BRANCH)

NOTIFICATION

On the recommendation of Academic Council dated 27.12.2017, the Syndicate in its meeting held on 30.12.2017 approved the constitution of the committee to give its recommendation of uniform syllabus of English Compulsory for all BS programs. Further the House authorized the Vice Chancellor to approve the recommendations of the committee as deems fit upon receipt. Moreover, on the recommendations of the Board of Faculty of Arts and Humanities held on 23.11.2018, endorsed by Academic Council dated 08.01.2019 and approved by the Syndicate in its meeting held on 16.02.2019, the Chair advised the Incharge, Department of English to submit recommendation of the committee regarding uniformity in compulsory English syllabus.

Upon receipt the minutes of the above mentioned committee for implementation of uniform syllabus, the Vice Chancellor has approved the following recommendations of the committee as authorized by the Academic Council / Syndicate regarding uniform syllabus of English for all BS programs after vetted by the Incharge, Department of English / Director Academics:

1. The Committee has recommended a uniform syllabus of English (Compulsory) for all departments as appended at (annex- 'A').
2. The committee has also recommended that the same syllabus of English (Compulsory) will be applicable from fall semester, 2019 and onward.
3. The committee observed that all departments were not offering same number (four) courses of English Compulsory in the BS programs. Some offer two, some three or four courses. Therefore, the committee recommended that the departments concerned shall incorporate / replace the new outlines according to the courses of compulsory English during first two semester i.e, if a departments offers only two courses of compulsory English during first two semesters, it shall incorporate / replace the course entitled 'Grammar and Language Comprehensive & Presentation Skills'. Similarly, if a department offers English compulsory courses during first and third semester, it shall offer courses entitled 'Grammar and Academic Writing' respectively.

-Sd/-

Muhammad Farooq  
Deputy Registrar (Acad)

No. SU/Acad/60

Dated: 16-01-2020

Copy of the above is forwarded to the following for information and necessary action:

- All Deans of Faculties
- All Heads of the Teaching Departments
- Controller of Examinations
- Director Academics
- Director QEC
- Director Implementation
- Deputy Registrar (Affiliation) (with the request to forward the said syllabus to all affiliated colleges)
- Deputy Registrar (Registration)
- Incharge, Web-Development Cell (for uploading on university web-site)
- Secretary to the Vice-Chancellor
- PA to Registrar
- Notification file

Muhammad Farooq  
Deputy Registrar (Acad)

## URCE-5101 Grammar

### *Introductory/compulsory foundation course*

The course aims at developing grammatical competence of the learners to use grammatical structures in context in order to make the experience of learning English more meaningful. The objectives of the course are to (i) reinforce the basics of grammar (ii) understand the basic meaningful units of language (iii) introduce the functional aspect of grammatical categories and (iv) comprehend language use.

#### 1. Parts of Speech

- a. Types and uses of nouns
- b. Types and uses of pronouns
- c. Types and uses of verbs
  - i. Finite verbs (action, modal, helping, transitive n intransitive)
  - ii. Non-finite verbs (infinitives, participles, gerunds)
- d. Types and uses of adverbs
- e. Types and uses of adjectives
- f. Types and uses of prepositions
- g. Types and uses of conjunctions
- h. Use of article

#### 2. Common grammatical errors and their corrections

3. Sentence structure
4. Types and functions of sentences
5. Types and functions of phrases
6. Types and functions of clauses
7. Synthesis of sentences
8. Conditional sentences
9. Voice and change of voice
10. Direct and indirect narration
11. Punctuation

*Pre-requisite: Nil*

#### *Recommended Books*

1. Eastwood, J. (1999). *A Basic English Grammar* (3<sup>rd</sup> ed). OUP
2. Eastwood, J. (2002). *Oxford Guide to English Grammar*. OUP

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#### *Suggested Readings*

1. Richards, V. T. & Eston, E. E. (2007). *Analysing the Grammar of English* (3<sup>rd</sup> ed). Georgetown University Press
2. Azar, B. S. (2016). *Understanding and Using English Grammar* (5th ed). Pearson.
3. Swan, M. (2016). *Practical English Usage* (4<sup>th</sup> ed). Oxford University Press.
4. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. OUP.
5. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman Grammar of Spoken and Written English* (Vol. 2). MIT Press.
6. Hunston, S., & Francis, G. (2000). *Pattern Grammar: A corpus-driven approach to the lexical grammar of English* (Vol. 4). Amsterdam: John Benjamins.

## URCE-5102 Language Comprehension & Presentation Skills

### *Introductory / compulsory foundation course*

The course aims at developing linguistic competence by focusing on basic language skills in integration to make the use of language in context. The course objectives are to enhance students' language skill management capacity, comprehend text(s) in context, respond to language in context and write structured response(s).

#### *Listening Skills*

1. Recognizing different phonemes
2. Recognizing syllables
3. Listening to isolated sentences
4. Listening to small speech extracts
5. Managing listening (attending, understanding, remembering, evaluating, and responding)
6. Barriers to listening and their remedies
7. Expressing opinions (debating current events)
8. Oral synthesis of thoughts and ideas

#### *Pronunciation Skills*

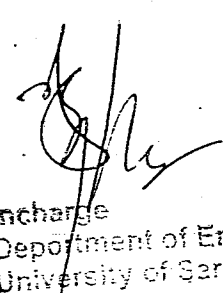
1. Pronouncing English phonemes
2. Recognizing phonemic symbols
3. Pronouncing words correctly
4. Understanding and practicing stress patterns
5. Practicing intonation patterns in simple sentences
6. Conflict resolution through panel discussion

#### *Comprehension Skills*

1. Reading strategies
2. Critical Reading (SQ3R Method)
3. Summarizing
4. Sequencing
5. Inferencing
6. Comparing and contrasting
7. Drawing conclusions
8. Self-questioning
9. Relating background knowledge
10. Distinguishing between fact and opinion
11. Finding the main idea, important facts, and supporting details
12. Comprehending text organization patterns
13. Investigating implied ideas in a text
14. Purpose and tone of the text

#### *Presentation Skills*

1. Features of good presentations
2. Different types of presentations
3. Different patterns of introducing a presentation
4. Organizing arguments in a presentation



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5. Tactics of maintaining interest of the audience
6. Concluding a presentation
7. Giving suggestions and recommendations while ending of a presentation
8. Dealing with the questions of audience
9. Listening to recorded presentations

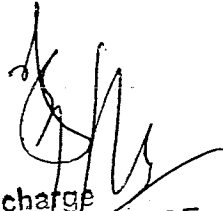
*Pre-Requisite: Nil*

#### *Recommended Books*

1. Worthington, D. Fitch-Hauser, M. (2018). *Listening: Processes, Functions, and Competency* (2<sup>nd</sup> ed). Routledge.
2. Siddons, S. (2008). *The Complete Presentation Handbook*. Kogan Page Ltd
3. Mikulecky, B. S. & Jeffry, L. (2007). *Advanced Reading Power: extensive reading, vocabulary building, comprehension skills, reading faster*. Pearson
4. Hancock, M. (2012). *English Pronunciation in Use* (2<sup>nd</sup> ed). Cambridge

#### *Suggested Books*

1. Mandel, S. (2000). *Effective Presentation Skills*. Thomson Learning
2. *Reading Comprehension Skills and Strategies*. (2002). The Edge
3. Dorothy, E.Z. & Rumisek, L.A. (2003). *College Writing: from Paragraph to Essay*. McMillan
4. Helgesen, M., Brown, S., & Brown, S. (1994). *Active listening: Building skills for understanding*. Cambridge University Press.
5. Opitz, M. F., & Zbaracki, M. D. (2004). *Listen hear!: 25 effective listening comprehension strategies*. Heinemann Educational Books.
6. Liang, L. A., & Galda, L. (2009). Responding and comprehending: Reading with delight and understanding. *The Reading Teacher*, 63(4), 330-333.
7. Hughes, S., & Harwood, N. (2010). Materials to develop the speaking skill. *English language teaching materials: Theory and practice*, 207-224.

  
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## URCE-5103 Academic Writing

*Introductory/compulsory foundation course*

The course aims at providing understanding of writer's goal of writing and to use that understanding and awareness for academic reading and writing. The course objectives are to:

- Learn academic writing skills
- Acquire argumentative writing techniques
- Understand referencing the sources
- Learn the technical aspects of referencing

Contents:

- Academic vocabulary
- Quoting, summarizing and paraphrasing texts
- Process of academic writing
- Rhetoric: Persuasion and identification
- Elements of Rhetoric: Text, author, audience, purposes, setting
- Sentence structure: Accuracy, variation, appropriateness, and conciseness
- Sentence Skills (choice of verbs, passive structures and nominalisations)
- Appropriate use of active and passive voice
- Types of writing
  - Persuasive
  - Argumentative
  - Analytical
  - Comparing and contrasting
  - Explaining cause and effect
  - Commentaries, and opinion pieces
  - Personal Profiles
- Paragraph and Essay Writing
  - Organization and structure of paragraph and essay
  - Logical reasoning
  - Transitional devices (word, phrase and expressions)
  - Development of ideas in writing
- Letters
  - Of Invitation
  - Of Regrets
  - Of Sales/persuasive letters
- Official Writing
  - Joining/leaving reports
  - Notifications
  - Meeting notices
  - Minutes of meeting
- Technical and Scientific Reports
  - Styles of documentation (MLA and APA)
  - In-text citations

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- Plagiarism and strategies for avoiding it
- Issues in scientific writing (plagiarism, authorship, ghostwriting, reproducible research)
- 1. How to do a peer review; and how to communicate with the lay public

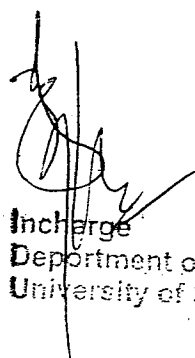
*Pre-Requisite: Nil*

*Recommended Books*

1. Brannan, B. (2003). *A Writer's Workshop: Crafting paragraph, building essays*. New York: McGraw Hill
2. Wong, L. (2002). *Paragraph Essentials: A writing guide*. Boston: Houghton Mifflin

*Suggested Books*

1. McCarthy, M. & O'Dell, F. (2016). *Academic Vocabulary in Use* (2<sup>nd</sup> ed). Cambridge
2. Aristotle. (2007). *On Rhetoric: A theory of civic discourse* (2<sup>nd</sup> ed). New York: OUP.
3. Bailey, S. (2014). *Academic Writing: A handbook for international students*. Routledge.
4. Bovee, C.L. et.al (2002). *Business Communication Today*. India: Pearson Education
5. Burton, S. H. (2000). *Mastering Practical Writing*. NBF
6. Canagarajah, A. S. (2013). *Critical Academic Writing and Multilingual Students*. University of Michigan Press.
7. Johnson-Sheehan, R and Charles P. (2010). *Writing Today*. New York: Pearson.
8. Kennedy, X. J., Kennedy, M. D. & Holladay, S. A. (1999). *The Bedford Guide for College Writer*. Bedford: St. Martin's
9. Maimon, E. P. & Peritz, J. H.(2003). *A Writer's Resource: A handbook for writing and research*. NY: McGraw Hill
10. Silvia, P. J. (2007). *How to Write a lot: A practical guide to productive academic writing*. American Psychological Association.
11. Swales, J. M., & Feak, C. B. (2004). *Academic Writing for Graduate Students: Essential tasks and skills* (Vol. 1). Ann Arbor, MI: University of Michigan Press.



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## URCE-5104 Introduction to English Literature

### *Introductory/compulsory foundation course*

This course is designed with the goal to aid students, who may not be familiar or versed in the various genres of literature, in acquiring the skills necessary to engage, understand, critically analyze, and enjoy the literary genres of the short story, poetry, the novel and drama. As they read a range of works belonging to these genres, students will explore the basic concepts of literary technique, narrative, poetic, and dramatic structures and innovations, and begin to engage with the more advanced cognitive aspects of literature. In addition to these theoretical skills, students will also read below the surface of the texts for their historical, ethical, psychological, social, and philosophical value, developing insight in how literature gives us a window into both the experiences of others and wider appreciation for the human condition

### Course Objectives

1. To provide a working knowledge of the characteristics of various literary genres.
2. To develop analytical skills and critical thinking through reading, discussion, and written assignments.
3. To broaden a student's intercultural reading experience.
4. To deepen a student's awareness of the universal human concerns that are the basis for literary works.
5. To stimulate a greater appreciation of language as an artistic medium and of the aesthetic principles that shape literary works.
6. To understand literature as an expression of human values within an historical and social context.

### Learning Outcomes:


Upon successful completion of this course, the student will be able to

1. analyze and evaluate the elements of fiction in short stories and in the novel including plot, dynamic character, setting, dramatic irony, situational irony, exposition, foreshadowing, flashback, and theme in critical essays.
2. Analyze and evaluate the elements of drama including characterization, theme, resolution, rising and falling action.
3. Analyze, evaluate, and appreciate poetry.

### Course Contents

#### *Poems*

1. Milton: Book 9, lines 897 – 959 (Adam's speech when he meets Eve after she has eaten the apple)
2. Shakespeare: All the world is a stage.
3. Browning: My last Duchess
4. Wordsworth: The leech gatherer

  
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5. Keats: Ode to Autumn
6. Walter De La Mare: Tartary

*Short stories*

1. The Necklace
2. The woman who had imagination
3. Shadow in the rose garden

*Essays*

1. My tailor
2. Whistling of the birds

*One Act Play*

1. Riders to the sea

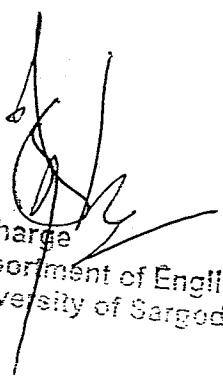
*Novel*

2. Animal Farm

*Pre-Requisite: Nil*

*Recommended Readings*

1. Kennedy, X.J. & Gioia, D. (Eds.). (2014). Literature: An introduction to Fiction, Poetry, Drama, and Writing (13<sup>th</sup> ed). Boston: Pearson.
2. Mays, K. J. (Ed). (2014). The Norton Introduction to Literature (11<sup>th</sup> ed). New York: W.W. Norton.
3. Bausch, R & Cassill, R.V. (2006). The Norton Anthology of Short Fiction (7<sup>th</sup> ed). New York: W. W. Norton & Company.
4. Gardner, J. E., Lawn, B., Ridl, J., & Schakel, p. (Eds).(2016). Literature: A Portable Anthology (4<sup>th</sup> ed). Boston: Bedford St Martins.

  
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