

SCHEME OF STUDIES

BS in English (Linguistics)



Department of Linguistics and Language Studies
UNIVERSITY OF SARGODHA

SCHEME OF STUDIES

BS IN ENGLISH (LINGUISTICS)

Overview:

The mission of the Undergraduate Interdisciplinary Program in Linguistics at the Department of Linguistics and Language Studies, University of Sargodha - Pakistan is to provide students with a strong learning experience based on the knowledge of theoretical and applied linguistics related to languages of Pakistan in particular and the world in general. As language is an exclusively and intrinsically human characteristic, research on the structure, acquisition, and use of language potential to the heart of human cognition and the social world, linking linguistics to psychology, anthropology, information science, and many other disciplines is our primary concern. Also, the department aims to educate students and the public on the structure and use of language, and on the significance of invariant characteristics and systematic variation in languages.

Program Learning Goals and Objectives:

- ❖ Students will develop an understanding of the basic components of linguistic knowledge
- ❖ Students will be able to analyze data from the structure of indigenous languages other than English with their respective cultural orientations.
- ❖ Students will demonstrate knowledge of sociopolitical and historical aspects of the languages with the major theories and linguistic approaches to the study of language evolution, change and development in relation to society.
- ❖ Finally, our focus will always be on researching the above-mentioned areas and training students to become independent and creative linguists themselves.

Program Structure:

Duration	Minimum 4-Years (8-Semesters), Maximum 6-Years (12-Semesters)
Admission Requirements:	At least 45% marks in Intermediate (FA, FSc, I.Com, D.Com, ICS, A-Level, or equivalent. <i>(Provisional admission shall be granted on the basis of at least 45% marks in Intermediate Part-I result which shall also be used for determining merit.)</i>)
Degree Completion Requirements:	133 Credit Hours

General Education (Gen Ed) Requirements: (Mandatory/Core Courses):

The minimum requirement for Gen Ed is 30 credits hours and will be offered in first four semesters only.

Sr. No.	Semester	Course Code	Course Title	Credit Hours	Prerequisite
1.	2	URCG-5112	Fables, Wisdom Literature and Epic	2(2-0)	Nil
2.	4	URCG-5114	Basic Science	3(2-1)	Nil
3.	2	URCG-5116	Science of Society-I	2(2-0)	Nil
4.	1	URCG-5118	Functional English	3(3-0)	Nil
5.	3	URCG-5119	Expository Writing	3(3-0)	Nil
6.	2	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
7.	3	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
8.	1	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
9.	3	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
10.	1	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
11.	4	URCG-5124	Entrepreneurship	2(2-0)	Nil
12.	4	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
13.	1-8	URCG-5111	Translation of Holy Quran	NC	Nil
14.	2	URCG-5127	Seerat of the Holy Prophet (SAW)	1(1-0)	Nil
GE Courses Credit Hours Total				31	

Single Major Courses:

Sr.	Course Code	Course Title	Cr. Hours	Prerequisite
1.	ENGL-5301	Introduction to Linguistics	3(3-0)	Nil
2.	ENGL-5302	Language Comprehension & Presentation Skills	3(3-0)	Nil
3.	ENGL-5303	Introduction to Phonetics & Phonology	3(3-0)	Nil
4.	ENGL-5304	Introduction to Morphology	3(3-0)	Nil
5.	ENGL-5305	Theoretical Approaches to Syntax	3(3-0)	Nil
6.	ENGL-5306	Introduction to Semantic	3(3-0)	Nil
7.	ENGL-5307	Functional Approaches to Syntax	3(3-0)	Nil
8.	ENGL-5308	Applied Linguistics	3(3-0)	Nil
9.	ENGL-5309	Sociolinguistics	3(3-0)	Nil
10.	ENGL-5310	Studies in Pragmatics	3(3-0)	Nil
11.	ENGL-5311	Latest Trends in Linguistics	3(3-0)	Nil
12.	ENGL-5312	Digital Humanities	3(3-0)	Nil
13.	ENGL-6514	Second Language Acquisition & Development	3(3-0)	Nil
14.	ENGL-6515	Literary Stylistics	3(3-0)	Nil
15.	ENGL-6516	Corpus Linguistics	3(3-0)	Nil
16.	ENGL-6517	Quantitative Research Methods in Linguistics	3(3-0)	Nil
17.	ENGL-6518	Linguistic Stylistics	3(3-0)	Nil
18.	ENGL-6519	Genre Analysis & Pedagogy	3(3-0)	Nil
19.	ENGL-6520	TESOL	3(3-0)	Nil
20.	ENGL-6521	Qualitative Research Methods in Linguistics	3(3-0)	Nil
21.	ENGL-6522	English for Specific Purposes (ESP)	3(3-0)	Nil
22.	ENGL-6523	World Englishes	3(3-0)	Nil
23.	ENGL-6524	Language & Gender	3(3-0)	Nil
24.	ENGL-6525	Ethnographic Linguistics	3(3-0)	Nil
25.	ENGL-6527	Critical Discourse Studies	3(3-0)	Nil
26.	ENGL-6528	Humour Linguistics	3(3-0)	Nil
27.	ENGL-6529	Psycholinguistics	3(3-0)	Nil
28.	ENGL-6530	Anthropological Linguistics	3(3-0)	Nil
Major Courses Credit Hours Total:			84	

Interdisciplinary/Allied courses: minimum 12 credit hours:

Sr.	Course Code	Course Title	Cr. Hours	Prerequisite
1.	ENGA-6501	Introduction to Literary Devices & Generes	3(3-0)	Nil
2.	ENGA-6502	Classical & Romantic Poetry	3(3-0)	Nil
3.	ENGA-6503	Classical & Elizabethan Drama	3(3-0)	Nil
4.	ENGA-6504	Victorian Novel	3(3-0)	Nil
Interdisciplinary Courses Credit Hours Total:			12	

Field experience/internship: Minimum 03 credit hours:

Lasting 6-8 weeks and ideally scheduled during summer breaks after 4th semester.

ENGL-5313	Internship*	3(0-3)	
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Capstone project: Minimum 03 credit hours:

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

ENGL-6526	Capstone Project*	3(0-3)	
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Summary:

Sr. No.	Category	No. of Courses	Credit hours
1.	General Courses	14	31
2.	Subject Major Courses	28	84
3.	Allied/ Interdisciplinary Courses	04	12
4.	Internship	01	03
5.	Capstone Project	01	03
	Total	48	133

Scheme of Studies
BS in English (Linguistics)

Semester-I

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-1	URCG-5118	Functional English	3(3-0)	Nil
GE-2	URCG-5105 URCG-5126	Islamic Studies (OR) Religious Education/Ethics	2(2-0)	Nil
GE-3	URCG-5123	Applications of Information and Communication Technologies (ICT)	3(2-1)	Nil
GE-4 (i)	URCG-5111	Translation of Holy Quran-I***	NC	Nil
Major-1	ENGL-5301	Introduction to Linguistics	3(3-0)	Nil
Major-2	ENGL-5302	Language Comprehension & Presentation Skills	3(3-0)	Nil
Major-3	ENGL-5303	Introduction to Phonetics & Phonology	3(3-0)	Nil

Semester Total Credit Hours: 17

Semester-II

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-5	URCG-5112	Fables, Wisdom Literature and Epic	2(2-0)	Nil
GE-6	URCG-5116	Science of Society-I	2(2-0)	Nil
GE-7	URCG-5120	Exploring Quantitative Skills	3(3-0)	Nil
GE-8	URCG-5127	Seerat of the Holy Prophet (SAW)***	1(1-0)	Nil
Major-4	ENGL-5304	Introduction to Morphology	3(3-0)	Nil
Major-5	ENGL-5305	Theoretical Approaches to Syntax	3(3-0)	Nil
Major-6	ENGL-5306	Introduction to Semantic	3(3-0)	Nil

Semester Total Credit Hours: 17

Semester-III

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-9	URCG-5119	Expository Writing	3(3-0)	Nil
GE-10	URCG-5121	Tools for Quantitative Reasoning	3(3-0)	Nil
GE-11	URCG-5122	Ideology and Constitution of Pakistan	2(2-0)	Nil
Major-7	ENGL-5307	Functional Approaches to Syntax	3(3-0)	Nil
Major-8	ENGL-5308	Applied Linguistics	3(3-0)	Nil
Major-9	ENGL-5309	Sociolinguistics	3(3-0)	Nil
GE-4 (ii)	URCG-5111	Translation of Holy Quran-II***	NC	Nil

Semester Total Credit Hours: 17

Semester-IV

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
GE-12	URCG-5114	Basic Science	3(2-1)	Nil
GE-13	URCG-5124	Entrepreneurship	2(2-0)	Nil
GE-14	URCG-5125	Civics and Community Engagement	2(2-0)	Nil
Major-10	ENGL-5310	Studies in Pragmatics	3(3-0)	Nil
Major-11	ENGL-5311	Latest Trends in Linguistics	3(3-0)	Nil
Major-12	ENGL-5312	Digital Humanities	3(3-0)	Nil

Semester Total Credit Hours: 16

Summer Semester*

Category	Course Code	Course Title	Credit Hours	Pre-Requisite
Compulsory	ENGL-5313	Internship	3(3-0)	Completion of minimum 60 credit hours

Semester-V

Category	Course Codes	Course Title	Cr. Hours	Pre-Requisite
ID-1	ENGA-6501	Introduction to Literary Devices & Genres	3(3-0)	Nil
Major-13	ENGL-6514	Second Language Acquisition & Development	3(3-0)	Nil
Major-14	ENGL-6515	Literary Stylistics	3(3-0)	Nil
Major-15	ENGL-6516	Corpus Linguistics	3(3-0)	Nil
Major-16	ENGL-6517	Quantitative Research Methods in Linguistics	3(3-0)	Nil
GE-4 (iii)	URCQ-5111	Translation of the Holy Quran – III***	0(0-0)	Nil

Semester Total Credit Hours: 15**Semester-VI**

Category	Course Codes	Course Title	Cr. Hours	Pre-Requisite
ID-2	ENGA-6502	Classical & Romantic Poetry	3(3-0)	Nil
Major-17	ENGL-6518	Linguistic Stylistics	3(3-0)	Nil
Major-18	ENGL-6519	Genre Analysis & Pedagogy	3(3-0)	Nil
Major-19	ENGL-6520	TESOL	3(3-0)	Nil
Major-20	ENGL-6521	Qualitative Research Methods in Linguistics	3(3-0)	Nil
Major-21	ENGL-6522	English for Specific Purposes (ESP)	3(3-0)	Nil

Semester Total Credit Hours: 18**Semester-VII**

Category	Course Codes	Course Title	Cr. Hours	Pre-Requisite
ID-3	ENGA-6503	Classical and Elizabethan Drama	3(3-0)	Nil
Major-22	ENGL-6523	World Englishes	3(3-0)	Nil
Major-23	ENGL-6524	Language & Gender	3(3-0)	Nil
Major-24	ENGL-6525	Ethnographic Linguistics	3(3-0)	Nil
Compulsory	ENGL-6526	Capstone Project**	3(0-3)	Nil
GE-4 (iv)	URCQ-5111	Translation of the Holy Quran – IV***	0(0-0)	Nil

Semester Total Credit Hours: 15**Semester-VIII**

Category	Course Codes	Course Title	Cr. Hours	Pre-Requisite
ID-4	ENGA-6504	Victorian Novel	3(3-0)	Nil
Major-25	ENGL-6527	Critical Discourse Studies	3(3-0)	Nil
Major-26	ENGL-6528	Humour Linguistics	3(3-0)	Nil
Major-27	ENGL-6529	Psycholinguistics	3(3-0)	Nil
Major-28	ENGL-6530	Anthropological Linguistics	3(3-0)	Nil

Semester Total Credit Hours: 15

*Internship shall be offered after 4th semester for fall intake and after 5th semester for spring intake programmes in summer break only.

**Capstone Project shall be offered in 7th or 8th semester depending upon availability of the relevant faculty.

*** Translation of the Holy Quran and Seerat of the Holy Prophet (SAW) are compulsory for Muslim Students only.

SEMESTER-I

Course Learning Objectives:

The course aims at providing understanding of a writer's goal of writing (i.e. clear, organized and effective content and to use that understanding and awareness for academic reading and writing. The objectives of the course are to make the students acquire and master the grammatical academic writing skills. The course would enable the students to develop argumentative writing techniques. The students would be able to logically add specific details on the topics such as facts, examples and statistical or numerical values. The course will also provide insight to convey the knowledge and ideas in an objective and persuasive manner. Furthermore, the course will also enhance the students' understanding of ethical considerations in writing academic assignments and topics including citation, plagiarism, formatting and referencing the sources as well as the technical aspects involved in referencing.

Course Contents

1. Developing Analytical Skills
2. Transitional devices (word, phrase and expressions)
3. Development of ideas in writing
4. Reading Comprehension
5. Precis Writing
6. Developing argument
7. Sentence structure: Accuracy, variation, appropriateness, and conciseness
8. Appropriate use of active and passive voice
9. Organization and Structure of a Paragraph
10. Organization and structure of Essay
11. Types of Essays

Recommended Texts

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Eastwood, J. (2011). *A Basic English grammar*. Oxford: Oxford University Press.
3. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.
4. Swan, M. (2018). *Practical English usage* (8th ed.). Oxford: Oxford University Press.

Suggested Readings

1. Biber, D., Johansson, S., Leech, G., Conrad, S., Finegan, E., & Quirk, R. (1999). *Longman grammar of spoken and written English*. Harlow Essex: MIT Press.
2. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
3. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
4. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association
5. Thomson, A. J., & Martinet, A. V. (1986). *A Practical English Grammar*. Oxford: Oxford University Press

Course Learning Objectives:

Islamic Studies engages in the study of Islam as a textual tradition inscribed in the fundamental sources of Islam; Qur'an and Hadith, history and particular cultural contexts. The area seeks to provide an introduction to and a specialization in Islam through a large variety of expressions (literary, poetic, social, and political) and through a variety of methods (literary criticism, hermeneutics, history, sociology, and anthropology). It offers opportunities to get fully introductory foundational bases of Islam in fields that include Qur'anic studies, Hadith and Seerah of Prophet Muhammad (PBUH), Islamic philosophy, and Islamic law, culture and theology through the textual study of Qur'an and Sunnah.

- To make students understand the relevance and pragmatic significance of Islam in their lives.
- To make learners comprehend the true spirit of Islam with reference to modern world.
- To generate a sense of Islamic principles as a code of living that guarantee the effective solutions to the current challenges of being.
- To provide Basic information about Islamic Studies
- To enhance understanding of the students regarding Islamic Civilization
- To improve Students skill to perform prayers and other worships
- To enhance the skill of the students for understanding of issues related to faith and religious life.

Course Contents:**Introduction to Qur'anic Studies**

- 1) Basic Concepts of Qur'an
- 2) History of Quran
- 3) Uloom-ul-Quran

مطالعہ قرآن (تعارف قرآن ، منتخب آیات کا ترجمہ و تفسیر: سورۃ البقرہ آیات 1-5، 482-482؛ سورۃ الحجرات آیات 1-18؛ سورۃ الفرقان آیات 26-77؛ سورۃ المؤمنون آیات 1-11؛ سورۃ الاحزاب آیات 2، 41، 64-66؛ 24، 52-55؛ سورۃ الانعام آیات 151-156؛ سورۃ الصف آیات 1-12؛ الحشر آیات 18-44؛ آل عمران آیات 154-154؛ النحل آیات 14-12؛ لقمن آیت 44، حم السجدہ آیت 56)

Introduction to Sunnah

- 1) Introduction of Hadith
- 2) Legal Status of Hadith
- 3) History of the compilation of Hadith 4) Kinds of Hadith

حدیث کا تعارف، حدیث کی دینی حیثیت، حفاظت و تدوین حدیث، حدیث کی اقسام متن، حدیث: 1درج ذیل موضوعات پر احادیث کا مطالعہ

- 1- اعمال کا اجر نیت پر منحصر ہے۔ 4- بہترین انسان قرآن کا طالب علم اور اس کا معلم ہے۔ 6- کتا ب و سنت گمراہی سے بچنے کا ذریعہ ہیں۔ 2- ارکان اسلام 5- اسلام ، ایمان ، احسان اور قیامت کی نشانیاں ، 2- بچوں کی نماز کی تلقین 7- دین کا گہرا فہم اللہ کی خاص عنایت ہے 8- حصول علم، تلاوت قرآن اور عمل کی اہمیت و فضیلت ، 5- روز محشر کا محاسبہ ، 14- حقوق اللہ کے ساتھ ساتھ حقوق العباد کا لحاظ رکھنا بھی لازم ہے 11- حسن خلق کی عظمت اور فحش و بد گوئی کی مذمت 14- دنیا و آخرت کی بھلائی کی ضامن چار چیزیں ، 16- ہلاک کر دینے والی سات چیزیں، 12- بے عمل مبلغ کا عبرت ناک انجام 15- ہر شخص نگران ہے اور ہر شخص مسئول 1) Sirah of the Prohet

2) Importance of the Study of Sirah**3) Character building method of the Prophet**

(سیرت النبی ﷺ) مطالعہ سیرت کی ضرورت و اہمیت ، تعمیر، سیرت و شخصیت کا نبوی منہاج اور عملی نمونے ، اقامت دین کا نبوی طریق کار ، اقامت دین بعدِ خلافت راشدہ، میثاق مدینہ ، خطبہ حجۃ الوداع، اخلاقی تعلیمات ، تشکیل اجتماعیت اور اسوہ حسنہ ، قرآن مجید میں سیرت سرور عالم کا بیان، غزوات نبوی ﷺ کے مقاصد و حکمتیں)

Islamic Culture & Civilization

- 1) Basic Concepts of Islamic Culture & Civilization
- 2) Historical Development of Islamic Culture & Civilization
- 3) Characteristics of Islamic Culture & Civilization
- 4) Islamic Culture & Civilization and Contemporary Issues

2. اسلامی تہذیب و تمدن (اسلامی تہذیب کا مفہوم، اسلامی کے عوامل و عناصر، اسلامی تہذیب کی خصوصیات، اسلامی تہذیب ، علمی ، معاشرتی اور سماجی اثرات ، تہذیبوں کے تصادم کے نظریے کا تنقیدی جائزہ، تہذیبی تصادم کے اثرات و نتائج، طبعی ، حیاتیاتی اور معاشرتی علوم میں مسلمانوں کا کردار ، نام ور مسلمان سائنسدان) Pre-Requisite: Nil

Recommended Books

- 1) Hameed ullah Muhammad, —Emergence of Islaml , IRI, Islamabad
- 2) Hameed ullah Muhammad, —Muslim Conduct of State

- 3) Hameed ullah Muhammad, _Introduction to Islam
- 4) Ahmad Hasan, —Principles of Islamic Jurisprudence| Islamic Research, Institute, International Islamic University, Islamabad (1993)
- 5) Dr. Muhammad Zia-ul-Haq, —Introduction to Al Sharia Al Islamial| Allama Iqbal Open University, Islamabad (2001)
- 6) Dr. MuhammadShahbaz Manj, Teleemat-e- Islam

Course Contents:

1. Meaning and Scope of Ethics.
2. Relation of Ethics with:
 - (a) Religion
 - (b) Science
 - (c) Law
3. Historical Development of Morality: (a). Instinctive Moral Life.
(b). Customary Morality. (c). Reflective
Morality.
4. Moral Theories:
 - (a). Hedonism (Mill)
 - (b). Intuitionism (Butler) (c). Kant's Moral
Theory.
5. Moral Ethics and Society.
 - (a). Freedom and Responsibility.
 - (b). Tolerance
 - (c). Justice
 - (d). Punishment (Theories of Punishment)
6. Moral Teachings of Major Religions:
 - a). Judaism
 - b). Christianity
 - c). Islam
7. Professional Ethics:
 - a). Medical Ethics
 - b). Ethics of Students
 - c). Ethics of Teachers
 - d). Business Ethics

REFERENCE BOOKS:

1. William Lillie. An Introduction to Ethics., London Methuen & Co. latest edition.
2. Titus, H.H. Ethics for Today. New York: American Book, latest edition.
3. Hill, Thomas. Ethics in Theory and Practice. N.Y. Thomas Y. Crowel, latest edition
4. Ameer Ali, S. The Ethics of Islam. Calcutta: Noor Library Publishers, latest edition
5. Donaldson, D.M. Studies in Muslim Ethics. London: latest edition. 6. Sayeed, S.M.A.(Tr.) Ta'aruf-e-Akhlaqiat. Karachi: BCC&T, Karachi University of

URCG-5123 Application of Information and Communication Technologies 3(2-1)

Course Learning Objectives:

The course introduces students to information and communication technologies and their application in the workplace. Objectives include basic understanding of computer software, hardware, and associated technologies. How computers can be used in the workplace, how communications systems can help boost productivity, and how the Internet technologies can influence the workplace. Students will get basic understanding of computer software, hardware, and associated technologies. They will also learn how computers are used in the workplace, how communications systems can help to boost productivity, and how the Internet technologies can influence the workplace.

Course Contents:

1. Introduction, Overview of Information Technology.
2. Hardware: Computer Systems & Components, Storage Devices.
3. Software: Operating Systems, Programming and Application Software.
4. Databases and Information Systems Networks.
5. File Processing Versus Database Management Systems.
6. Data Communication and Networks.
7. Physical Transmission Media & Wireless Transmission Media.
8. Applications of smart phone and usage.
9. The Internet, Browsers and Search Engines.
10. Websites and their types.
11. Email Collaborative Computing and Social Networking.
12. E-Commerce.
13. IT Security and other issues.
14. Cyber Laws and Ethics of using Social media.
15. Use of Microsoft Office tools (Word, Power Point, Excel) or other similar tools depending on the operating system.
16. Other IT tools/software specific to field of study of the students if any.

Recommended Book:

1. Discovering Computers 2022: Digital Technology, Data and Devices by Misty E. Vermaat, Susan L. Sebok; 17th edition.

Suggested Books:

1. Computing Essentials 2021 by Timothy J. O'Leary and Linda I. O'Leary, McGraw Hill Higher Education; 26th edition.
2. Computers: Understanding Technology by Fuller, Floyd; Larson, Brian: edition 2018.

Course Learning Objectives:

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 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 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.

Course Contents:

1. What is language?
2. Characteristics of human language
3. Theories of Origin of language
4. Functions of language
5. What is linguistics?
6. Schools of Linguistics
 - a) Functionalism
 - b) Structuralism
 - c) Post Structuralism
 - d) Generativism
 - e) Cognitivism
7. Branches of Linguistics
 - a) Phonetics and phonology
 - b) Syntax
 - c) Morphology
 - d) Semantics
 - e) Pragmatics
 - f) Sociolinguistics
 - g) Psycholinguistics
8. Discourse

Recommended Text:

1. Crystal, D. (2010). *The Cambridge encyclopedia of language* (3rd ed.). Cambridge: Cambridge University Press
2. Finch, G. (2004). *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave.
3. Radford, A., Atkinson, M., Britain, D., Clashes, H. & Spencer, A. (2012). *Linguistics: An introduction*. Cambridge: Cambridge University Press.
4. Yule, G. (2016). *The study of language* (6th ed.). Cambridge: Cambridge University Press.

Course Learning Objectives:

The course aims at developing linguistic competence by focusing on basic language skills in integration to make the use of language in context. It also aims at developing students' skills in reading and reading comprehension of written texts in various contexts. The course also provides assistance in developing students' vocabulary building skills, presentation skills as well as their critical thinking skills. The course objectives are to enhance students' language skill management capacity, to comprehend text(s) in context, to respond to language in context, and to write structured response(s).

Course Contents:

1. Listening skills and overcoming barriers to listening
2. Developing Critical Thinking
3. Pronunciation skills: Recognizing phonemes, phonemic symbols and syllables, pronouncing words correctly
4. Comprehension skills: Reading strategies, summarizing, sequencing, inferencing, comparing and contrasting, Critical reading, SQ3R method
5. Drawing conclusions, self-questioning, problem-solving, relating background knowledge
6. Distinguishing between fact and opinion, finding the main idea, and supporting details
7. Text organizational patterns, investigating implied ideas, purpose and tone of the text
8. Presentation skills: features of good presentations, different types of presentations
9. Different patterns of introducing a presentation, organizing arguments in a presentation
10. Tactics of maintaining interest of the audience, dealing with the questions of audience
11. Concluding a presentation, giving suggestions and recommendations

Recommended Texts:

1. Cottrell, S. (2017). *Critical thinking Skills: Effective Analysis, Argument and Reflection*. London: Macmillan International Higher Education.
2. Mikulecky, B. S., & Jeffries, L. (2007). *Advanced Reading Power: Extensive reading, vocabulary building, comprehension skills, reading faster*. New York: Pearson.
3. Roach, C. A., & Wyatt, N. (1988). *Successful listening*. New York: Harper & Row.
4. Siddons, S. (2008). *The complete Presentation skills Handbook*. Kogan Page
5. Veronica G. Sardegna, . J. (2023). *English Pronunciation Teaching: Theory, Practice and Research Findings*. Channel View Publications.

Course Learning Objectives:

The course aims to build on the background knowledge of phonological description & theory in order to explain the theories & the principles regulating the use of sounds in spoken language; train students in the skill of transcribing spoken languages – particularly English; & examine cross-linguistic similarities & variation in sounds – particularly English & Urdu. The course focuses on several broad topics within the field of English phonetics and phonology. It also helps in gaining practical skills in recording and measuring acoustic data in Praat (a program for acoustic analysis and other phonetic work). The central course components include consonant and vowel production in RP and GA, supra-segmental features, such as stress, connected speech and intonation. On successfully completing this course the students will be able to use IPA symbols to describe the sounds of language in both broad & narrow transcriptions and to explain some of the more frequent phonological processes which occur in connected speech.

Course Contents:

1. The production of speech sounds
2. Speech organs; Air stream mechanism
3. The phoneme
4. Consonants & Vowels: Classification of consonant & vowel sounds
5. Long vowels, diphthongs & triphthongs
6. Voicing & consonants
7. Nasal & other consonants
8. The syllable
9. Stress in simple
10. Weak forms
11. Aspects of connected speech
12. Intonation
13. Elements of acoustic Phonetics
14. Auditory Phonetics

Recommended Texts:

1. Clark, J., & Yallop, C. (1994). *An introduction to phonetics and phonology*. Cambridge: Blackwell.
2. Daniel, I.O. (2011). *Introductory phonetics and phonology of English*. Newcastle: Cambridge Scholars Press.
3. Daniel, J. (1972). *An outline of English phonetics*. 9th ed. Cambridge: Heffer.
4. Mehboob, A. & Li, E.S. (2012). *English Today: Forms, Functions, and Uses*. USA: Pearson.
5. Roach, P. (2009). *English phonetics and phonology* (4th ed.). Cambridge: CUP.

Topic	Details
Semester/Level	In some discipline 1 st semester and in some discipline 2 nd Semester/ ADP Program 1 st Year
Course Code	URCG-5111
Course Title	Translation of the Holy Quran – I
Credit Hours	Non-Credit
Objectives	<ul style="list-style-type: none"> To familiarize the students to keys and fundamentals of recitation of the holy Quran. To develop the skill of the students of recitation the last revelation. Students will learn the basic Arabic grammar in a practical way. To develop an eagerness among the students to explore the last divine Book.
Course Contents:	<ul style="list-style-type: none"> تیسواں پارہ - ناظرہ مع تجوید بنیادی عربی گرامر اسم اور اسکے متعلقات : اسم فاعل ، مفعول ، تفضیل ، مبالغہ فعل اور اسکی اقسام : ماضی ، مضارع ، امر ، نہی حرف اور اسکی اقسام : حروف علت ، حروف جارہ ، مشبہ بالفعل
Memorization:	تیسویں پارے کی آخری بیس سورتیں (حفظ مع ترجمہ)

SEMESTER-II

Course Learning Objectives:

This course has three components containing both readings and related activities: The first component is about fables—that is, stories with animal characters having human attributes. The second component concerns wisdom literature and looks specifically at some of the stories, both in prose and poetry, of the famous Persian literary figure Sa‘di. The third component is on the world’s largest epic—the Shāhnāma (Book of Kings) of another literary giant, Firdausi. Through this course students will be able to understand the historical background of classic traditions of writers.

Course Contents:

1. Fable
 - 1.1 The Lion and the Bull..
 - 1.2 The Ring-dove..
 - 1.3 The Owls and the Crows.
2. Selected Poems from BĀNG-I DARĀ
2. GULISTĀN-E SA‘DĪ
 - 2.1 Selected Hikāyāt from Gulistan-e Sa‘di:
3. THE SHĀHNĀMA OF FIRDAUSI

Recommended Texts:

1. Thackston, W.(2000).A Millennium of Classical Persian Poetry Maryland: Ibex Publishers.
2. John T. Platts,(1876) *The Gulistan; or, Rose Garden of Shaikh Muslihu‘d- Dīn Sa‘dī of Shīrāz* (London: Wm. II. Allen.
3. Chishtī, Y (1991) *Sharah-i bāng-i darā* (Lāhaur: Maktaba-i ta‘mīr-i insāniyat,)

Course Learning Objectives:

This course will introduce students with the subject matter of social science, its scope, nature and ways of looking at social phenomenon. It will make the participants acquaintance with the foundations of modern society, state, law, knowledge and selfhood. While retaining a focus on Pakistani state and society, students will encounter theoretical concepts and methods from numerous social science disciplines, including sociology, politics, economics anthropology and psychology and make them learn to think theoretically by drawing on examples and case studies from our own social context. Students will be introduced to the works of prominent social theorists from both western and non-western contexts. Instruction will include the use of written texts, audio-visual aids and field visits.

Course Contents:**1. Introduction to Social Sciences**

- Social world, Human Social behavior, Foundations of society
- Evolution of Social sciences
- Philosophy of Science
- Scope and nature of social sciences
- Modernity and social sciences
- Branches of social science: Sociology, Anthropology, Political Science, Economics

Society and Community, Historical evolution of Society

- Types of Societies
- Foraging society, Horticultural society, Pastoralist society
- Agrarian societies, Industrial society, Postindustrial society

2. Philosophy of Knowledge in social Science and social inquiry

- Understanding social phenomenon
- Alternative ways of knowing
- Science as a source to explore social reality
- Objectivity, Value-Free research
- Positivism vs Interpretivism
- Qualitative vs Quantitative

3. Culture and Society

- Idea of Culture, Assumptions of Culture

- Types, Components, Civilization and culture
- Individual and culture. Cultural Ethnocentrism, Cultural Relativism
- Outlook of Pakistani culture
- Global Flows of culture, Homogeneity, Heterogeneity

4. Social Stratification and Social inequality

- Dimensions of inequality, Social class
- Gender, Race, Religion, Ethnicity, Caste
- Patterns of social stratification in Pakistan
- Class, caste system in agrarian society
- Ascription vs Achievement, Meritocracy
- Global stratification in modern world, Global patterns of inequality

5. Personality, Self and Socialization

- Concept of self, Personality
- Nature vs Nurture, Biological vs Social
- Development of Personality
- Socialization as a process, Agents of socialization
- Socialization and self/group identity

6. Gender and Power

- Understanding Gender
- Social construction of Patriarchy
- Feminism in Historical context, Gender Debates
- Gender and Development
- Gender issues in Pakistani society, Women Participation in politics, economy and education
- Toward a gender sensitive society, Gender mainstreaming

Pakistan: State, Society, Economy and Polity

- Colonialism, colonial legacy, National identity
- Transformation in Pakistani society: Traditionalism vs Modernism
- Economy, Informality of Economy, Modern economy and Pakistan
- Political Economy, Sociology of Economy

Recommended Textbooks and Reading Materials:

1. Giddens, A. (2018). Sociology (11th ed.). UK: Polity Press.
2. Henslin, J. M. (2018). Essentials of Sociology: A Down-to-Earth Approach.(18th Edition) Pearson Publisher.
3. Macionis, J. J. (2016). Sociology (16th ed.). New Jersey: Prentice-Hall.
4. Qadeer, M. (2006) Pakistan - Social and Cultural Transformation in a Muslim Nation.
5. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.
6. Systems of Stratification | Boundless Sociology (no date). Available at: <https://courses.lumenlearning.com/boundless-sociology/chapter/systems-of-stratification/>
7. Jalal, A. (ed.) (1995) 'The colonial legacy in India and Pakistan', in Democracy and Authoritarianism in South Asia: A Comparative and Historical Perspective. Cambridge: Cambridge University Press (Contemporary South Asia)
8. Zaidi, S. A. (2015) Issues in Pakistan's Economy: A Political Economy Perspective. Oxford University Press. Chapter 26
9. Akhtar, A. S. (2017) The Politics of Common Sense: State, Society and Culture in Pakistan. Cambridge: Cambridge University Press.
10. Smelser, N.J. and Swedburg, R., The Handbook of Economic Sociology, Chapter 1 'Introducing Economic Sociology', Princeton University Press, Princeton.

Course Learning Objectives:

Since ancient times, numbers, quantification, statistics and mathematics has played a central role in scientific and technological development. In the 21st century, Quantitative Reasoning (QR) skills are essential for life as they help to better understand socio-economic, political, health, education, and many other issues, an individual now faces in daily life. The skills acquired by taking this course will help the students to apply QR methods in their daily life and professional activities. This course will also change student's attitude about statistics and mathematics. It will not only polish their QR skills, but also enhance their abilities to apply these skills.

Course Contents:

1. Introduction to quantitative reasoning
2. Overview of contributions of Mathematicians and Statisticians especially Muslim scholars.
3. Types of standard numbers
4. Proportions, rates, ratio and percentages
5. Odds and odds ratio
6. Scale of measurements
7. Number sequence and series
8. Unit analysis as a problem-solving tool
9. Data handling (small and large)
10. Data errors, absolute and relative and their applications
11. Descriptive statistics
12. Rules of counting: multiplication rule, factorial, permutation and combination
13. Probability and its application in real life
14. A graphical perspective through Venn Diagram
15. Financial indicator analysis, and money management (profit, loss, simple and compound interest)
16. Practical scenarios involving algebraic expressions: linear and quadratic

Recommended Texts:

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Peck, R., Olsen, C., & Devore, J. L. (2015). *Introduction to statistics and data analysis*. 5th Ed., Brooks Cole, USA.
3. Devlin, K. J. (2012). *Introduction to mathematical thinking*. Palo Alto, CA: Keith Devlin.

Suggested Readings:

1. Triola, M. F., Goodman, W. M., Law, R., & Labute, G. (2006). *Elementary statistics*. Reading, MA: Pearson/Addison-Wesley.
 1. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

مطالعہ سیرت النبی صلی اللہ علیہ وسلم Seerat of the Holy Prophet

Course Code

URCG-5127

Title	Description
Semester	
Nature of Course	
No. of C.Hrs.	1(1-0)
Total Teaching weeks	18
Objectives of the Course	<p>۱۔ طلبہ کو مطالعہ سیرتِ مطہبہ کی ضرورت و اہمیت سے آگاہ کرنا</p> <p>۲۔ تعمیر شخصیت میں مطالعہ سیرتِ مطہبہ کے کردار کو واضح کرنا</p> <p>۳۔ بیعت نبوی کے موقع پر اقوامِ عالم کی عمومی صورت حال سے آگاہ کرنا</p> <p>۴۔ رسول اکرم صلی اللہ علیہ وسلم کی کئی اور مدنی زندگی کا اس طرح مطالعہ کرانا کہ طلبہ ان واقعات سے نتائج کا استخراج کر سکیں</p> <p>۵۔ طلبہ کو عہد نبوی کی معاشرت، سیاست، معیشت سے آگاہ کرنا</p>

Course Description

S.No.	Title	Description
1	حضور صلی اللہ علیہ وسلم کے ابتدائی حالاتِ زندگی	۱۔ حضور صلی اللہ علیہ وسلم کا خاندانی حسب و نسب ۲۔ پیدائش اور ابتدائی تربیت ۳۔ لڑکپن اور جوانی کے حالاتِ زندگی
2	بیعت نبوی کے وقت دنیا کے حالات (۱)	۱۔ بیعت نبوی کے وقت اہم تہذیبیں ۲۔ عرب، مصر، حبشہ، ہندوستان، ساسانی
3	بیعت نبوی	۱۔ کئی عہد میں دعوتِ اسلام
4	بیعت نبوی	۱۔ مدنی عہد میں دعوتِ اسلام
5	خصائصِ نبوی	آپ کی بطور پیغمبر امن
6	خصائصِ نبوی	بہشت استاد و معلم
7	خصائصِ نبوی	بہشت تاجر
8	خصائصِ نبوی	بہشت سربراہ ریاست
9	خصائصِ نبوی	ذاتی محاسن اور عالمگیر اثرات

10	مخصائص النبی	ناموس رسالت
11	اسوہ حسنہ اور عصر حاضر	غیر مسلموں سے تعلقات
12	اسوہ حسنہ اور عصر حاضر	اسوہ حسنہ کی روشنی میں گھریلو زندگی
13	اسوہ حسنہ اور عصر حاضر	مستشرقین اور مطالعہ سیرت
15	اسوہ حسنہ اور عصر حاضر	وطن سے محبت اور سیرت
16	اسوہ حسنہ اور عصر حاضر	مستشرقین کے اعتراضات اور ان کے جوابات

نصابی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	ابن شام	السیرۃ النبویہ
2	مولانا شبلی نعمانی سید سلمان ندوی	سیرۃ النبی صلی اللہ علیہ وسلم
3	قاضی محمد سلیمان سلمان منصور پوری	رحمۃ للعالمین
4	مولانا سید ابوالحسن علی ندوی	نبی رحمت صلی اللہ علیہ وسلم
5	ڈاکٹر حسین مظہر صدیقی	عہد نبوی کا نظام حکومت
6	ڈاکٹر خالد علوی	الانسان کامل

حوالہ جاتی کتب

نمبر شمار	نام مؤلف	نام کتاب
1	سید ابوالاعلیٰ مودودی	سیرت سرور عالم صلی اللہ علیہ وسلم
2	مولانا صفی الرحمن مبارکپوری	الرحیق المختوم
3	پیر محمد کرم شاہ الازہری	فضیلا النبی صلی اللہ علیہ وسلم
4	ڈاکٹر اکرم الضیاء المعری	السورة النبویة الصحیحة
5	مولانا عبدالرؤف دانا پوری	اصح السیر

بسم اللہ الرحمن الرحیم

Course Learning Objectives:

This introductory level morphology course aims to provide students with a fundamental understanding of the internal structure of words and the principles governing their formation and meaning. By the end of this course, students will be able to analyze the morphological structure of words from different languages, classify different types of morphemes and identify various morphological processes. Furthermore, they will develop an understanding of the role of morphology in language acquisition, language change and language processing.

Course Contents:

1. Introduction to Morphology
2. Types of Morpheme
3. Word Classes, Word v/s Lexeme
4. Function of Word Classes in English Sentences
5. Basics of Phonetic Transcription of Words
6. Morphological Productivity: Productivity of Affixes, Prefixes, Suffixes
7. Neutral & Non-Neutral Morphemes, Type-I & Type-II Morphemes
8. Inflectional Morphology: Pluralization, Degree Marking, Verb Forms
9. Derivational Morphology: Formation of Nouns, Adjectives, Verbs, and Adverbs
10. Word Formation Processes
11. Minor Processes of Derivation: Blending, Clipping, Backformation, Acronym, Reduplication
12. Derivation by Compounding: Endocentric, Exocentric, and Copulative Compounds
13. Derivation by Modification of Base
14. Morpho-Semantics: Semantic Change in Word Formation Processes
15. Morphology Interface with Phonology and Syntax
16. Morphology-Syntax Interface

Recommended Texts:

1. Aronoff, M. (1994). *Morphology by itself*. MIT Press, Cambridge.
2. Bauer, L. (2003). *Introducing linguistic morphology*. Edinburgh University Press.
3. Booij, G. (2005). *The grammar of words: An introduction to linguistic morphology*.
4. David, M., Husain, S., & Schmidt, R. (2009). *Urdu morphology*. Oxford University Press, London.
5. McCarthy, A. C. (2002). *An introduction to English morphology: Words and their structure*. Edinburgh University Press.

Course Learning Objectives:

The main objective of this course is to provide students with a comprehensive understanding of the structure and function of language at the sentence level. By the end of the course, students should be able to analyze and describe the grammatical components of sentences, such as noun phrases, verb phrases, adjective phrases, adverb phrases, and prepositional phrases. Furthermore, the course aims to equip students with the skills to recognize and analyze different types of clauses. Students will also learn about the coordination and subordination of clauses and how to use tree diagrams to represent sentence structures. Overall, the course intends to enhance students' ability to analyze and understand language at the sentence level, which is essential for effective communication in both oral and written forms.

Course Contents:

1. Introduction to Syntax
2. Phrases in the Sentence: The Noun Phrase, The Verb Phrase, The Adjective Phrase, The Adverb Phrase, The Prepositional Phrase
3. Basic Elements in Sentence Analysis: Constituents, Categories, Functions
4. Coordination of Phrases and Apposition
5. Embedding and Tree Diagrams
6. Clause and Types: The Clause Rank, Main and Subordinate Clause, Noun Clause, Adjective Clause, Adverb Clause
7. Five Clause Elements
8. Functions of Clauses
9. Coordination and Subordination
10. The Adverbial and Adverbial Complement
11. Sentence and Types: The Sentence Rank, Simple Sentences, Compound Sentences, Complex Sentences, Compound-Complex Sentences

Recommended Texts:

1. Burton, N. (1998). *Analysing Sentences: An Introduction to English Syntax*. Longman.
2. Miller, J. (2008). *An Introduction to English Syntax*. Edinburgh Textbooks on the English Language.
3. Moravcsik, A. (2006). *An Introduction to Syntax*. Continuum.
4. Radford, A. (1988). *Transformational Grammar*. Cambridge: CUP.
5. Radford, A. (1981). *Transformational Syntax*. Cambridge: CUP

Course Learning Objectives:

The course aims to familiarize students with the basic concepts of semantics, including the relationships between meaning, language, and truth conditions. Students will gain an understanding of the core components of meaning, such as sense, reference, and denotation, and their relationship to lexical and compositional semantics. By the end of the course, students should be able to apply these concepts and theories to practical examples of language use, such as idioms and collocations. They should be able to use this knowledge to better understand and analyze real-world language data. Ultimately, this course aims to provide students with a strong foundation in semantics that will be useful in a variety of linguistic and non-linguistic contexts.

Course Contents:

1. Meaning and Language
2. Grammar and Lexicon
3. Lexical and Compositional Meaning
4. Meaning and Truth Conditions
5. Semantics and Semiotics
6. Lexical versus Compositional Semantics
7. Sense & Reference relations
8. Denotation and Connotation
9. Extension and Intension
10. Theories of Meaning
11. Traditional approaches to semantic theories
12. Functional approaches to semantic theories
13. Morphology & semantic: an interface
14. Componential Analysis
15. Fields and Collocation
16. Idioms, Sense Relations
17. Analyzing and distinguishing meaning: Lexical relations
18. Meaning in the empirical study of language: A corpus based analysis

Recommended Texts:

1. Cruse, D. A. (1986). *Lexical semantics*. Cambridge: Cambridge University Press.
2. Frawley, W. (2002). *Linguistic semantics*. Cambridge: Cambridge University.
3. Hurford, J.R., Heasley, B. & Smith, B.S. (2007). *Semantics: A Course Book*. USA: Cambridge University Press.
4. Mehboob, A. & Li, E.S. (2012). *English Today: Forms, Functions, and Uses*. USA: Pearson
5. Palmer, F. R. (1976). *Semantics*. Cambridge: Cambridge University Press.

SEMESTER-III

Course Learning Objectives:

This course prepares undergraduates to become successful writers and readers of English. The course helps students develop their fundamental language skills with a focus on writing so that they can gain the confidence to communicate in oral and written English outside the classroom. The course is divided into five units and takes a Project-based Learning approach. Unit themes target the development of 21st century skills and focus on self-reflection and active community engagement. The course completion will enable the students to develop communication skills as reflective and self-directed learners. They will be able to intellectually engage with different stages of writing process, and develop analytical and problem-solving skills to address various community-specific challenges.

Course Contents:

1. Self-Reflection
 - Introduction to the basics of the writing process
 - Introduction to the steps of essay writing
 - Prewriting activities: Brainstorming, listing, clustering and freewriting
 - Practicing Outlining of the essay
2. Personalized Learning
 - Learning Process, Learning Styles, Goal Setting and Learning Plan
3. Oral Presentation
 - Structure and Significance, Content Selection and Slide Presentation, Peer Review
4. Critical Reading Skills
 - Introducing Authentic Reading (Dawn and non-specialist academic books/texts)
 - Reading Strategies and Practice: Skimming, scanning, SQW3R, Annotating, Detailed reading and note-taking, Standard Test Practice: TOEFL and IELTS, Model Review Reports and Annotated Bibliographies
5. Community Engagement
 - Student-led brainstorming on local versus global issues, Identifying research problems
 - Drafting research questions, Drafting interview/survey questions for community research (in English or L1)
 - Engaging students in Critical reading, Presenting interview/ survey information, Field work
 - Writing Community Engagement Project
6. Letter to the Editor
 - Types of letters, Format and purpose of letter to the editor, Steps in writing letter-to-editor

Recommended Texts:

1. Bailey, S. (2011). *Academic writing: A handbook for international students* (3rd ed.). New York: Routledge.
2. Swales, J. M., & Feak, C. B. (2012). *Academic writing for graduate students: Essential tasks and skills* (3rd ed.). Ann Arbor: The University of Michigan Press.

Suggested Readings:

1. Cresswell, G. (2004). *Writing for academic success*. London: SAGE.
2. Johnson-Sheehan, R. (2019). *Writing today*. Don Mills: Pearson.
3. Silvia, P. J. (2019). *How to write a lot: A practical guide to productive academic writing*. Washington: American Psychological Association.

Course Learning Objectives:

This course is based on quantitative reasoning 1 course. It will enhance the quantitative reasoning skills learned in quantitative reasoning 1 course. Students will be introduced to more tools necessary for quantitative reasoning skills to live in the fast paced 21st century. Students will be introduced to importance of statistical and mathematical skills in different professional settings, social and natural sciences. These quantitative reasoning skills will help students to better participate in national and international issues like political and health issues. This course will prepare the students to apply quantitative reasoning tools more efficiently in their professional and daily life activities. This course will help them to better understand the information in form of numeric, graphs, tables, and functions.

Course Contents:

1. Types of data and its graphical representation (Histogram, Stem and Leaf display, Box Plot, Scatter diagram, Histogram, Bar chart, etc)
2. Solving practical problems using linear and exponential models
3. Population growth models
4. Analytical approach to solve simultaneous equations
5. Inequalities and their application
6. Comparing quantities using analytical tools
7. Logical reasoning and their application in modern age
8. Logical reasoning and decision making
9. Data tendencies via measure of location
10. Variability and Measure of dispersion
11. Measuring relationships via Regression analysis and correlation
12. Statistical inference: sampling techniques, estimation techniques and hypothesis testing for decision and policy making

Recommended Texts:

1. Akar, G. K., Zembat, İ. Ö., Arslan, S., & Thompson, P. W. (2023). *Quantitative Reasoning in Mathematics and Science Education*. 1st Ed., Springer, USA.
2. Sharma, A. K. (2005). *Text book of elementary statistics*. Discovery Publishing House.
3. Blitzer, R. (2014). *Precalculus*, 5th Ed.. Pearson Education, Limited. New York

Suggested Readings:

1. Gupta, S. C., & Kapoor, V. K. (2020). *Fundamentals of mathematical statistics*. 12th Ed, Sultan Chand & Sons.
2. Aufmann, R. N., Lockwood, J., Nation, R. D., & Clegg, D. K. (2007). *Mathematical thinking and quantitative reasoning*. Cengage Learning
3. Blitzer, R., & White, J. (2005). *Thinking mathematically*. Pearson Prentice Hall.

Course Learning Objectives:

This course focuses on ideological background of Pakistan. The course is designed to give a comprehensive insight about the constitutional developments of Pakistan. Starting from the Government of India Act, 1935 till to date, all important events leading to constitutional developments in Pakistan will be the focus of course. Failure of the constitutional machinery and leading constitutional cases on the subject. Moreover, students will study the process of governance, national development, issues arising in the modern age and posing challenges to Pakistan. It will also cover the entire Constitution of Pakistan 1973. However, emphasis would be on the fundamental rights, the nature of federalism under the constitution, distribution of powers, the rights and various remedies, the supremacy of parliament and the independence of judiciary

Course Contents:**“ Ideology of Pakistan**

Ideological rationale with special reference to Sir Syed Ahmed Khan, Allama Muhammad Iqbal and Quaid-e-Azam Muhammad Ali Jinnah.
Two Nation Theory and Factors leading to Muslim separatism.

“ Constitutional Developments

Salient Feature of the Government of India Act 1935
Salient Feature of Indian Independence Act 1947
Objectives Resolution
Salient Feature of the 1956 Constitution
Developments leading to the abrogation of Constitution of 1956
Salient features of the 1962 Constitution
Causes of failure of the Constitution of 1962
Comparative study of significant features of the Constitution of 1956, 1962 and 1973

“ Fundamental rights “ Principles of policy “ Federation of Pakistan

President
Parliament
The Federal Government

“ Provinces Governors

Provincial Assemblies
The Provincial Government

“ The Judiciary Supreme Court

High Courts
Federal Shariat Courts
Supreme Judicial Council
Administrative Courts and tribunals

“ Islamic Provisions in Constitution “ Significant Amendments of Constitution of Pakistan 1973**Recommended Books:**

1. Constitutional and Political History of Pakistan by Hamid Khan
2. Mahmood, Shaukat and Shaukat, Nadeem. Constitution of the Islamic Republic of Pakistan, 3rd re edn. Lahore: Legal Research Centre, 1996.
3. Munir, Muhammad. Constitution of the Islamic Republic of Pakistan: Being a Commentary on the Constitution of Pakistan, 1973. Lahore, Law Pub., 1975.
4. Rizvi, Syed Shabbar Raza. Constitutional Law of Pakistan: Text, Case Law and Analytical Commentary. 2nd re edn. Lahore: Vanguard, 2005.
5. The Text of the Constitution of the Islamic Republic of Pakistan, 1973 (as amended).
Fundamental Laws of Pakistan by A.K. Brohi

Course Learning Objectives:

The course provides an introduction to the functional study of English Syntax. We will start by introducing Scale & Category Grammar which provides the basis of the functional approaches to language learning and teaching. SFL examines language in its cultural and social context, and studies how the structure of language has been shaped by the goals and needs of language users. We will cover fundamental concepts in a functional approach to language, such as genre and register; metafunctions; and the grammatical devices that are used to encode those metafunctions. In addition, the course will provide a rich comparison between Cardiff and Sydney school grammars. The course will consist of lectures and in-class exercises that will focus on analysis of texts collected by the students (both spoken and written). Assignments will also analyze texts using the SFL perspective. There will be an emphasis on writing-to-learn approaches.

Course Contents:

1. Introduction to Scale & Category Grammar
2. Grammatical Functions and Semantic Roles in a lexicogrammar
3. Clause constituents: Below the clause
4. Recognizing clause constituents- structural Vs. functional labeling
5. Mapping Genre, Register and its variables with a focus on Sydney School Genre Studies
6. The interpersonal metafunction
7. Mood, modality and appraisal
8. The experiential metafunction
9. Transitivity
10. The textual metafunction
11. Clauses in combination : Logical dependency relations, Logico-semantic relations
12. Cohesion and coherence
13. Grammatical metaphor
14. Introduction to Cardiff Grammar
15. Contrastive Linguistics; Sydney Vs. Cardiff Grammar
16. Introduction to Applicable Linguistics

Recommended Texts:

1. Eggins, S. (2004). *An introduction to systemic functional linguistics*. (2nd ed.). London: Continuum.
2. Fawcett, R. (2008). *Invitation to Systemic Functional Linguistics through the Cardiff Grammar: An extension and simplification of Halliday's Systemic Functional Grammar*. Equinox Publishing: UK and USA.
3. Halliday, M. A. K., & Matthiessen, M. I. M. C. (2014). *Halliday's introduction to functional grammar*. (4th ed.). New York: Routledge.
4. Martin J. R., & David R. (2003). *Working with discourse: Meaning beyond the clause* (Open Linguistics Series). London: Continuum.
5. Thompson, G. (2014). *Introducing functional grammar* (3rd ed.). London: Edward Arnold.

Course Learning Objectives:

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. The knowledge of this will prepare the students to cope with the other subjects. This course further aims at introducing fairly advanced ideas related to syllabus designing and implementation. It offers a review of dominant and competing syllabuses in the 20th century focusing especially on the milieu of their rise and the cause of their decay both. The theory will go in this course hand in hand with practice: the students will review different syllabus for applying the concepts they learn.

Course Contents:

1. Theories of language learning
2. The nature of approaches and methods in language learning: GTM, The Direct Method, The Audio-lingual Method, CLT, Suggestopedia, The Eclectic Approach
3. Error Analysis: Nature and Purpose, Causes of Errors, Contracts between Behavioristic and Mentalist attitude to errors, Stages of Error Analysis
4. Syllabus: Scope, consideration
 - a) Product-oriented Syllabuses: Grammatical Syllabus, Notional Functional Syllabuses & Process-Oriented Syllabuses: Procedural, Theoretical
 - b) Selecting and Grading contents
5. Language Policy & Planning
6. Bilingualism 7. Discourse Analysis 8. Testing & Evaluation

Recommended Texts:

1. Allison, D. M. (1999). *Language testing and evaluation: an introductory course*. World Scientific Publishing Company.
2. Bhatia, T. K., & Ritchie, W. C. (Eds.). (2008). *The handbook of bilingualism*. John Wiley & Sons.
3. Davies, A. (2007). *An introduction to applied linguistics*. Edinburgh University Press
4. McKinley, J., & Rose, H. (Eds.). (2019). *The Routledge handbook of research methods in applied linguistics*. Routledge.
5. Simpson, J. (Ed.). (2011). *The Routledge handbook of applied linguistics*. Taylor & Francis.

Course Learning Objectives:

The aim of the course is to develop among the students an awareness and understanding of interaction between language and society. This will enable the students to study the qualitative and quantitative manifestations of language in society: ethnicity, and national origin. The study of sociolinguistics looks at how languages function socially, how individuals and groups use language and what this “says” about them/us. Issues of power and prestige play an important role in shaping the ways we interact with others. Language teachers are intimately involved in these interactions. Teachers and students bring and develop attitudes toward language (which affect language acquisition) and attitudes toward speakers of other languages. In this course, we will examine sociolinguistic phenomena and their impact on the teaching of foreign and second languages, specifically the development of dialects, language change and standardization. We will investigate our own linguistic practices and those of the schools and communities within which we work and live.

Course Contents:

1. Our knowledge of language; The scientific investigation of language
2. Relationships between language and society, Language, Dialects and Varieties
3. Styles and registers, Speech communities, Choosing your variety or code
4. Code-switching or code-mixing
5. Language maintenance and shift
6. Linguistic varieties and multilingual nations
7. National and official languages, Planning for a national official language
8. The linguist’s role in planning, Language change, Traditional view
9. Language and culture: The Whorfian hypothesis, Kinship systems, Colour terminology
10. Taboo and euphemisms, Ethnography and ethnomethodology
11. Varieties of talk
12. Solidarity and politeness
13. Language and Gender, Male-female differences
14. Attitudes and applications, Attitudes to language
15. Sociolinguistic Universals: Language and Worldview, Language and power
16. Sociolinguistics and education

Recommended Texts:

1. Hudson, R. A. (2012). *Sociolinguistics* (2nd ed.). Cambridge: Cambridge university press.
2. Wardaugh, R. (2006). *An introduction to sociolinguistics* (5th ed.). Boston: Blackwell.
3. Cook, V. (2008). *Second language learning and language teaching* (4th ed.). London: Routledge.
4. Freshen, S. & Terrel, T. (1983). *The natural approach: Language acquisition in the classroom*. Oxford: Pergamon.
5. McLaughlin, B. (1987). *Theories of second-language learning*. London: Arnold.

SEMESTER-IV

Course Learning Objectives:

Life, its characteristics, natural science, biology and its branches; Importance of Flora & Fauna in biodiversity; Importance of Natural Compounds in daily life, medicine and human health; Latest developments in natural sciences (Biotechnology); Ecosystem and its components; Environment and its components; Pollutants and their effect on the environment (Greenhouse effect, global warming, acid rains, water pollution and ozone depletions etc); Introduction to micro-organism and its types (bacteria, fungi, viruses)

Practical:

- 1: Field Survey of Flora & Fauna and their identification
- 2: Study of herbarium
- 3: Study of Museum

Recommended Texts.

1. Keddy, P.A. (2017). *Plant ecology origins, processes, consequences*. Cambridge, University Press.
2. Canadell, J.G., Diaz, S., Heldmaier, G., Jackson, R.B., Levia, D.F., Schulze, E.D. & Sommer, U. (20 19).
3. Bhat, S.V., Nagasampagi, B.A. & Sirakumar, M. (2006). *Chemistry of Natural Products*. Springer Science
4. De, A.K. (2019). *Environmental Chemistry*. New Age International Press

Suggested Books:

1. Fath, B. (2018). *Encyclopedia of ecology*. Elsevier.
2. Ajith, H. . Urmas. P., Pastur, G. M & Iversion L. R. (2018). *Ecosystem services from forest landscapes:*
3. Xu, R., Ye, Y. & Zhao, W. (2011). *Introduction to Natural Product Chemistry*. CRC Press
4. Tayler, D.J., Green, N.P.O. & Stout, G.W. (1997). *Biological Science 1&2*. Cambridge University Press
5. Tayler, M.R., Simon, E.J., Dickey, D.J. & Hogan, K.A. (2020). *Campbell Biology: Concepts & Connections* (10th Edition). Pearson

Course Learning Objectives:

This course addresses the unique entrepreneurial experience of conceiving, evaluating, creating, managing, and potentially selling a business idea. The goal is to provide a solid background with practical application of important concepts applicable to the entrepreneurial environment. Entrepreneurial discussions regarding the key business areas of finance, accounting, marketing and management include the creative aspects of entrepreneurship. The course relies on classroom discussion, participation, the creation of a feasibility plan, and building a business plan to develop a comprehensive strategy for launching and managing a new venture.

1. To enhance the 'entrepreneurial intentions' of the students by improving their natural willingness to start a business.
2. To understand the process of entrepreneurship and learn the ways to manage it by working individually in the class and in the form of groups outside the class to conduct field assignments.
3. To educate the students about the practical underpinnings of the entrepreneurship with the aid of practical assignments and idea pitching.

Course Contents:

1. **Background:** What is an Organization, Organizational Resources, Management Functions, Kinds of Managers, Mintzberg's Managerial Roles.
2. **Forms of Business Ownership:** The Sole proprietorship, Partnership, Joint Stock Company
3. **Entrepreneurship:** The World of the Entrepreneur, what is an entrepreneur? The Benefits of Entrepreneurship, The Potential Drawbacks of Entrepreneurship, Behind the Boom: Feeding the Entrepreneurial Fire.
4. **The Challenges of Entrepreneurship:** The Cultural Diversity in Entrepreneurship, The Power of "Small" Business, Putting Failure into Perspective, The Ten Deadly Mistakes of Entrepreneurship, How to Avoid the Pitfalls, Idea Discussions & Selection of student Projects, Islamic Ethics of Entrepreneurship.
5. **Inside the Entrepreneurial Mind:** From Ideas to Reality: Creativity, Innovation, and Entrepreneurship, Creativity – Essential to Survival, Creative Thinking, Barriers to Creativity, How to Enhance Creativity, The Creative Process, Techniques for Improving the Creative Process, Protecting Your Ideas, Idea Discussions & Selection of student Projects.
6. **Products and technology, identification opportunities**
7. **Designing a Competitive Business Model and Building a Solid Strategic Plan:** Building a strategic plan, Building a Competitive Advantage, The Strategic Management Process, Formulate strategic options and select the appropriate strategies, Discussion about execution of Students' Project.
8. **Conducting a Feasibility Analysis and Crafting a Winning Business Plan:** Conducting a Feasibility Analysis, Industry and market feasibility, Porter's five forces model, Financial feasibility analysis. Why Develop a Business Plan, The Elements of a Business Plan, What Lenders and Investors Look for in a Business Plan, Making the Business Plan Presentation.
9. **Building a Powerful Marketing Plan:** Building a Guerrilla Marketing Plan, Pinpointing the Target Market, Determining Customer Needs and Wants Through Market Research. Plotting a Guerrilla Marketing Strategy: How to Build a Competitive Edge, Feed Back & Suggestions on Student Project, Islamic Ethics for Entrepreneurial Marketing
10. **E-Commerce and the Entrepreneur:** Factors to Consider before Launching into ECommerce, Ten Myths of E-Commerce, Strategies for E-Success, Designing a Killer Web Site, Tracking Web Results, Ensuring Web Privacy and Security, Feed Back & Suggestions on Student Project.
11. **Pricing Strategies:** Three Potent Forces: Image, Competition, and Value, Pricing Strategies and Tactics, Pricing Strategies and Methods for Retailers, The Impact of Credit on Pricing
12. **Attracting Venture Capitalist:** Projected Financial Statements, Basic Financial Statements, Ratio Analysis, Interpreting Business Ratios, Breakeven Analysis, Feed Back & Suggestions on Student Project,
13. **Idea Pitching:** Formal presentation, 5-minutes pitch, funding negotiation and launching.

Recommended Texts:

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1. Scarborough, N. M. (2011). *Essentials of entrepreneurship and small business management*. Publishing as Prentice Hall, One Lake Street, Upper Saddle River, New Jersey 07458..

Suggested Readings:

1. Burstiner, I. (1989). *Small business handbook*. Prentice Hall Press

Course Learning Objectives:

The Civics and Community Engagement course is designed to provide students with an understanding of the importance of civic participation, culture and cultural diversity, basic foundations of citizenship, group identities and the role of individuals in creating positive change within their communities. The course aims at developing students' knowledge, skills and attitudes necessary for active and responsible citizenship.

After completing this course, students will be able to

- Understand the concepts of civic engagement, community development, and social responsibility.
- Understand rights and responsibilities of citizenship
- Understand cultural diversity in local and global context
- Analyze the significance of civic participation in promoting social justice, equity, and • democracy.
- Examine the historical and contemporary examples of successful civic and community engagement initiatives.
- Identify and assess community needs, assets, and challenges to develop effective strategies for community improvement.
- Explore the ethical implications and dilemmas associated with civic and community engagement.
- Develop practical skills for effective community organizing, advocacy, and leadership.
- Foster intercultural competence and respect for diversity in community engagement efforts.
- Collaborate with community organizations, stakeholders, and fellow students to design and implement community-based projects.
- Reflect on personal growth and learning through self-assessment and critical analysis of community engagement experiences.

Course Content:**Introduction to Civics & Community Engagement**

- Overview of the course: Civics & Community Engagement
- Definition and importance of civics
- Key concepts in civics: citizenship, democracy, governance, and the rule of law “ Rights and responsibilities of citizens

Citizenship and Community Engagement

- Introduction to Active Citizenship: Overview of the Ideas, Concepts, Philosophy and Skills
- Approaches and Methodology for Active Citizenship

Identity, Culture, and Social Harmony

- Concept and Development of Identity, Group identities
- Components of Culture, Cultural pluralism, Multiculturalism, Cultural Ethnocentrism, Cultural relativism, Understanding cultural diversity, Globalization and Culture, Social Harmony,
- Religious Diversity (Understanding and affirmation of similarities & differences)
- Understanding Socio-Political Polarization
- Minorities, Social Inclusion, Affirmative actions

Multi-cultural society and inter-cultural dialogue

- Inter-cultural dialogue (bridging the differences, promoting harmony)
- Promoting intergroup contact/ Dialogue
- Significance of diversity and its impact
- Importance and domains of Inter-cultural dialogue

Active Citizen: Locally Active, Globally Connected

- Importance of active citizenship at national and global level
- Understanding community
- Identification of resources (human, natural and others)
- Utilization of resources for development (community participation)
- Strategic planning, for development (community linkages and mobilization)

Human rights, constitutionalism and citizens' responsibilities

- Introduction to Human Rights
- Human rights in constitution of Pakistan
- Public duties and responsibilities
- Constitutionalism and democratic process

Social Institutions, Social Groups, Formal Organizations and Bureaucracy

- Types of Groups, Group identities, Organizations
- Bureaucracy, Weber's model of Bureaucracy
- Role of political parties, interest groups, and non-governmental organizations

Civic Engagement Strategies

- Grassroots organizing and community mobilization
- Advocacy and lobbying for policy change
- Volunteerism and service-learning opportunities

Social issues/Problems of Pakistan

“ Overview of major social issues of Pakistani society

Social Action Project

Recommended Books:

1. Kennedy, J. K., & Brunold, A. (2016). *Regional context and Citizenship education in Asia and Europe*. New York: Routledge, Falmer.
2. Henslin, James M. (2018). *Essentials of Sociology: A Down to Earth Approach* (13th ed.). New York: Pearson Education
3. Macionis, J. J., & Gerber, M.L. (2020). *Sociology*. New York: Pearson Education

Reference Books:

1. Glencoe McGraw-Hill. (n.d.). *Civics Today: Citizenship, Economics, and Youth*.
 2. Magleby, D. B., Light, P. C., & Nemacheck, C. L. (2020). *Government by the People* (16th ed.). Pearson.
 3. Sirianni, C., & Friedland, L. (2005). *The Civic Renewal Movement: Community-Building and Democracy in the United States*. Kettering Foundation Press.
 4. Bloemraad, I. (2006). *Becoming a Citizen: Incorporating Immigrants and Refugees in the United States and Canada*. University of California Press.
 5. Kuyek, J. (2007). *Community Organizing: Theory and Practice*. Fernwood Publishing.
 6. DeKieffer, D. E. (2010). *The Citizen's Guide to Lobbying Congress*. TheCapitol.Net.
 7. Rybacki, K. C., & Rybacki, D. J. (2021). *Advocacy and Opposition: An Introduction to Argumentation* (8th ed.). Routledge.
 8. Kretzmann, J. P., & McKnight, J. L. (1993). *Building Communities from the Inside Out: A Path Towards Finding and Mobilizing a Community's Assets*. ACTA Publications.
 9. Patterson, T. E. (2005). *Engaging the Public: How Government and the Media Can Reinvigorate American Democracy*. Oxford University Press.
- Love, N. S., & Mattern, M. (2005). *Doing Democracy: Activist Art and Cultural Politics*. SUNY Press

Course Learning Objectives:

This course aims to introduce students to the study of pragmatics, which is concerned with the use of language in context. Students will learn about the relationship between language and social context, and how speakers use language to accomplish specific communicative goals. By the end of the course, students will have a solid understanding of the principles of pragmatics, including the role of context, implicature, speech acts, and politeness, and how these principles are used to achieve effective communication.

Course Contents:**A. Introduction: concepts in pragmatics**

1. Meaning and Context
2. Co-text
3. Speech Acts
4. The cooperative principle
5. Politeness: face saving and cultural variation of politeness
6. Grice's Theory of Implicature, Cooperative Principle and Conversational Maxims, Implicature
7. indexicality and Deixis
8. Sense & Reference
9. Inference
10. Anaphora
11. Presuppositions

B. Development: studies in pragmatics

1. Analyzing the context
2. Analyzing the co-text
3. Using speech acts
4. Pragmatics of conversation

C. Exploration: investigation in pragmatics

1. Exploring the context of writing
2. Investigating co-text
3. Exploring speech acts
4. Analysis of conversation
5. Applying politeness
6. Pragmatics & Language Learning and Acquisition
7. Pragmatics and Discourse Analysis

Recommended Texts:

1. Cutting, J. (2002). Pragmatics and Discourse: A Resource Book for Students (2nd edition). London: Routledge.
2. Grundy, P. (2008). Doing Pragmatics. London: Hodder Education.
3. Levinson, S. C. (1983). Pragmatics. Cambridge: Cambridge University Press.
4. Thomas, J. (1995). Meaning in Interaction: An Introduction to Pragmatics. London: Longman.
5. Yule, G. (1996). Pragmatics (Oxford Introduction to Language Study Series). Oxford: Oxford University Press.

Course Learning Objectives:

This study aims to equip students with a foundational understanding of the scientific principles and research methodology employed in modern linguistics. Upon completion, students should be able to analyze relevant articles and present their findings both verbally and in writing, while demonstrating a degree of independent thinking and critical evaluation of theoretical and methodological assumptions. Overall, the course aims to cultivate a higher level of skill and competency in general linguistics.

Course Contents:

The course is given with a different theme from current trends in linguistics. Possible themes are, e.g.:

1. The Geometry of Meaning, based on Gärdenfors' book by the same name.
2. The Phylogenetic Analysis of Language
3. Grammaticalization
4. Color semantics
5. Trends in South Asian Linguistics
6. Internet Linguistics
7. Natural Language Processing
8. An Introduction to Grapho-linguistics
9. Using AI tools in linguistics
10. Nurturing indigenous languages

Recommended Texts:

1. Crystal, D. (2006). *Language and the Internet*. Cambridge University Press. Nirenburg, S., & Raskin, V. (2004). *Ontological Semantics*. MIT Press, Cambridge.
2. Nirenburg, S., & Wilks, Y. (2001) What's in a symbol: Ontology, representation and language. *Journal of Experimental and Theoretical Artificial Intelligence* 13(1)
3. Cazden, Courtney B. (2003). "Sustaining Indigenous Languages in Cyberspace". In Reyhner, J.; Trujillo, O.; Carrasco, R. L.; Lockard, L. (Eds.). *Nurturing Native Languages*. Flagstaff: Northern Arizona University.
4. Biggam, C. P. (2012). *The semantics of colour*. The Cambridge University Press.
5. Meletis, D., & Dürscheid, C. (2022). *Writing Systems and Their Use: An Overview of Grapholinguistics*. De Gruyter Mouton.

Course Learning Objectives:

This advanced course incorporates the principles and techniques of Digital Humanities. Students will delve into the collection, annotation, and analysis of large digital corpora of written and spoken language, using various software tools. The course emphasizes critical thinking, enabling students to evaluate different approaches to linguistic analysis and conduct advanced corpus-based research in domains such as language variation and discourse analysis. Information Communication Technology, Social Media, Mobile Technologies, Digital Media Technologies and Digital Games, Human Computer Communication, hypertext, Cybertext, digital games and cinema, digital narratives and Digi-socio-cultural dimensions of language usage. Upon completion of the course, students will be equipped with the necessary knowledge and skills to undertake sophisticated corpus-based research projects.

Course Contents:

1. Introduction to Digital Humanities: Scope and Significance
2. Computational Text Analysis: Techniques for Analyzing Textual Data with Computers
3. Introduction to AI tools
4. Human-Machine Communication
5. Digital Text & Hypertext
6. Interactive Texts & Cybertext
7. Digital Media
8. Communication in Virtual Reality
9. Digital Gaming and working
10. Language and Social Media
11. Computer Assisted Language Learning
12. Mobile assisted Language Learning
13. Flipped learning
14. Digital Visual Discourse
15. Future Directions Digital Publishing: Methods for Publishing and Sharing Digital Humanities Research
16. Ethics and Challenges in Digital Humanities: Issues of Access, Privacy, and Sustainability

Recommended Texts:

1. Bell, A. (2010). *The Possible Worlds of Hypertext Fiction*. London: Palgrave Macmillan.
2. Bodomo, A. B. (2009). *Computer-Mediated Communication for Linguistics and Literacy Technology and Natural Language Education*. Hong Kong: University of Hong Kong Press.
3. Brave, R. J. B. (2008). *New Digital Classroom Technology and Foreign Language Learning*. Washington: Georgetown University Press.
4. Chapelle, C. A. (2003). *English Language Learning and Technology*. Amsterdam: John Benjamins Publishing.
5. Gee, J. P. (2003). *What video games have to teach us about learning and literacy*. Palgrave Macmillan.

SEMESTER-V

Course Learning Objectives:

This is an introductory level course which aims at providing general introduction to both literary and non-literary texts and how genres of literature create meaning and structures, giving way to some of the methods of literary interpretation. Beginning with literary concepts like genre, narrative, character, and figurative language, this course considers the interaction among the reader, the writer, and the text itself, and between different texts. Upon successful completion of this course, students will be able to employ various methods of literary analysis in poetry and prose and other related genres of literature, identify common literary devices and concepts in poetry and prose and understand their effects, understand common literary concepts to analyze the poetry and prose other related genres of literature, recognize and understand the relationship among reader, writer, and text in the creation and interpretation of texts, compare the relationship among different texts in the creation and interpretation of texts.

Course Contents:

1. Definitions of literary genre, devices, their significance and types
2. Genres: Definitions of Fiction & Non-Fiction, Drama, Poetry, etc.
3. Sub Genre of Prose and Poetry: Comic, Mystery, Horror, Folktale, Fantasy, Fable, Myth, Legend, Haiku, Sonnet, Epic, Elegy, Ode, Ballad, Memoir, Essay, (Auto) Biography, Almanac, Editorial, Journal
4. Elements of Fiction: Plot, Setting, Tone, Theme, Mood, Conflict, Point of View,
5. Elements of Poetry: Dramatic Monologue, Blank and Free verse, Rhyme scheme, Stanza
6. Figurative Devices: Personification, Simile, Metaphor, Hyperbole, Understatement, Satire, Irony, Allegory, Allusion, Euphemism, Metonymy, Synecdoche, Hypallage, Sound Devices, Alliteration, Assonance, Consonance, Anaphora, Onomatopoeia, Antithesis, Paradox, Oxymoron, Climax, Anti-climax, Pun
7. Elements of Drama: Dialogue, Monologue, Tragedy, Comedy, Tragicomedy, Miracle Plays, Morality Plays, Interludes, Tragic hero, Hamartia, climax, Catharsis, Hubris, Catastrophe, Three unities/dramatic unities, Plot, character/ Characterization, Soliloquy, Aside, Chorus, comic relief
8. Terms used in literary criticism/theories: Poetic justice, Symbol/Symbolization, Flashback, Foreshadowing, Colloquialism, Objective correlative, Imagery with types, Melodrama, bildungsroman

Recommended Texts:

1. Berthoud, E. (2020). 30-Second Literature: The 50 most important forms, genres and styles, each explained in half a minute. Ivy Press UK.
2. Martiny, E. (2012). A Companion to the Poetic Genre. John Wiley & Sons.
3. Bawarshi, A. S. & Mary, J. R. (2010). Genre: An Introduction to History, Theory, Research, and Pedagogy. Parlor Press.
4. Gardner, J., Lawn, B., Ridl, J. & Schakel, P. (Eds.) (2017). Literature: A portable anthology (4th ed.). Boston: Bedford.
5. Fowler, A. (1982). Kinds of Literature. An Introduction to the Theory of Genres and Modes. Clarendon.

Course Learning Objectives:

The course aims to equip students with the skills to critically analyze and apply SLA theories in language teaching and learning contexts. Through the exploration of various SLA theories, students will be able to identify how these theories can inform and impact language teaching methodologies. By the end of the course, students will have developed a comprehensive understanding of SLA, its theories and practical applications in second language teaching and learning.

Course Contents:

1. Key issues in second language acquisition; Language, acquisition and learning
2. Factors affecting second language acquisition; Classroom second language acquisition
3. Error analysis and second language acquisition
4. Theories of SLA: The Monitor Model, The Acquisition versus Learning Hypothesis, The Input Hypothesis, The Affective Filter Hypothesis, Interlanguage Theories
5. Strategies of Second Language Learning and Communication
6. Language Transfer
7. Stabilization and Fossilization in Interlanguage
8. Acculturation/Pidginization Theory
9. Sociocultural Theory; Processability Theory
10. Cognitive approaches to second language acquisition
11. Universal grammar
12. Principle and Parameter Theory
13. Projection Principle
14. Connectionism

Recommended Texts:

1. Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.
2. Gass, S. M. & Selinker, R. (2001). *Second language acquisition: An introductory course*. London: Routledge.
3. Johnson, K. (2001). *An introduction to foreign language learning and teaching*. London: Longman.
4. Long, M. H. (2002). *The handbook of second language Acquisition*. Oxford: Blackwell.
5. Ortega, L. (2007). *Understanding second language acquisition*. London: Hodder Arnold.

Course Learning Objectives:

This 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. This course aims to introduce students to the close linguistic analysis of literary texts, enabling students to identify how different aspects of linguistic structure shape and contribute to readers' interpretations of texts. Students will consider both canonical "Literary" texts and non-canonical forms of writing. It is especially suitable for students wishing to understand literary texts at a deeper level but the analytical skills acquired on this course would help all students to develop a more sophisticated appreciation of how language can be exploited to create meaning.

Course Contents:

1. What is style?
 - Traditional, modern', and linguistic concept of style
 - Style as choice, man, norm, deviation, conformity, period, situation
2. What is stylistics?
3. Nature and goals of stylistics
4. Branches of stylistics
5. Levels of Analysis:
 - Phonological Level,
 - Sounds of Poetry,
 - Meter in poetry,
 - Rhythm in Prose
6. Syntactical Level:
 - Parts of Speech
 - Phrases and clauses
7. Figurative language
8. Use of Functional Grammar in literary text
 - Clause complexing
 - Mood and Modality
 - Theme and Rheme
 - Transitivity and meaning in Literature
9. Foregrounding: Parallelism, norm and deviation
10. Point of view
11. Speech and thought presentation
12. Computational stylistics in literature
13. Music stylistics
14. Discourse: Cohesion, Textuality, Clause relations

Recommended Texts:

1. Leech, G. (2013). *Language in literature: Style and foregrounding*. London: Routledge.
2. Leech, G. & Short, M. (2007). *Style in fiction: A linguistic introduction to English fictional prose* (revised 2nd ed.). Harlow: Pearson.
3. Gregoriou, C. (2017). *English literary stylistics*. Bloomsbury Publishing.

Course Learning Objectives:

The course offers a comprehensive introduction to this emerging branch of linguistics. It begins with a historical and theoretical overview of the discipline, exploring the main theoretical issues and debates. Students will also be introduced to different perspectives in the corpus-based analysis of language, including the qualitative vs. quantitative, diachronic vs. synchronic, and monolingual vs. multilingual perspectives. Through this course, students will learn how to use some of the most common techniques, tools, and software packages in corpus linguistics, and gain familiarity with corpus tools in research. Additionally, the course provides examples and techniques for analysis at different levels using corpus linguistics.

Course Contents:

1. Introduction to Corpus Linguistics
2. Building A Corpus; Operating AntConc
3. Exploring BNC: Access http://corpus.byu.edu/bnc/old/help/syntax_e.asp
4. Important Taggers: CLAWS (access <http://ucrel.lancs.ac.uk/claws/trial.html>): C-5 and C-7 tagset, tagging the data, Semantic Tagger ASUS (Access ucrel.lancs.ac.uk/usas): ASUS tagset
5. Introduction to MAT tagset; Tagging the data, Beyond individual features towards co-occurring features, Conducting multidimensional analysis
6. Corpus annotation: Part-of-speech tagging & parsing Counting; Qualitative and quantitative method; Comparing frequencies; using percentages and normalising; representivity,
7. Looking for lexis: the role of lexicon in language; how lexicographers use corpora; the meaning of words Checking collocations and colligations: two types of collocations; collocations in a window
8. Important Corpora for Pakistani Researchers-I: Introduction to ICNALE
9. Finding Phrases: Phraseology, idioms
10. Corpus linguistics in cyberspace: the web as corpus; using commercial search engines for linguistic research; Piggybacking: WebCorp

Recommended Texts:

1. Biber, D., Conrad, S. & Reppen, R. (1998). *Corpus linguistics: Investigating language structure and use*. Cambridge: Cambridge University Press.
2. Hunston, S. (2002). *Corpora in applied linguistics*. Cambridge University Press.
3. Lindquist, H. (2009). *Corpus linguistics and the description of English*. Edinburgh: Edinburgh University Press.
4. McEnery, T. & Wilson, A. (2001). *Corpus linguistics (2nd ed.)*. Edinburgh: Edinburgh University Press.
5. McEnery, T. & Hardie, A. (2012). *Corpus linguistics: Method, theory and practice*. Cambridge: Cambridge University Press.

Course Learning Objectives:

The present subject aims to present fundamental premises of quantitative approach to research especially for the students who want to excel in quantitative research. It further aims to evaluate mythological options in designing and carrying out one's own research. Moreover, the course aims to familiarize the students with appropriate data contexts for selecting commonly used descriptive and inferential statistics and to analyze simple quantitative data using SPSS and to interpret key elements of results obtained.

Course Contents:

1. Introduction and overview of quantitative research paradigm
2. Characteristics of quantitative research
3. Quantitative research questions and types (descriptive, differential, and associational)
4. Research hypothesis (null and alternate hypotheses)
5. Literature review in quantitative research
6. Variables and their types (independent, dependent, moderator, intervening, controlled, etc.), and operationalization
7. Population and sampling (probability and non-probability)
8. Quantitative research designs (survey/questionnaire, experimental and quasi-experimental)
9. Analyzing data in quantitative research
10. Levels of measurement (nominal, ordinal, interval, scale)
11. Descriptive statistics (mean, mode, median, range, standard deviation, normal curve)
12. Inferential statistics (tests for association and differences)
13. Validity and reliability in quantitative research
14. Introduction to SPSS and American Psychological Association (APA) formatting style

Recommended Readings:

1. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods Approaches* (3rd ed.). London: SAGE.
2. Dörnyei, Z. (2007). *Research methods in applied linguistics*. New York: Oxford University Press.
3. Dörnyei, Z., & Taguchi, T. (2010). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). New York: Routledge.
4. Mackey, A., & Gass, S. (2008). *Second language research: Methodology and design*. New York: Routledge.
5. Morgan, G., Leech, N., Gloeckner, G., & Barrett, K. (2007). *SPSS for introductory statistics: Use and interpretation*. London: Lawrence Erlbaum Associates Publishers.
6. Phakiti, A. (2014). *Experimental research methods in language learning*. London: Bloomsbury

Topic	Details
Semester/Level	In some discipline 5 th semester and in some discipline 6 th Semester/ BS (5 th Semester intake) 1 st / 2 nd
Course Code	URCG-5111
Course Title	Translation of the Holy Quran - III
Credit Hours	Non-Credit
Objectives	<ul style="list-style-type: none"> • To introduce ethics and highlight its importance, need and relevance for individual and collective life. • To illuminate the students with the Quranic norms of Morality i.e. truthfulness, patience, gratitude, modesty, forgiving, hospitality etc. • To familiarize the students with immoral values like falsify, arrogance, immodesty, extravagance, backbiting etc. • To inculcate ethical and moral values in our youth. • To develop a balanced dynamic and wholesome personality. • To introduce the students to Quranic Arabic grammar in practical manner.
Course Contents:	<p>o اخلاق (تعارف، ضرورت و اہمیت، اقسام، معنویت) (اخلاق حسنہ):</p> <ul style="list-style-type: none"> • برائی کو نیکی سے مٹانا • نیکی کے کاموں میں مسابقت • لوگوں کے درمیان صلح • عدل و انصاف • سچائی • ایثار • سلیم قلب • مہمان نوازی • لغویات سے اعراض • عاجزی و انکساری • نگاہ اور آواز کو پست رکھنا • چال میں میانہ روی • شرمگاہوں کی حفاظت • صبر • شکر • امور میں میانہ روی اخلاق سنیہ: • ظلم اور زیادتی • غرور و تکبر • نفسانی خواہشات کی پیروی • بدگمانی • جھوٹ • چغلی اور تہمت • تمسخر اور شیخی خوری • لہو و لعب • برے ناموں سے پکارنا • احسان جتانا اور تکلیف دینا • فضول خرچی اور حد سے بڑھنا • حسد اور تنگ دل • بے پردگی
Grammar:	“قرآنی عربی گرامر کے اصول اور انکے اطلاقات (متن قرآنی پر اطلاق سے توضیحات)

Details of Chapters and verse Numbers:	منتخب آيات مع ترجمه وتجويد	“
	البقره (٧٧٨، ٨٥٤، ٢٣، ٧٢٨، ٧١٨، ٧٤٨، ٧١٨، ٤٨، ٧٨٤، ٧٤٣، ٧١١، ٨٤١، ٧٨٤)	“
	٧٢١، ٧١٢، ٨٢٥، ٨٢٣، ٨٢٨، ٨٧٨، ٢١، ٨٣٧، ٧١، ٨٨٨، ٨١، ١١، ٧٢٨، ٧٥٢،	
)٣٥، ٧٨٥، ٨٤٢، ٨١، ١٧، ٢٣، ٨٨٢، ٧٢٤، ١٢	
	آل عمران (٧٤٥، ٧٥، ٨٥، ٧٢٤، ٧٣٨، ٧٥٢، ٧٣٥، ٧٥٤، ٧١، ٨١١، ٧٨٤، ٧٣٣، ٧٧٥، ٧١٥، ٧١٥، ٨٢، ١٢، ٧٥٧، ٧٤٢، ٧٥١)	“
	النساء (٧٣٤، ٨٣، ٨٨، ٧١٢، ٧١١، ٧١٤، ٤٥، ٨١، ٨١)	“
)٨٥، ٤١، ٥١، ٨٥، ٨٤، ٣٢، ٧١٣	
	المائدة (٤٢، ٤١، ٢٣، ٧٣، ٢، ٥٧، ٧٢)	“
	النحل (٧٨٢، ٢١، ٧١٤، ٧٧٣، ٣١، ٧٨٢، ٧٨٤)	“
	الرعد (٨٤، ٨١، ٨٥، ٨٨، ٢)	“
	الاعراف (٣٧، ٢٢، ٤٧، ٧٥٢، ٥١، ٥، ٨١، ٧٥٥، ٧٢٢، ٢٤، ٢٧)	“
	القصص (٤٥، ٢٥)	“
	فصلت (٣٥)	“
	الانعام (٣٨، ١١، ١١، ٧٣١، ٧٤٤، ٧٢١)	“
	النمل (٢١، ٥٢)	“
	الحج (٣١، ٤٢، ٢١، ٢٢، ١١)	“
	الحجرات (٢، ٧٧، ٢، ٧٧، ٣، ٧٨، ٧٤، ٧١)	“
	الاحزاب (٨٣، ٤١، ٤٢، ٤٢، ٤٨، ٤٤، ٤٢، ٣٤، ٨٥، ٣٤)	“
	الحشر (٢)	“
	طه (١٨)	“
	الانعام (٧٢٥، ٧٥٧، ٧٧٢، ٧٤٧، ٢٣، ٧٨١)	“
	ق (٣٥)	“
	الانفال (٨١، ٥٢، ٢٧)	“
	الفتح (٧٤)	“
	يونس (٧١، ٧٢، ٧٨، ٢٢، ٨٨، ٨٨)	“
	الفرقان (٢٣، ٨٧، ٢١، ٢٣)	“
	النور (٨٣، ٢، ٥، ٣١، ٣٧، ٣٣، ٣٣، ٢٧، ٣٧، ٨٨)	“
	لقمان (٢، ٣٣، ٧٢، ٣٨، ٧٢)	“
	الاسراء (٣١، ٤، ٧٧١، ٣١)	“
	المزمل (٧٢)	“
المدثر (٢، ٥)	“	
المدثر (١٥)	“	
فاطر (٣٨)	“	
الفتح (٨٢)	“	
البلد (٧١)	“	
الزمر (٣، ٧١)	“	
الحجر (٢٤)	“	
النجم (٣٧)	“	
الرحمن (٢١)	“	
هود (٢، ٧١٨، ٣)	“	
الكهف (٨، ٤٢)	“	
الشورى (٣١)	“	
غافر (٨٢، ٨١)	“	
الحديد (٨١، ٨١)	“	
مريم (٤٢)	“	
النازعات (٥٧)	“	
التوبه (٢٤، ٢٥، ١١)	“	
الهمزه (٧)	“	

SEMESTER-VI

Course Learning Objectives:

The objective of this BS course in English poetry is to provide a comprehensive understanding of the evolution of English poetry from the medieval period to the Romantic era. Through the study of representative poets from each period, students will be able to identify the characteristics of each era, analyze the use of literary devices, and understand the influence of historical, cultural, and artistic contexts on major works. The course will focus on developing critical thinking and analytical skills in the interpretation of poetry. By the end of the course, students will be able to identify and discuss major trends in English poetry from both the classical and Romantic periods, as well as appreciate the development of genres and the English language itself. Additionally, the study of Romantic poetry will broaden students' understanding of the ideals of humanity, as reflected in the works of the selected poets. Overall, this course aims to provide a strong foundation in the study of English poetry and enhance students' abilities to compete in a changing society.

Course Contents:

1. Geoffrey Chaucer, The Prologue to the Canterbury Tales
2. John Milton, Book-I (line 1-100 & 5 Speeches of Satan) Book-II (Speeches of Adam & Eve)
3. John Donne, The Good Morrow, Goe, and Catch a Falling Star, A Valediction- Forbidding Mourning, Death be not proud, though some have called thee
4. Alexander Pope, Rape of the Lock (Canto I, V)
5. William Blake: Songs of Innocence and Experience – The Divine Image, Holy Thursday, The Little Black Boy, The Chimney Sweepers, A Poison Tree
6. William Wordsworth: Ode on Intimations, The Prelude *book 1* (Lines 1-100)
7. Percy Bysshe Shelley: Ode to the West Wind, To a SkyLark, The Cloud
8. John Keats: Endymion (First 50 lines), Ode to Melancholy, Ode to a Nightingale, Ode on a Grecian Urn

Recommended Texts:

1. Appelbaum, S., & Smith, P. (Eds.). (2012). *Songs of innocence and songs of experience*. Chicago: Dover Publications.
2. Blades, J. (2004). *Wordsworth and Coleridge: Lyrical ballads*. New York: Palgrave Macmillan
3. Bowden, M. (1967). *A commentary on the prologue*. Macmillan.
4. Kermode, F. (1971). *Shakespeare, Spenser, Donne: An introduction*. Routledge.
5. Zucchi, J. E. (2007). *Romantics, Rebels and Reactionaries: English Literature and Its Background 1760-1830*. Oxford, England: Oxford University Press.

Course Learning Objectives:

This course introduces the modern concepts of style to the students as distinguished from the traditional one. The course will introduce the notion of style to the students, 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. The main objective of the course is to increase awareness of the different types of text and of the stylistic means used to convey information, with a view to improve both reading and writing skills. Students get to understand how insights from linguistics can be applied in the analysis of nonliterary texts, in order to explain how texts mean and what interpretative effects such texts have on readers. By the end of this course, students will be able to describe the different styles involved in the communication process and to recognize different registers and use them in suitable situations.

Course Contents:

1. Difference between Literary and non-literary Text
2. Concepts of Register
3. Concept of Genre
4. Levels of Analysis
 - Phonology
 - Graphology
 - Lexis
 - Grammar
 - Discourse
5. Stylo Statistics
6. Language of Advertisement
7. Language of Recipes
8. Language of Legal Documents
9. Language of Religion
10. Language of Conversation
11. Language of Unscripted Commentary
12. Language of Newspaper Reporting
13. Language of Scientific Text

Recommended Texts:

1. Leech, G. (2013). *Language in literature: Style and foregrounding*. London: Routledge.
2. Liddicoat, A.J. (2007). *An introduction to conversation analysis*. New York: Continuum.
3. Goddard, A. (2002). *The language of advertising: Written texts* (2nd ed). London: Routledge.
4. Maquire, W., & McMohan, A. (2011). *Analysing variation in English*. New York: Cambridge.
5. Herdan, G. (2021). The calculus of linguistic observations. In *The Calculus of Linguistic Observations*. De Gruyter.

Course Learning Objectives:

The Genre Analysis course aims to equip students with a deep understanding of important theories and methods of genre analysis. By the end of the course, students will be able to recognize and critically analyze the characteristic features of specific academic genres. They will also be able to engage in important discussions surrounding the theoretical and methodological aspects of genre analysis, and develop a strong vocabulary in this area.

Course Contents:

1. Introducing Genre and Genre Analysis; Discourse and Genre, Genre vs. Register
2. Genre Theory: Approaches and Perspective to Genre and Genre Analysis
3. Basic Principles for conducting genre analysis
4. Methods for Researching genre practices
5. Identifying and Analysing text features
6. Genre and corpus analysis with the focus on John Sinclair & Malcolm Coulthart
7. Introducing Sydney School Genre Studies
8. Genre and Multimodal Documents
9. Academic Genres
10. Professional Genres
11. Models of Genre Analysis (Swales and Bhatia)
12. Genre Analysis in 2nd Language Teaching
13. Genre Based writing
14. Genre Based Teaching

Recommended Texts:

1. Bhatia, V. K. (1993). *Analysing genre*. London: Longman.
2. Bhatia, V. K. (2004). *Worlds of written discourse: A genre-based view*. A&C Black.
3. Bhatia, V. K. (2014). *Analysing genre: Language use in professional settings*. Routledge.
4. Swales, J. M. (1990). *Genre analysis: English in academic and research settings*. Cambridge University Press.
5. Martin, J. R. (2014). *Genre and the reconfiguring of contemporary social theory*. Bloomsbury Publishing.

Course Learning Objectives:

This introductory course on Teaching English to students of other Languages (TESOL) combines the principles of ELT with practice to enable students to learn English as a foreign language using a specific and structured methodology as well as implement scientifically tested language learning approaches. The aim is to enable students to understand the theory and practice of ELT with an opportunity to examine and understand the problems of ELT in Pakistan. This course also promotes experimental modern research in ELT which provides a deeper understanding of English learning issues and helps to utilize highly critical and evaluative skills to overcome these.

Course Contents:

1. Definition and History of TESOL
2. Methods of Language Teaching
3. Teaching Grammar
4. Theory and Practice of Teaching Oral Skills
5. Theory and Practice of Teaching Reading Skills
6. Theory and Practice of Teaching Writing Skills
7. Language Assessment
8. Curriculum Design
9. Technology in TESOL
10. Multilingualism in TESOL
11. Teaching Language through Literature
12. Research in TESOL

Recommended Texts:

1. Davies, F. (1995). *Introducing Reading*. Harmondsworth: Penguin.
2. De Oliveira, L. C. (Ed.). (2019). *The Handbook of TESOL in K-12*. John Wiley & Sons.
3. Hedge, T. (2005). *Writing*. (Second edition). Oxford: OUP.
4. Raza, K., Reynolds, D., & Coombe, C. (2023). Multilingual TESOL in Practice in Higher Education: Insights from EFL Classrooms at a Gulf University. In *Handbook of Multilingual TESOL in Practice* (pp. 5-22). Singapore: Springer Nature Singapore.
5. Valenzuela, H. (2020). *Linguistics for TESOL: Theory and Practice*. Palgrave Macmillan.

Course Learning Objectives:

This course in Research Methods is designed to equip students with the necessary knowledge and skills to conduct research in their field of study. The course objectives are multifaceted, aiming to develop students' understanding of research terminology, ethical principles, and the different approaches to qualitative research. Through this course, students will gain insight into the steps involved in the research process, including identifying and executing the components of a literature review. By the end of the course, students will be equipped with the necessary tools to conduct research, write research papers, and understand the literature in their field of study.

Course Contents:

1. An Introduction to Qualitative Research
2. What Makes Research 'Qualitative'?
3. Critical perspectives in Qualitative Research Methods
4. Narrative Inquiry in Linguistic Research
5. Linguistic Ethnography
6. Action Research
7. Combining Methods in Linguistic Research
8. Case Study
9. Observation
10. Open-Response Items in Questionnaires
11. Introspective Techniques
12. Audio video recordings
13. Discourse Analysis
14. Conversation Analysis
15. Multimodal Analysis
16. Hermeneutics
17. Ethics and Trustworthiness
18. Writing Up Your Research (Steps and formatting)

Recommended Texts:

1. Bhattacharjee, A. (2012). *Social science research: Principles, methods and practices*. University of South Florida.
2. Chawla, D., & Sondhi, N. (2011). *Research methodology: Concepts and cases*. Vikas Publishing House Pvt. Ltd. Delhi.
3. Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches (4th ed.)*. Thousand Oaks, CA: Sage.
4. Heigham, J., & Croker, R. A. (2009). *Qualitative Research in Applied Linguistics: A Practical Introduction*. Palgrave: Macmillan.
5. Litosseliti, L. (2010). *Research Methods in Linguistics*. Continuum International Publishing Group.

Course Learning Objectives:

The goal of this course is to introduce learners to the concepts of special and specific English, providing them with the necessary knowledge to differentiate between various types of English. By doing so, learners will develop a solid foundation in specific language learning skills and the assessment of these skills. There are five broad objectives for the course, which are also applicable to ESP: revealing subject-specific language use, developing target performance competencies, cultivating strategic competence, fostering critical awareness, and examining each objective in sequence. By developing strategic competence, which links the context of the situation with language knowledge, learners will be equipped for successful and efficient communication

Course Contents:

1. ESP: Introduction
2. Theoretical Bases: Major influences
3. Developments in ESP – Register analysis to learning centeredness
4. Classification of ESP
 - a. English for legal purposes
 - b. English for Engineers
 - c. English for medical purposes
 - d. English for Business purposes
5. Trends and Issues in EAP and EOP
6. Features of EAP and EOP
7. Skills in EAP and EOP
8. ESP course design
9. ESP Teacher's role and training of the ESP teacher
10. ESP and Technology

Recommended Texts:

1. Dudley-Evans, T., St. John, M. J., & Saint John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge: Cambridge University Press.
2. Hutchinsen, T., & Waters, A. (1987). *English for specific purposes: A learning-centered approach*. Cambridge: CUP
3. Kenny, N., Işık-Taş, E., & Jian, H. (2020). *English for specific purposes instruction and research*. Springer International Publishing.
4. Kırkgöz, Y., & Dikilitaş, K. (Eds.). (2018). *Key issues in English for specific purposes in higher education*. New York: Springer.
5. Paltridge, B., & Starfield, S. (Eds.). (2014). *The Handbook of English for specific purposes*. Chichester: Wiley-Blackwell.

SEMESTER-VII

Course Learning Objectives:

The purpose of this course is to introduce students to ancient Greek Tragedy, its basic tenets and spirit, leading up to how during the reign of Elizabeth I in the 16th Century, drama as a genre developed tremendously. The students will be sensitized to the classical traditions of Greek theatre and the genre of classical Greek tragedy, its mythological implications and how these dramatic traditions influenced the drama of many centuries to come. This course aims to introduce students to major plays, and the styles and traditions of both eras in order to comprehend their literary and historical specificities. The Renaissance spirit found its best expression in drama; the University Wits and Shakespeare reflect the temper of the Renaissance and the age of Exploration as well as its undercurrents of exploitation, orientalism, race and antisemitism that become some of the major themes of Elizabethan drama.

Course Contents:

1. Sophocles: *Oedipus Rex*
2. Christopher Marlowe: *Dr. Faustus*
3. William Shakespeare: *Hamlet*
4. Ben Johnson: *Every Man in His Humor*

Recommended Texts

1. Graves, R. (2010). *Christopher Marlowe: A Renaissance Life*. Cornell University Press.
2. Hunter, G. K. (1997). *English Drama 1586-1642: The Age of Shakespeare*. Clarendon Press.
3. Kuriyama, C. B. (2004). *The Cambridge Companion to Christopher Marlowe*. Cambridge University Press.
4. Blackwell. (2005). *A Companion to Greek Tragedy*. Wiley-Blackwell.
5. Kitto, H. D. (2002). *Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays*. University of Texas Press.

Course Learning Objectives:

The course aims to provide students' knowledge about the development, spread, and maintenance of varieties of English throughout the world, now commonly referred to as Global or World Englishes. Objectives of the course include providing students with an overview of historical, social, and linguistic development of varieties of English (i.e. World Englishes), introducing frameworks of power and ideology that identify rhetorical tools and ideological strategies used by one group on the other and encouraging students to conduct original research on the implications of English as an international language.

Course Contents:

1. English as a Global Language: An Overview
2. World English or World Englishes
3. Spread of English
4. Theories and Models of World Englishes: The Kachruvian Paradigm, Schneider's Dynamic Model for Postcolonial Englishes
5. English as Lingua Franca
6. English and Linguistic Imperialism
7. World Englishes Studies by Region: English in Europe, English in Asia (South Asian Varieties), English in North America
8. Distinctive Linguistic Features of Pakistani English
9. Variations in World Englishes: Vocabulary, Grammar, Spelling, Pronunciation
10. World Englishes Domains: World Englishes in Literature, Newspapers & Advertising
11. World Englishes Implications: Contemporary Context and Functions, Teaching
12. Future of English: One or Many

Recommended Texts:

1. Kachru, B. (2006). *The handbook of world Englishes*. New York: Blackwell.
2. Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. London: CUP.
3. Kachru, B. (2011). *Asian Englishes: Beyond the canon*. Aberdeen: Hong Kong University Press.
4. Kirkpatrick, A. (2010). *The Routledge handbook of world Englishes*. New York: Routledge.
5. Meshtrie, R., & Bhatt, R. M. (2008). *World Englishes: The study of new linguistic varieties*. New York: Cambridge University Press.

Course Learning Objectives:

This course is designed to cultivate critical thinking skills related to gender, language, and their intersection. Through exposure to theories, facts, and analytical tools, students will develop the ability to analyze issues related to gender and language. The course will provide an overview of linguistic, social, political, and moral issues related to gender. By the end of the course, students will have gained knowledge of how gender influences language use and how culturally ingrained ideas about gender affect language. They will also learn about linguistic conventions that reinforce gender differences, structure and usage patterns exhibited by men and women, and how language treats genders differently.

Course Contents:

1. Relationship between language, gender and society
2. In what ways do men and women use language differently?
3. How do these differences reflect and/or maintain gender roles in society?
4. The primary linguistic approaches to gender and language
5. Historical and contemporary issues and controversies in the field of language and gender
6. Different perspectives on language and gender: linguistic, anthropological, sociological, psychological, feminist.

Recommended Texts:

1. Coates, J. (1986). *Women, men and language*. Longman: London.
2. Eckert, P. & McConnell, G. S. (2003). *Language and gender*. CUP.
3. Johnson, S. & Ulrike, H. M. (1997). *Language and masculinity*. Oxford: Blackwell.
4. King, R. (1991). *Talking gender: A guide to non-sexist communication*. Copp Clark Pitman Ltd.: Toronto.
5. Litosseliti, L. (2006). *Gender and language: Theory and practice*. London: Hodder Arnold.

Course Learning Objectives:

This course introduces basic theoretical points of departure in linguistic ethnography and examines the field's emergence in relation to other similar research fields. The students will be introduced to a number of core texts and key concepts in the field. We will also discuss and problematize the application and significance of a linguistic ethnographic approach in scientific publications on multilingualism, identity, and learning in educational contexts. In addition, the students will transcribe and analyze interactional data and discuss the implications of different transcription and analytical choices. The course is activity based and students are encouraged to engage in collecting and analyzing data related to authentic language use in the broad community.

Course Contents:

1. Introduction to linguistic ethnography
2. Ethnographic approaches
3. Language and Ethnography of Communication
4. Multilingualism, identity and learning in educational contexts
5. Data in Linguistic Ethnography
6. Ethnographies of Globalization
7. Linguistic Ethnography and Language Variation
8. Participant Observations and Field Notes
9. Field Work: The basis of an Ethnography of Communication is that language cannot be separated from how and why it is used. Accordingly, the focus is on an investigation of how language varies according to context. At a practical level the course will introduce ethnographic work which will be conducted on specific topics and in particular geographic locations, while at the same time conducting ethnographic observations within a chosen community or site of interaction, for example a coffee shop, a supermarket, a gym or an office.

Recommended Readings:

1. Blommaert, J. (2013). *Ethnography, Superdiversity and Linguistic Landscapes: Chronicles of Complexity*. Bristol, Multilingual Matters.
2. Copland, F. & Creese, A. (2015). *Linguistic Ethnography: Collecting, Analysing and Presenting Data*. SAGE Publications Ltd: UK.
3. Hymes, D. (1996). *Ethnography, linguistics, narrative inequality: toward an understanding of voice*. London: Taylor and Francis.

Topic	Details
Semester/Level	In some discipline 7 th semester and in some discipline 8 th Semester/ BS (5 th Semester intake) 3 rd / 4 th
Course Code	URCG-5111
Course Title	Translation of the Holy Quran - IV
Credit Hours	Non-Credit
Objectives	<ul style="list-style-type: none"> • To familiarize the students with commandments of trade and inheritance mentioned in the Quranic text (with the help of Urdu translation). • Students • To introduce the students to scientific facts and miracles of the Holy Quran and Quranic stress on deep study of Allah's explored universe. • To motivate the students for reading and exploring the last Holy Book revealed by Almighty Allah. • Through memorization students will develop their relation with last revelation.
Course Contents:	<ul style="list-style-type: none"> ○ تجارت اور وراثت: <ul style="list-style-type: none"> • مال کی تقسیم • نادان کا مال • عوام الناس کا مال • عورتوں کا مال • یتیموں کا مال • کفار کا مال • جائز مال • معابدے • رہن • قرض ○ سائنسی حقائق: <ul style="list-style-type: none"> • تخلیق کائنات • اجرام فلکی • شجر و حجر • زمین و آسمان کے اسرار • ہوائیں اور طوفان • بہائم اور مویشی • حشرات الارض • پہاڑ اور سمندر
Grammar :	“قرآنی عربی گرامر کے اصول اور انکے اطلاقات (متن قرآنی پر اطلاق سے توضیحات)
Details of Chapters and verse	<ul style="list-style-type: none"> ■ منتخب آیات مع ترجمہ و تجوید ■ البقرہ (۸۲۷، ۸۸۷۴، ۸۲۴، ۸۷۲، ۸۲۵، ۸۱۴، ۷۲، ۸۲۴، ۷۱۱، ۸۲۴، ۷۲، ۸۱۴)
Numbers:	<p>۸۲۸، ۸۱۵، ۸۱۷، ۲۳، ۷۱۱، ۸۷۴، ۸۱۲، ۸۱۲، ۷۲، ۸۱، ۸۸۳، ۸۲، ۸۴۴، ۸۲۸،</p> <p>۷۲۵، ۸۲۲، ۷۲۵، ۷۲۵، ۴۱، ۲۱، ۷۲۵، ۴۱، ۸۷۱، ۷۲، ۸۲، ۱۷، ۲۸، ۲۳</p> <ul style="list-style-type: none"> ■ آل عمران (۷۷۱، ۷۳۵، ۷۳۱، ۷۲۱، ۸۱، ۴۲) ■ النساء (۸۲، ۸، ۸۲، ۷۲۷) ■ المائدہ (۲۲، ۲۴، ۱۴، ۲۲، ۲۱) ■ التوبہ (۲۲، ۸۵، ۲۲، ۸۵، ۲۱، ۵) ■ الاعراف (۷۱۸، ۷۲۴، ۴۱، ۴۲، ۷۲۳، ۷۲۳، ۷۲۱) ■ الرعد (۷۱، ۵) ■ الطور (۵۵) ■ الانعام (۴۲، ۲۳، ۷۵۷، ۷۵۲، ۳۲) ■ الانفال (۸۲، ۳۲، ۵۷) <p>الکہف (۴۷، ۷۱۲، ۵۱، ۳۸، ۵۴، ۷۱، ۵۴) “</p> <p>الجاثیہ (۴) “</p> <p>فاطر (۸۱، ۷۸، ۷۳) “</p> <p>العنکبوت (۸۱، ۲۳، ۵۷) “</p> <p>الروم (۴۱) “</p> <p>الاسراء (۱۱، ۲۲) “</p> <p>الرعد (۸) “</p> <p>السبا (۷۱، ۳، ۸۸) “</p>

يونس (٢٢، ٧١٧، ٨٥، ٨٥، ٤، ٨٨)	“
يوسف (٢٥، ٧٥)	“
الفرقان (٢٨، ٤٣)	“
لقمان (٨٢، ٧٢)	“
طه (٧٧٥، ٤٣)	“
النحل (١٤، ٧٧، ٢٧، ٥٢، ١٢، ٢٢، ٢٢، ٧٧٤، ٢، ٢)	“
النمل (٢٥، ٢٥، ٢٢، ٢١، ٢٨، ٧٢، ٧١، ٧٢)	“
السجده (٨١)	“
الحديد (٢)	“
هود (٥٣، ٢)	“
يسين (٣١، ٥٧)	“
الروم (٣٢، ٣٢، ٤١، ٧٢، ٨٥، ٥٢)	“
فصلت (٣٢، ٣٢)	“
الحج (٢٧، ٢٤، ٨٨، ١٣)	“
الحجر (٧٢، ٨٨)	“
الانبياء (٣٧، ٣١، ٥١)	“
الزاريات (٥١)	“
الزلزله (٧)	“
القصص (١٢، ١٢، ٢١، ٢٧، ٢٨)	“
النور (٣١، ٨٨، ٨٨، ٥١، ٥٤، ٥٣)	“
الجمعه (٧٧، ٢٨، ٧١، ٧٧، ٤)	“
القمر (١)	“
الواقعه (٢٢)	“
الفاطر (٨١، ٧٣)	“
الملك (٧٢)	“
الصف (٧١)	“
الجن (٧٣)	“
الشورى (٨٢)	“
الزخرف (٧٧)	“
الفيل (٧)	“

SEMESTER-VIII

Course Learning Objectives:

This course introduces students to some significant Victorian novels in the wider context of social transformation and emerging literary practices. The course aims to develop students' analytic and critical skills through an engagement with a range of issues and extraordinary range of Victorian novels and novelists. By the end of the course, students will be able to understand and interpret key Victorian novels and they are able to read and interpret literary criticism and apply it within an academic argument.

Course Contents:

1. Charles Dickens: *Hard Times*
2. Thomas Hardy: *The Return of the Native*
3. Emily Bronte: *Wuthering Heights*
4. Oscar Wilde: *The Picture of Dorian Gray*

Recommended Texts:

1. Allen, W. (1958). *The English Novel*. Penguin
2. Bloom, H. (1986). *Modern Critical Interpretation*. New York Chelsea House Publishers.
3. Bloom, H. (Ed.) (2004) *The eighteenth-century English novel*, Philadelphia: Chelsea House Publishers.
4. Forster, E.M (2002) *Aspects of the Novel*, Rosetta Books.
5. Watt. I.(1957). *The Rise of the Novel*. Penguin

Course Learning Objectives:

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.

Course Contents:

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

Recommended Texts:

1. Fairclough, N. (2005). *Critical discourse analysis*. London. Longman.
2. Gee, J. P. (2014). *How to do discourse analysis*. Abingdon, Oxon: Routledge.
3. Martin, J. R., & Rose, D. (2008). *Genre relations: Mapping culture*. London: Equinox.
4. Schiffrin, D., Tannen, D., & Hamilton, H. (Eds.). (2001). *Handbook of Discourse Analysis*. Oxford: Blackwell.
5. Van Dijk, T. (1997). *Discourse as social interaction*. New York: Sage.

Course Learning Objectives:

This course explores the ways in which language is used to create and sustain humorous discourse in everyday life. This course focuses on the basics of humour linguistics and aims to equip the students with basic terms and historical background of humour linguistics. It also looks forward to enabling the students to relate and explore the theoretical concepts in humour linguistics with linguistic and social phenomena in everyday life.

Course Contents:

1. Humour and Humour Linguistics?
2. Basic terms in the field of humour linguistics
3. Historical background
4. Linguistics of Humour theory
5. Politeness, teasing and humour
6. Irony and Sarcasm
7. Script-based Semantic and ontological semantic theory of verbal humour
8. The general theory of verbal humour
9. The Isotopy-Disjunction model
10. Genres of humour
11. Online and internet humor
12. Sociolinguistics approaches to humour
13. Humor and Power relations
14. Humour and translation
15. Audiovisual translation of humour
16. Humour and second language development

Recommended Texts:

1. Attardo, S. (2020). *The linguistics of humor: An introduction*. Oxford university press.
2. Attardo, S. (1994). *Linguistic Theories of Humor*. Mouton de Gruyter.
3. Gumperz, J. (1982). *Discourse strategies*. New York: Cambridge University Press
4. Norrick, N., & Chiaro, D. (2009). *Humor in Interaction*. John Benjamins Publishing Company

Course Learning Objectives:

The course aims to familiarize students with the relationship between language and mind. In order to achieve this, the course provides a detailed analysis of how language is processed in the brain and mind. By understanding the cognitive processes involved in language, students will be able to understand how language is psychologically processed, comprehended, produced, and learnt. This course is designed to equip students with an in-depth understanding of the fundamental principles of Psycholinguistics, and how it can be applied to better understand language acquisition, language disorders, and other aspects of human communication.

Course Contents:

1. The Psychology of learning
2. Theories of language learning (Behaviorism, Cognitivism, Interactionism)
3. Language and the brain
4. Role of Memory, working and long memory
5. Comprehension of Language
6. Production of Language
7. Internal Lexicon
8. Inter language: Initial state, Intermediate state & Final State
9. Individual learner Factors: Age, Gender, personality, cognitive style, motivation etc.
10. Language learning strategies
11. Acquisition of First Language
12. Acquisition & Psychology of Second Language Acquisition

Recommended Texts:

1. Dörnyei, Z. (2014). *The psychology of the language learner: Individual differences in second language acquisition*. Routledge.
2. Fernández, E. M., & Cairns, H. S. (2010). *Fundamentals of psycholinguistics*. John Wiley & Sons.
3. Larsen-Freeman, D., & Long, M. H. (2014). *An introduction to second language acquisition research*. Routledge.
4. Martin-Jones, M., Blackledge, A., & Creese, A. (Eds.). (2012). *The Routledge handbook of multilingualism*. Routledge.
5. Saville-Troike, M., & Barto, K. (2016). *Introducing second language acquisition*. Cambridge University Press.

Course Learning Objectives:

This is an introductory course that provides an overview of the discipline of Linguistic Anthropology. This course is designed to help the student appreciate linguistic diversity, both for diversity's sake alone and for what it tells us about the possibilities of human language and human culture. Throughout the course we will pay particular attention to how tools from linguistic and semiotic anthropology can be applied to the study of topics other than language as a framework for ethnography, for textual research, and for the study of material culture.

Course Contents:

1. Implications of language within anthropology
2. Language as a practice through social relations
3. Habits of speech, thought and action
4. Relationships between meaning and intention
5. Role of language in human societies
6. Human language and human culture
7. Language diversities and their fundamental similarities
8. Attitudes about language and language use
9. Cultural knowledge and its variables; Colonialism, globalization and mobility
10. Field work: In this course, we will investigate how languages and cultures interact and affect each other. This involves understanding the theory in both the linguistic and anthropological sciences, as well as its application in the linguistic-anthropology interface. We will address the ethics of fieldwork as a means of investigating these important social phenomena at the interfaces of language/ecology.

Recommended Texts:

1. Ahearn, L.M. (2016). *Living Language: An Introduction to Linguistic Anthropology* (2nd ed). Wiley-Blackwell Publishers: UK.
2. Harriet, O.J. (2012). *The Anthropology of Language: An Introduction to Linguistic Anthropology*. Belmont, CA: Thomson Wadsworth.
3. Harrison, K. D. & Thomas, A.J. (2016). *Anthropological Linguistics. Anthropological Linguistics/Linguistic Anthropology*.
4. Zdenek, S., Stanlaw, J. & Adachi, N. (2015). *Language, Culture, and Society: An Introduction to Linguistic Anthropology*. Boulder, CO: Westview Press