

Syllabus of M. A. English (Distance Learning programme)

Total Credit Hours: 72

Study Scheme for 2-yrs M.A. English

Semester: 1			
	Course Title	Course Code	Credit Hour
1	A Historical Survey of English Literary Tradition (16th – Late 19th Century)	Eng-701	4(4-0)
2	Fundamentals of Linguistics	Eng-702	3(3-0)
3	Study Skills	Eng-703	3(4-0)
4	Classical Poetry	Eng-704	4(4-0)
5	Advanced English Grammar	Eng-705	4(4-0)
			18

Semester: 2			
	Course Title	Course Code	Credit Hour
1	Classical Drama	Eng-706	4(4-0)
2	Phonetics and Phonology	Eng-707	3(3-0)
3	Novel-I	Eng-708	4(4-0)
4	Literary Criticism	Eng-709	4(4-0)
5	Prose	Eng-710	3(3-0)
			18

Semester: 3			
	Course Title	Course code	Credit Hour
1	Romantic Poetry	Eng-711	4(4-0)
2	Modern Drama	Eng-712	4(4-0)
3	Modern Novel	Eng-713	4(4-0)
4	Pakistani Literature	Eng-714	3(3-0)
5	American Literature	Eng-715	3(3-0)
			18

Semester: 4			
	Course Title	Course code	Credit Hour
1	Short Stories	Eng-716	4(4-0)
2	Research Methodology	Eng-717	4(4-0)
3	Literary Pedagogy and Practicum	Eng-718	4(4-0)
4	Stylistics*	Eng-719	3(3-0)
5	Essay Writing*	Eng-720	3(3-0)
6	Research Thesis*	Eng-721	6(6-0)
		Total	18

Note: students will be directed either to opt two optional paper or thesis writing.

* Optional

Semester I

Course Title: A Historical Survey of English Literary Tradition (16th – Late 19th Century)

Course Code: Eng-701

4(4-0)

Rationale:

One of the objectives of this course is to inform the readers about how historical and socio-cultural events influence literatures written in English. It will focus on early 16th to late 19th century that is till the Romantic Movement with a focus on socio-cultural and political cross connections. It will cover economic theories to religious, philosophical and metaphysical debates that overlap in these literary works of diverse nature and time periods under multiple contexts. Reading of literature in this way will help the readers to become aware of the fact that literary works have continuous interdisciplinary interaction.

Course contents

- i. General Background to Renaissance and Reformation
- ii. The development of the Sonnet Form
- iii. Elizabethan Drama, Prose, Poetry
- iv. Milton, The Metaphysicals, and the Cavalier Poets
- v. The Age of Reason and Neo-Classicism
- vi. Restoration Drama
- vii. Augustan Satire
- viii. The Rise of the Novel
- ix. Romanticism
- x. Victorian Poetry, Fiction and Prose

Reference Books:

- i. Painter, F. V. N. & Franklin Berzelius Newton. 2011. Elementary Guide to Literary Criticism . Boston. The Athenaeum Press U.S.A.
- ii. Culler, J. 2011. Literary Theory: A Very Short Introduction .2nd Edition. Oxford University Press. Oxford.
- iii. Bennett, Andrew & Nicholas Royle. 2009. An Introduction to Literature Criticism and Theory.4th Edition. Longman Publishers. London.
- iv. Leitch, V. B. 2001. The Norton Anthology of Theory and Criticism. W. W. Norton and Company Publishers. London.
- v. Selden, R. & Peter Widdowson.1999. A Reader's Guide to Contemporary Literary Theory. 3rd Edition. University of Kentucky Publishers. Kentucky.
- vi. Newton, K. M. 1998. Twentieth Century Literary Theory: A Reader. Second Edition. St. Martin Press. New York.
- vii. Ifor E. 1997. A Short History of English Literature. Penguin Publishers. London.
- viii. Boris, F. 2001. The New Pelican Guide to English Literature. Vol. 1-9. Penguin Publishers. London.
- ix. Compton. A. 2002. A History of English Literature. Thomas-Nelson & Sales Press. Oxford University Press.
- x. Gillie, C. 2003. Longman Companion to English Literature (2nd Edition). Longman Publishers. London.
- xi. Dachies, David. A Critical History of English Literature. Vol. 1-4.: Secker & Warburg, Oxford University Press. London.
- xii. Cazamian, Louis. A History of English Literature. J. M. Dent press . London.

Course Title: Fundamentals of Linguistics**Course Code: Eng-702****3(3-0)****Rationale:**

This course aims at introducing students to the basic concepts in linguistics and language study. In the course students, who major in linguistics acquire valuable intellectual skills, including analytic reasoning and argumentation, and learn how to study language scientifically. This means making insightful observations, formulating and testing clear hypotheses, making arguments and drawing conclusions, and communicating findings to a wider community.

Course contents

1. Basic terms and concepts in Linguistics; what is language (e.g. design features, nature and functions of language); what is linguistics (e.g. diachronic/synchronic; paradigmatic/syntagmatic relations)
2. Elements of Language: Phonology (Sounds of English); Morphology (Word forms & structures); Syntax (Sentence structures); Semantics (Meanings)
3. Scope of linguistics: an introduction to major branches of linguistics
4. Schools of linguistics (generativism, structuralism, functionalism)

Reference Books:

- i. Aitchison, J. 2010. *Linguistics (Teach Yourself Books)*. Oxford University Press. London.
- ii. Akmajian, A. Demers, R. A. Farmer, A. K. & Harnish, R. M. 2012. *Linguistics: An Introduction to Language and Communication*. 4th Ed. Massachusetts: MIT Press. U.S.A.
- iii. Coulthard, Malcolm. 2000. *An Introduction to Discourse Analysis*. New Edition. Longman Publishers. London.
- iv. Farmer, A. K. R. A. Demers. *A Linguistics Workbook*. Palgrave Publishers. U.S.A.
- v. Finch, G. *How to Study Linguistics: A Guide to Understanding Linguistics*. Palgrave Publishers. U.S.A.
- vi. Fromkin, V. A. R, Rodman. & M, Hymans. 2002. *Introduction to Language*. 6th Ed. Heinley Press. New York.
- vii. Gee, J. A. P. 2005. *An Introduction to Discourse Analysis*. Cambridge University Press. Cambridge.
- viii. McCarthy, Michael. 1991. *Discourse Analysis for Language Teachers*. Cambridge University Press. Cambridge.
- ix. Todd, L. 2000. *An Introduction to Linguistics*. Moon beam Publications. Traverse City Michigan.
- x. Yule, G. 2000. *The Study of Language*. Cambridge University Press. Cambridge

Course Title: Study Skills**Course Code: Eng-703****3(3-0)**

Rationale: Study skills are learning strategies that help students organize, process, and use of information effectively. Because youth might need help not just with what they learn but also with how they learn it. This subject makes study skills instruction, together with tutoring and downfall preventions in academic performance. These skills are important not just for academic learning, but also for everyday life.

Course Contents

- i. Comprehension skills: understanding sentences; understanding paragraph; following thought patterns in Text Books

- ii. Reading Skills: Text Book Aids to Learning; Text Book Underlining and Marking; study-reading for academic disciplines; Methods of organizing information;
- iii. Vocabulary Development: Effective Use of context; Expanding your Vocabulary
- iv. Reading Efficiency Techniques: Improving your Rate and Flexibility; Skimming and Scanning

Reference Books:

- i. Collins. 2012. COBUILD Students' Grammar. Longman Publishers. London.
- ii. Eastwood, J. 2013. Oxford Practice Grammar. New Ed., with tests and answers. Oxford University Press. London.
- iii. Fisher, A. 2011. Critical Thinking. Cambridge University Press. Cambridge.
- iv. Goatly, A. 2008. Critical Reading and Writing: An Introductory Course. Taylor & Francis Press. London.
- v. Hacker, D. 2000. A Writer's Reference. 2nd Ed. Boston: St. Martin's Press. Australia.
- vi. Hewing, M. 2001. Advanced Grammar in Use. New Ed. Cambridge University Press. Cambridge
- vii. Murphy, Raymond. 2009. Grammar in Use. Cambridge University Press. Cambridge
- viii. Swan, M. & Walter C.2012. How English Works. Oxford University Press. Oxford.
- ix. Thomson & Martinet. 2013 Practical English Grammar. Oxford University Press. London.
- x. Wallace, M. 1992. Study Skills. Cambridge University Press. Cambridge
- xi. Yorkey, R. 2000, Study Skills. Oxford University Press. London.

Course Title: Classics in Poetry

4(4-0)

Course Code: Eng (704)

Rationale: This course focuses on a genre-specific historical development. The connection between the human imagination and words is very deep, and the suggested selection offers some examples of the expression of personal feeling and ideas. These poems can be studied as a refined commentary on the aesthetic concerns related to poetry and its types. Overall, the course develops fineness of taste among its readers through a variety of linguistic web.

Course Contents:

- i. Chaucer: The Prologue to the Canterbury Tales
- ii. Alexander Pope: The Rape of the Lock: First Two Cantos
- iii. Milton: Paradise Lost: Book I
- iv. John Donne: Love & Divine poems

Reference Books:

- 1. Abrams, M. H. 1971. The Mirror and the Lamp. Oxford University Press. USA
- 2. Batey, M. 1999. Alexander Pope: The Poet and the Land Scape. Barn Elm Publications, London.
- 3. Blamires, A. 2006 Chaucer, Ethics, and Gender. Oxford University Press. London
- 4. Bowra, C. M. 1964. The Romantic Imagination. Oxford University Press. London
- 5. Bowden, M. 1960. A Commentary on the General Prologue to the Canterbury Tales. Macmillan Publishers. New York.
- 6. Coghill. N.1948. The Poet Chaucer. Oxford University Press. Oxford.
- 7. Gardner, H. 2008. John Donne: Twentieth Century View Series, Prentice-Hall, University of Michigan Publishers. Australia.

8. Edwards, R.R. 2002. Chaucer and Boccaccio: Antiquity and Modernity. Palgrave Publications. New York
9. Gillian, R. 2001. Geoffrey Chaucer: A Sourcebook (Complete Critical Guide to English Literature). Cambridge University Press. London.
10. Pens. J. 1934. Spenser's Faerie Queene: An Interpretation, Blackwell Publishers. London.
11. Poole, A. 2010. The Cambridge Companion to English Novelists (Cambridge Companions to Literature). Cambridge University Press. London
12. Waller, G. 2011. The Virgin Mary in Late Medieval and Early Modern English Literature and Popular Culture. Cambridge University Press. Cambridge.
13. West .R. 2000. Chaucer; 1340-1400: The Life and Time of the First English poet, Constable Publishers. London

Course Title: Advanced English Grammar

Course Code: Eng-705

4(4-0)

Rationale:

The aim is to introduce the students to some basic concepts of English grammar to enable them to understand, analyze and enhance their own grammatical competence. It will also help them transmit these concepts in their own teaching.

Course Contents:

1. Clause Elements (Subject, Verb, Object, Adverbial, Complement)
2. Sub-ordination and Coordination
3. Some Basic Concepts of English Grammar, Modality, Tense and Aspect system of English Voice, Hypothetical Meaning

Reference Books:

- i. Aaron, J. 2003. The Compact Reader. Bedford Publishers. New York.
- ii. Axelrod, R. B & C.R. Cooper. 2002. Reading Critical Writing Well: A Reader and Guide. Routledge Publishers. London.
- iii. Bailey, S. 2011. Academic Writing. Routledge Publishers. London.
- iv. Barnet, S. & H. Bedau. 2004. Critical Thinking, Reading and Writing: A Brief Guide to Writing. 6th Ed. Oxford University Press. Oxford.
- v. Gardner, P. S. 2005. New Directions: Reading, Writing and Critical Thinking
- vi. George, D. & J. Trimbur. 2006. Reading Culture: Context for Critical Reading and Writing. 6th Ed. Routledge Publishers. London
- vii. Goatly, A. 2000. Critical Reading and Writing: An Introductory Course. Taylor & Francis Publishers. London.
- viii. Grellet, F. 2011. Writing for Advanced Learners of English. Cambridge University Press. London.
- ix. Harmer, Jeremy. 1993. Teaching and Learning Grammar. Cambridge University Press. London.
- x. Huddleston, Rodney & Pullum Geoffrey. 2005. A Students' Introduction to English Grammar. Cambridge University Press. Cambridge.
- xi. Huddleston, Rodney. 2002. The Cambridge Grammar of the English Language. Cambridge University Press. Cambridge.
- xii. Jordan, K. M. & L. Plakans. 2003. Reading and Writing for Academic Success. Routledge Publishers. London

- xiii. Jordon, R. R. 1999. Academic Writing Course. Cambridge University Press. Cambridge
- xiv. Leech, Geoffrey & Jane Svartvik. 2003. A Communicative Grammar of English (3rd ed.). Longman Publications. London.
- xv. Leech, Geoffrey. 1988. Meaning and the English Verb. Longman Publishers. London
- xvi. McKay, Sandra. 1990. Teaching Grammar: Form, Function and Technique. New York: Prentice Hall. U.S.A.
- xvii. Odlin, Terence. 1994. Perspectives on Pedagogical Grammar. Cambridge University Press. Cambridge
- xviii. Parrott, M. 2005. Grammar for English Language Teachers (With Exercise and a Key). Cambridge: Cambridge University Press. Cambridge.
- xix. Smith, L. C. 2003. Issues for Today: An Effective Reading Skills Text. Routledge Publishers. London.
- xx. Withrow, J. 2011. Effective Writing. Cambridge University Press. Cambridge

SEMESTER – II

Course Title: Classical Drama

Course Code: Eng-706

4(4-0)

Rationale: The course will present some classic plays which have influenced the development of English drama. It will present various forms for example tragedy and comedy and their variations. The course is basically designed for those students who want to learn how to comprehend, discuss, evaluate, and above all enjoy the spirit of classics in drama. The socio-cultural aspects of society reflected in the drama of the selected ages will also be highlighted. Students will be able to apply their knowledge of the elements of drama to their critical reading.

Course contents:

- i. Sophocles (Oedipus Rex)
- ii. Christopher Marlow (Dr Faustus)
- iii. Shakespeare (Othello)

Reference Books:

- i. Anderson, S. W. 2010. The Great American Bathroom Book: Shakespeare - Summaries of Shakespeare's Best-Known Works, Scarab Books Limited. Amazon Press. USA
- ii. Bryhim, S. O. 2002. Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays, University of Texas Press. Asutin.
- iii. Constance. B. K. 2002. Christopher Marlowe: A Renaissance Life. Cornell University Press. Ithaca.
- iv. Garrett A. S. 2005. Memory and Forgetting in English Renaissance Drama: Shakespeare, Marlowe, Webster (Cambridge Studies in Renaissance Literature and Culture). Cambridge University Press. Cambridge.
- v. Gordon. D. 1990. Bernard Shaw and the Comic Sublime. St. Martin Publishers. New York
- vi. Gregory, J. 2005. A Companion to Greek Tragedy. Blackwell Publishers. London.
- vii. Hampton. R. S. & B Escolme. 2012. Shakespeare and the Making of Theatre. Palgrave Macmillan Publishers. U.S.A.
- viii. Kitto, H. D. F. 2002. Greek Tragedy. Routledge Publishers. London and New York
- ix. McMillin, S. 1997. Restoration and Eighteenth Century Comedy. NY: Norton Publishers. New York.
- x. Nation, W. M. 2003. State, and Empire in English Renaissance Literature: Shakespeare to Milton. University of Texas Press. Asutin
- xi. Patrick, C. 2004. The Cambridge Companion to Christopher Marlowe. Cambridge University Press. Cambridge.

Course Title: Phonetics and Phonology

Course Code: Eng-707

3(3-0)

Rationale: The aim of this course is to provide students with descriptive, analytical and applied knowledge about the sound system of English and varieties of English language. By the end of course the participants will be able to:

- i. Analyze and describe sound system of Pakistani languages
- ii. Analyze and describe sound system of English language; and
- iii. Identify the problems of English pronunciation.

Course Contents:

- i. Introduction: Stages in the production of speech; Speech organs; Manner of articulation
- ii. Segmental phonology: Phonemes and allophones; Consonants; Vowels; Diphthongs and Trip-thongs; Syllable and syllabic Structure; Consonant clusters; Syllable; Word stress: nouns, verbs, and adjectives; Sounds in connected speech; Weak forms; Assimilation, elision and liaison
- iii. Supra-segmental phonology: Sentence stress and intonation
- iv. Contrastive phonology: Teaching of pronunciation

Reference Books:

- i. Burquest, D. A. 2001. Phonological Analysis: A functional Approach. SIL International Dallas. Texas.
- ii. Cruttenden, Alan. 1994. Gimson's Pronunciation of English. Oxford University Press. Oxford.
- iii. Giegerich, Heinz. 1992. English Phonology. Cambridge University Press. Cambridge.
- iv. Gimson, A. C. 1984. An introduction to the Pronunciation of English. Longman Publishers. London
- v. Arnold.Jones, Charles. 1994. A History of English Phonology. Longman Publishers. London.
- vi. Kenworthy, J. 1987. Teaching English pronunciation. Longman Publishers. London
- vii. Knowles, G. 1987. Patterns of spoken English. Longman Publishers. London
- viii. Kreidler, C. W. 1989. The Pronunciation of English. Basil Blackwell. Oxford.
- ix. Roach, P. 1991. English phonetics and phonology: A practical course. Cambridge: Cambridge University Press.

Course Title: Novel

Course Code: Eng-708

4(4-0)

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

Course Contents

- i. Jane Austin (Pride and Prejudice)
- ii. Thomas Hardy (The Return of the Native)
- iii. Dickens: (A Tale of Two Cities)

Reference Books:

- i. Allen, W. 1954. The Rise of the Novel. Penguin Publishers. London.
- ii. Allen, W. 1975. The English Novel. Penguin Publishers. London.
- iii. Cox, R. G. 2013. Thomas Hardy: The Critical Heritage, Routledge Publishers. New York
- iv. Harvey, G.2003. Thomas Hardy: A Sourcebook (Complete Critical Guide to English Literature). Penguin Publishers. London
- v. Kettle, A. 1967. An Introduction to The English Novel. Vols: 1 & 2. 2nd Ed. Hutchinson Publishers. London.

- vi. Lynch, T. 2012. Dickens's England: An A-Z Tour of the Real and Imagined Locations. Batsford Ltd. London.
- vii. Moore, C. 2012. What Would Dickens Do?. Summerdale Publishers. UK
- viii. Moore, C. 2013. Jane Austen: A Treasury. Summerdale Publishers. UK
- ix. Smith, R. 2012. Jane Austen's Guide to Modern Life's Dilemmas. Amazon Publishers. UK
- x. Thomas, Dr Jane. 2013. Thomas Hardy and Desire: Conceptions of the Self. Palgrave Macmillan. New York.

Course Title: Literary Criticism

Course Code: Eng-709

3(3-0)

Rationale: It will prepare the students of literature and language to understand the historical background to literary criticism, exploring its development in the light of some contemporary and later viewpoints. In highlighting the central importance of the classics, the course initiates discussions by playing around the idea of what is to be considered “well-made” or “sublime” or aesthetically “standardized” in literary art forms. In this context, the course picks on the fundamental theme of what is literature, and how and why literary art has to defend its social significance against its normally projected artistic authenticity. The course then offers selected perspectives offered by the notable Romanticists and the Modernists who in many different ways break away from the classics or the so-remembered Neoclassicists unto the Age of Reason or Enlightenment. To find new definitions for the nature and function of art and literature these critical viewpoints are supplemented and supported with some of the on-going search in later periods as well. Overall, “Principles of Literary Criticism” will focus much on the poetic and dramatic forms in order to highlight some significant trends and concepts around “poetry” and “Imagination” and “tradition” and “tragedy” The course definitely proves to be a question-raiser when it comes to asking oneself: why and how to understand literature through criticism? The question may grow comparatively and specifically more relevant when the reader of our part of the world is permitted to ask: why to study “English” literature or literatures in “English?”

Course Contents

- i. Early Classical Period: Aristotle; Poetics
- ii. The Romantics and The Victorians: Samuel Taylor Coleridge; Biographia Literaria (Chapters 14, 17, 18);
- iii. Mathew Arnold; Culture and Anarchy
- iv. Raymond William; Modern Tragedy

Reference Books:

- i. Belsey, Catherine. 1980. Critical Practice. London: Routledge (For Marxist and Russian Formalist Theory) Publishers. New York.
- ii. Bennett, Andrew. & Prof Nicholas Royle. 2009. An Introduction to Literature Criticism and Theory. 4th edition. Longman Publishers. Cambridge University Press.
- iii. Benvensite, Emile. 1971. Problems in General Linguistics. Miami University Press. Miami.

- iv. C. L. Innes. 2007. *The Cambridge Introduction to Postcolonial Literatures in English* (Cambridge Introductions to Literature) Criticism. W. W. Norton and Company Publishers. New York & London
- v. Culler, J. 2011. *Literary Theory: A Very Short Introduction*. 2nd edition. Oxford University Press. Oxford.
- vi. Docherty, Thomas. Ed. 1992. *Postmodernism: A Reader*. Hemal Hempstead: Harvester Wheatsheaf. (For Postmodern Theory)
- vii. Eagleton, Mary. Ed. 1991. *Feminist Literary Criticism*. London: Longman,(For Feminist Theory). Oxford University Press. Oxford.
- viii. Eliot, T. S. 1965. *Selected Essays*. Faber Publishers. London.
- ix. Leitch ,V. B. (General Editor). 2001. *The Norton Anthology of Theory and Criticism*. W. W. Norton and Company Publishers. New York & London.
- x. Lodge, David. Ed. 1972. *Twentieth Century Literary Criticism*. Longman Publishers. London
- xi. Marzec, Robert P. 2011. *Postcolonial Literary Studies: The First Thirty Years* (A Modern Fiction Studies Book), The Johns Hopkins University Press. New York.
- xii. Newton, K. M. 1998. *Twentieth Century literary Theory: A Reader*. Second Edition. St. Martin's Publishers. New York.
- xiii. Painter, F. V. N. (Franklin Verzelius Newton), 2011, *Elementary Guide to Literary Criticism* Boston. The Athenaeum Press. U.S.A.
- xiv. Paul Strohm. 2007. *Oxford Twenty-First Century Approaches to Literature: Middle English* (Oxford Twenty-First Century Approaches to Literature). Oxford University Press. Oxford.
- xv. Selden, R. & Peter Widdowson.1999. *A Reader's Guide to Contemporary Literary Theory*. 3rd Edition. University of Kentucky. Kentucky
- xvi. Lodge, Peter. 2000. *The Cambridge Introduction to Postcolonial Literatures in English* (Cambridge Introductions to Literature). Cambridge University Press. Cambridge.
- xvii. Vincent B. Leitch (General Editor).2001.*The Norton Anthology of Theory and Criticism*. W. W. Norton and Company Publishers. New York & London.
- xviii. William Walker.2006. *Locke, Literary Criticism, and Philosophy* (Cambridge Studies in Eighteenth-Century English Literature and Thought). Oxford University Press. Oxford.
- xix. Wright, Elizabeth.1984. *Psycho-analytic Criticism: Theory in Practice*. Oxford University Press. London

SEMESTER III

Course Title: Romantic Poetry

Course Code: Eng-711

4(4-0)

Rationale:

This is the romantic revival period in which Blake, Wordsworth, Coleridge, Shelley, Byron, Keats, Lamb etc establish its immense poetic and prosaic richness. The course is designed by keeping in view the different tastes of the romantic revival period that savors best with the poems selected for it.

Course Contents

- i. Blake A Selection from Songs of Innocence & Experience; Auguries of Innocence; The Sick Rose; London; A Poison Tree; A Divine Image
- ii. T.S Coleridge: The Ancient Mariner; Kubla Khan; Dejection: An Ode
- iii. John Keats: Ode to Autumn; Ode to a Nightingale; Ode on a Grecian Urn
- iv. Robert Browning: The Last Ride Together; Fra Lippo Lippi

Reference Books:

- i. Abrams, M. H. ed. 1960. English Romantic Poets Modern Essays in Criticism. Cambridge University Press. Cambridge.
- ii. Abrams, M. H. 1954. The Mirror and the Lamp: Romantic Theory and Critical Tradition. Cambridge University Press. Cambridge
- iii. Baker, J. V.1957. The Sacred River: Coleridge's Theory of Imagination. Cambridge University Press. Cambridge
- iv. Barnett, G.1964. Charles Lamb: The Evolution of Elia. Routledge Publishers. New York.
- v. Bate, W. J. ed. 1964 Keats: A Collection of Critical Essays. Routledge Publishers. New York.
- vi. Beer, J. B. 1959. Coleridge the Visionary. Cambridge University Press. Cambridge
- vii. Brooks, C. 1947. The Well-Wrought Urn: Studies in the Structure of Poetry. BlackWall Publishers. UK
- viii. Chandler , J. 2009. The Cambridge History of English Romantic Literature (The New Cambridge History of English Literature). Cambridge University Press. Cambridge
- ix. Damon, S. F. William Blake. 1924. His Philosophy and Symbolism. Cambridge University Press. Cambridge
- x. David V. E. 1966. The Poetry and Prose of William Blake. Prentice Hall Publishers. U.S.A.
- xi. Dowden, E. 1987. The French Revolution and English Literature. Cambridge University Press. Cambridge
- xii. Leavis, F. R. 1936. Revaluation: Tradition and Development in English Poetry. Penguin Publishers. New York.
- xiii. Loxley ,J. 2001. Ben Jonson: A Sourcebook (Complete Critical Guide to English Literature) Cambridge University Press. Cambridge.
- xiv. Luebering ,J. e.2010. English Literature from the Restoration Through the Romantic Period (The Britannica Guide to World Literature)
- xv. Luebering, J. e. 2010. English Literature from the 19th Century Through Today (The Britannica Guide to World Literature). Cambridge University Press. Cambridge

- xvi. Luebering, J. e. 2010. English Literature from the Old English Period Through the Renaissance. BlackWell Publishers. New York.
- xvii. Phelps, W. L. 2010. The Beginnings of the English Romantic Movement: A Study in Eighteenth Century Literature. Cambridge University Press. Cambridge.
- xviii. Ridenour, G. M. 1965. Shelley, A Collection of Critical Essays. Routledge Publishers. UK
- xix. Robertson, J.G. 1923. Studies in the Genesis of Romantic Theory in the Eighteen Century. Cambridge University Press. Cambridge
- xx. Weaver, B. 1965. Wordsworth: Poet of the Unconquerable Mind. (A psychological approach). Cambridge University Press. Cambridge

Course Title: Modern Drama

Course Code: Eng-712

4(4-0)

Rationale: These dramatists possibly represent the modern, western, and continental dramatic perspective in its all true forms and themes. The readers of this course will definitely get interested in finding what are the dominant dramaturgical traditions in the history of Western drama and performance and how did modernist experiments with the constituent elements of plot, characterization, language, setting, movement, or theme challenge these traditions?

Course Contents

- i. Ibsen: Hedda Gabbler
- ii. Chekov: The Cherry Orchard
- iii. Samuel Beckett: Waiting for Godot
- iv. Pinter: The Caretaker

Reference Books:

- i. Fairfield, Peter. 2013. Late Modernist Style in Samuel Beckett and Emmanuel Levinas (New Interpretations of Beckett in 21st C, Palgrave Macmillan. U.S.A
- ii. Stewart, Paul. 2011. Sex and Aesthetics in Samuel Beckett's Work (New Interpretations of Beckett in 21st C) , Palgrave Macmillan.U.S.A.
- iii. Juan, Jr., E. San, 9 Nov 2010. Critical Interventions : From James Joyce and Henrik Ibsen to Charles Sanders Peirce and Maxine Hong Kingston, Lap Lambert Academic Publishing, London.
- iv. Lane, Richard. Ed. 2002. Beckett and Philosophy, Palgrave Macmillan. U.S.A.
- v. Gassner, John. 1954. Form and Idea in Modern Theatre. Penguin. New York
- vi. Lumley, Fredrik. 1960. Trends in 20th Century Drama. Fairlawn Publication. Cambridge.
- vii. Clark, Barrett. H. Ed. 1956. European Theories of the Drama. New York:
- viii. Northam, John. 1953. Ibsen's Dramatic Method. Oxford University Press. London
- ix. Kitchin, L. 1960. Mid-Century Drama. Oxford University Press. London
- x. Bishop, Thomas. 1961. Pirandello and the French Theatre. Palgrave. New York.
- xi. Kritzer, Amelia Howe. 1991. The Plays of Caryl Churchill: Theatre of Empowerment.: Macmillan Publishers. London.
- xii. Scott, M. Ed. 1986. The Birthday Party, The Caretaker, The Homecoming: A Casebook. London: Macmillan. London.

- xiii. Chothia, Jean. 1996. English Drama of the Early Modern Period: 1890-1940. Longman Publishers. New York.

Course Title: Modern Novel

Course Code: Eng-713

4(4-0)

Rationale: This course introduces students to the Modern English Novel so that they can read it in its historical context of development. They will also be able to identify and respond to elements of literary experimentation in the field of prose writing and novel.

Course Contents

- i. Conrad: Heart of Darkness
- ii. James Joyce: Portrait of an Artist as a Young Man
- iii. Virginia Woolf: To the Lighthouse
- iv. Achebe: Things Fall Apart

Reference Books:

- i. Mary Hayes. 2011. Divine Ventriloquism in Medieval English Literature: Power, Anxiety, Subversion (New Middle Ages), Cambridge University Press. Cambridge.
- ii. Jyotsna G. Singh. 2010. A companion to the global Renaissance : English literature and culture in the era of expansion. Oxford University Press. London.
- iii. Kathleen McCormack. 2005. George Eliot's English Travels: Composite Characters and Coded Communications (Context An Genre in English Literature), Cambridge University Press. Cambridge.
- iv. James M. Decker. 2005. Henry Miller and Narrative Form Constructing the Self, Rejecting Modernity (Contexts and Genre in English Literature), Cambridge University Press. Cambridge.
- v. Jill Phillips Ingram. 2006. Idioms of Self-Interest: Credit, Identity, and Property in English Renaissance Literature (Literary Criticism and Cultural Theory), Oxford University Press. London.
- vi. Beach, J. W. 1952. The Twentieth Century Novel. Cambridge University Press. Cambridge.
- vii. Bent, Andrew. 2000. Study Course on William Golding's Lord of the Flies. Macmillan. New York.
- viii. Ellmann, Richard. 1959. James Joyce. Blackwell. U.S.A.
- ix. Guerard, Albert J. 1958. Conrad: The Novelist, Oxford University Press. Oxford.
- x. Kettle, Arnold. 1978. Introduction to English Novel II. Hutchinson Publishers. London.
- xi. Leavis, F. R. 1962. The Great Tradition. Chatto and Windus Publishers. London.
- xii. Reynolds, M & Noakes, I. 1999. Iris Murdoch: The Essential Guide to Contemporary Literature. Oxford University Press. London

Course Title: Pakistani Literature

Course Code: Eng-714

3(3-0)

Rationale:

This paper deals with the social, economic and psychological aspect of rural areas. The English language is now a major world language from a vast array of countries. South Asia has a strong tradition of writing in English and owing to its geographical location. It is appropriate to study and respond to this literary heritage. After studying the course the students will be introduced to

literature from the region. They will be able to appreciate the South Asian literary experience and the impact of cultural exchange towards its enrichment.

Course Contents

- i. Poetry: Daud Kamal: *Reproduction, The Street of Nightingale, A Remote Beginning*
Zulfiqar Ghose: *Across India, February 1952, The Mystique of Root, A Memory of Asia*
- ii. Prose M. Hanif: *A Case of Exploded Mangoes*; Khaled Hosseine: *Kite runner, A thousand Splendid Sons*; Bapsi Sidwa: *Ice Candy Man*

Reference Books

- i. Marzec, Robert P. 2011. *Postcolonial Literary Studies: The First Thirty Years (A Modern Fiction Studies Book)*, The Johns Hopkins University Press. New York.
- ii. Bignami, Marialuisa; Francesca & Vescovi, Alessandro. 2011. *History and Narration: Looking Back from the Twentieth Century*, Cambridge Scholars Publishing. Cambridge.
- iii. Smith, H. 2002. *Beyond the Post Modern Mind*. Suhail Academy. Lahore.
- iv. Bignami, Marialuisa; Francesca & Vescovi, Alessandro. 2011. *History and Narration: Looking Back from the Twentieth Century*, Cambridge Scholars Publishing. Cambridge.
- v. Vincent B. Leitch (General Editor). 2001. *The Norton Anthology of Theory and Criticism*. W. W. Norton and Company, (or later editions). New York & London
- vi. Hashmi, Alamgir, 1994, Kamal Daud's Entry in *Encyclopaedia of Post-Colonial Literatures in English*. Vol 1. Ed Benson E.& Connolly, L W. London: Routledge Publishers. U.S.A.
- vii. Achebe, Chinua. 1964. *The Role of a Writer in A New Nation*. Nigeria Magazine. No 81:
- viii. Ashcroft, B. Griffiths, G. and Tiffin, H. Eds, 1995, *The Post-Colonial Studies Reader*, Routledge Publishers. London.
- ix. Belsey, C. 1980. *Critical Practice*. Methuen Publishers. London.
- x. Boehmer, Elleke. 1995. *Colonial and Postcolonial Literature*. Oxford University Press. Oxford
- xi. Loomba, Ania. 1998. *Colonialism/ Postcolonialism*. Routledge Publishers. London.
- xii. Peck, J. Ed. 1995. *New Casebook on Post-colonial Literatures*. Macmillan Publishers. New York
- xiii. Smith, H. 2002. *Beyond the Post Modern Mind*. Suhail Academy, Lahore.

Course Title: American Literature

Course Code: Eng-715

3(3-0)

Rationale: It is an extensive course in terms of its components and scope. Much of it builds on understanding the traditions of American literary sensibility. It has stressed the diversity and uniqueness of American character and experience. This course focuses on connecting the diverse Western movements such as Realism, Naturalism, Romanticism, Transcendentalism, Modernism, Existentialism, Absurdism, Postmodernism, etc as they influence multiple trends in American nationalism. The course will highlight these emerging trends as they culminate into the opening of democratic vistas along with repercussions of industrial and scientific expansion. Race-gender-class equations reinterpret the central meaning of America and of the changing social and economic values. Basically there may be several ways to access AL, but whether we follow simple chronology or connect through themes and genres, the final objective of this course is to look for the sense of democratic diversity amid the constitutional unity of the US.

Course Contents

- i. Tony Morrison (Jazz)
- ii. Arthur Miller (Crucible)
- iii. Sylvia Plath Ariel: Morning Song ; Poppies in October ;The Bee Meeting ;The Arrival of the Bee Box ;You'er
- iv. John Ash Bury :Melodic Train ; Painter

Reference Books:

- i. Bloom, Harold. Ed. 1986. Modern Critical Views: William Faulkner (Modern Critical Views Series). Chelsea House Publishers. New York.
- ii. Bradbury, M. 1983. Modern American Novel, Oxford University Press. UK
- iii. Brown, J. Ed. 1995. American Women Short Story Writers: A Collection of Critical Essays. Garland Pub. New York.
- iv. Chase, R. 1958. The American Novel and its Traditions. Chelsea House Publishers. New York
- v. Gray, R. 1983. American Fiction: New Readings. Chelsea House Publishers. New York
- vi. Hall, A. 2011. Disability and Modern Fiction, Faulkner, Morrison, Coetzee and the Nobel Prize for Literature, Palgrave Macmillan. New York.
- vii. Leonard, T. 2007. The Importance of Feeling English: American Literature and the British Diaspora, 1750-1850. Oxford University Press. London.
- viii. Moynihan, S. 2011. Passing into the Present Contemporary American Fiction of Racial and Gender Passing Novelists, Manchester University Press. Manchester
- ix. Perry, D. R and Carl H. Sederholm. 2012. Adapting POE Re-Imaginations in Popular Culture. Palgrave Macmillan, USA
- x. Savvas, T. 2011. American Postmodernist Fiction and the Past, Palgrave Macmillan. New York.

Course Title: Prose

Course Code: Eng-710

4(4-0)

Rationale: The intellectual, aesthetic and emotional qualities, which Literature in English helps learners develop, prepare them for further study or work, particularly in areas such as publications and the media, where creativity, critical thinking and intercultural understanding are highly valued.

Course Contents

- i. Bacon (any five Essays): Of Revenge; Of Truth; Of Death; Of Adversity; Of Simulation and Dissimulation; Of Great Place; Of Nobilities; Of Parents and Children; Of Superstition; Friendship ; Of Ambition; Of Studies
- ii. Jonathon Swift (Gulliver's Travel)
- iii. Edward Said only the introduction to the book entitled "Culture and Imperialism"

Reference Books:

- i. Cotter, Suzanne; Moore, Lindsay & Said, Edward. 2013. Contemporary Art in the Middle East (Art world, London UK ,Black Dog Publishing
- ii. Hamid Khalifa, A. Mahmoud . 2011. The Critical Reception of Edward Said's Orientalism in the Arab World: A Critical Study, VDM Verlag Dr. Müller
- iii. Vincent B. Leitch. 2001. The Norton Anthology of Theory and Criticism. New York & London: W. W. Norton and Company.
- iv. Robert Phiddian. 1995. Swift's Parody (Cambridge Studies in Eighteenth-Century English Literature and Thought)

- v. K. M. Newton.1998. Twentieth Century literary Theory: A Reader. Second Edition. St. Martin Publishers. New York
- vi. Raman Selden & Peter Widdowson. 1993. A Reader's Guide to Contemporary Literary Theory.3rd Edition. Kentucky Publisher. Kentucky

Semester IV

Course Title: Short Stories

Course Code: Eng-716

4(4-0)

Rationale:

This course surveys the origins of literary movements with reference to the representative writers chosen. It sets some direction to the study of specific trends in Short Story. It has the diversity and uniqueness of character and experience, and the foundational voices of self acclaimed Puritan holiness along with the revolutionary expansions of the so called patriots. It also highlights various phases of the American Renaissance, Romantic awareness and Transcendentalism, the Civil War and scientific progress, dreams of American success, and several voices of social protest.

Course Contents

Sara Suleri: The Property of Women; Naguib Mahfuz: The Mummy; E. Allen Poe: The Man of the Crowd; Doris Lessing: African Short Story; Flannery O'Connor: Everything that Rises Must Converge; J. Joyce: The Dead; Nadine Gordimer: Ultimate Safari Once upon a time; Kafka: The Judgment; Achebe: Civil Peace; Okri What the Tapster Saw; Hanif Qureshi: My Son the Fanatic; D.H. Lawrence: The Man who Loved Islands; W. Trevor: The Day; Alice Walker: Strong Horse Tea; V.S. Pritchett The Voice; Brian Friel The Diviner; H.E. Bates: The Woman who Loved Imagination; Ali Mazuri: The Fort; Amy Tan: The Voice from the Wall; A. Chekov: The Man who lived in a Shell; Braithwaite: Dream Haiti; V.S. Naipaul: The Night watchman's Occurrence Book; E. Hemingway: A Clean Well-Lighted Place

Reference Books:

- i. Ford. B. 2011. The New Pelican Guide to English Literature, Vol. 7 and 8. Sanders, Andrew , The Short Oxford History of English Literature (3rd edition): Oxford University Press. New Delhi
- ii. Leavis, F. R and D. H. Lawrence. 2010. Novelist.: Chatto . Penguin. London
- iii. Sagar, Keith: The Art of D.H. Lawrence. 1966. Cambridge University Press. Cambridge:
- iv. Hodgart, M. -James Jayce. 1978. A Students' Guide. Routledge Publishers. London.
- v. Stead, C.K. 1986. Pound, Yeats, Eliot and the Modernist Movement. Macmillan. London
- vi. Davison, Dennis and W.H. 1970. Auden, London: Evani Brothers. Rasenthan, M.L, 1965, The Modern Poets: A Critical Introduction. Constable Publishers. London.

Course Title: Research Methodology

Course Code: Eng- 711

4(4-0)

Rationale: To enable students to conduct their own small scale research, the main aim is to get them familiarized with techniques and methods of selecting topics, developing questions, collecting and analyzing data and also preparing the research report.

Course Contents:

Print and non-print sources; Mechanism of paper writing; Research and writing procedure and data analysis (qualitative versus quantitative, sampling, questionnaire, interviews, etc); Abstract writing (Topic selection and Thesis statement); The format and documentation; Preparing bibliographies, annotated bibliographies; Preparing footnotes, endnotes and references, including abbreviations and other textual/theoretical details; Dissertation and Thesis writing; MLA and APA Styles; Plagiarism and ethical considerations.

Suggested Methodology:

Lectures, Discussions, Assignments, Visits, Classroom Presentations and Seminars

Reference Books:

- i. Alfred, R. 2011. Models for Writers. Bedford Publishers. Boston
- ii. Allwright, D. & Kathleen Bailey. 2011. Focus on the Language Classroom: An Introduction to Classroom Research for Language Teachers. Cambridge University Press. Cambridge:
- iii. Berg, B. 2012. Qualitative Research Methods for the Social Sciences. Allyn & Bacon Publishers. Boston.
- iv. Drever, E. 2010. Using Semi-structured Interviews in Small-scale Research: A Teacher's Guide. Edinburgh: Scottish Council for Research in Education Pub. Edinburgh
- v. Dunleavie, P.1986. Studying for a Degree in the Humanities and Social Sciences. MacMillan. New York.
- vi. Durant, A and N. Fabb. 1990. Literary Studies in Action. Routledge. New York
- vii. Gibaldi, J. 1992. Introduction to Scholarship. NY: MLA, A Handbook for Writers of Research Papers. 4th Edition. Bedford. Boston.
- viii. Hacker, D. 1999. A Writer's Reference. Bedford. Boston
- ix. Heritage, J. 1997. "Conversation Analysis and Institutional Talk: Analyzing Data." In Silverman, David (ed.) 1997. Qualitative Research: Theory, Method and Practice. London:
- x. Sage.M. M. 1993. The Little, Brown Guide to Writing Research Papers.
- xi. Harper C.P. D. 1985. How to Write Critical Essays. Methuen. New York.
- xii. Raimes, A. Keys for Writers. 1999, Houghton Mifflin Publishers. New York.
- xiii. Rodrigeus, D. 1997. The Research Paper and the World Wide Web. NJ: Prentice Hall, Australia.
- xiv. Silverrman, D (ed.). 1998. Qualitative Research: Theory, Method and Practice. London: Sage. Williams, J. M. 1981, Style. Boston: Scott, Foreman and Co Publisher. London

Course Title: Literary Pedagogy and Practicum:

Course Code: Eng- 711

4(4-0)

Rationale: This groundbreaking course takes cognizance of the importance of pedagogy in the teaching of literature at the higher education level. It seeks to enhance the visibility of teaching methodology, curriculum development, assessment and material evaluation, adaptation and development in relation to literature.

Along with a theoretical background, students will be guided to plan lessons and to try these out through presentations and classroom observation. The ratio between theory and practice will be balanced appropriately.

Course Contents:

- i. Theoretical Background; Curriculum Development; Material Development; Lesson Planning
- ii. Practicum; Classroom Observation; Presentation /Micro-Teaching

Reference Books:

- i. Grellet, F.1982. Developing Reading Skills. Cambridge University Press. Cambridge
- ii. Martin, P. and Jane Cawthorpe (Eds). 2003. Curriculum and Teaching Survey. Halcrow
- iii. Rahman, K.2008. The Humanities in Higher Education News. Kitab Khana Publishers. Lahore.
- iv. Rehman, T.2006. A History of Pakistani Literature. Ilmi Publishers. Lahore.
- v. Viswanathan, G. 1989. Masks of Conquest. Faber & Faber Publishers. London

Optional Papers

Course Title: Stylistics

Course Code: Eng- 713

3(3-0)

Rationale: The aim of the course is to study the features of situationally distinctive varieties of language and to discover and describe the reasons for particular choices made by individual and social groups in their use of language.

Course Contents

- i. Everyday Language and Language of Literature: Contributions of Havranek, Jakobson, Halliday,
- ii. Traditional Criticism and Linguistic Stylistics
- iii. The Concept of Foregrounding: Contribution of Shklovsky, Mukarovsky, Jakobson, Levin and other British stylisticians
- iv. Ancient Indian School of Stylistics: Bhamaha on Vakrokti, Dandi's Concepts of Swabhavokti and Vakrokti , Vamana's Ritivichar

Reference Books:

- i. Enkvist, N. E. J .S and J Gregory Michael.1964. Linguistics and Style. Oxford University Press. UK
- ii. Leech, G.1969. A linguistic guide to English Poetry, Longman Publishers. New York.
- iii. Leech G. & H. Short Michael.1981. Style in Fiction, Longman Publishers. New York.
- iv. Leech Geoffrey .1974. Semantics, Pelican. New York
- v. Cluysennar A. 1976. Introduction to Literary Stylistics. Batsford Publishers.UK
- vi. Widdowson H.G. 1975. Stylistics and the Teaching of Literature. Blackwell. New York
- vii. Widdowson H.G. in Allan JPB & S. Pit Corder (eds).1974. Techniques in Applied Linguistics, Oxford University Press.Oxford.
- viii. Fowler R. 1975. Essays on style and Language, Routledge Publishers. London
- ix. Fowler R. 1986. Linguistics and Criticism, Oxford University Press. London.
- x. Chatman S. and S. Levin (ed) .1967. Essay on the Language of Literature. Cambridge University Press. Cambridge
- xi. Halliday and Hassan.1976. Cohesion in English, Longman Publishers. London

Course Title: Essay Writing

Course Code: Eng-717

3(3-0)

Rationale: This paper includes creative nonfiction forms or genres of writing, including essays (personal, persuasive, journalistic and academic), autobiography/memoir. Students will

- develop the critical and analytic skills related to rhetorical analysis.
- apply various rhetorical strategies in their own writing of critical essays.
- develop their own voice and style as writers.

Reference Books:

- i. Perl and Schwartz .2013.Writing True: The Art and Craft of Creative Nonfiction. Wadsworth Publishing; edition Writing Tools Clark. Oxford University Press. London
- ii. L. Gutkind. Annie Dillard. 2005. In Fact: The Best of Creative Nonfiction. W. W. Norton & Company. Routledge Publishers. London.
- iii. Brenda Miller. Suzanne Paola .2004.Tell It Slant .McGraw-Hill; 1 edition. Cambridge University Press. Cambridge,

Thesis Writing:

6(6-0)

Course Code: Eng- 714

Rationale:

This course aims at focused research work. Composing a research paper of about 20,000 to 25,000 words on a literary topic of choice along with writing an abstract, selected bibliographies or works cited, annotated as well as simple, citing references, and professionally dividing the whole project into chapters, headings and its parts becomes mandatory for the research candidates.

These candidates, who have been exposed to literary taste and linguistic styles by writing papers for various courses for more than a year and with their BA (Honors) 04 years background and overall almost five years of extensive reading now, are expected to be trained into the demanded academic standards. At this final stage of their orientation to quality literature the candidates may be asked to write these research papers for further growth in their career towards publication or PhD and higher degrees of research programs. Details regarding research at MA (Honors) level may be connected back to the training received by these candidates through the course offered in “Advanced Research Methods” during the Semester II of MA English (Honors) in Literature.