

## SCHEME OF STUDIES

### MA ENGLISH LANGUAGE AND LITERATURE (2 YEARS) IN 4 SEMESTERS

The total maximum recommended Credit Hours for MA English Language and Literature are 80.

<b>Year—I</b>			
<b>Semester—I</b>			
Code	Credit Hours	Title	Cumulative Cr. hr
Eng401	4 (4-0)	Introduction to Literature	4
Eng402	4 (4-0)	Introduction to Linguistics	8
Eng403	4 (4-0)	Poetry—I	12
Eng404	4 (4-0)	Drama—I	16
Eng405	4 (4-0)	History Of English Literature	20
Total Cr. hr = 20			
<b>Semester—II</b>			
Eng406	4(4-0)	Introduction to Phonetics And Phonology	24
Eng407	4 (4-0)	Poetry—II	28
Eng408	4 (4-0)	Grammar, Syntax and Semantics	32
Eng409	4 (4-0)	Literary Criticism—I	36
Eng410	4 (4-0)	Drama—II	40
Total Cr. hr = 20			
<b>Year--II</b>			
<b>Semester—III</b>			
Eng411	4 (4-0)	Prose—I	44
Eng412	4 (4-0)	Literary Criticism—II	48
Eng413	4 (4-0)	Socio & Psycholinguistics	52
Eng414	4 (4-0)	Applied Linguistics	56
Eng415	4 (4-0)	Novel—I	60
Total Cr. hr = 20			
<b>Semester—IV</b>			
Eng416	3 (3-0)	English Language Teaching	63
Eng417	3 (3-0)	Stylistics	66
Eng418	3 (3-0)	Novel—II	69
Eng419	3 (3-0)	Prose-II (Modern)	72
Eng420	3 (3-0)	Research Methodology	75
	6 (6-0)	Thesis and Viva Voce	81
Total Cr. hr = 20			
Total Cr. hr in 4 semesters = 81			

**Detailed Course Outline Of MA English Language and Literature, 2 Years Programme**

**SEMESTER—I**

<b>ENG401</b>	<b>INTRODUCTION TO LITERATURE</b>	<b>Cr. Hrs. 4 (4-0)</b>
<b>AIMS &amp; OBJECTIVES</b>	This is an introductory course, it aims to prepare the learners for the study of literature in general and familiarize them with the terminologies, techniques and various literary movements.	
<b>CONTENTS</b>	<p><b>Literary Forms: their origin and development</b></p> <ul style="list-style-type: none"> <li>• What is Poetry? Various forms/types of Poems/Verse/Stanza, metre, rhyme, rhythm ,</li> <li>• What is drama? Various types of drama, Plot, Setting, Character/, Characterization, Story, Dialogue, Spectacle, etc.</li> <li>• What is Novel? Various types of Novel, Plot, Setting, Character, Characterisation, Story, Narrative devices and Techniques etc.</li> <li>• Essay, Types, Essentials of essays, etc</li> <li>• Practical Criticism of short poems, essays and fiction etc.</li> </ul> <p><b>Literary Movements</b> Classicism, Romanticism, Modernism, Post-Modernism</p>	
<b>REFERENCE WORKS</b>	<ul style="list-style-type: none"> <li>• William Henry Hudson, An Introduction to the Study of Literature. London: Morrison and Gibb, 1963.</li> <li>• Robin Mayhead, Understanding Literature. Cambridge: Cambridge UP, 1979.</li> <li>• Rene Wellek and Austin Warren, Theory of Literature. London: Penguin, 1982.</li> <li>• Terry Eagleton, Literary Theory: An Introduction. England: Blackwell Publishers, 1996.</li> </ul>	

<b>ENG402</b>	<b>INTRODUCTION TO LINGUISTICS</b>	<b>Cr. Hrs. 4 (4-0)</b>
<b>AIMS &amp; OBJECTIVES</b>	To introduce learners to the basic concepts and terminologies used in the field of language and linguistics and to familiarize them with major schools of thought in literature.	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• Basic terms and concepts in Linguistics (language, design features, nature and functions of language, diachronic/synchronic linguistics, paradigmatic/syntagmatic relations)</li> <li>• Elements of Language (Phonetics and Phonology, Morphology, Syntax, Semantics, etc.,</li> <li>• Scope of Linguistics (an introduction to major branches of linguistics, Claim of linguistics as Science, Relation of linguistics with psychology, sociology, philosophy, education etc)</li> <li>• Schools of Linguistics (generativism, structuralism, mentalism, etc.,)</li> </ul>	
<b>REFERENCE WORKS</b>	<ul style="list-style-type: none"> <li>• Akmajian, A; Demers, R. A; Farmer, A. K. and Harnish, R. M. 2001. Linguistics: An Introduction to Language and Communication. 4th Ed. Massachusetts: MIT</li> <li>• Coulthard, Malcolm. 1985. An Introduction to Discourse Analysis. New Ed. London: Longman</li> <li>• Gee, J. A. P. 2005. An Introduction to Discourse Analysis</li> <li>• McCarthy, Michael. 1991. Discourse Analysis for Language Teachers. Cambridge: CUP</li> <li>• Todd, L. 1987. An Introduction to Linguistics. Moonbeam Publications.</li> </ul>	

ENG403	POETRY – I	Cr. Hrs. 4 (4-0)
<b>AIMS &amp; OBJECTIVES</b>	This course aims to make the learners identify and analyze elements of poetic experimentation in form, style and theme. The course focuses on a generic-specific historical development. The selected poems can be studied as a refined commentary on the various concerns related to poetry and its types.	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• Jeffery Chaucer ( 1340 – 1400 ) Prologue To The Canterbury Tales</li> <li>• Edmund Spenser ( 1552 – 1599 ) Faerie Queene ( Book 1 Canto 1 )</li> <li>• John Milton ( 1608 – 1674 ) Paradise Lost ( Book 1 )</li> <li>• John Donne ( 1572 – 1631 ) Love and Divine Poems,</li> <li>• (i) The Sun Rising, (ii)Extasie (iii) St . Lucis day,(iv)Death Be not Proud</li> <li>• Alexander Pope ( 1688 – 1744 ) Rape of the Lock</li> <li>• Thomas Gray ( 1716 – 1771 ) (i) Elegy in Country Churchyard, (ii) The Progress of Poesy Ode</li> <li>• Words Worth ( 1770 - 1850 ) (i) Tintern Abbey, (ii)The Solitary Reaper, (iii) To Milton, (iv) Immortality Ode</li> <li>• S.T. Coleridge ( 1772 – 1834 ) (i)Ancient Mariner, (ii)Kubla Khan,(iii) Frost at Midnight,</li> </ul>	
<b>REFERENC E WORKS</b>	<ul style="list-style-type: none"> <li>• Barnet, Sylvan. A Short Guide to Writing About Literature (7th Edition). New York: Harper and Collins, 1996.</li> <li>• Boulton, Marjorie. The Anatomy of Poetry. London: Routledge and Kegan Paul, 1977.</li> <li>• Kennedy, X. J. , Gioia, D. An Introduction to Poetry: (8th Edition). New York: Harper Collins College Publishers, 1994.</li> </ul>	

ENG404	DRAMA – I	Cr. Hrs. 4 (4-0)
<b>AIMS &amp; OBJECTIVES</b>	This course intends to make the learners understand the basic elements of this genre and know various stages of its development through providing them the contents of different ages. It would be helpful for them to get familiarized with different forms (tragedy, comedy and their variations).	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>✓ Aeschylus : The Seven Against Thebes</li> <li>✓ Aristophanes : The Clouds</li> <li>✓ Sophocles : Oedipus The Rex</li> <li>✓ Ben Jonson: Everyman In His Humour</li> <li>✓ Marlowe, Doctor Faustus</li> <li>✓ Shakespeare, Macbeth, The Merchant of Venice</li> </ul>	
<b>REFERENCE WORKS</b>	<ul style="list-style-type: none"> <li>• Boulton, Marjorie. The Anatomy of Drama. London: Routledge and Kegan Paul, 1997.</li> <li>• Kerzner and Mandell. Literature - Reading, Reacting, Writing. Harcourt Brace College Publishers, 1997.</li> <li>• Kennedy, X. J. Literature: An Introduction to Fiction, Poetry and Drama. New York: Little Brown and Co., 1966.</li> <li>• Scholes, R. Klawns C. H., Silverman. M. (Ed). Elements of Literature. Oxford: Oxford UP, 1978.</li> <li>• Yanni, Robert D. Reading Fiction, Poetry, Drama, and the Essay (2nd Edition). McGraw-Hill, 1990.</li> </ul>	

ENG405	<b>HISTORY OF ENGLISH LITERATURE</b>		<b>Cr. Hrs. 4 (4-0)</b>
<b>AIMS &amp; OBJECTIVES</b>	<p>This course aims to make the learners understand how historical and socio-cultural events influence literatures written in English and how the literature of a particular age mould and shape the thinking of the writers. Although the scope of the course is quite extensive, the learners should focus on the historical survey of various genres of literature.</p>		
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• The Age of Chaucer</li> <li>• The Renaissance Period</li> <li>• Elizabeth Age</li> <li>• 17<sup>th</sup> Century (Milton, Puritanism, Metaphysics, Cavalier Poets, Reformation Age)</li> <li>• Restoration Period</li> <li>• Classical or Neo classical Age</li> <li>• Romantic Age</li> <li>• Victorian Age</li> <li>• 20<sup>th</sup> Century or the Modern Age</li> <li>• 21<sup>st</sup> Century or the New Millennium Literature</li> </ul> <p>Teachers are expected to introduce the social, political and other relevant background facts of each period which would be helpful in understanding the historical perspective.</p>		
<b>REFERENCE WORKS</b>	<ul style="list-style-type: none"> <li>• Fowler, Alas Tair, A History of English Literature, US, Harvard University Press, 1987</li> <li>• Richetti, Jhon (Editor), Cambridge History of English Literature (A Dotcom history) UK, Cambridge University, Press, 2006</li> <li>• Fulk Robert and Cain M Christopher (2002) USA Blackwell Publishing, A history of old English Literature</li> <li>• Pech, John and Coyle, Martin, A brief history of English literature, New York, Palgrave Publishers Ltd, 2002</li> <li>• Longaker, Mark and Bolles, C Adwin, Contemporary English literature, New York Appleton Century Crofts. In, 1953</li> <li>• Schofield, William Heusy. English Literature from Norman Conquest to Chaucer. New York, Mac Millan Company 1931</li> <li>• Hichs, Granville. Figures of Transition, New York, the MacMillan Company 1939</li> <li>• O' Neill, Michael. Literature of the Romantic Period. Oxford, Clarendon Press, 1998</li> <li>• Rogers, Pat (edit) the Oxford History of English Literature. Oxford, Oxford University Press, 2001</li> <li>• Cornin, Richard. Romantic Victorians. USA, Palgraue 2002</li> <li>• Lowen Stein, David and Mueller, Janel. The Cambridge History of Early Modern English literature. Cambridge University, Press 2002</li> <li>• Daiches, Dawid. The Present Age in British Literature. Bloomington, Indiana University, Press, 1958</li> <li>• Carter, Roland and McRae John. The Routledge History of Literature in English London. Routledge, 2001</li> <li>• Woods, Tim. Who's Who of 20th Century. Novelists, New York, Rutledge, 2001</li> <li>• Wood Coch, George. Introduction to 20th century Fiction, London, Macmillan Press, 1983</li> <li>• Sambrooh, James. The Eighteenth Century. Singapore, Longman Publishers, 1988</li> </ul>		

	<ul style="list-style-type: none"> <li>• Sampson, George. The Concise History of English Literature. Cambridge, Cambridge University, Press, 1975</li> <li>• Evans, IFFOR. A Short History of English Literature. England Penguin Books, 1976</li> <li>• Leguis, Emile. A Short History of English Literature. Oxford, Oxford University, Press, 1978</li> </ul>
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## SEMESTER – II

ENG406	INTRODUCTION TO PHONETICS & PHONOLOGY	Cr. Hrs. 4 (4-0)
<b>AIMS &amp; OBJECTIVES</b>	This course aims to provide learners with descriptive, analytical and applied knowledge about the human speech sound system in general and sound system of English in particular and the varieties of English so that they may learn to speak English with acceptable accent.	
<b>CONTENTS</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Stages in the production of speech</li> <li>• Speech Organs</li> <li>• Manner and Place of articulation</li> </ul> <p><b>Segmental Phonology</b></p> <ul style="list-style-type: none"> <li>• Phonemes and allophones (consonants, vowels, diph/triphthongs)</li> <li>• The Cardinal Vowel System</li> <li>• Syllable and syllabic structure (consonant clusters, syllable, word stress)</li> <li>• Sounds in connected speech (weak forms, elision and assimilation)</li> </ul> <p><b>Suprasegmental Phonology</b></p> <ul style="list-style-type: none"> <li>• Word and Sentence stress and intonation</li> </ul> <p><b>Contrastive Phonology</b></p> <ul style="list-style-type: none"> <li>• Teaching of pronunciation</li> <li>• Contrastive study of American and British pronunciation</li> </ul> <p><b>Phonetic/Phonemic Transcription</b></p> <ul style="list-style-type: none"> <li>• IPA symbols</li> <li>• Transcription practice</li> </ul>	
<b>REFERENCE WORKS</b>	<ul style="list-style-type: none"> <li>• Burquest, D. A. (2001). Phonological analysis: A functional approach. Dallas: SIL</li> <li>• Cruttenden, Alan. 1994. Gimson's Pronunciation of English. Oxford: Arnold.</li> <li>• Giegerich, Heinz. 1992. English Phonology. Cambridge: Cambridge. University Press.</li> <li>• Gimson, A. C. (1984). An introduction to the pronunciation of English. London: Arnold.</li> <li>• Jones, Charles. 1994. A History of English Phonology. London: Longman.</li> <li>• Kenworthy, J. (1987). Teaching English pronunciation. London: Longman.</li> <li>• Knowles, G. (1987). Patterns of spoken English. London: Longman.</li> <li>• Kreidler, C. W. (1989). The pronunciation of English. Oxford: Basil Blackwell.</li> <li>• Roach, P. (1991). English phonetics and phonology: A practical course. Cambridge: Cambridge UP.</li> </ul>	

ENG407	POETRY – II	Cr. Hrs. 4 (4-0)
<b>AIMS &amp; OBJECTIVE</b>	This course aims to make the learners identify and analyze elements of poetic experimentation in form, style and theme. The course focuses on a genre specific	

	historical development. The selected poems can be studied as a refined commentary on the various concerns related to poetry and its types.
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• P.B Shelley ( 1792 -1822 ) (i) Ode on Adonis (ii) Ode to West Wind(iii) Ode to Sky Lark</li> <li>• John Keats (1795 - 1821 ) (i) The Eve of St .Agnes (ii) Lamia (part-1)(iii)Ode to Nightingale</li> <li>• Lord Tennyson (1808 – 1892 ) (i) Ulysses (ii) Lady of Shallot (iii)Break, Break, Break</li> <li>• Robert Browning (1812 – 1889) (i) My Last Duchess (ii) Rabbi Ben Ezra (iii) The Lost leader (iv) Porphyria’s Lover (v) One Word More.</li> <li>• Mathew Arnold ( 1822 – 1880) (i) Sohrab and Rustam (ii)Dover Beach</li> <li>• W.B.Yeats (1865 – 1939 ) (i) The Second Comming (ii)Leda and Swan(iii)Dialogue of Self and Soul (iv)When You are Old and Gray</li> <li>• T.S.Eliot (1888 – 1965 ) (i) Waste Land (ii) Love Song of Alfred J.Prufork</li> <li>• Sylvia Plath ( 1932 – 1963 ) (i) Daddy (ii) Lady Larzarus (iii) Poppies in October(iv)The Arrival of Bee Box</li> </ul>
<b>REFERENCE WORKS</b>	<ul style="list-style-type: none"> <li>• Barnet, Sylvan. A Short Guide to Writing About Literature (7th Edition). New York: Harper and Collins, 1996.</li> <li>• Boulton, Marjorie. The Anatomy of Poetry. London: Routledge and Kegan Paul, 1977.</li> <li>• Kennedy, X. J. , Gioia, D. An Introduction to Poetry: (8th Edition). New York: Harper Collins College Publishers, 1994.</li> </ul>

ENG408	<b>POETRY – II</b>	<b>Cr. Hrs. 4 (4-0)</b>
<b>AIMS &amp; OBJECTIVES</b>	This three dimensional course aims at introducing and making the learners aware of the modern approaches towards English grammar and changes in some basic concepts of grammar (descriptive).The course would familiarize learners with concepts and processes of word, sentence and discourse formation and the use of the sense relation and meaning.	
<b>CONTENTS</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Major Traditional Concepts in grammar</li> <li>• Morphology</li> <li>• Phrase Structure Grammar</li> <li>• Transformational Generative Grammar</li> </ul> <p><b>Syntax</b></p> <ul style="list-style-type: none"> <li>• Introduction to Syntax</li> <li>• Aspects Of The Theory Of Syntax</li> <li>• Basic Concepts Of Syntax, Structure Of English And Syntactic Problems</li> </ul> <p><b>Semantics</b></p> <ul style="list-style-type: none"> <li>• Introduction To Semantics</li> <li>• Theories of Semantics</li> <li>• Generative and Interpretive approaches</li> <li>• Relation with Pragmatics and Discourse Analysis</li> </ul>	
<b>REFERENCE WORKS</b>	<ul style="list-style-type: none"> <li>• Huddleston, Rodney and Pullum, Geoffrey. 2005. A Students’</li> <li>• Introduction to English Grammar. Cambridge: Cambridge University Press.</li> <li>• Huddleston, Rodney. 2002. The Cambridge Grammar of the English Language. Cambridge: Cambridge University Press.</li> <li>• Leech, Geoffrey. 1988. Meaning and the English Verb. London: Longman.</li> <li>• Allwood, Jens, Lars-Gunnar Andersson, and Östen Dahl. 1977. Logic in linguistics. Cambridge: Cambridge University Press.</li> <li>• Bach, Emmon. 1989. Informal lectures on formal semantics. Albany: SUNY Press.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Cann, Ronnie. 1993. Formal semantics: An introduction. Cambridge: Cambridge University Press.</li> <li>• Chierchia, Gennaro &amp; Sally McConnell-Ginet. 2000. Meaning and grammar: An introduction to semantics. Second edition. Cambridge, MA: MIT Press.</li> <li>• Davis, Steven, ed. 1991. Pragmatics: A reader. Oxford: Oxford University Press.</li> <li>• Dowty, David R., Robert E. Wall, &amp; Stanley Peters. 1981. Introduction to Montague semantics. Dordrecht: Reidel.</li> <li>• Goddard, Cliff. 1998. Semantic analysis: A practical introduction. New York: Oxford University Press.</li> </ul>
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ENG409	LITERARY CRITICISM – I	Cr. Hrs. 4 (4-0)
<b>AIMS &amp; OBJECTIVES</b>	This course aims to acquaint the learners with the process of theorizing and its inter-textual growth. It would enable learners to debate and apply their knowledge of critical insights to find answers to why and how criticism translates into theory.	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• Aristotle's Poetics</li> <li>• Longinus' On The Sublime</li> <li>• Dr. Johnson's Preface To Shakespeare</li> <li>• Wordsworth's Preface to Lyrical Ballads (Chapter 14 and 15)</li> <li>• Coleridge's Biographia Literaria (Chapter 17, 18)</li> <li>• M. Arnold's Function Of Criticism</li> </ul>	
<b>REFERENCE WORKS</b>	<ol style="list-style-type: none"> <li>1. Vincent B. Leitch (General Editor). <i>The Norton Anthology of Theory and Criticism</i>. New York &amp; London: W. W. Norton and Company, 2001 (or later editions)</li> <li>2. K. M. Newton, ed. <i>Twentieth Century literary Theory: A Reader</i>. Second Edition. New York: St. Martin's, 1998 (or later editions)</li> <li>3. Raman Selden, &amp; Peter Widdowson. <i>A Reader's Guide to Contemporary Literary Theory</i>. 3<sup>rd</sup> Edition. Kentucky: Univ. of Kentucky, 1993 (or later editions)</li> <li>4. Selected Terminology from any Contemporary Dictionary of Literary Terms.</li> <li>5. Booker, Keith M. A Practical Introduction to Literary Theory and Criticism. New York: Longman Publishers, 1996.</li> <li>5. Barry, P. Beginning Theory: An Introduction to Literary and Cultural Theory. Manchester: Manchester UP, 1995</li> <li>6. Lodge, David. Ed. Modern Criticism and Theory: A Reader. Longman, 1988.</li> <li>7. Selden, R. &amp; Widdowson P. A Reader's Guide to Contemporary Literary Theory (3rd Edition). New York: Harvester, 1993</li> </ol>	

ENG410	LITERARY CRITICISM – I	Cr. Hrs. 4 (4-0)
<b>AIMS &amp; OBJECTIVES</b>	To make the learners understand the basic elements of this genre and know various stages of its development through providing them the contents of different ages. It would help them get familiarized with different forms. The proposed course would cater to their aesthetic needs.	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>✓ Sheridan. The Rivals</li> <li>✓ Samuel Beckett's Waiting For Godot</li> <li>✓ GB Shaw. Arms And The Man</li> <li>✓ Oscar Wilde. The Importance Of Being Earnest</li> <li>✓ Robert Igo. Nemeses</li> </ul>	

<b>REFERENCE WORKS</b>	<ul style="list-style-type: none"> <li>• Gassner, John. Form and Idea in Modern Theatre. New York: 1954</li> <li>• Lumley, Fredrik. Trends in 20th Century Drama. Fairlawn: 1956; revised, 1960</li> <li>• Clark, Barrett H. Ed. European Theories of the Drama. New York: Crown, 1947</li> <li>• Boulton, Marjorie. The Anatomy of Drama. London: Routledge and Kegan Paul, 1997.</li> <li>• Kerzner and Mandell. Literature - Reading, Reacting, Writing. Harcourt Brace College Publishers, 1997.</li> <li>• Pronko, Lenard Cabell. The World of Jean Anouilh. Berkeley: 1951</li> <li>• Gray, Ronald. Bertolt Brecht. New York: 1961</li> <li>• Northam, John. Ibsen's Dramatic Method. London: 1953</li> <li>• Kitchin, L. Mid-Century Drama. London: 1960 (For Osborne)</li> <li>• Bishop, Thomas. Pirandello and the French Theatre. New York: 1961</li> <li>• Campbell, George A. Strindberg. New York: 1933</li> <li>• Kritzer, Amelia Howe. The Plays of Caryl Churchill: Theatre of Empowerment. London: Macmillan, 1991.</li> <li>• Lane, Richard. Ed. Beckett and Philosophy, Palgrave Macmillan, 2002.</li> <li>• Scott, M. Ed. The Birthday Party, The Caretaker, The Homecoming: A Casebook. London: Macmillan, 1986.</li> </ul>
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### SEMESTER III

ENG408	PROSE – I	Cr. Hrs. 4 (4-0)
<b>AIMS &amp; OBJECTIVES</b>	To enable the learners to learn how to comprehend, discuss, and evaluate the spirit of English prose, essay and short stories. The selected course would highlight socio-cultural aspects and thematic priorities in the selected ages and writers.	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• Frances Bacon ( 1585 – 1660 ) Bacon Essays i. Of Delay , ii Of Study , iii Youth and Age iv Of true greatness of kingdom and Empire v. Of Great Place.</li> <li>• John Milton (1608 – 1674 ) Aeropegitica</li> <li>• Jonathan Swift :. ( 1667 – 1745 ) Gulliver's Travels (Travel I, II &amp; IV)</li> <li>• Charles Lamb (1745-1834) Essay of Elia i Poor Relation ii Dream Children iii Christ Hospital</li> <li>• Charles and Mary Lamb. Tales From Shakespeare i Othello ii Romeo And Juliet</li> <li>• William Hazlitt (1780 – 1830 ) Spirit of the Age i Byron ii Coleridge iii My First Acquaintance with poet</li> </ul>	
<b>REFERENCE WORKS</b>	<ul style="list-style-type: none"> <li>• William Henry Hudson, An Introduction to the Study of Literature. London: Morrison and Gibb, 1963.</li> <li>• Robin Mayhead, Understanding Literature. Cambridge: Cambridge UP, 1979.</li> <li>• Rene Wellek and Austin Warren, Theory of Literature. London: Penguin, 1982.</li> <li>• Terry Eagleton, Literary Theory: An Introduction. England:</li> </ul>	

ENG412	LITERARY CRITICISM – II	Cr. Hrs. 4 (4-0)
<b>AIMS &amp; OBJECTIVES</b>	To acquaint the learners with the process of theorizing and its inter-textual growth. It would enable them to debate and apply their knowledge of such critical insights to know why and how criticism translates into theory.	
<b>CONTENTS</b>	<p><b>New Criticism</b></p> <ul style="list-style-type: none"> <li>• T. S. Eliot's Tradition And Individual Talent, Function Of Criticism</li> <li>• F.R. Leavis' Literary Criticism And Philosophy (The Common Pursuits)</li> </ul>	



	<ul style="list-style-type: none"> <li>• Cleanth Brookes, “The Well Wrought Urn”.</li> <li>• Derida, Of Grammatology</li> </ul> <p><b>Introduction to Modern, Post-modern and Contemporary Theories</b></p> <p>(At least four as per Choice or Requirement):</p> <ul style="list-style-type: none"> <li>• Postcolonial–With emphasis on Racial, National, and Global</li> <li>• Postmodern–With emphasis on Popular, Cyber-Spatial, and Technological</li> <li>• Linguistic – With emphasis on Structural, Post-structural, Translation</li> <li>• Psychoanalytic – With emphasis on Psycho and Socio-pathological</li> <li>• Reception – With emphasis on Interpretation, Hermeneutics, Reader-Response</li> <li>• Marxist – With emphasis on Economic, Social and Cultural</li> <li>• Feminist – With emphasis on Gender and Sexuality Studies</li> <li>• Myth-o-poetic – With emphasis on Archetypal, Phenomenal, and Genre based</li> <li>• Inter-textuality – With emphasis on Comparative World</li> </ul>
<b>REFERENCE WORKS</b>	<ol style="list-style-type: none"> <li>1. Vincent B. Leitch (General Editor). <i>The Norton Anthology of Theory and Criticism</i>. New York &amp; London: W. W. Norton and Company, 2001 (or later editions)</li> <li>2. K. M. Newton, ed. <i>Twentieth Century literary Theory: A Reader</i>. Second Edition. New York: St. Martin’s, 1998 (or later editions)</li> <li>3. Raman Selden, &amp; Peter Widdowson. <i>A Reader’s Guide to Contemporary Literary Theory</i>. 3<sup>rd</sup> Edition. Kentucky: Univ. of Kentucky, 1993 (or later editions)</li> <li>4. Selected Terminology from any Contemporary Dictionary of Literary Terms.</li> <li>5 Booker, Keith M. <i>A Practical Introduction to Literary Theory and Criticism</i>. New York: Longman Publishers, 1996.</li> <li>5 Barry, P. <i>Beginning Theory: An Introduction to Literary and Cultural Theory</i>. Manchester: Manchester UP, 1995</li> <li>6 Lodge, David. Ed. <i>Modern Criticism and Theory: A Reader</i>. Longman, 1988.</li> <li>7 Selden, R. &amp; Widdowson P. <i>A Reader’s Guide to Contemporary Literary Theory (3rd Edition)</i>. New York: Harvester, 1993</li> </ol>

ENG413	<b>SOCIO AND PSYCHOLINGUISTICS</b>	<b>Cr. Hrs. 4 (4-0)</b>
<b>AIMS &amp; OBJECTIVES</b>	To make the learners aware of some social factors that are relevant to language and society .To enable them to understand different psychological variables that interact in learning and acquisition of a language. The course also aims at understanding the relation of language and mind/psychology.	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>✓ <b>Functions of Language in Society</b></li> <li>✓ <b>Domains of Language Use</b></li> <li>✓ <b>Speech Community</b></li> <li>✓ <b>Multilingualism and Bilingualism</b> <ul style="list-style-type: none"> <li>• Dimensions of Bilingualism</li> <li>• Bilingualism and Diglossia</li> <li>• Causes of Bilingualism</li> </ul> </li> </ul> <p><b>Manifestations of Bilingualism</b></p> <ul style="list-style-type: none"> <li>❖ Loan-words</li> <li>❖ Borrowing</li> <li>❖ Code-switching/code-mixing</li> </ul> <p><b>Effects of Bilingualism</b></p> <ul style="list-style-type: none"> <li>❖ Language Conflicts</li> <li>❖ Language Attitudes</li> <li>❖ Language Maintenance</li> </ul>	

	<ul style="list-style-type: none"> <li>❖ Language Change/Shift</li> <li>❖ Language Death</li> </ul> <p><b>Dialects, Pidgin and Creoles, Register, Genderlect, etc.</b></p> <p><b>Standard Language</b></p> <p><b>National Language, Language Planning And Policy,</b></p> <p><b>The Nature Of Language</b></p> <ul style="list-style-type: none"> <li>• The Psychology Of Language</li> <li>• The Structure And Function Of Language</li> <li>• Processes In The Use Of Language</li> </ul> <p><b>First Steps In Child’s Language Acquisition</b></p> <ul style="list-style-type: none"> <li>• Communicating with Language</li> <li>• Issues In The L/A</li> <li>• Methods Of Studying Child’s Language</li> </ul> <p><b>Later Growth In The Child’s Language</b></p> <p><b>The Psychology of Learning</b></p> <ul style="list-style-type: none"> <li>• Theories of language Acquisition/Learning (Behaviourism, Cognitivism, Interactionism)</li> <li>• Memory</li> <li>• Interlanguage</li> <li>• Error Analysis</li> </ul> <p><b>Perception and Production of First and later Sounds</b></p> <p><b>Individual Learner Factors</b></p> <ul style="list-style-type: none"> <li>• Age and Critical Age</li> <li>• Affective and personality factors</li> <li>• Cognitive styles</li> <li>• Motivation</li> </ul> <p><b>Language and Thought</b> (Language Universals and Linguistic Relativity)</p>
<b>REFERENCE WORKS</b>	<ol style="list-style-type: none"> <li>1. Aitchison, J. 1998. <i>The Articulate Mammal: An Introduction to Psycholinguistics</i>.</li> <li>2. Cook, Vivian. 2001. <i>Second Language Learning and Language Teaching</i>.</li> <li>3. Cook, Vivian. 1993. <i>Linguistics and Second Language Acquisition</i>. London: Arnold.</li> <li>4. Scovel, T. 1998. <i>Psycholinguistics: Oxford Introduction to Language Study Series</i>. Oxford: O UP.</li> <li>5. Garman, Michael. 1990. <i>Psycholinguistics</i>. Cambridge: Cambridge UP.</li> <li>6. Krashen, Stephen and Terrel, Tracy. 1983. <i>The Natural Approach: Language Acquisition</i></li> <li>1. Auer, Peter (Ed). 1998. <i>Code-switching in Conversation: Language Interaction and Identity</i>. London: Routledge.</li> <li>2. Hudson, R.A. 1996. <i>Sociolinguistics</i>. Cambridge: Cambridge University Press.</li> <li>3. Suzanne Romaine. 1995. <i>Bilingualism</i> (2<sup>nd</sup> Ed). Oxford: Basil Blackwell.</li> <li>4. Trudgill, P. 2002. <i>Introduction to Language and Society</i>.</li> </ol>

ENG414	APPLIED LINGUISTICS	Cr. Hrs. 4 (4-0)
<b>AIMS &amp; OBJECTIVES</b>	This course aims at introducing learners to contemporary issues in applied linguistics and provides them with opportunities to critically review current research. It offers intellectual debates on theoretical and practical issues in the field of applied linguistics. After this theoretical background learners would be guided to plan lessons and try their plans in classrooms using techniques of classroom dynamics.	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• Language, Identity and Culture</li> <li>• Language and Gender</li> <li>• Globalization and its Impact on Teaching and Learning of English</li> <li>• Language and Development</li> <li>• World Englishes</li> <li>• Language Policy and Planning</li> <li>• Language in Education</li> <li>• Bilingual Education</li> </ul> <p><b>Lesson Planning</b></p> <ul style="list-style-type: none"> <li>• Making and using Lesson Plans for teaching Listening,</li> <li>• Speaking, Reading and Writing Skills, Grammar and Vocabulary.</li> </ul>	
<b>REFERENCE WORKS</b>	<p>Byrne, D. (1987) Techniques for Classroom Interaction. Longman.</p> <p>Doff, A. (1988) Teach English CUP.</p> <p>Everston, et. Al. (1984) Classroom Management for Elementary Teachers. Allyn and Bacon</p> <p>Hadifield, J. (1992) Classroom Dynamics. OUP.</p> <p>Murcia. MC. (1989) Teaching English. Newbury House Publishers.</p> <p>Matthews, A. et. Al. (1985) At the Chalk face. Edward Arnold.</p> <p>Bowen, B M. (1982) Look Here! Visual Aids in language Teaching. ELTS</p> <p>Nunan, D (1988) Syllabus design. UK: OUP</p> <p>Wilkins, D (1976) Notional Syllabuses. Oxford: OUP</p> <p>Prabhu, N.S (1987) Second Language Pedagogy: A Perspective. Oxford: OUP</p> <p>Munby, J. (1978) Communicative Syllabus Design. Cambridge: CUP.</p> <p>Dudely, Evans, T and St. Johns, M.J 1998 Developments in ESP: A Multidisciplinary approach, UK: Cambridge</p> <p>McDonough, J. 1984 ESP in Perspective: A Practical Guide, UK Hazzel Watson &amp; Viney Ltd.</p> <p>Hutchinsen, T and Waters, A. 1987 English for Specific Purposes: A learner-centered approach, UK. CUP</p> <p>McGrath, I. 2002 Materials Evaluation and Design for Language Teaching UK: Edinburgh University Press</p> <p>Douglas, D. 2000 Assessing Language for Specific Purposes: UK.CUP</p>	

ENG415	NOVEL – I	Cr. Hrs. 4 (4-0)
<b>AIMS &amp; OBJECTIVES</b>	A study of classics in the novel would offer a detailed reading of the development of the various forms in this particular genre. The course also relates to the current aesthetics of the novel form and the diverse historical, social and cultural aspects and features that become sources for representation and reflection through fiction.	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• Fielding, Joseph Andrews</li> <li>• Jane Austen, Pride and Prejudice</li> <li>• Emily Bronte, Wuthering Heights</li> </ul>	

	<ul style="list-style-type: none"> <li>• Charles Dickens, A Tale Of Two Cities</li> <li>• Thomas Hardy, Tess Of The D'Urbervilles</li> <li>• D.H. Lawrence, Women In Love</li> </ul>
<b>REFERENCE WORKS</b>	<ol style="list-style-type: none"> <li>1. Allen, Walter. The Rise of the Novel. London: Penguin</li> <li>2. Allen, Walter. The English Novel. London: Penguin</li> <li>3. Bloom Harold. Ed. Modern Critical Views: Thomas Hardy, 1987</li> <li>4. Bloom, Ed. Modern Critical Interpretations: Jane Austen, 1987</li> <li>5. Bloom, Ed. Modern Critical Views: Charles Dickens, 1987.</li> <li>6. Kettle, Arnold. An Introduction to the English Novel. Vols.1&amp;2. 2<sup>nd</sup> ed. Hutchinson, 1967</li> </ol>

## SEMESTER – IV

ENG416	<b>ENGLISH LANGUAGE TEACHING</b>	Cr. Hrs. 3 (3-0)
<b>AIMS &amp; OBJECTIVES</b>	<p>This introductory course on English language teaching combines the principles of ELT with practice to enable learners to see and perpetuate a model classroom interaction and effective teaching. The aim is to provide an opportunity to the learners to examine and understand the problems of ELT in Pakistan.</p>	
<b>CONTENTS</b>	<p><b>Trends and Practices in ELT</b></p> <ul style="list-style-type: none"> <li>• What is the logical problem of foreign language learning?</li> </ul> <p><b>Theories of Second Language Acquisition and Learning</b></p> <ul style="list-style-type: none"> <li>• Second language acquisition theory: generative perspective</li> </ul> <p><b>Methods of Language Teaching</b></p> <ul style="list-style-type: none"> <li>• Approach, Method and Technique</li> <li>• Selected ELT Methods: Grammar-Translation, Direct Method, Audio-lingual, etc.</li> <li>• ELT models for Pakistan</li> </ul> <p><b>Theory and Practice of Teaching Oral Skills</b></p> <ul style="list-style-type: none"> <li>• Nature of Oral Communication</li> <li>• Theory and techniques of teaching listening and speaking</li> <li>• Lesson Planning for Teaching Oral Skills</li> </ul> <p><b>Theory and Practice of Teaching Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Nature of Reading</li> <li>• Theories of Reading – Interactive and Schema</li> <li>• Designing activities for reading skills</li> <li>• Lesson Planning for teaching reading</li> </ul> <p><b>Theory and Practice of Teaching Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Nature of Writing</li> <li>• Theories of Writing – Product and Process</li> <li>• Lesson Planning for teaching writing</li> <li>• Techniques for giving feedback and correcting written work</li> </ul> <p><b>Teaching English Pronunciation</b></p>	
<b>REFERENCE WORKS</b>	<ul style="list-style-type: none"> <li>• Richards and Rodgers (2000) Approaches and Methods in Language Teaching: A Description and Analysis. CUP</li> <li>• Larsen-Freeman, D. (1986) Techniques and Principles in Language Teaching. OUP</li> <li>• Richards, J. C (1980) Error Analysis. Longman</li> <li>• Karshen, S.D. (1982) Principles and Practice in Second Language Acquisition. Pergamon</li> <li>• Brown, H. Douglas and Gonzo, Susan T. (eds.) (1994). Readings on Second Language Acquisition, Hemel Hempstead: Prentice Hall</li> <li>• Cook, V. J. (1993) Linguistics and Second Language Acquisition, London: Macmillan</li> </ul>	

	<ul style="list-style-type: none"> <li>• Ellis, Rod. (1985) Understanding Second Language Acquisition, Oxford: OUP.</li> <li>• Ellis, Rod. (1994) The Study of Second Language Acquisition, Oxford: OUP.</li> <li>• Gass, Susan and Selinker, Larry. (1994) Second Language Acquisition: An Introductory Course, US: Lawrence Erlbaum.</li> <li>• Krashen, S. (1981) Second Language Acquisition and Second Language Learning, Oxford: Pergamon.</li> <li>• Larsen-Freeman, Diane and Michael Long H. (1991) An Introduction to Second Language Research, London: Longman.</li> <li>• Lightbown, P and Spada, N. (1999) How Languages Are Learned. Oxford: OUP.</li> <li>• McLaughlin, B. (1987) Theories of Second Language Learning, London: Arnold.</li> <li>• R Mitchell and F. Myles. (1998) Second Language Learning Theories, London: Arnold</li> <li>• Sharwood-Smith, M. (1994) Second Language Learning, Theoretical Foundations. London: Longman.</li> <li>• Skehan, P. (1989) Individual Differences in Second Language Learning, London: Arnold.</li> <li>• Spolsky, B. (1989) Conditions for Second Language Learning, Oxford: OUP.</li> <li>• Towell, R. and Hawkins, R. (1994) Approaches to Second Language Acquisition, Clevedon: Multilingual Matters</li> </ul>
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ENG417	STYLISTICS		Cr. Hrs. 3 (3-0)
<b>AIMS &amp; OBJECTIVES</b>	To acquaint the learners with the theoretical aspect of stylistics and to prepare and guide them for stylistically analyzing the selected texts from literature.		
<b>CONTENTS</b>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• What is stylistics?</li> <li>• Subject and Discipline</li> <li>• Stylistics as a Bridge between Linguistics and Literature.</li> <li>• Literature as Text and as Discourse</li> </ul> <p><b>The Nature of Literary Communication.</b></p> <p><b>Literature as Foregrounded Language.</b></p> <p><b>The Theory of Deviation and its Application to the Study of Poetry</b></p> <ul style="list-style-type: none"> <li>• Lexical, Grammatical, Phonological, Semantic, Dialectal deviation</li> <li>• Deviation of Register</li> <li>• Deviation of Historical Period</li> </ul> <p><b>Parallelism</b></p> <ul style="list-style-type: none"> <li>• Scheme as Foregrounded repetitions of expression e.g. Verbal repetition and its poetic effects, Rhythm and Rhyme.</li> <li>• New concepts of meter such as Measure. Tropes as Foregrounded irregularities of content: figurative language i.e. metaphor, oxymoron, synecdoche, irony, hyperbole, litotes etc.</li> </ul> <p>The stylistic analysis and appreciation of the short stories, poems and essays</p>		
<b>REFERENCE WORKS</b>	<p>Carter, R. Ed, (1982) Language and Literature: An introductory Reader, London: Routledge</p> <p>Freeborn, O. (1996) Style London: Macmillan</p> <p>Leech &amp; Short (1981) Style in Fiction. Longman.</p> <p>Leech, G. N (1969) A Linguistic Guide to English Poetry. Longman</p> <p>Mills, S. (1995) Feminist Stylistics</p> <p>Wales, K. (1989) A Dictionary of Stylistic Longman.</p> <p>Widdowson, H. G. (1975) Stylistics and the Teaching of Literature. Longman.</p>		

ENG418	NOVEL – II	Cr. Hrs. 3 (3-0)
<b>AIMS &amp; OBJECTIVES</b>	A study of classics in the novel would offer a detailed reading of the development of various forms in this particular genre. The course also relates to the current aesthetics of the novel form and the diverse historical, social and cultural aspects and features that become sources for representation and reflection through fiction.	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• Joseph Conrad, Heart Of Darkness</li> <li>• J. Joyce, The Portrait Of An Artist As A Young Man</li> <li>• Virginia Woolf, To The Light House</li> <li>• William Faulkner, The Sound And The Fury</li> </ul>	
<b>REFERENCE WORKS</b>	<ol style="list-style-type: none"> <li>1. Beach, J. W. <i>The Twentieth Century Novel</i>. 952</li> <li>2. Bent, Andrew. <i>Study Course on William Golding's Lord of the Flies</i>. 2000</li> <li>3. Ellmann, Richard. <i>James Joyce</i>. 1959</li> <li>4. Guerard, Albert J. <i>Conrad: The Novelist</i> 1958</li> <li>5. Kettle, Arnold. <i>Introduction to English Novel II</i>. London: Hutchinson, 1978</li> <li>6. Leavis, F. R. <i>The Great Tradition</i>. London: Chatto and Windus, 1962</li> <li>7. Reynolds, M &amp; Noakes, I. <i>Iris Murdoch: The Essential Guide to Contemporary Literature</i>. O UP, 1999</li> </ol>	

ENG419	PROSE – II	Cr. Hrs. 3 (3-0)
<b>AIMS &amp; OBJECTIVES</b>	To enable the learners to learn how to comprehend, discuss and evaluate the spirit of English prose, essay and short story. The course would also highlight the socio-cultural aspects and thematic priorities reflected in this genre of the selected ages and writers.	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• Mathew Arnold (1822-1880) Essays in Criticism i Thomas Gray ii Keats</li> <li>• T.H.Huxuly i Man'Place in Nature ii Science and Morals iii Ethics and Evolution</li> <li>• John Ruskin i Stone of Venice ( 1 st Volume ) ii The Crown of the White Olive (Lecture 1st war )</li> <li>• Lytton Strachery (1880-1932) “ Eminent Victorian “ (Dr. Arnold )</li> <li>• Bertrand Russel (1872-1970) Un Popular Essays i. The Future of Mankind ii. ii. Ideas that have helped Mankind, iii Ideas that have Harmed Mankind.</li> </ul>	
<b>REFERENCE WORKS</b>	<ul style="list-style-type: none"> <li>• William Henry Hudson, An Introduction to the Study of Literature. London: Morrison and Gibb, 1963.</li> <li>• Robin Mayhead, Understanding Literature. Cambridge: Cambridge UP, 1979.</li> <li>• Rene Wellek and Austin Warren, Theory of Literature. London: Penguin, 1982.</li> <li>• Terry Eagleton, Literary Theory: An Introduction. England: Blackwell Publishers, 1996.</li> </ul>	

ENG20	RESEARCH METHODOLOGY	Cr. Hrs. 3 (3-0)
<b>AIMS &amp; OBJECTIVES</b>	To enable learners to conduct their own research (50-70 pages) in the fields of applied linguistics and literature.	
<b>CONTENTS</b>	<ul style="list-style-type: none"> <li>• Introduction: Qualitative and Quantitative Research Paradigms</li> <li>• Identifying and Defining a Research Problem</li> <li>• Selection Of the Topic and Delimitation of The Topic</li> <li>• Ethical Considerations/Plagiarism</li> <li>• Sampling Techniques</li> <li>• Tools for Data Collection: Questionnaires, Interviews, Observation &amp; Documentation</li> <li>• Limitation and Delimitation of research</li> </ul> <p>Data Analysis and Interpretation</p> <p>Some Aspects of the Research Work</p> <ul style="list-style-type: none"> <li>• Developing A Synopsis</li> <li>• Review of Literature</li> <li>• Transcription and Transliteration</li> <li>• Referencing and Citation</li> </ul>	
<b>REFERENCE WORKS</b>	<p>Paltridge, B. and Starfield, S. (2007). Thesis and dissertation writing in a Second Language: A handbook for Supervisors. New York: Routledge.</p> <p>Wallace, M.J. (1997). Action Research for Language Teachers. Cambridge: Cambridge University Press.</p> <p>Grix, J. (2001). Demystifying Postgraduate Research. Birmingham: The University of Birmingham Press.</p> <p>Tilley, N. and Pawson, R. (1997). Realistic Evaluation. London: Roultdge.</p>	