

# **BS ENGLISH**

## **Scheme of Studies**

### **ABSTRACT**

<b>Sr #</b>	<b>Categories</b>	<b>No of Courses</b>	<b>Credit Hours</b>
<b>1</b>	<b>General Courses (GC)</b>	<b>11</b>	<b>33</b>
<b>2</b>	<b>Core Courses (CC)</b>	<b>34</b>	<b>102</b>
	<b>Total</b>	<b>45</b>	<b>135</b>

### **SEMESTER-WISE BREAKDOWN OF COURSES**

#### **FIRST SEMESTER**

<b>Course Codes</b>	<b>Course Title</b>	<b>Cr Hrs</b>
GC 101	Study Skills	<b>3</b>
GC 102	History	<b>3</b>
ELL 103	Reading & Writing Skills	<b>3</b>
ELL 104	Introduction to Literary Studies	<b>3</b>
ELL 105	Introduction to Language	<b>3</b>
ELL 106	Listening and Speaking Skills	<b>3</b>
		<b>18</b>

#### **SECOND SEMESTER**

<b>Course Codes</b>	<b>Course Title</b>	<b>Cr Hrs</b>
GC 107	Introduction to IT Skills	<b>3</b>
GC 108	Pakistan Studies	<b>3</b>
ELL 109	Communication and Presentation Skills	<b>3</b>
ELL 110	Composition and Writing Skills	<b>3</b>
ELL 111	General Linguistics	<b>3</b>
ELL 112	Classical & Renaissance Drama	<b>3</b>
		<b>18</b>

### THIRD SEMESTER

<b>Course Codes</b>	<b>Course Title</b>	<b>Cr Hrs</b>
GC 201	Introduction to Social Science	<b>3</b>
GC 202	Islamic Studies	<b>3</b>
ELL 203	Academic Writing	<b>3</b>
ELL 204	Phonetics & Phonology	<b>3</b>
ELL 205	Short Fiction	<b>3</b>
ELL 206	Classical Poetry	<b>3</b>
		<b>18</b>

### FOURTH SEMESTER

<b>Course Codes</b>	<b>Course Title</b>	<b>Cr Hrs</b>
GC 207	Introduction to Philosophy	<b>3</b>
ELL 208	Introduction to Research Methodology	<b>3</b>
ELL 209	Novel (18th & 19th Century)	<b>3</b>
ELL 210	Romantic and Victorian Poetry	<b>3</b>
ELL 211	Literary Prose	<b>3</b>
		<b>15</b>

### FIFTH SEMESTER

<b>Course Codes</b>	<b>Course Title</b>	<b>Cr Hrs</b>
GC 301	Introduction to International Relations	<b>3</b>
GC 302	Introduction to Environmental Studies	<b>3</b>
ELL 303	Introduction to Pakistani Literature in English	<b>3</b>
ELL 304	Introduction to Literary Criticism & Theory	<b>3</b>
ELL 305	Sociolinguistics	<b>3</b>
		<b>15</b>

### SIXTH SEMESTER

<b>Course Codes</b>	<b>Course Title</b>	<b>Cr Hrs</b>
GC 306	Islamic History and Culture	<b>3</b>
ELL 307	Modern Poetry	<b>3</b>
ELL 308	Modern Drama	<b>3</b>
ELL 309	Modern Novel	<b>3</b>
ELL 310	Grammar & Syntax	<b>3</b>
		<b>15</b>

### SEVENTH SEMESTER

<b>Course Codes</b>	<b>Course Title</b>	<b>Cr Hrs</b>
GC 401	Introduction to Translation Studies	3
ELL 402	Semantics & Pragmatics	3
ELL 403	Stylistics	3
ELL 404	American Literature	3
ELL 405	Introduction to Literary Theory	3
ELL 406	Postmodern Fiction	3
		<b>18</b>

### EIGHTH SEMESTER

<b>Course Codes</b>	<b>Course Title</b>	<b>Cr Hrs</b>
ELL 410	Discourse Studies	3
ELL 411	Psycholinguistics	3
ELL 412	TEFL	3
ELL 413	Postcolonial Literature	3
ELL 414	Popular Fiction	3
ELL 415	Introduction to Women's Writings	3
		<b>18</b>

# **SEMESTER-WISE DETAILED SCHEME OF STUDIES**

## **BS English**

### **First Semester**

**Course: Study Skills**

**Level: BS 1<sup>st</sup>**

**Course Code: GC 101**

#### **Course Description:**

The prime purpose of this course is to help out students in their first year of learning in a new environment and a new system. It is designed to help them learn “how to learn” and enable them to take immediate control of their learning. It further assists them to devise and follow” study systems” which are learning processes learners use to study a particular subject. The course provides guidelines to help students think critically and concentrate to develop effective combinations of various learning strategies, wide variety of methods, different study techniques and styles, and other available resources in order to immediately see a positive difference in both their academic performance and the life choices they make.

#### **Course Objectives:**

This course aims to:

- help students learn basic self-management and study skills
- create and follow combinations of skills to minimize the risk of failure
- help them identify their goals of learning
- help them become confident and successful in the new learning environment

#### **Course Outcomes:**

By the end of the course, students are expected to:

- know and apply self-management skills to direct their academic performance and life choices
- understand the ways in which they learn easily
- define their own goals and preferences as they embark on their university career
- use the vital study skills and strategies
- create and use study systems, think critically, concentrate, read and listen with understanding
- develop and implement strategies to manage their time effectively
- develop effective test and examination taking skills

## **Course Contents:**

1. Seeking Success in University
  - Knowing your campus and its resources
  - Form An Academic Support Group
  - Know Where to Find Help
  - Stay Informed
  - Get Involved
2. Motivating Yourself to Learn
  - Assess Academic Strengths and Weaknesses
  - Discover and use your learning style
  - Develop Critical Thinking & Study Skills
  - Adapt learning style to teaching method
3. Using Critical Thinking Strategies
  - Examine Your Assumption
  - Make Predictions
  - Read With A Purpose
  - Sharpen Your Interpretations
  - Find Implications in What You Learn
  - Read and Understand Graphics
  - Evaluate what you learn
4. Setting Goals and Solving Problems
  - Set goals for success in college
  - How to develop a positive attitude
5. Sharpening Your Classroom Skills
  - Prepare for Class
  - Become an Active Listener
  - Develop A Personal Note-Taking System
  - Guidelines for Note Taking
  - The Informal Outline/Key Words System
  - The Cornell Method
  - Matching Note-Taking Style and Learning Style
  - Learn To Make Effective Presentations
6. Making the Most of Your Time
  - How to GRAB Some Time
  - Scheduling Your Time
  - Time Management and Learning Style
  - Procrastination
7. Creating Your Study System

- SQ3R: The Basic System
  - Devising Your Study System
8. Organizing Information for Study
- Memorization
  - Concept or Information Maps
  - Comparison Charts
  - Time Lines
  - Process Diagrams
  - Informal Outlines
  - Branching Diagrams
9. Controlling Your Concentration
- Concentrations
  - Eliminate Distractions
  - Use A Study System
  - Strategies to Improve Concentration
10. Preparing for Tests
- How To Prepare for Tests: Three Steps
  - Develop a Test-taking Routine
  - Master Objective Tests
  - Know How to Answer Essay Questions
11. Becoming an Active Reader
- Reading Actively
  - Find the Main Idea, Details, and Implications
  - Using a Textbook Marking System
12. Building Career Skills
- Working in the New Economy
  - Where the Jobs will be
  - Choosing Your Future
  - Your course of Study
  - Your Plan
  - What Employers Want
  - Career Skills to Develop
  - Workplace Ethics
  - From University to Work
  - Your Resume and Cover Letter
  - The Interview

**Recommended Readings:**

- Bain, Ken. (2012). *What the best college students do*.
- Kanar, Carol C. (2001). *The Confident Student*. Houghton Mifflin Co.
- Mcmillan, Kathleen. (2011). *The Study skills book*. Pearson.
- Pauk, Walter. *How to Study in College*.
- Wallace, M.J. (1980). *Study Skills in English*.

**Assessment:**

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

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**Course: History**

**Level: BS 1<sup>st</sup>**

**Course Code: ELL 102**

**Course Title: Reading & Writing Skills**

**Level: BS 1<sup>st</sup>**

**Course Code: ELL 103**

**Course Description:**

Success at the university level mainly depends on the mastery of some fundamental academic skills including reading and writing. In order to help students take a deep approach in reading and writing academic texts, they need to be taught effective learning strategies and techniques to improve reading and writing skills so that student can effectively read the text and express their viewpoint by using grammatically correct structures. The course consists of two major parts: reading part includes recognizing and writing a topic sentence, skimming, scanning, use of cohesive devices, identifying facts and opinions, guess meanings of unfamiliar words and writing part includes knowledge and use of various grammatical components such as parts of speech, tenses, voice, narration, modals etc. in practical contexts.

**Course Objectives:**

The course aims to:

- enable students identify main idea/topic sentences
- help them find specific information quickly
- make them distinguish between relevant and irrelevant information according to the purpose of reading
- enable them recognize and interpret cohesive devices
- guide them distinguish between fact and opinion
- facilitate them to use grammar for various practical situations

**Course Outcome:**

By the end of the course, students are expected to:

- read and interpret a text
- express themselves by using appropriate grammatical structures
- demonstrate writing skills
- apply important reading techniques to academic texts
- to identify and summarize information
- prepare and present effective writing assignments of different types

**Course Contents:**

**1. Reading Skills**

- Identify Main Idea / Topic sentences
- Skimming, Scanning, and Inference / Find Specific and General Information Quickly



- Distinguish Between Relevant and Irrelevant Information According to Purpose for Reading
- Recognize and Interpret Cohesive Devices
- Distinguish Between Fact and Opinion
- Guess the Meanings of Unfamiliar Words Using Context Clues
- Use the Dictionary for Finding Out Meanings and Use of Unfamiliar Words
- Practice Exercises With Every Above Mentioned Aspect of Reading

## 2. Writing Skills

- Parts of Speech
- Phrase, clause and sentence structure
- Combining sentences
- Tenses: meaning and use
- Modals
- Use of active and passive voice
- Reported Speech
- Writing good sentences
- Error Free writing
- Paragraph Writing with topic sentence
- Summary writing

**Note:** Teachers need to include practice activities, exercises and worksheets on the provided topics.

### **Recommended Books:**

- Howe, D. H, Kirkpatrick, T. A., & Kirkpatrick, D. L. (2004). *Oxford English for undergraduates*. Karachi: Oxford University Press.
- Eastwood, J. (2004). *English Practice Grammar* (New edition with tests and answers). Karachi: Oxford University Press.
- Murphy, R. (2003). *Grammar in use*. Cambridge: Cambridge University Press.

### **Assessment:**

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

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**Course Title: Introduction to Literary Studies**

**Level: BS 1<sup>st</sup>**

**Course Code: ELL 104**

**Course Description:**

This course introduces the student to literature as cultural and historical phenomena. This entails a study of the history and culture of various periods from renaissance to the present, over which English literature has been written. The emergence and development of various genres of literature that is poetry, drama, prose and fiction, over different periods in history, is also of great significance. The meanings and use of various literary terms and their role in the close reading of texts also forms an important part of this course. A number of short excerpts from primary texts are taken to illustrate major issues of literary studies. This will also, very briefly touch upon different theoretical approaches to literature to introduce the student to literary critique and evaluation. A general understanding of literary theory as a broad field of philosophical concepts and principals, which when practically applied to different excerpts taken from the primary texts representing different ages in the history of literature, serves to identify different topics of literary criticism because interpretation of a text can be done in different ways depending on the author and the context of any literary production.

**Objectives/Aims of the Course:**

1. To study the history and practice of English as a scholarly discipline.
2. To study the history and development of each genre by studying excerpts from various literary texts.
3. To familiarize the student with literary terms and their usage in close reading of texts and analyzing literature within different critical frameworks.
4. To briefly develop a concept of different theoretical approaches in literary criticism.
5. To analyze and criticize the works of literature in their cultural and historical contexts.
6. To assess the influence of literary movements in Britain on English literature from all parts of the world.

**Core Texts:**

1. William Henry Hudson. *Introduction to the Study of Literature* (1913)
2. Andrew Sanders. *The Short Oxford History of English Literature* (1994)
3. Mario Klarer. *Introduction to Literary Studies* (1999)
4. J. H. Miller. *On Literature* (2002)

**Note:** The teacher will use Sander's history with any one of the three books on literature as core texts.

**Outcomes of the Course:**

1. To understand that literature is a cultural reflection of its time of production and it provides an insight into its literary age and history.

2. To understand that various literary pieces provide different views of the same time period because subjectivity of every author is reflected through his/her work.
3. To observe that literature reflects language change.
4. To understand that literature is intertextual and the study of its history is crucial for correct and an indepth understanding of allusiveness in texts.
5. To analyze and criticize English texts from all over the world through an appreciation of the influence of European and English literary movements on them.

**Further/ Suggested Readings:**

Albert, E. (1979). *History of English Literature* (5th ed.). Oxford, New York: Oxford University Press.

Alexander, M. (2000). *A History of English Literature*. London: Palgrave Macmillan.

Blamires, H. (1984). *A Short History of English Literature*. London: Routledge.

Carter, R., & McRae, J. (1997). *The Routledge History of Literature in English, Britain and Ireland*. London : Routledge.

Chin, B. A., Wolfe, D., Copeland, J., & Dudzinski, M. A. (2001). *Glencoe Literature: British Literature*. New York: McGraw-Hill Higher Education.

Compton-Rickett, A. (1912). *A History of English Literature*. London: T. C. and E. C. Jack.

Daiches, D. (1968). *A Critical History of English Literature*. London: Martin Secker and Warburg Ltd.

Fletcher, R. H. (1919). *A History of English Literature*. Boston: R. G. Badger.

Legouis, E., & Cazamian, L. (1960). *A History of English Literature*. London: J. M. Dent and Sons.

**Assessment:**

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)

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**Course Title: Introduction to Language**

**Level: BS 1<sup>st</sup>**

**Course Code: ELL 105**

**Course Description:**

Language is central to human experience. This course provides a comprehensive overview of language origin, evolution of language as human faculty, and traces the history of English language in order to provide an idea how languages develop. The part on the history of the English language covers story of English language from beginning to the present. The course also includes a brief introduction to the history of linguistics with special reference to various schools of thought which have contributed significantly to the development of Linguistics.

**Course Objectives:**

This course aims to:

- give students a comprehensive overview of language as human faculty
- assist students analyze different stories about the origin of language
- provide students an overview of how a language develops, through a comprehensive exposure to English language development
- enable them to identify major theoretical additions in the development of Linguistics

**Course Outcomes:**

By the end of this course, students are expected to:

- demonstrate sound knowledge about language and language origin theories
- differentiate human language from animal communication through proper arguments
- interpret the process of language development
- exhibit knowledge about various stages in development of English language

**Course Contents:**

1. Language Origin
  - Language as a divine gift
  - Natural sound source theories
  - Social interaction source theories
  - The Physical adaptation sources
  - The genetic source
2. Speech vs Writing
  - Primacy of speech
  - Speech vs. Writing

- Origin of writing
- Types of writing systems
- 3. Language as Human Faculty
  - Human Language vs animal communication
  - Characteristics of Language: Design features
  - Animals lack language: A controversy
- 4. Language Families
  - What is a language family?
  - Language Families in the World: A Brief Overview
- 5. Historical Linguistics
  - What is linguistics?
  - What is historical linguistics?
  - What does historical linguistics study? (phonological, morphological, syntactic, and semantic changes)
  - Methods of Language reconstruction

## **Evolution of English Language**

- 6. Old & Middle English Periods
  - Grammatical categories
  - Inflections
  - Grammatical gender
- 7. Renaissance
  - Old, Middle, and Modern English (grammatical categories)
  - Shakespeare
- 8. 18<sup>th</sup> Century
  - Major characteristics of the age
  - Problem of refining and fixing the language
  - Swift's proposal
  - Johnson's Dictionary
  - Grammarians
  - Vocabulary formation
  - Introduction of passives
- 9. 19<sup>th</sup> Century
  - Important events and influences
  - Sources of new words
  - Pidgins and Creoles
  - Spelling reforms

- Development of Dictionary
  - Verb-adverb combination
10. English Language in America
- Americanism
  - Archive Features
  - Difference between the British and American English

### **Development of Modern Linguistics**

11. Modern Linguistics
- Emergence of Modern Linguistics: Saussure
  - Structuralism
  - American Structuralism
  - The Prague School
12. Contemporary Approaches to Linguistics
- Functional Linguistics

### **Recommended Books:**

- Bough, A.C. & Cable, T. (2002). *A History of English Language*. London: Prentice Hall, Inc.
- Campbell, L. (2001), 'The history of linguistics', in M. Aronoff and J. Rees-Miller (eds), *The Handbook of Linguistics*. Oxford: Blackwell Publishers, pp. 81-104.
- Joseph, J.E. (2002), *From Whitney to Chomsky: essays in the history of American linguistics*. Amsterdam/Philadelphia: John Benjamins.
- Yule, George. (2006). *The Study of Language*: 4<sup>th</sup>/ 5<sup>th</sup> Edition, Cambridge University Press.

### **Assessment:**

Total marks: 100

Mid Term: (Marks: 30)

Class Participation/ presentation/ project: (Marks: 20)

End Term: (Marks: 50)