

MA ENGLISH

SCHEME OF STUDIES

FIRST SEMESTER

Course Codes	Course Title	Cr Hrs
ELL 501	Introduction to Language	3
ELL 502	Introduction to Literary Studies	3
ELL 503	Classical Poetry	3
ELL 504	Classical and Renaissance Drama	3
ELL 505	Phonetics and Phonology	3
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SECOND SEMESTER

Course Codes	Course Title	Cr Hrs
ELL 507	Romantic & Victorian Poetry	3
ELL 508	Novel (18th and 19th Century)	3
ELL 509	Introduction to Literary Criticism & Theory	3
ELL 510	Academic Writing	3
ELL 511	Socio-Psycholinguistics	3
ELL 512	Research Methodology	3
		18

THIRD SEMESTER

Course Codes	Course Title	Cr Hrs
ELL 601	Modern Poetry	3
ELL 602	Modern Novel	3
ELL 603	Modern Drama	3
ELL 604	Pakistani Literature in English	3
ELL 605	Grammar & Syntax	3
ELL 606	Literary Prose	3
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FOURTH SEMESTER

Course Codes	Course Title	Cr Hrs
ELL 610	Introduction to Literary Theory	3
ELL 611	Translation Studies	3
ELL 612	American Literature	3
ELL 613	Postcolonial Literature	3
ELL 614	Semantics & Pragmatics	3
ELL 615	Popular Fiction	3
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SEMESTER-WISE DETAILED SCHEME OF STUDIES

MA ENGLISH

First Semester

Course Title: Introduction to Language

Level: MA 1st

Course Code: ELL 501

Course Description:

Language is central to the human experience. Thus ‘The Study of Language’ provides a comprehensive overview of language origin, evolution of language as human faculty, finally tracing 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 of 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 Outcome:

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. 18th 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. 19th 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*: 4th/ 5th Edition, Cambridge University Press.

Assessment:

Total marks: 100

Mid Term: (Marks: 30)

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

End Term: (Marks: 50)

Course Title: Introduction to Literary Studies

Level: MA 1st

Course Code: ELL 502

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)

Course: Classical Poetry

Level: MA 1st

Course Code: ELL 503

Course Description:

This course focuses on the study of poetry from Geoffrey Chaucer to Alexander Pope. The term ‘classical’ understandably refers to the lasting appeal and artistic pleasure of the poetical works selected for this course. Though belonging to different poetical genres, the poetry of Chaucer, Shakespeare, Donne, Milton, and Pope have stood the tests of time and no further study in this genre of literature is possible without studying these bench marks of English poetry. The teachers of classical poetry need to inculcate a spirit of studying the aesthetic concerns of the times of these poetical masterpieces along with giving a holistic understanding of different genres of poetry, namely; epic, ballad, sonnet, lyric, and elegy etc. Offering a study of the congenial humor and gentle satire of Chaucer’s *Prologue to Canterbury Tales* (c. 1389), the puritanical strain of Milton’s epic *Paradise Lost* (1667), the fiery quality of Love and divine poetry of the metaphysical poet John Donne, some sonnets of William Shakespeare and the aforementioned mock epic of Alexander Pope, this course is designed to cover the classical aspects of English poetry. By teaching the fundamentals of poetry that this course entails the teachers may introduce a diversity of poetic expressions that will help the students to further their inquiry into this genre in the coming semesters.

Aims and Objectives:

This course aims to;

1. Trace the generic specific historical development of classical poetry, but also to develop a keen awareness of poetic language and tone.
2. Introduce various forms and styles of the genre of poetry by creating an in-depth understanding of this genre in the students.

Core Texts:

Geoffrey Chaucer (1343-1400)

- An Introduction

William Shakespeare (1564-1616)

- Shall I compare thee to a summer’s day? (Sonnet 18)
- Let me not to the marriage of true minds (Sonnet 116)

John Donne (1572-1631):

Love Poems:

- Song
- The Sun Rising
- Aire and Angels

- The Good Morrow
- Valediction: Forbidding Mourning

Holy Sonnets:

- Thou hast made me, and shall thy work decay?
- Death be not proud, though some have called thee

John Milton (1608-1674):

- *Paradise Lost*. Book I (1667)
- *Paradise Lost* Book 9 (The main contention and critical summary)

Alexander Pope (1688-1744):

- *Rape of the Lock* (1712)

Course Outcomes:

1. The cognitive abilities thus exercised by the students will enable them to appreciate other forms of poetry they will be studying in the coming semesters like a combination of elegy, ode, lyric, ballad, free verse, and many other types.
2. There is lot of scope for further analysis and research into the secrets of versification: tone and mood, metre, rhythm, rhyme, and such technical details, which the students will be able to appreciate aesthetically.
3. The course will enrich the students with variety of means of appreciating the mechanisms of musicality through words placed in poetic order and realize the epigrammatic quality of this medium for conveying different thoughts in diverse themes.

Recommended Readings:

- Abbs, P. & Richardson, J. *The Forms of Poetry*. Cambridge: Cambridge UP. 1995.
- Barnet, Sylvan. *A Short Guide to Writing about Literature* (7th Edition). New York: Harper and Collins. 1996.
- Boulton, Marjorie. *The Anatomy of Poetry*. London: Routledge and Kegan Paul. 1977.
- Kennedy, X. J. Gioia, D. *An Introduction to Poetry*: (8th Edition). New York: Harper Collins College Publishers. 1994.

Assessment:

Total marks: 100

Mid Term: (Marks: 30)

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

End Term: (Marks: 50)

Course Title: Classical & Renaissance Drama

Level: MA 1st

Course Code: ELL 504

Course Description:

Drama is one of the most powerful medium of human expression which has enabled human beings across cultures to understand the meanings of life. With a sound knowledge of key literary terms and an understanding of different stages related to the development of theocentric elements of drama from Sophoclean age this course traces the cultural process and artistic discourse of the genre of drama and its significance and growth in the Renaissance times. The blend of Greek drama with selected dramas from the Renaissance period offers a unique and in depth understanding about the different changes adopted and incepted in the genre of drama of Elizabethan and Jacobean period. The basic scheme and structure of study includes introduction to characters, themes, motifs & symbols along with the textual critical analysis and application of the most suitable literary theories in order to explicating the variety of subject matter. Additionally, along with one comedy of Shakespeare, the teachers have the liberty of choosing from any one tragedy of Shakespeare with the other options to be incorporated in class assignments and class projects if they deem it relevant to the class strength.

Objectives / Aims of the Course:

This course is designed to

1. give a survey of classical and Renaissance drama in which the students will read works of playwrights from classical writers such as Sophocles to the drama produced during the Renaissance period.
2. introduce the students with different elements of drama and enable them to understand the technical as well as cultural aspects of the genre of drama
3. enable the students to appreciate the theatrical aspects of drama with the possible assignments to incorporate these aspects in class performances and class assignments

Outcome(s) of course:

1. The students will be able to develop and enhance their skills for any possible future ventures in practical fields
2. Students will be able to apply their knowledge of the elements of drama to their critical reading.
3. With the basic understandings about the key terms and technical aspects under their belt the students will be able to tackle with considerable ease the subsequent genre of modern drama which will follow in the coming semesters

Core Texts:

1. Sophocles

Oedipus Rex (c. 429 BC)

- | | |
|-------------------------|--|
| 2. Marlowe, Christopher | <i>The Tragical Historie of Doctor Faustus</i> |
| 3. Shakespeare, William | <i>King Lear</i> (1606-8)/ <i>Hamlet</i> (c. 1599-1602) /
<i>Macbeth</i> (1606) |
| 4. Shakespeare, William | <i>Twelfth Night</i> (1602)/ <i>As You Like it</i> (1603) |

Recommended Books:

1. Barber, C. L. (1959) *Shakespeare's Festive Comedy*. Princeton.
2. Bloom, Harold. S (1999) *Shakespeare: The Invention of the Human*. London: Fourth Estate.
3. Bowra: C. M. Bowra, *Sophoclean tragedy* (Oxford 1944).
4. Bradley, A. C. (1929) *Shakespearean Tragedy* (22nd Ed.). London.
5. Chambers, E. K. (1925) *Shakespeare: A Survey*. New York: Hill and Wang, Macmillan.
6. Constance B. Kuriyama. (2002) *Christopher Marlowe: A Renaissance Life* Ithca: Cornell University Press.
7. Danby, John F. (1949) *Shakespeare's Doctrine of Nature*. London.
8. Eagleton, Terry. (1986) *William Shakespeare*. New York: Blackwell.
9. Elliot, G. R. (1953) *Flaming Minister*. Durham, NC.
10. Erikson, Peter. (1991) *Rewriting Shakespeare, Rewriting Our-selves*. Berkley: U of California P.
11. H. D. F. (2005) *Kitto, Greek Tragedy*, London and New York: Routledge.
12. Ingram, R. P. Winnington, *Sophocles: An Interpretation*, Cambridge University Press, 1980.
13. Justina Gregory, (2005). *A Companion to Greek Tragedy*, Blackwell.
14. Patrick Cheney. (2004) *The Cambridge Companion to Christopher Marlowe*, Cambridge: C UP.
15. Shawn O' Bryhim. (2002). *Greek and Roman Comedy: Translations and Interpretations of Four Representative Plays*, University of Texas Press.

Assessment:

Total marks: 100

Mid Term: (Marks: 30)

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

End Term: (Marks: 50)

Course: Phonetics & Phonology

Level: MA 1st

Course Code: ELL 505

Course Description:

This course explores speech sounds as physical entities (phonetics) and as linguistic units (phonology). In viewing sounds as physical elements, the focus is on articulatory description. In this part of the course, the goal is to learn to produce, transcribe, and describe in articulatory terms many of the sounds known to occur in human languages. In the next part of the course, the focus is on sounds as members of a particular linguistic system.

Course Objectives:

This course aims to:

- assist students learn a number of technical terms related to the course
- familiarize students with sounds and sound patterning, particularly in English Language
- develop knowledge of segmental and supra-segmental speech
- help students understand the features of connected speech

Course Outcomes:

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

- demonstrate understanding of the core areas within Phonetics and Phonology
- transcribe English language on phonetic patterns
- pronounce words on vocabulary patterns
- identify and differentiate different speech processes

Course Contents:

1. Basic definitions
 - Phonetics
 - Articulatory, Auditory & Acoustic Phonetics
 - Phonology
 - Phoneme
 - Vowels
 - Consonants
 - Diphthongs

- Triphthongs
 - Voicing
 - Aspiration
 - Minimal pairs
2. Organs of Speech
 3. Phonemes
 - Consonants(place and manner of articulation)
 - Vowels (vowel trapezium/quadrilateral)
 - Monophthongs
 - Diphthongs
 - Triphthongs
 4. Rules
 - Rules of Voicing
 - Rules of /r/
 - Rules of /ŋ/
 5. Practice of phonemic transcription
 6. Definitions
 - Homophones
 - Homographs
 - Homonyms
 - Homophenes
 7. Fluency Devices
 - Assimilation
 - Elision
 - Weak forms/Strong forms
 - linking
 8. Sound Values
 9. Stress and Intonation
 10. Practice of phonemic transcription

Recommended Books:

- Collins, B. and Mees, I. (2003) *Practical Phonetics and Phonology: A Resource Book for Students*. London & NY: Routledge (Taylor & Francis)
- Clark, J and Yallop, C. (1995). *An Introduction to Phonetics and Phonology*. 2nd edition. Cambridge, Mass: Blackwell.
- Davenport, Mike & S. J. Hannahs. (2010). *Introducing Phonetics & Phonology*, 3rd edition. Hodder Education
- Roach, Peter. (2009). *English Phonetics and Phonology: A Practical Course*. 4th Edition. Cambridge.

Assessment:

Total marks: 100

Mid Term: (Marks: 30)

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

End Term: (Marks: 50)
