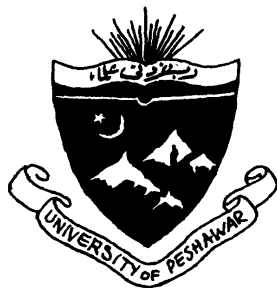


***Department of English and
Applied Linguistics***



MPhil/PhD COURSES

(English Literature and Applied Linguistics)

(2002 onwards)

University of Peshawar

MPhil/PhD Courses

1.0 Course Requirements

According to the University of Peshawar MPhil/PhD rules, a candidate for the MPhil degree must attend and complete:

1. Approved courses of 18 credits in the major subject;
2. Approved courses of 6 credits in related subjects.
3. Any additional course work as may be prescribed in an individual case.

And a candidate for the PhD degree must attend and complete:

1. Approved courses of 21 credits in the major subject.
2. Approved courses of 6 credits in related subjects.
3. Any additional course work as may be prescribed in an individual case.

2.0 Fields of Study

The Department offers two fields of study: MPhil/PhD in Literature, and MPhil/PhD in Applied Linguistics. Candidates shall offer the required number of courses from either Literature or Applied Linguistics (or both). The Department reserves the right to offer all or some of the optional courses in a particular session, depending on the availability of teachers.

3.0 MPhil/PhD in Literature

3.1 Core Courses

The following **THREE** core courses (09 credits) are compulsory. Each MPhil/PhD scholar shall have to offer these courses.

ENG 701	Bibliography & Research	3 credits
ENG 702	Modern Critical Trends & Theories	3 “
ENG 702b	Psychoanalytic Literary Criticism	3 “

3.2 Literature Optional Courses

MPhil Scholars shall have to offer at least **THREE** courses (09 credits) and PhD Scholars **FOUR** courses (12 credits) from the following optional courses (any level). To encourage cross-disciplinary approach, scholars may offer up to **ONE** course from the Applied Linguistics courses.

<i>MPhil Level Courses:</i>	<i>Credit Hours</i>
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ENG 703	A Critical Survey of English Literature	3
ENG 704	Chaucer and the Medieval Narrative	3
ENG 705	Renaissance Literature and Culture	3
ENG 706	Tragedy: Greek to the Renaissance	3
ENG 707	Eighteenth Century Novel	3
ENG 708	Nineteenth Century Novel	3
ENG 709	Contemporary English Literature	3
ENG 710	Postcolonial Literatures	3
ENG 711a	American Romanticism (1800-1860)	3
ENG 711b	American Realism (1860-1914)	3

<i>Advanced Level Courses:</i>	
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ENG 901	Shakespeare Studies	3
ENG 902	The Romantic Aesthetics	3
ENG 903	Modernity and Cultural Crisis	3
ENG 904	Modern Poetry (1900-1930)	3
ENG 905	Modern Novel (1900-1930)	3
ENG 906	Modern Drama (1900-1930)	3
ENG 907	The Comic Mode in English Literature	3
ENG 908	The Tragic Mode in English Literature	3

ENG 909	The Gothic in the English Novel	3
ENG 910	The Female Narratives	3

3.3 Postgraduate Seminars

Every MPhil scholar shall have to offer ENG 712 (3 credits) and PhD scholar ENG 912 (3 credits) after completing the research proposal as an independent (but supervised) study of one semester. The scholar shall have to defend his/her proposal before the Graduate Studies Committee and before it is sent for approval of the ASRB.

ENG 712	Research Proposal Seminar	3
ENG 912	Research Project Defence Seminar	3

3.4 Related Courses

According to MPhil/PhD statutes, every MPhil/PhD scholar is required to take courses of six credits in related courses. Although any course from across the two disciplines — Literature and Applied Linguistics — may be considered as related, the following courses are also offered as related.

ENG 601	Computers and Statistics	3
ENG 602	IT and Research on the Net	3
ENG 603	Logic and Critical Thinking	3
ENG 604	Rhetoric and Persuasion	3
ENG 605	Writing about Literature	3

4.0 MPhil/PhD in Applied Linguistics

4.1 Core Courses

The following **TWO** core courses (06 credits) are compulsory. Each MPhil/PhD scholar shall have to offer these courses.

			<i>Credit Hours</i>
ENG	751	Research Methods & Statistics	3
ENG	752	Current Issues in Applied Linguistics	3

4.2 Linguistics Optional Courses

MPhil Scholars shall have to offer at least **THREE** courses (09 credits) and PhD scholars at least **FOUR** (12 credits) courses from the following optional courses (any level). To encourage cross-disciplinary approach, scholars may offer up to **ONE** course from English Literature courses.

<i>MPhil Level Courses:</i>			<i>Credit Hours</i>
ENG	753	Historical Linguistics	3
ENG	754	Syntax and Morphology	3
ENG	755	Semantics	3
ENG	756	Phonetics and Phonology	3
ENG	757	Language Teaching Methods	3
ENG	758	Linguistics & Literature	3
ENG	759	Language Testing	3
ENG	760	English for Specific/Academic Purposes	3

Advanced Level Courses

ENG	951	Systemic-Functional Linguistics (SFL)	3
ENG	952	Sociolinguistics & Language Planning	3
ENG	953	Psycholinguistics & Language Acquisition	3
ENG	954	Language and Culture	3
ENG	955	Pragmatics and Discourse	3
ENG	956	Corpus Linguistics	3
ENG	957	Cognitive Linguistics	3
ENG	958	Philosophy of Language	3
ENG	959	Language Teacher Education	3
ENG	960	Language Programme Design & Evaluation	3

4.3 Postgraduate Seminars

Every MPhil scholar shall have to offer ENG 762 (3 credits) and PhD scholar ENG 962 (3 credits) after completing the research proposal as an independent (but supervised) study of one semester. The scholar shall have to defend his/her proposal before the Graduate Studies Committee and before it is sent for approval of the ASRB.

ENG 762	Research Proposal Seminar	3
ENG 962	Research Project Defence Seminar	3

4.4 Related Courses

According to MPhil/PhD statutes, every MPhil/PhD scholar is required to take courses of six credits in related courses. Although any course from across the two disciplines — Literature and Applied Linguistics — may be considered as related, the following courses are also offered as related.

ENG 601	Computers and Statistics	3
ENG 602	IT and Research on the Net	3
ENG 603	Logic and Critical Thinking	3
ENG 604	Rhetoric and Persuasion	3
ENG 605	Writing about Literature	3

***See f Literature courses are given in Appendix-I and III.
Outlines of Linguistics courses are given in Appendix-II and III.***

Approved by the **Board of Studies in English** dated 04 April 2002

Approved by the **Board, Faculty of Arts** in its meeting held on 04 May 2002

Approved by the **Academic Council** in its meeting held on 20 June 2002

Approved by the **Syndicate** in its meeting held on 17 August 2002

MPhil/PhD in English Literature

Course Outline

Core Courses

ENG 701 Bibliography and Research

This course aims to train students in conceptualising, thinking, planning, and executing their research projects with utmost efficiency and confidence. Together with course ENG 702, it also aims to help them understand and apply some of the most important concepts and methodologies in modern literary study. MLA, APA and Chicago documentation styles are covered.

Coombes, H. (2001). *Research using IT: A Guide for First-time Researchers*. London: Macmillan.

Marsh, N. (1995). *How to begin Studying English Literature* (2nd ed.). London: Macmillan.

Rose, J. (2001). *The Mature Student's Guide to Writing*. London: Macmillan.

Wisker, G. (2001). *The Postgraduate Research Handbook: How to succeed with your research for MA, MPhil and PhD*. London: Macmillan.

ENG 702 Modern Critical Trends & Theories

This course aims to consolidate students' grasp of the some of the most important concepts and methodologies in modern literary study, and to extend their understanding of contemporary critical and theoretical debates. Particular attention will be given to differing ideas of author, text, reader, gender, history, and value.

Harland, R. (1999). *Literary theory from Plato to Barthes*. London: Macmillan.

Hopkins, C. (2000). *Thinking about Texts*. London: Macmillan.

Ledger, S. and McCracken, S. (eds.) (1994). *Cultural Politics at the Fin de Siècle*. Cambridge University Press.

Miller, J.H. (1995). *Topographies*. Cambridge University Press.

- Mousley, A. (2000). *Renaissance Drama and Contemporary Literary Theory*. London: Macmillan.
- Parkin-Gounelas, R. (2000). *Psychoanalysis and Literature. Theories and Texts*. London: Macmillan.
- Rowland, S. (1999). *C.G. Jung and Literary Theory: The Challenge from Fiction*. London: Macmillan.
- Royle, N. (ed.) (2000). *Deconstructions: A User's Guide*. London: Macmillan.
- Rylance, R. (2000). *Literature in Context*. London: Macmillan.
- Safouan, Moustapha (2000). *Jacques Lacan and the question of Psychoanalytic training*, (tr. Jacqueline Rose). London: Macmillan.

MPhil Level Courses

ENG 703: A Critical Survey of English Literature

This course offers a critical survey of all the major periods of English Literature from the Anglo-Saxons to the Modern, focusing on some major representatives of each age. The course is intended to give scholars a broad overview of the literary periods so that that may be able to relate individual authors and their works to their periods later.

- Alexander, M. (2000). *A History of English Literature*. New York: Palgrave.
- Bough, A.C. (ed.) (1992). *Literary History of England* (4 Vols.). London: Routledge.
- Graddol, D. (1996). *English History: Diversity and Change*. London: Routledge.
- Wallace, D. (ed.) (1999). *The Cambridge History of English Literature*. Cambridge: CUP.

ENG 704 Chaucer and the Mediaeval Narrative

Focuses on a range of narrative achievement in a representative selection of Chaucer's *Canterbury Tales*. Also investigates some of the significant literary and intellectual influences on the text, and sets Chaucer's work alongside other examples of Middle English romance, such as *Havelok*, *Sir Gawain and the Green Knight*, and *Sir Orfeo*.

- Bisson, L.M. (1998). *Chaucer and the Late Medieval World*. London: Macmillan.
- Davenport, T. (1998). *Chaucer and his English Contemporaries*. London: Macmillan.

- Phillips, H. (1999). *An Introduction to the Canterbury Tales*. London: Macmillan.
- Pope, R. (2000). *How to Study Chaucer*, (2nd ed.). London: Macmillan.
- Sautman, F.C, Conchado, D. and Scipio, G.D. (eds.) (1998). *Telling Tales: Medieval Narrative and the Folk Tradition*. London: Macmillan.
- Sturges, R. (2000). *Chaucer's Pardoner and Gender Theory: Bodies of Discourse*. London: Macmillan.

ENG 705 Renaissance Literature and Culture

Introduces some key texts of the English Renaissance, including works by Sidney, Spenser, Marlow and Milton. The aims are to understand how the texts are shaped by considerations of genre and audience, and to explore how they enter into the cultural and intellectual ferment of the age.

- Campbell, G. (ed.) (1989). *The Renaissance*. London: Macmillan.
- Clarke, D., Clarke, E. (ed.) (2000). *The Double Voice: Gendered Writing in Early Modern England*. London: Macmillan.
- Cockcroft, R. (2001). *Renaissance Rhetoric*. London: Macmillan.
- Emerson, K.L. (1996). *The writer's guide to everyday life in Renaissance England: From 1485-1649*. OUP.
- Hadfield, A. (ed.) (2000). *Literature and Censorship in Renaissance England*. London: Macmillan.
- Jordan, M. (2000). *Milton and Modernity: Paradise Lost and the Making of Man*. London: Macmillan.
- Liebler, N.C. (ed.) (2000). *Renaissance Female Tragic Heroines*. London: Macmillan.
- Manley, L. (1995). *Literature and Culture in Early Modern London*. Cambridge University Press.
- McMullan, G. (ed.) (1998). *Renaissance Configuration: Voices, Bodies, Spaces, 1580-1690*. London. Macmillan.
- Mousley, A. (2000). *Renaissance Drama and Contemporary Literary Theory*. London: Macmillan.
- Scholz, S. (2000). *Body Narrative: Writing the nation and fashioning the subject in early Modern England*. London: Macmillan.

ENG 706 Tragedy: Greek to the Renaissance

The course aims to chart the development of tragedy from the attic tragedians (Aeschylus, Sophocles and Euripides), through Marlow to Shakespeare and Webster, by studying the influence of Greek Tragedy on the three major Renaissance English dramatists.

Barnes, J. (1994). *The Cambridge Companion to Aristotle*. Cambridge University Press.

Braunmuller, A.R. and Hattaway, M. (1993). *The Cambridge Companion to English Renaissance Drama*. Cambridge University Press

Braunmuller, A.R. and Hattaway, M. (1993). *The Cambridge Companion to English Renaissance Drama*. Cambridge University Press.

Buxton, R. (1993). *Imaginary Greece: The Context of Mythology*. Cambridge University Press.

Croally, N.T. (1994). *Euripidean Polemic: The Trojan Women and the Function of Tragedy*. Cambridge University Press.

Empson, W. (1993). *Essays on Shakespeare*. Cambridge University Press.

Felperin, H. (1994). *The Uses of the Canon: Elizabethan Literature and Contemporary Theory*. Oxford: OUP.

Goldhill, S. (1993). *Reading Greek Tragedy*. Cambridge University Press.

Greenblatt, S. (1994). *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford: OUP.

Maus, K.E. (2001). *Four Revenge Tragedies*. OUP.

Mehl, D. (1993). *Shakespeare's Tragedies: An Introduction*. Cambridge University Press.

Pfister, M. (1993). *The Theory and Analysis of Drama* (tr. John Halliday). Cambridge University Press.

Wells, S. (1993). *The Cambridge Companion to Shakespeare's Studies*. Cambridge University Press.

ENG 707 Eighteenth-Century Novel

This course deals with the fiction of the 'long eighteenth-century' using a pool of texts and corpus of writers. After discussing the broader issues of definitions and approaches, genre and gender, and canon formation, it focuses on Richardson and Fielding, and then on Behn, Defoe, Stern, and Smollett.

Bertelsen, L. (2000). *Henry Fielding at Work*. London: Macmillan.

- Childs, P. (2001). *Reading Fiction: Opening the Text*. London: Macmillan.
- Rosengarten, R. (2001). *Divine Design and the Incursions of Evil in the Novels of Henry Fielding*. London: Macmillan.
- Skinner, J. (2000). *Raising the Novel: An Introduction to Eighteenth-Century Fiction*. London: Macmillan.
- Varney, A. (1999). *Eighteenth-Century Writers in their World*. London: Macmillan.

ENG 708 Nineteenth-Century Novel

Explores nineteenth century fictional practice through a representative selection of texts, working outwards from Austen's *Mansfield Park* and Hardy's *Return of the Native* to other novels by such writers as Emily Bronte, Dickens, George Eliot, and Henry James. This course examines some of the richness and variety of the genre in the hands of some its most remarkable practitioners.

- Armstrong, T. (2000). *Haunted Hardy: Poetry, History, Memory*. London: Macmillan.
- Bradstock, A. et. al. (eds.) (2000). *Masculinity and Spirituality in Victorian Culture*. London: Macmillan.
- Chitham, E. (1998). *The Birth of Wuthering Heights*. London: Macmillan.
- David, D. (ed.) (2001). *The Cambridge Companion to the Victorian Novel*. CUP.
- Hudson, G.A. (1999). *Sibling Love and Incest in Jane Austen's Fiction*. London: Macmillan.
- Irwin, M. (1999). *Reading Hardy's Landscapes*. London: Macmillan.
- John, J. and Jenkins, A. (1999). *Rereading Victorian Fiction*. London: Macmillan.
- John, J. and Jenkins, A. (1999). *Rethinking Victorian Culture*. London: Macmillan.
- Li, Hao. (2000). *Memory and History in George Eliot*. London: Macmillan.
- Mallett, P. (2000). *The Achievement of Thomas Hardy*. London: Macmillan.
- McCaw, N. (2000). *George Eliot and Victorian Historiography*. London: Macmillan.
- Mermin, D. and Tucker, H. (eds.) (2001). *Victorian Literature: 1830-1900*. Oxford: Blackwell.
- Tambling, J. (2000). *Henry James*. London: Macmillan.
- Tucker, H. (ed.) (1999). *A Companion to Victorian Literature and Culture*. Oxford: Blackwell.

Wheeler, M. (1994). *Heaven, Hell and the Victorians*. Cambridge University Press.

Wood, J. (2001). *Passion and Pathology in Victorian Fiction*. Oxford: Blackwell.

Young, I. (1999). *Culture, Class and Gender in the Victorian Novel*. London: Macmillan.

ENG 709 Contemporary English Literature

This course aims to study major poets, novelists and dramatists of the contemporary period, such as W.H. Auden, Dylan Thomas, Ted Hughes, Philip Larkin, (Poets), Samuel Beckett, Harold Pinter, Tom Stoppard (Dramatists), Graham Greene, Iris Murdoch and John Fowles (Novelists). Placing them in their cultural and socio-historical context and examining the contemporary issues, the course also pays attention to emerging trends in English Literature.

Blake, A., Gandhi, L. and Thomas, S. (eds.) (2000). *England in Twentieth Century Fiction*. London: Macmillan.

Booth, J. (ed.) (1999). *New Larkin for Old: Critical Essays*. London: Macmillan.

Davies, P. (2000). *Beckett and Eros: Death of Humanism*. London: Macmillan.

Draper, R.P. (1999). *An Introduction to Twentieth Century Poetry in English*. London: Macmillan.

Emig, R. (1999). *W.H. Auden: Towards a Postmodern Poetics*. London: Macmillan.

Glover, J. (2000). *Negotiating the Great War*. London: Macmillan.

Hollander, J. (ed.) (1968). *Modern Poetry: Essays in Criticism*. Oxford: OUP.

Kershner, R.B. (1997). *The Twentieth Century Novel*. London: Macmillan.

Page, N. (1998). *Auden and Isherwood: The Berlin Years*. London: Macmillan.

Paizis, G. (1998). *Love and the Novel: Contemporary Romantic Fiction and Society*. London: Macmillan.

Swarbrick, A. (1995). *Out of Reach: The Poetry of Philip Larkin*. London: Macmillan.

ENG 710 Postcolonial Literatures

By focusing on works by African, African-American, South Asian, Caribbean, and Commonwealth writers, both men and women, this

course explores the questions of race and identity and each writer's social, political, cultural, gender, and economic concerns.

Bery, A. Murray, P. (eds.) (2000). *Comparing Postcolonial Literatures*. London: Macmillan.

Cribb, T.J. (ed.) (1998). *Imagined Commonwealth: Cambridge Essays on Commonwealth and International Literature in English*. London: Macmillan.

Needham, A.D. (2000). *Resistance and the Literature of the African and South Asian Diasporas*. London: Macmillan.

Parker, M. and Starkey, R. (eds.) (1995). *Postcolonial Literatures*. London: Macmillan.

Thieme, J. (ed.) (1996). *The Arnold Anthology of Postcolonial Literatures in English*. London: Arnold.

Wisker, G. (2000). *Postcolonial and African American Women's Writing*. London: Macmillan.

ENG 711 Coursework Seminar

Although seminars will be a regular feature of the programme, in this seminar the scholars will be expected to present an in-depth analysis of the area in which they wish to undertake research for their MPhil project. They will be expected to come up with several potential research questions for their research proposal.

ENG 712 Research Proposal Seminar

After independent (but supervised) study of one semester, the scholars will defend their research proposal in a seminar before their committees of supervisors and peers. They may also have to go through an oral examination before their proposals are sent to the ASRB for approval.

Advanced Level Courses

ENG 901 Shakespeare Studies

Organised chronologically, so as to focus on different periods of Shakespeare's career as a dramatist, close critical study of at least six plays allows students to engage with questions of genre, and to explore aspects of tradition and innovation in Shakespearean theatre.

Armstrong, P. (2000). *Shakespeare's Visual Regime: Tragedy, psychoanalysis and the gaze*. London: Macmillan.

Belsey, C. (1999). *Shakespeare and the loss of Eden: The construction of family values in early Modern culture*. London: Macmillan.

Brown, J.R. (2000). *Shakespeare: The Tragedies*. London: Macmillan.

Brown, R.D. and Johnson, D. (eds.) (2000). *A Shakespeare Reader: Sources and Criticism*. London: Macmillan.

De Sousa, G.U. (1999). *Shakespeare's Cross Cultural Encounters*. London: Macmillan.

Holderness, G. (1999). *Shakespeare: The Histories*. London: Macmillan.

McDonald, R. (2001). *Bedford Companion to Shakespeare*, (2nd ed.). London: Macmillan.

Ryan, K. (2000). *Shakespeare* (3rd ed.). London: Macmillan.

Ryan, K. (2000). *Shakespeare: The Comedies*. London: Macmillan.

Ryan, K. (ed.) (2000). *Shakespeare: Texts and Contexts*. London: Macmillan.

Thorne, A. (2000). *Vision and Rhetoric in Shakespeare*. London: Macmillan.

Wells, S. (1993). *The Cambridge Companion to Shakespeare's Studies*. Cambridge University Press.

ENG 902 The Romantic Aesthetics

The objects of the module are: (i) to acquaint postgraduate students with the most important developments in philosophy in the years leading up to the Romantic period, and (ii) to show how this material is used by Romantic poets and prose writers. The aesthetic theories of Addison, Burke, Young, Duff, Hobbes, Locke, Hartley, Hume, Kant and Coleridge will be studied, as will some of the literary works of, Wordsworth, Coleridge, Shelley, Byron, and Keats.

- Donelan, C. (1999). *Romanticism and Male Fantasy in Byron's 'Don Juan'*. London: Macmillan.
- Fulford, T.J. (1999). *Romanticism and Masculinity: Gender, Politics and Poetics in the Writing of Burke, Coleridge, Cobbet, Wordsworth, De Quincey and Hazlitt*. London: Macmillan.
- Henrich, D. (1994). *Aesthetic Judgment and the Moral Image of the World: Studies in Kant*. Cambridge University Press.
- Jasper, D. (1998). *The Sacred and Secular Canon in Romanticism*. London: Macmillan.
- Mizukoshi, A. (2001). *Keats, Hunt and the Aesthetics of Pleasure*. London: Macmillan.
- Wordsworth, J. and Wordsworth, J. (ed.) (2001). *New Penguin Book of Romantic Poetry*. London: Penguin.

ENG 903 Modernity and Cultural Crisis

Aims to develop students' critical understanding of a range of modern poetry and the social and intellectual contexts that shaped it. Particular attention is paid to the work of T.S. Eliot in the light of its searching engagement with many of the cultural anxieties that permeated twentieth century writing. It also raises recurring debates about the interaction between literary Modernism and the upheavals of the 20th century. The focus is on selected works of modern British novelists, for example, Thomas Hardy, D.H. Lawrence and Virginia Woolf, which exemplify how novelists — and their critics — responded to the perceived breakdown of traditional cultural certainties.

- Asher, K. (1994). *T.S. Eliot and Ideology*. Cambridge University Press.
- Bergonzi, B. (ed.) (1971). *Innovations: Essays on Art and Ideas*. Cambridge: CUP.
- Blamires, H. (1986). *Twentieth-Century English Literature*. London: Macmillan.
- Bradbury, M. McFarlane, J. (eds.) (1976). *Modernism 1890-1930*.
- Brooker, J.S. (ed.) (2000). *T.S. Eliot and Our Turning World*. London: Macmillan.
- Draper, R.P. (1999). *An Introduction to Twentieth-Century Poetry in English*. London: Macmillan.
- Ellmann, R. and Fiedelson, C. (eds.) (1965). *The Modern Tradition: Backgrounds of Modern Literature*.

- Halliwell, M. (2001). *Modernism and Morality: Ethical Devices in Transatlantic Fiction*. London: Macmillan.
- Hapgood, L. and Paxton, N. (eds.) (2000). *Outside Modernism: In pursuit of the English Novel, 1900-30*. London: Macmillan.
- Kershner, R.B. (1997). *The Twentieth-Century Novel: An Introduction*. London: Macmillan.
- Moody, A.D. (ed.). 1994). *The Cambridge Companion to T.S. Eliot*. Cambridge University Press.
- Nicholls, P. (1995). *Modernisms: A Literary Guide*. London: Macmillan.
- Roston, M. (2001). *The Search for Selfhood in Modern Literature*. London: Macmillan.
- Smith, A. and Wallace, J. (eds.). (2001). *Gothic Modernism*. London: Macmillan.
- Summer, R. (1999). *A Route to Modernism: Hardy, Lawrence, Woolf*. London: Macmillan.

ENG 904 Modern Poetry (1900-1930)

An enquiry into the distinctive characteristics of Modernist poetry between 1900 and 1930 through the poetry of W.B. Yeats, Robert Frost, T.S. Eliot, Ezra Pound, and Wallace Stevens.

- Asher, K. (1994). *T.S. Eliot and Ideology*. Cambridge University Press.
- Brooker, J.S. (ed.) (2000). *T.S. Eliot and Our Turning World*. London: Macmillan.
- Draper, R.P. (1999). *An Introduction to Twentieth-Century Poetry in English*. London: Macmillan.
- Greaves, R. (2001). *Impossible Responsibilities in W.B. Yeats*. London: Macmillan.
- Lentricchia, F. (1994). *Modernist Quartet* [A study of Frost, Stevens, Pound, and Eliot]. Cambridge University Press.
- Moody, A.D. (ed.). 1994). *The Cambridge Companion to T.S. Eliot*. Cambridge University Press.

ENG 905 Modern Novel (1900-1930)

The course makes an enquiry into the distinctive characteristics of Modernist fiction between 1900 and 1930 through the novels of James Joyce, D.H. Lawrence, Virginia Woolf, and E.M. Forster.

- Attridge, D. (1993). *The Cambridge Companion to James Joyce*. Cambridge University Press.
- Bradbury, M. (2001). *The Modern British Novel: 1878-2001*. London: Penguin.
- Nicholls, P. (1995). *Modernisms: A Literary Guide*. London: Macmillan.
- Parker, D. (1994). *Ethics, Theory and the Novel*. Cambridge University Press.
- Peach, L. (2000). *Virginia Woolf*. London: Macmillan.
- Klein, S.W. (1994). *The Fictions of James Joyce and Wyndham Lewis*. CUP.

ENG 906 Modern Drama (1900-1930)

Appraises some of the major figures in 20th century drama (e.g. Brecht, Beckett, Miller, Pinter), with particular attention to such topics as naturalism and absurdism, 'political' drama, 'Theatre of Cruelty', and the technique of 'Epic' theatre through plays such as *The Life of Galileo*, *Mother Courage*, *Waiting for Godot*, *Death of a Salesman*, and *The Caretaker*.

- Davies, P. (2000). *Beckett and Eros: Death of Humanism*. London: Macmillan.
- Pilling, J. (1993). *The Cambridge Companion to Beckett*. Cambridge University Press.
- Thomson, P. and Sacks, G. (1993). *The Cambridge Companion to Brecht*. Cambridge University Press.

ENG 907 The Comic Mode in English Literature

The comic mode will be represented by such works as Shakespeare's *Much Ado About Nothing*, Henry Fielding's *Joseph Andrews*, and Samuel Beckett's *Waiting for Godot*.

- Bertelsen, L. (2000). *Henry Fielding at Work*. London: Macmillan.
- Cavaliero, G. (1999). *The Alchemy of Laughter: Comedy in English Fiction*. London: Macmillan.
- Childs, P. (2001). *Reading Fiction: Opening the Text*. London: Macmillan.
- Davies, P. (2000). *Beckett and Eros: Death of Humanism*. London: Macmillan.
- Pilling, J. (1993). *The Cambridge Companion to Beckett*. Cambridge University Press.
- Rosengarten, R. (2001). *Divine Design and the Incursions of Evil in the Novels of Henry Fielding*. London: Macmillan.
- Ryan, K. (2000). *Shakespeare: The Comedies*. London: Macmillan.
- Ryan, K. (ed.) (2000). *Shakespeare: Texts and Contexts*. London: Macmillan.

- Skinner, J. (2000). *Raising the Novel: An Introduction to Eighteenth-Century Fiction*. London: Macmillan.
- Thorne, A. (2000). *Vision and Rhetoric in Shakespeare*. London: Macmillan.
- Varney, A. (1999). *Eighteenth-Century Writers in their World*. London: Macmillan.
- Wells, S. (1993). *The Cambridge Companion to Shakespeare's Studies*. Cambridge University Press.

ENG 908 The Tragic Mode in English Literature

The Tragic mode will be studied through Shakespeare's *Othello*, James Joyce's *The Dead*, and Thomas Hardy's *The Mayor of Casterbridge*.

- Armstrong, P. (2000). *Shakespeare's Visual Regime: Tragedy, psychoanalysis and the gaze*. London: Macmillan.
- Armstrong, T. (2000). *Haunted Hardy: Poetry, History, Memory*. London: Macmillan.
- Attridge, D. (1993). *The Cambridge Companion to James Joyce*. Cambridge University Press.
- Brown, J.R. (2000). *Shakespeare: The Tragedies*. London: Macmillan.
- John, J. and Jenkins, A. (1999). *Rereading Victorian Fiction*. London: Macmillan.
- Mallett, P. (2000). *The Achievement of Thomas Hardy*. London: Macmillan.
- Wheeler, M. (1994). *Heaven, Hell and the Victorians*. Cambridge University Press.

ENG 909 The Gothic in the English Novel

This course aims to study the tales of the macabre, fantastic, and supernatural, usually set amid haunted castles, graveyards, ruins and wild picturesque landscapes. Beginning with Walpole (*The Castle of Otranto*), the students will study M. G. Lewis (*The Monk*), C. R. Maturin (*Melmoth the Wanderer*), W. Beckford (*Vathek*), and Mrs. Radcliffe (*The Mysteries of Udolpho*), moving into the 19th Century to study the gothic strain in *Wuthering Heights* and *Villette*. Flannery O'Connor's *Wise Blood* may be studied as an example of American Southern Gothic.

- Bloom, C. (ed.) (1998). *Gothic Horror: A reader's guide from Poe to King and beyond*. London: Macmillan.

- Byron, G. and Punter, D. (eds.) (1999). *Spectral readings: Towards a Gothic geography*. London: Macmillan.
- Clery, E. (1995). *The Rise of Supernatural Fiction, 1762-1800*. Cambridge University Press.
- Mulvey-Roberts, M. (ed.) (1998). *The Handbook to Gothic Literature*. London: Macmillan.
- Smith, A. (2000). *Gothic Radicalism*. London: Macmillan.
- Wlfreys, J. and Robbins, R. (eds.) (2000). *Victorian Gothic: Literary and cultural manifestations in the Nineteenth-Century*. London: Macmillan.

ENG 910 The Female Narratives

The course offers an interdisciplinary approach to the growing field of Female Narratives by examining the relationship between the nineteenth-century women's movement and first-wave feminist literature. Placing the Female Narratives debate in its cultural and socio-historical context and examining the Female Narrative as a gynocentric genre, the course also pays attention to the emerging theoretical discourse which prefigured concepts central to second-wave feminist theory. Authors included are Gertrude Stein (1874-1946), Edith Wharton (1862-1937), Willa Cather (1876-1947), Katherine Ann Porter (1890-1980), Joyce Carol Oates (1938-), and Toni Morrison.

- Belsey, C. and Moore, J. (eds.) (1997). *The Feminist Reader: Essays in gender and the Politics of Literary Criticism*. London: Macmillan.
- Bryson, V. (1999). *Feminist Debates: Issues of theory and political practice*. London: Macmillan.
- Cameron, D. (1992). *Feminism and Linguistic Theory*, (2nd ed.). London: Macmillan.
- Duvall, J. (2001). *The Identifying Fictions of Toni Morrison: Modernist Authenticity and Postmodern Blackness*. London: Macmillan.
- Foster, T. (2001). *Transformation of Domesticity in Modern Women's Writing.: Homelessness at Home*. London: Macmillan.
- Hanson, C. (2000). *Hysterical Fiction: The 'Woman's Novel' in the Twentieth-Century*. London: Macmillan.
- Heilmann, A. (2000). *New Woman Fiction: Fin-de-Siècle Feminism*. London: Macmillan.

- Maslen, E. (2001). *Political and Social Issues in British Women's Fiction, 1928-1968*. London: Macmillan.
- McRobbie, A. (2000). *Feminism and Youth Culture*, (2nd ed.). London: Macmillan.
- Reynolds, G. (1999). *Twentieth-Century American Women's Fiction*. London: Macmillan.
- Richardson, A. Willis, C. (eds.) (2000). *The New Woman in Fiction and Fact: Fin-de-Siècle Feminism*. London: Macmillan.
- Robbins, R. (2000). *Literary Feminisms*. London: Macmillan.
- Robinson, V. (ed.) (1997). *Introducing Women's Studies: Feminist theory and practice*, (2nd ed.). London: Macmillan.
- Rubenstein, R. (2001). *Home Matters: Longing and Belonging, Nostalgia and Mourning in Women's Fiction*. London: Macmillan.
- Saxton, R.O. (ed.) (1999). *The Girl: Construction of the Girl in contemporary fiction by Women*. London: Macmillan.
- Shelley, S. (ed.) (2000). *Psychoanalysis and Women: A Reader*. London: Macmillan.
- Warhol, R.R. and Herndl, D.P. (eds.) (1997). *Feminisms: An anthology of literary theory and criticism*, (2nd ed.). London: Macmillan.
- Watkins, S. (2000). *Twentieth-Century Women Novelists: Feminist theory into Practice*. London: Macmillan.

ENG 911 Advanced Seminar

Although seminars will be a regular feature of the programme, in this seminar the scholars will be expected to present an in-depth analysis of the area in which they wish to undertake research for their PhD project. They will be expected to come up with several potential research questions for their research proposal.

ENG 912 Research Project Defence Seminar

After independent (but supervised) study of one semester, the scholars will defend their research proposal in a seminar before their committees of supervisors and peers. They may also have to go through an oral examination before their proposals are sent to the ASRB for approval.

MPhil/PhD in Applied Linguistics

Course Outline

Core Courses

ENG 751 Research Methods and Statistics

Topics:

- Research as speculation/Research questions
- The design of empirical research
- Qualitative, Quantitative and Ethnographic research
- Measurement, Deviations, standard and otherwise
- Correlating sets of data
- Hypothesis testing
- Statistical tests used in Linguistics
- Documentation Styles (MLA, APA, and Chicago)

Recommended Books:

Brown, J.D. (1988). *Understanding research in second language learning*. Cambridge: CUP.

Hatch, E.M. and H. Farhady, H. (1982). *Research design and statistics for Applied Linguistics*. Rowley, Mass.: Newbury House.

Rowntree, D. (1981). *Statistics without tears*. Harmondsworth: Penguin.

Seliger, H. W. and Shohamy, E. (1989). *Second language research methods*. Oxford University Press.

ENG 752 Current Issues in Applied Linguistics

Topics:

- Some definitions of applied linguistics
- Speculation and empiricism in applied linguistics
- Communicative competence and the notion of the native speaker
- Characterizing and measuring language proficiency
- Language acquisition, interlanguage, language transfer and interference

- Learner differences, classroom and second language acquisition theory

Recommended Books:

- Bell, R.T. (1981). *An introduction to applied linguistics: approaches and methods in language teaching*. Batsford.
- Brown, H.D. (1980). *Principles of language learning and teaching*. Prentice-Hall.
- Chaudron, C. (1988). *Second language classroom*. CUP.
- Corder, S.P. (1973). *Introducing applied linguistics*. Penguin.
- Crystal, D. (1981). *Directions in applied linguistics*. Academic Press.
- Joseph, John E., Love, N. and Taylor, Talbot J. (2001). *Landmarks in Linguistic Thought 2: The Western Tradition in the Twentieth Century*. London & New York: Routledge.
- Richards, J., Platt, J. and Weber, H. (1985). *Dictionary of applied linguistics*. Longman.

MPhil Level Courses

ENG 753 Historical Linguistics

Topics:

- Time Periods of English and Language Change
- The Pre-History of English
- Old English 450-1100
- Middle English
- Early Modern English
- Present Day English
- English in the United States
- World English

Recommended Books:

- Fennell, B. A. (2000). *A History of English: A Sociolinguistics Approach*. Oxford: Blackwell.
- Hughs, G. (1999). *A History of English Words*. Oxford: Blackwell.
- Knowles, G. (1997). *The Cultural History of the English Language*. London: Arnold.
- Trask, R. L. (1996). *Historical Linguistics*. London: Arnold.

ENG 754 Syntax and Morphology

Topics:

- Constituent structure
- Intermediate level of structure (x-bar structure)
- Nuclear/non-nuclear constituents
- Optionality and ambiguity
- Morphology and Dependency
- Functional relations
- Minimalist Generative syntax

Recommended Books:

Baltin, M. and Collins, C. (eds.) (2000). *The Handbook of contemporary syntactic theory*. Oxford: Blackwell.

Brown, E.K. and Miller, J.E. (1991). *Syntax: A linguistic introduction to sentence structure*. London: Harper Collins.

Hawkins, R. (2000). *Second language syntax*. Oxford: Blackwell.

Lasnik, H. (1999). *Minimalist analysis*. Oxford: Blackwell.

Matthews, P.H. (1981). *Syntax*. Cambridge: CUP.

ENG 755 Semantics

Topics:

- Meaning, sense, denotation, connotation and reference
- Sense relations
- Componential analysis and lexical fields
- Deixis and reference
- Sentence meaning and utterance meaning

Recommended Books:

Allan, K. (2000). *Natural language semantics*. Oxford: Blackwell.

Heim, I. and Kratzer, A. (1997). *Semantics in generative grammar*. Oxford: Blackwell.

Hurford, J.R. and Heasley, B. (1983). *Semantics: A coursebook*. Cambridge: CUP.

Lapping, S. (ed.) 1997). *The Handbook of Contemporary Semantic Theory*. Oxford: Blackwell.

- Leech, G.N. (1981). *Semantics*, (2nd ed.). Harmondsworth: Penguin.
- Lyons, J. (1981). *Language, meaning and context*. London: Fontsnns/Collins
- Palmer, F.R. (1981). *Semantics: A new outline*, (2nd ed.).Cambridge: CUP.
- Saeed, J.I. (1996). *Semantics*. Oxford: Blackwell.
- Stubbs, M. (2000). *Words and Phrases: Corpus studies of lexical semantics*. Oxford: Blackwell.

ENG 756 Phonetics and Phonology

Topics:

- Phonetics and Phonology
- Articulatory Phonetics
- Phonology and Phonetic Transcription
- The Consonants of English
- English Vowels and Phonological Rules
- English words and sentences
- Acoustic phonetics
- Syllables and suprasegmental features
- Linguistic phonetics

Recommended Books:

- Carr, P. (1999). *English phonetics and phonology: An introduction*. Oxford: Blackwell.
- Clark, J. and Yallop, C. (1995). *An introduction to phonetics and phonology* (2nd ed.). Oxford: Blackwell.
- Goldsmith, J.A. (1999). *Phonological Theory: The Essential Readings*. Oxford: Blackwell.
- Kenstowics, M. (1993). *Phonology in generative grammar*. Oxford: Blackwell.
- Ladefoged, P. (1982). *A Course in Phonetics*. New York: Harcourt Brace Jovanovich.
- Ladefoged, P. (2000). *Vowels and consonants: An introduction to the sounds of language*. Oxford: Blackwell.
- Roca, I. And Johnson, W. (1999). *A course in phonology*. Oxford: Blackwell.
- Spenser, A. (1995). *Phonology: Theory and description*. Oxford: Blackwell.

ENG 757 Language Teaching Methods

Topics:

- The nature of approaches and methods in language teaching
- Techniques and principles in language teaching
- Systems and skills
- Language teaching context
- Teaching listening/speaking/reading/writing
- Teaching lexis/grammar
- Integrated tasks/teaching
- Autonomy and self-directed learning

Recommended Books:

Abbot, G. and Wingard, P. (eds.) (1981). *The teaching of English as an International Language*. Collins.

Brown, H. (1987). *Principles of Language Learning and Teaching*. CUP.

Brumfit, C. (1984). *Communicative methodology in language teaching*. CUP.

Richards, J. (1985). *The context of second language learning*. CUP

Richards, J. and Rodgers, R. (1986). *Approaches and methods in language teaching*. CUP.

Stern, H.H. (1983). *Fundamental concepts of language teaching*. CUP.

ENG 758 Linguistics and Literature

Topics:

- The reading of literature: interpretive strategies
- Genre as framing device
- 'Dislocation' to create specifically literary meaning
- The interpretation of narrative
- Author, narrator, protagonist, focalisation
- Deviation and foregrounding

Recommended Books:

Blake, N. (ed.) (1990). *An Introduction to the Language of Literature*. London: Macmillan.

Carter, R. (ed.) (1982). *Language and literature: An introductory reader in stylistics*. London: George Allen and Unwin.

Freeborn, D. (1996). *Style: Text analysis and Linguistic criticism*. London: Macmillan.

Leech, G.A. (1969). *A linguistic guide to English poetry*. Harlow: Longman.

Shapiro, M. (1998). *The Sense of Form in Literature and Language*. London: Macmillan.

Short, M.H. (ed.) (1988). *Reading, analysing and teaching literature*. Harlow: Longman.

ENG 759 Language Testing

Topics:

- Purpose and methods of language testing
- Characteristics of a Good test
- Testing grammatical structure and different skills
- Constructing the test

Recommended Books:

Kunnan, A.J. (ed.). (2000). *Studies in Language Testing 9*. CUP.

Heaton, J.B. (1975). *Writing English Language tests*. London: Longman

Harris, D.P. (1969). *Testing English as a Second Language*. McGraw-Hill.

ENG 760 English for Specific Purposes

Topics:

- The evolution of ESP
- The role of the ESP teacher
- Specificity and communality in ESP
- Types of ESP
- Vocabulary in ESP
- ESP textbooks
- Planning an ESP project
- Grammar in ESP: Characteristics of specialist prose
- Discourse and genre in ESP
- Reading in ESP
- Simulations in ESP

Recommended Books:

Hutchinson, T. and Waters, A. (1987). *English for specific purposes: A learning-centred approach*. Cambridge: CUP.

Morrow, K. (1990). *Skills for reading*. Oxford: OUP.

Robinson, P. (1991). *ESP today: A practitioner's guide*. Hemel Hempstead: Prentice-Hall.

Swales, J. (ed.) (1985). *Episodes in ESP*. Hemel Hempstead: Prentice-Hall.

Swales, J. (1990). *Genre Analysis*. Cambridge: CUP.

ENG 761 Coursework Seminar

Although seminars will be a regular feature of the programme, in this seminar the scholars will be expected to present an in-depth analysis of the area in which they wish to undertake research for their MPhil project. They will be expected to come up with several potential research questions for their research proposal.

ENG 762 Research Proposal Seminar

After independent (but supervised) study of one semester, the scholars will defend their research proposal in a seminar before their committees of supervisors and peers. They may also have to go through an oral examination before their proposals are sent to the ASRB for approval.

Advanced Level Courses

ENG 951 Systemic-Functional Linguistics

Topics:

- Language, context and function
- Identifying clauses and clause constituents
- An Overview of Functional grammar
- The Metafunctions
- Text as message & text as exchange
- Grammatical metaphor
- Groups and phrases

Recommended Books:

Apart from Halliday (1994), which is the core text, the following are essential readings for developing an understanding of Hallidayan linguistics.

Halliday, M.A.K. (1994). *An Introduction to Functional Grammar*, (2nd ed.). London: Arnold.

Egins, S. (1994). *An Introduction to Systemic-Functional Linguistics*. London: Pinter.

Leckie-Terry, H. (1995). *Language and Context: A Functional-Linguistics theory of Register*. London: Pinter.

Thompson, G. (1996). *Introducing Functional grammar*. London: Arnold.

ENG 952 Sociolinguistics and Language Planning

Topics:

- Description/Introduction
- Societal multilingualism
- Language varieties: language and culture
- Bilingualism, diglossia
- Linguistics and social inequality
- Language choice and attitudes
- Language planning and standardization

Recommended Books:

Chambers, J.K. (1994). *Sociolinguistic theory: Language variation and its social significance*. Oxford: Blackwell.

Coulmas, F. (ed.) (1998). *The Handbook of Sociolinguistics*. Oxford: Blackwell.

Fasold, R. (1987). *The Sociolinguistics of society*. Oxford: Blackwell.

Fasold, R. (1990). *The sociolinguistics of language*. Oxford: Blackwell.

Gumperz, J. (1986). *Directions in sociolinguistics*. Oxford: Blackwell.

Hudson, R.A. (1980). *Sociolinguistics*. Cambridge: CUP.

Trudgill, P. (1983). *Sociolinguistics: An introduction to language and society*. Harmondsworth: Penguin.

Wardhaugh, R. (1997). *An introduction to sociolinguistics* (3rd ed.). Oxford: Blackwell.

ENG 953 Psycholinguistics and Language Acquisition

Topics:

- General introduction: definition and scope of psycholinguistics and the psychology of language learning
- Psycholinguistic theories of language acquisition
- Neurolinguistics and neurofunctional theories of language acquisition
- Behaviourism vs. information processing
- Generativism: The Chomskyan revolution
- The relative importance of syntax and semantics in language comprehension
- The structure of the language processor
- Language production and its relation to comprehension

Recommended Books:

Archibald, J. (ed.) (1999). *Second language acquisition and linguistic theory*. Oxford: Blackwell.

Bates, E. and Tomasello, M. (eds.) (2001). *Language development: The essential readings*. Oxford: Blackwell.

Clark, H.H. and Clark, E.V. (1977). *Psychology and language: An introduction to psycholinguistics*. New York: Harcourt Brace Jovanovich

Crain, S. and Lillo-Martin, D. (eds.) (1999). *An introduction to linguistic theory and Language acquisition*. Oxford: Blackwell.

Granham, A. (1985). *Psycholinguistics: Central topics*. London: Methuen

McDonough, S. (1981). *Psychology in foreign language teaching*. London: Allen and Unwin.

ENG 954 Language and Culture

Topics:

- Speech community and communicative competence
- The performance of language: acts, events, and activities
- Language socialisation and literary practices
- The Power of Language

Recommended Books:

Duranti, A. (ed.) (2000). *Linguistic Anthropology*. Oxford: Blackwell.

Duranti, A. (ed.). (2001). *Key Terms in Language and Culture*. Oxford: Blackwell.

Foley, W. (1997). *Anthropological Linguistics*. Oxford: Blackwell.

ENG 955 Pragmatics and Discourse

Topics:

- Pragmatics and discourse
- Conversational implicature and structure
- Presupposition, speech acts and conversational maxims
- Conversational analysis
- The role of context in interpretation
- Written and Spoken discourse
- Information structure
- Reference in text and discourse

Recommended Books:

Brown, G. and Yule, G. (1983). *Discourse Analysis*. Cambridge: CUP

Carter, R. et. al. (ed.) (2001). *Working with Texts: A core Introduction to language analysis*. London: Routledge.

Kadmon, N. (2001). *Formal Pragmatics: Semantics, pragmatics, presupposition, and focus*. Oxford: Blackwell.

Levinson, S.C. (1983). *Pragmatics*. Cambridge: CUP.

McCarthy, M. (1991). *Discourse Analysis for Language Teachers*. Cambridge: CUP.

Mey, J.I. (2000). *Pragmatics*. Oxford: Blackwell.

Schiffrin, D., Tannen, D. and Hamilton, H. (eds.) (2001). *The Handbook of Discourse Analysis*. Oxford: Blackwell.

ENG 956 Corpus Linguistics

Topics:

- The design and development of corpora
- Corpus-based description of English
- Corpus analysis
- Implications and applications of corpus-based research

Recommended Books:

Biber, D., Conrad, S. and Reppen, R. (1998). *Corpus Linguistics: Investigating Language, Structure and Use*. Cambridge University Press.

Kennedy, G. (1998). *An Introduction to Corpus Linguistics*. London: Longman.

ENG 957 Cognitive Science & Linguistics

Topics:

- Foundations of cognitive science
- Cognition development
- Reasoning, object recognition
- Eye movements, visual recognition
- Language processing and acquisition
- Optimality theory and neuroscience

Recommended Books:

Bechtel, W. and Graham, G. (eds.) (1999). *A Companion to Cognitive Science*. Oxford: Blackwell.

Cummins, R. and Cummins, D. (eds.). (1999). *Minds, Brains, and Computers: Foundations of Cognitive Science — An Anthology*. Oxford: Blackwell.

Harnish, R. (2001). *Minds, Brains, Computers: A Historical Introduction to the Foundation of Cognitive Science*. Oxford: Blackwell.

Lepore, E. and Pylyshyn, Z. (eds.) (1999). *What is Cognitive Science?* Oxford: Blackwell.

ENG 958 Philosophy of Language

This course will provide a survey of contemporary philosophy of language. The course provides a diversity of readings in the philosophy of language from the ancient Greeks to contemporary analytic, feminist, and multicultural perspectives

Recommended Books:

Hale, B. and Wright, C. (1997). *A Companion to the Philosophy of Language*. Oxford: Blackwell.

Nye, A. (1998). *Philosophy of Language: The big questions*. Oxford: Blackwell.

Stereley, K. and Devitt, M. (1999). *Language and reality: An Introduction to the Philosophy of Language* (2nd ed.). Oxford: Blackwell.

ENG 959 Language Teacher Education

Topics:

- Training or Education?
- Concepts and objectives of teacher education

- Methodology for teacher education
- Developing language skills: language use and language analysis
- Developing teaching skills through observation
- Programme design and evaluation
- Language teacher as reflective practitioner

Recommended Books:

- Allwright, D. (1988). *Observations in language classroom*. London: Longman.
- Richards, J. and Nunan, D. (eds.) (1990). *Second language teacher education*. Cambridge: CUP.
- Wallace, M.J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: CUP.
- Woodward, T. (1991). *Models and metaphors in language teacher training*. Cambridge: CUP.

ENG 960 Language Programme Design

Topics:

- The scope of curriculum and syllabus studies
- Curriculum design models and syllabus types
- The ecology of curriculum: context and needs analysis
- Syllabus making procedures
- Curriculum evaluation
- Innovation and the implementation of curriculum change

Recommended Books:

- Brumfit, C.J. (ed.) (1984). *General English syllabus design: ENG Documents 118*. Oxford: Pergamon Press/The British Council.
- Dubin, F. and Olshtain, E. (1986). *Course design*. Cambridge: CUP.
- Johnson, R.K. (ed.) (1989). *The second language curriculum*. Cambridge: CUP.
- Nunan, D. (1988). *The learner-centred curriculum*. Cambridge: CUP.
- White, R.V. (1986). *The ENG Curriculum*. Oxford: Blackwell.
- Yalden, J. (1987). *Principles of course design for language teachers*. Cambridge: CUP.

ENG 961 Advanced Seminar

Although seminars will be a regular feature of the programme, in this seminar the scholars will be expected to present an in-depth analysis of the area in which they wish to undertake research for their PhD project. They will be expected to come up with several potential research questions for their research proposal.

ENG 962 Research Project Defence Seminar

After independent (but supervised) study of one semester, the scholars will defend their research project in a seminar before their committees of supervisors and peers. They may also have to go through an oral examination before their proposals are sent to the ASRB for approval.

Appendix-III

RELATED COURSES

The following courses are practical in nature, and, in addition to helping the students use the computer and the Internet, will also help scholars not only to think logically and critically, but also argue convincingly and persuasively through writing.

ENG 601: Computers and Statistics

This course aims to acquaint the Applied Linguistics students with such statistical software packages as **SPSS** and **Statistica**. This course is related to ENG 751 course.

Hatch, E. and Farhady, H. (1982). *Research Design and Statistics for Applied Linguistics*. Cambridge: Newbury House.

Woods, A., Fletcher, P. and Hughes, A. (1986). *Statistics in Language Studies*. Cambridge: CUP.

ENG 602: IT and Research on the Net

The Internet has opened new avenues of research for the eager researcher. This course aims to help the researcher to use the Internet efficiently and effectively for research.

Hacker, D. (1998). *Research and Documentation in the Electronic Age*. Boston: Bedford Books.

ENG 603: Logic and Critical Thinking

Since all research is based on logic, and critical thinking and reasoning, this course aims to help students not only to make their propositions and arguments logically sound, but also to make them wary of fallacious arguments.

Herrick, J. A. (1991). *Critical Thinking: An analysis of arguments*. Arizona: Gorsuch Scarisbrick.

Lepore, E. (2000). *Meaning and Argument: An Introduction to Logic through language*. Oxford: Blackwell.

Seech, Z. (1987). *Logic in Everyday Life: Practical Reasoning Skills*. California: Wadsworth.

ENG 604: Rhetoric and Persuasion

This course aims to make students aware of the rhetoric of academic writing so as to help them write effective and persuasive statements and arguments.

Cockroft, R. and Cockroft, S.M. (1992). *Persuading People: An Introduction to Rhetoric*. London: Macmillan.

ENG 605: Writing about Literature.

Since literature is a complex of philosophy, psychology, politics, religion, sociology, history, anthropology, and so on, writing about literature is a complex process. This course aims to help students go about their writing step by step so as to avoid getting bogged down in the multifaceted complexity of the subject.

Irmscher, W. F. (1976). *The Holt Guide to English: A Contemporary Handbook of Rhetoric, Language and Literature*. Washington: Holt Rinehart Winston

McKeague, P. (1995). *Step by Step: Writing about Literature*. Iowa: Kendel Hunt.

Research Journals

Following is a list of mainstream journals in the two disciplines. The scholars are expected to search these journals (and many others) for relevant articles.

Literature:

Studies in Philology
Philosophy and Literature
Studies in English Literature
Papers on Language and Literature
Literature and Psychology
Eighteenth-Century Studies
American Literature
Ariel
Critical Quarterly

Applied Linguistics

Applied Linguistics
TESOL Quarterly
ELT Journal
English for Specific Purposes
Journal of English for Academic Purposes
Written Communication
World Englishes
Language Teaching Research
Language Testing
International Journal of Applied Linguistics
Studia Linguistica
Journal of Sociolinguistics
The Modern Language Journal
Computational Intelligence

Approved by the **Board of Studies in English** dated 04 April 2002

Approved by the **Board, Faculty of Arts** in its meeting held on 04 May 2002

Approved by the **Academic Council** in its meeting held on 20 June 2002

Approved by the **Syndicate** in its meeting held on 17 August 2002

CHAIRMAN

Department of English and Applied Linguistics
The University of Peshawar