Introduction to Statistics

COURSE OBJECTIVES

1. To understand fundamental concepts in probability and statistics.
2. To enable students to apply rules and algorithm of probability and statistics in various logical problems.
3. To enable students maneuver mathematical probabilistic models for different problems, to analyze them and to interpret the results.

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Understand the concept of probability and statistics.
2. Apply the rules and algorithm of probability and statistics in various logical problems.
3. Maneuver mathematical probabilistic models for different problems, to analyze them and to interpret the results.

CLO	Taxonomy Level	PLO
Understand the concept of probability and statistics	Cognitive – C 2	Technical and soft skills Development
Apply the rules and algorithm of probability and statistics to their relevant problems	Cognitive – C 3	Technical and soft skills Development
Maneuver mathematical probabilistic models for different problems, to *analyze* them and to *interpret* the results	Cognitive – C-4	Analysis and Problem-Solving abilities

HS-305 Morphology & Syntax-II

COURSE OBJECTIVES

1. To develop understanding of Morphology through basic morphemic analysis
2. To develop understanding of syntax through basic syntactic analysis
3. To analyze the complex morpho-syntactic structures of English language

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Demonstrate understanding of Morphology through basic morphemic analysis.
2. Demonstrate understanding of syntax through basic syntactic analysis.
3. Analyze the complex morpho-syntactic structures of English language

CLO	Taxonomy Level	PLO
Demonstrate understanding of Morphology through basic morphemic analysis.	Cognitive – C 3	Language and Linguistics Knowledge
Demonstrate understanding of syntax through basic syntactic analysis.	Cognitive – C 3	Language and Linguistics Knowledge
Analyze the complex morpho-syntactic structures of English language	Cognitive – C 4	Reflection & Critical Thinking Skills

HS-306 Sociolinguistics

COURSE OBJECTIVES

1. To understand the complex relationship between language and society and the interplay of language and its everyday use in the social contexts by individuals and groups.
2. To understand the theoretical and applied concepts related to sociolinguistics particularly language in communities, language variation and change, and language and culture.
3. To analyse language as used in the social contexts by individuals and groups.

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Understand the complex relationship between language and society and the interplay of language and its everyday use in the social contexts.
2. Demonstrate understanding towards theoretical and applied concepts related to sociolinguistics particularly language in communities, language variation and change, and language and culture.
3. Analyse language as used in the varied social contexts.

CLO	Taxonomy Level	PLO
Understand the complex relationship between language and society and the interplay of language and its everyday use in the social contexts	Cognitive – C 2	Language and Linguistics Knowledge
Demonstrate understanding towards the theoretical and applied concepts related to sociolinguistics particularly language in communities, language variation and change, and language and culture	Cognitive – C 3	Language and Linguistics Knowledge
Analyze language as used in the varied social contexts	Cognitive – C 4	Reflection & Critical Thinking Skills

COURSE OBJECTIVES

1. To deconstruct concepts of English grammar in written or spoken language
2. To understand grammar teaching theories.
3. To provide students with teaching practice opportunity for teaching grammar in ESL context.

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Deconstruct concepts of English grammar in written or spoken language
2. Demonstrate understanding of grammar teaching theories in different cases
3. Devise teaching strategies for grammar teaching in ESL context.

CLO	Taxonomy Level	PLO
Deconstruct concepts of English grammar in written or spoken language	Cognitive – C 4	Language and Linguistics Knowledge
Demonstrate understanding of grammar teaching theories in different cases	Cognitive – C 3	Language and Linguistics Knowledge
Devise teaching strategies for grammar teaching in ESL context	Cognitive – C 6	Reflection & Critical Thinking Skills

HS-312 Translation Studies

COURSE OBJECTIVES

1. To understand major translation theories /models.
2. To enable learners to understand different translation theories pertinent to left-hand and right-hand languages.
3. To enable learners to apply major theories/models/strategies of translation

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Comprehend major translation theories /models.
2. Distinguish different translation theories pertinent to left-hand and right-hand languages.
3. Apply major theories/models/strategies of translation

CLO	Taxonomy Level	PLO
Comprehend major translation theories /models.	Cognitive – C 2	Language and Linguistics Knowledge
Distinguish different translation theories pertinent to left-hand and right-hand languages	Cognitive – C 4	Reflection & Critical Thinking Skills
Apply major theories/models/strategies of translation	Cognitive – C 3	Language and Linguistics Knowledge

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HS-313 Media Discourse Analysis

COURSE OBJECTIVES

1. To enable students to deconstruct media text by identifying hidden ideology and agenda behind a text (either spoken or written)
2. To understand the sensitivity of differences between gender and cultural discourse across the globe and its impact on the mind set of people
3. To understand the importance of adjusting their writing in accordance with the demand of genre and its discourse community.

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Deconstruct media text by identifying hidden ideology and agenda behind a text (either spoken or written)
2. Demonstrate understanding towards sensitivity of differences between gender and cultural discourse across the globe and its impact on the mind set of people
3. Evaluate and adjust their writing in accordance with the demand of genre and its discourse community

CLO	Taxonomy Level	PLO
Deconstruct media text by identifying hidden ideology and agenda behind a text (either spoken or written)	Cognitive – C 4	Reflection & Critical Thinking Skills
Demonstrate understanding towards sensitivity of differences between gender and cultural discourse across the globe and its impact on the mind set of people	Cognitive – C 3	Reflection & Critical Thinking Skills
Evaluate and adjust their writing in accordance with the demand of genre and its discourse community	Cognitive – C 5	Language and Linguistics Knowledge

COURSE OBJECTIVES

1. To enable students to understand education system of Pakistan.
2. To enable students to appraise the impact of linguistic medium of education on the socio-economic development of people in Pakistan.
3. To compare language and education policy documents of different countries against Pakistan.

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Comprehend education system of Pakistan.
2. Appraise the impact of linguistic medium of education on the socio-economic development of people in Pakistan
3. Compare language and education policy documents of different countries against Pakistan

CLO	Taxonomy Level	PLO
Comprehend education system of Pakistan.	Cognitive – C 2	Analysis and Problem Solving
Appraise the impact of linguistic medium of education on the socio-economic development of people in Pakistan	Cognitive – C 5	Reflection & Critical Thinking Skills
Compare language and education policy documents of different countries against Pakistan	Cognitive – C 4	Analysis and Problem Solving

HS 319 Introduction to Research

COURSE OBJECTIVES

1. To introduce the basic concepts, process and types of research to the students.
2. To enable them to analyse and appraise the key concepts and issues of research in the given research settings and examples.
3. To equip them with skills to plan their final year research project and develop a proposal for the same.

COURSE OUTCOMES

By the end of the course, students will be able to:

1. Explain the basic concepts, process and types of research.
2. Analyse and appraise the key concepts and issues of research in the given research settings and examples.
3. Plan their final year research project and develop a proposal for the same.

CLO	Taxonomy Level	PLO
Explain the basic concepts, process and types of research.	Cognitive – C 2	Research and Development
Analyse and appraise the key concepts and issues of research in the given research settings and examples.	Cognitive – C 4	Research and Development
Plan their final year research project and develop a proposal for the same.	Cognitive – C 5	Research and Development

COURSE OBJECTIVES

1. To introduce students to the micro and macro factors involved in the process of compiling and editing dictionaries
2. To acquaint students with corpus linguistics as a major tool to collect real life e-data of language and vocabulary used.
3. To take issues of word-structure critically and conduct small scale research based on analysis of other languages besides English.

COURSE OUTCOMES

By the end of the course, students will be able to:

4. Identify the micro and macro factors involved in the process of compiling and editing dictionaries
5. Operate corpus analysis tool to analyze real life e-data of language and vocabulary used
6. Compose small scale research on word-structure analysis of other languages besides English.

CLO	Taxonomy Level	PLO
Identify the micro and macro factors involved in the process of compiling and editing dictionaries	Cognitive – C 1	Language and Linguistics Knowledge
Operate corpus analysis tool to analyze real life e-data of language and vocabulary used	Cognitive – C 3	Technical and soft skills Development
Compose small scale research on word-structure analysis of other languages besides English.	Cognitive – C 6	Reflection & Critical Thinking Skills

HS 309 Discourse Analysis

COURSE OBJECTIVES

1. To introduce students to different theoretical approaches of discourse analysis
2. To develop understanding of the structure of a range of text types, spoken and written
3. To enable students to analyze the pragmatic, rhetorical, grammatical and lexical structure of texts
4. To enable students to identify applications of discourse analysis in different discourses.

COURSE OUTCOMES

By the end of the course, students will be able to:

1. Apply knowledge and understanding of contemporary theoretical approaches to discourse analysis
2. Demonstrate understanding of contextual and pragmatic factors contributing to discourse coherence and the contribution of grammar, lexis and phonology to discourse structure
3. Deconstruct a range of spoken, written and computer-mediated language genres for ideology and propaganda.
4. Criticize texts from a variety of genres, and present analysis confidently and effectively to others

CLO	Taxonomy Level	PLO
Apply knowledge and understanding of contemporary theoretical approaches to discourse analysis	Cognitive – C 3	Language and Linguistics Knowledge
Demonstrate understanding of contextual and pragmatic factors contributing to discourse coherence and the contribution of grammar, lexis and phonology to discourse structure	Cognitive – C 3	Research and Development
Deconstruct a range of spoken, written and computer-mediated language genres for ideology and propaganda	Cognitive – C 4	Reflection & Critical Thinking
Criticize texts from a variety of genres, and present analysis confidently and effectively to others	Cognitive – C 5	Reflection & Critical Thinking Skills

HS 310 Psycholinguistics

COURSE OBJECTIVES

1. To introduce and explore the major theories in the area of psycholinguistics
2. To develop understanding of the relationship between language and the processes of the brain and mind.
3. To develop understanding of biological bases for language (language & the brain), speech perception, the lexicon, sentence processing, discourse, speech production and language acquisition.

COURSE OUTCOMES

By the end of the course, students will be able to:

1. Demonstrate understanding of major theories in the area of psycholinguistics
2. Identify the basic areas of the brain involved in language and describe the functions carried out by these areas.
3. Analyze major issues and process involved in the areas of speech perception, word recognition, sentence processing, text processing, reading and language acquisition.

CLO	Taxonomy Level	PLO
Demonstrate understanding of major theories in the area of psycholinguistics	Cognitive – C 3	Language and Linguistics Knowledge
Identify the basic areas of the brain involved in language and describe the functions carried out by these areas	Cognitive – C 1	Language and Linguistics Knowledge
Analyze major issues and process involved in the areas of speech perception, word recognition, sentence processing, text processing, reading and language acquisition	Cognitive – C 4	Research and Development

HS 320 Human Resource Management

COURSE OBJECTIVES

1. To provide students with a firm knowledge and understanding of the practical dimension of human resource management, i.e. planning, recruitment, selection, induction, training/development, reward systems and people review/appraisal systems
2. To enable students to evaluate and discuss the changing nature of human resource aspects of management in terms of communication, leadership, teamwork and the "psychological contract" between organizations and their employees.
3. To acquaint students with the knowledge of the Employment law documents and developments

COURSE OUTCOMES

By the end of the course, students will be able to:

1. Apply a working knowledge of personnel management theory and practices within a industry content.
2. Appreciate the implications of employment laws in industry.
3. Study and critique the stages of human resource development.
4. Identify and appreciate the qualities required to ensure good teamwork through effective supervision.

CLO	Taxonomy Level	PLO
Apply a working knowledge of personnel management theory and practices within a industry content.	Cognitive – C 3	Reflection & Critical Thinking Skills
Appreciate the implications of employment laws in industry	Affective – A 3	Reflection & Critical Thinking Skills
Study and *critique* the stages of human resource development.	Cognitive – C 5	Analysis and Problem-Solving Ability
Identify and appreciate the qualities required to ensure good teamwork through effective supervision.	Cognitive – C 1	Technical and Soft Skills Development

HS 314 World Englishes

COURSE OBJECTIVES

1. To explore the rise of English to its current dominant status
2. To consider the implications of its current position for language professionals
3. To develop appropriate professional skills in response to the current position of English in the world.

COURSE OUTCOMES

By the end of the course, students will be able to:

1. Demonstrate understanding of the history of the rise of English; major arguments for and against the use of English as an international language; the impact of a range of philosophical, political, economic, and cultural arguments on the practice of English and other language teaching
2. Illustrate relationship between academic, professional, public and user conceptions of language to clarify educational policy and practice; describe the roles of language in social behavior and users' attitudes to global language
3. Apply current theories of language learning, language in use, and language education to language in a global context.

CLO	Taxonomy Level	PLO
Demonstrate knowledge and understanding of the history of the rise of English; major arguments for and against the use of English as an international language; the impact of a range of philosophical, political, economic, and cultural arguments on the practice of English and other language teaching	Cognitive – C 3	Language and Linguistics Knowledge
Illustrate the relationship between academic, professional, public and user conceptions of language to clarify educational policy and practice; describe the roles of language in social behaviour and users' attitudes to global language	Cognitive – C 4	Reflection & Critical Thinking Skills
Apply current theories of language learning, language in use, and language education to language in a global context.	Cognitive – C 3	Research and Development

HS 317 Language & Gender

COURSE OBJECTIVES

1. To introduce students to the dynamic field of language and gender studies and present an historical overview of the early research in the field
2. To identify key debates in the field and how sociolinguistic research has engaged in these debates
3. To survey and explore several approaches to the study of gender and sexuality using discourse analysis as a methodological tool.

COURSE OUTCOMES

By the end of the course, students will be able to:

1. Describe different approaches to the study of language and gender
2. Identify linguistic features that have been associated with 'men's language' and 'women' language' under the notion of social construction of gender.
3. Compare spoken and/or written language data to apply theoretical concepts to the study of gender

CLO	Taxonomy Level	PLO
Describe different approaches to the study of language and gender	Cognitive – C 1	Language and Linguistics Knowledge
Identify linguistic features that have been associated with 'men's language' and 'women' language' under the notion of social construction of gender.	Cognitive – C 1	Research and Development
Compare spoken and/or written language data to apply theoretical concepts to the study of gender	Cognitive – C 5	Reflection & Critical Thinking Skills